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.

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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**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 Instructional Pathway
Lesson 6

What information is shown on a weather map?

Why is understanding how to read a weather map important?

Weather maps. Some weather maps show a small area, such as California, Arizona, or another word you choose.

on a weather map is areas of high or low pressure. Each is marked with a capital H or L. If you see an H, the pressure is high. The weather in a high-pressure area is usually clear and fair. Where you see an L, the pressure is low. The weather in a low-pressure area is more likely to have stronger winds, sometimes with rain or snow.

The pool slowly filled up with dirt. The bones of the trapped animals were protected under the mud for thousands and thousands of years. Now people are digging them out. There were about fifty mammoths in that spot, and camels, and giant bears.

Ray: I know that would be a great place to visit on my next school trip. Liz: Let's go! It's almost like the real thing.

Ray: That's why I thought it would be interesting to take a trip. Maybe we could go to the museum some day. Liz: I'd love to.

Ray: Yeah, you get a chance to see all those mammoth bones.

Ray: Liz, a seven-year-old girl. Liz: I would. I'd give my right arm to see all those mammoths.

Ray: This diagram shows what happened to the mammoths. It has a label that says "26,000 years ago."

Ray: About 26,000 years ago, the spot where this mammoth stands was just a small pool. Then the water slowly filled up with mud.

Ray: Right. About 26,000 years ago, the spot where this mammoth stands was just a small pool. Then the ground caved in and made the pool.

Ray: Like did the mammoths get here?

Ray: The water was warm all year round. Lots of plants and other animals went into the water to drink. The animals that didn't get out. The sales were too strong. As the animals died, either because they got bored or because they couldn't get food.

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2 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.

3 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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Using the Pacing Guide

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

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

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<tr>
<td>Listen and Learn</td>
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<td>Henry Speaks Out/Peace Will Be My Applause</td>
<td>Reread both passages with students, using Think Alouds. Use the Compare and Contrast Genres Think Aloud to focus strategy instruction, TM p. 9. Then have students complete the Comprehension Check, SE p. 12 to compare and contrast the passages.</td>
<td>DIFFERENTIATION OPTIONS</td>
<td>Instruction Coach</td>
<td>Have students read Henry Speaks Out/Peace Will be My Applause and identify why the first story is historical fiction.</td>
<td>Instruction Coach</td>
<td>Reread Henry Speaks Out/Peace Will be My Applause, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
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<td>Reread Henry Speaks Out/Peace Will Be My Applause</td>
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<td>Ready to Serve</td>
<td>Preview the vocabulary, SE p. 13. Then have students read and discuss the passage, SE pp. 14–16.</td>
<td>Reread Henry Speaks Out or Ready to Serve</td>
<td>Have students choose a passage and reread and discuss Ready to Serve. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 17–18.</td>
<td>Reread Henry Speaks Out or Ready to Serve</td>
<td>Have students continue to reread and discuss Ready to Serve. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 17–18.</td>
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<td>DIFFERENTIATION OPTIONS</td>
<td>Instruction Coach</td>
<td>Teach theme in Ready to Serve and guide students through the Comprehension Check, SE p. 18.</td>
<td>Reread Ready to Serve, guiding students to note point of view.</td>
<td>Reread Ready to Serve and guide students as they unpack the themes.</td>
<td>Reread Ready to Serve, guiding students to note point of view.</td>
<td>Reread Ready to Serve, guiding students to note point of view.</td>
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<td>Reread both passages with students, using Think Alouds. Use the Compare and Contrast Genres Think Aloud to focus strategy instruction, TM p. 9. Then have students complete the Comprehension Check, SE p. 12 to compare and contrast the passages.</td>
<td>DIFFERENTIATION OPTIONS</td>
<td>Instruction Coach</td>
<td>Teach theme in Ready to Serve and guide students through the Comprehension Check, SE p. 18.</td>
<td>Reread Henry Speaks Out or Ready to Serve</td>
<td>Have students choose a passage and reread and discuss Ready to Serve. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 17–18.</td>
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### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - Have students read Henry Speaks Out/Peace Will Be My Applause and identify why the first story is historical fiction.
  - Reread Henry Speaks Out/Peace Will Be My Applause, noting point of view.
  - Reread Henry Speaks Out/Peace Will Be My Applause, SE pp. 6–11, noting point of view.
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  - Reread Henry Speaks Out/Peace Will Be My Applause, SE pp. 6–11, noting point of view.

- **Instruction Coach**
  - Teach the vocabulary words, SE p. 13.
## Unit: Reading Historical Fiction

### LESSON FOCUS

**Lesson 1: Reading Historical Fiction**
- **Instruction Coach** Independent
- **Support Coach** Independent
- **Leveled Practice Resource Book** Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.

**Lesson 2: Historical Fiction**
- **Student Edition** pp. 31–32, 34–38, 283
- **Teacher’s Manual** pp. 25–26, 28–33
- **Narrative Point of View**
- **Historical Fiction**

**The Collector**
- Discuss historical fiction and the skills that will be reviewed, SE p. 31. Read the passage **(first read)**. Have students complete the Narrative Point of View Chart, SE p. 283.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach Independent**
- **Support Coach** Independent

**Leveled Practice Resource Book** Have students find the theme of the story and explain it to each other.

### LESSON FOCUS

**Lesson 2: Historical Fiction**
- **Student Edition** pp. 33–39, 284
- **Teacher’s Manual** pp. 27–33
- **Theme**
- **Close Reading**

**The Collector**
- Review Determining Theme, SE p. 33. Read the passage **(second read)**. Have students complete the relevant questions on the Close Reading Worksheet, SE p. 284.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 33. Reread The Collector using the **second read** annotations to focus on narrative point of view. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 27. Help students understand the author’s message, or theme of the passage.
- **Support Coach** Focus on idiomatic expressions and punctuation in Supporting ELLs and Focus on Fluency, TM pp. 29–30. Preview Vocabulary, SE p. 39.

### LESSON FOCUS

**Lesson 2: Historical Fiction**
- **Student Edition** pp. 34–39, 284
- **Teacher’s Manual** pp. 28–33
- **Context Clues**
- **Close Reading**

**The Collector**
- Read the passage **(third read)**. Then have students complete the Close Reading Worksheet, SE p. 284. Follow with Vocabulary, SE p. 39.

**DIFFERENTIATION OPTIONS**
- **Support Coach** After discussing the **third read** annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
- **Performance Coach** Guide students through the Coached Example, SE pp. 5–8.
- **Performance Coach** Use Discussion Questions, TE p. 2. Review the characteristics of fiction and nonfiction. Have students write about specific characteristics in the passages they have read.
- **Performance Coach** Have accelerating students read Lesson 4, SE pp. 40–42

### LESSON FOCUS

**Lesson 2: Historical Fiction**
- **Student Edition** pp. 40, 42–48, 285
- **Teacher’s Manual** pp. 34, 36–43
- **Compare and Contrast**
- **Historical Fiction and Nonfiction**

**The Summer Things Fell Apart/Letter from Neshoba County Jail**
- Review compare and contrast, SE p. 40. Read the passage **(first read)**. Have students complete the Venn Diagram, SE p. 285.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 40. Reread The Summer Things Fell Apart/Letter from Neshoba County Jail, using the **first read** annotations to focus on comparing and contrasting. Guide students to complete the Venn Diagram, SE p. 285.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 39–40, to help students compare and contrast character traits.
## Unit: Reading Historical Fiction

### Lesson 2: Historical Fiction

#### Lesson Focus

- **Support Coach**
  - Student Edition pp. 41–49, 286
  - Teacher’s Manual pp. 35–43

#### Skills
- ✔ Historical Fiction
- ✔ Close Reading

#### Differentiation Options
- ✔ Support Coach Review Try It, SE pp. 41, 44–45
- ✔ Support Coach Have students read Hidden/Letter to a Granddaughter, SE pp. 52–56.
- ✔ Performance Coach Use Language Spotlight, SE p. 4 and TE pp. 3, to teach context clues.

#### Differentiation Options
- ✔ Support Coach Guide students through Respond to Text using support, TM pp. 44–45.
- ✔ Support Coach Have students read Hidden/Letter to a Granddaughter, SE pp. 52–56.
- ✔ Performance Coach Have accelerating students complete the Lesson Practice, SE pp. 46–50.

---

### Lesson 1: Reading Historical Fiction

#### Lesson Focus

- **Support Coach**
  - Student Edition pp. 50–56
  - Teacher’s Manual pp. 36–46

#### Skills
- ✔ Compare and Contrast Historical Fiction and Nonfiction
- ✔ Close Reading
- ✔ Write about Historical Fiction

#### Differentiation Options
- ✔ Support Coach Guide students through Respond to Text using support, TM pp. 44–45.
- ✔ Support Coach Have students read Hidden/Letter to a Granddaughter, SE pp. 52–56.
- ✔ Performance Coach Have accelerated students complete the Lesson Practice, SE pp. 46–50.

---

### Review

- **Instruction Coach**
  - Student Edition pp. 51–55
  - Teacher’s Manual pp. 46

#### Skills
- ✔ Context Clues
- ✔ Word Choice
- ✔ Theme
- ✔ Point of View
- ✔ Compare and Contrast Genres
- ✔ Character

#### Differentiation Options
- ✔ Support Coach Review answers to Quiz 2 with students.
- ✔ Support Coach Review Comprehension Check, SE pp. 57–58.
- ✔ Support Coach Review answers to Quiz 2 with students.

---

### Review and Assess Options:

- ✔ Support Coach
- ✔ Quiz 2

#### Skills
- ✔ Narrative Point of View
- ✔ Theme
- ✔ Historical Fiction
- ✔ Context Clues
- ✔ Eliminate Wordiness and Redundancy
- ✔ Compare and Contrast Historical Fiction and Nonfiction

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Unit: Writing Fictional Narratives

LESSON FOCUS
Instruction Coach Lesson 8: Writing Fictional Narratives
- Student Edition pp. 6–8, 139–140
- Teacher’s Manual pp. 119–120
Skills
✔ Write a fictional narrative
✔ Engage in collaborative discussion

Differentiation Options
- Instruction Coach Use notes, TM p. 120, to introduce the purpose and audience for fictional narratives.
- Instruction Coach Review Henry Speaks Out and identify and discuss the introduction, plot/conflict, climax, and conclusion.

DIFFERENTIATION OPTIONS
- Instruction Coach Use the graphic on SE p. 140 to help students understand the characteristics and structure of fictional narratives.
- Instruction Coach Have students identify the introduction, plot/conflict, climax, and conclusion of the Mentor Text.
- Instruction Coach Introduce the Speaking and Listening Project, TM pp. 134–137.
- Instruction Coach Have accelerating students identify the introduction, plot/conflict, climax, and conclusion of the Mentor Text.
- Instruction Coach Review the Writing Process SE, p. 144 for students who need extra support.
- Performance Coach Use Discussion Questions, TM p. 50, to guide students who are unclear about the writing process.
- Instruction Coach Take a deeper dive into SE p. 145 with students who need extra support as they brainstorm ideas for character, setting, and plot to complete Try It.
- Instruction Coach Create a Character Study activity, TM p. 124 to help students focus on traits of a fictional character.

LESSON FOCUS
Instruction Coach Lesson 8: Writing Fictional Narratives
- Student Edition pp. 141–144
- Teacher’s Manual pp. 121–123
Skills
✔ Write a fictional narrative
✔ Figurative Language
✔ Narrative Structure: Introduction, Plot/Conflict, Climax, Conclusion

DIFFERENTIATION OPTIONS
- Instruction Coach Have pairs of students discuss the Think About It questions on SE p. 142.
- Instruction Coach Have students complete the Try It, SE p. 149. Then students discuss the Think About It questions on SE pp. 145–146 using the annotations. Students complete SE pp. 145 and 147.

LESSON FOCUS
Instruction Coach Lesson 8: Writing Fictional Narratives
- Student Edition pp. 144–147
- Teacher’s Manual pp. 124–125
Skills
✔ Write a fictional narrative
✔ Narrative Structure: Introduction, Plot/Conflict, Climax, Conclusion

DIFFERENTIATION OPTIONS
- Instruction Coach Organize: Introduction, Plot/Conflict, Climax, Conclusion
- Writing Process: Step 1 Read SE pp. 148 with students to help them understand how the writer of the Mentor Text developed the introduction, plot/conflict, climax, and conclusion to the story. Have them complete the Try It, SE p. 149. Then read and discuss the writing process before students begin to write.

DIFFERENTIATION OPTIONS
- Instruction Coach Have students work in pairs to discuss their narrative elements (SE p. 149) before they record them.
- Performance Coach Have students read SE pp. 160–161.
## Unit: Writing Fictional Narratives

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<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Instruction Coach Allow time for students to draft independently or in pairs. Conference with students who need extra support.</td>
<td>Instruction Coach Use the Create Storyboards activity, TM p. 128 to help students focus on the sequence of events in their stories.</td>
<td>Instruction Coach, Performance Coach Have students read SE p. 162 and use this opportunity to preview clauses and phrases in their writing.</td>
<td>Instruction Coach Use SE pp. 150–160 as a springboard for students to discuss strategies for improving expressive language, phrases, and clauses in their writing.</td>
<td>Instruction Coach Work with a small group to help them revise their writing so that phrases and clauses are used properly in complete sentences.</td>
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<td>Instruction Coach Work with one or two pairs of students to guide them through their peer review process.</td>
<td>Instruction Coach Use the Sensory Language activity, TM p. 131, to help students focus on sensory words and phrases in their stories.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Instruction Coach Use SE pp. 150–160 as a springboard for students to discuss strategies for improving expressive language, phrases, and clauses in their writing.</td>
<td>Instruction Coach Continue Speaking and Listening Project, TM pp. 134–137.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Performance Coach Have students complete the Lesson Practice, SE pp. 167–171.</td>
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✔️ Non–Assessed Skills/Strategies ✔️ Assessed Skills/Strategies

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### Unit: Writing Fictional Narratives

#### LESSON FOCUS

**Instruction Coach**  
**Lesson 8: Writing Fictional Narratives**  
- Student Edition p. 162  
- Teacher’s Manual p. 133  
**Skills**  
✔ Write a Fictional Narrative  

**Writing Process: Step 7**  
Discuss the publishing ideas, SE p. 162. This stage of the writing 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.

- **Instruction Coach**  
  Some students may wish work in groups to create scripts using their fictional narratives so that they do a readers’ theater.

---

#### LESSON FOCUS

**Performance Coach**  
**Lesson 13: Write a Narrative**  
- Student Edition pp. 192–194  
- Teacher’s Edition pp. 58–59  
**Skills**  
✔ Analyze Fictional Narratives  
✔ Commas and Coordinate Adjectives  

**Getting the Idea**  
Use the Discussion Questions on TE p. 58 to help students reflect on what they have learned about writing fictional narratives. Guide them through SE pp. 192–194.

#### DIFFERENTIATION OPTIONS

- **Performance Coach**  
  Discuss the use of dialogue with students as they share the dialogue in their published fictional narratives.

- **Performance Coach**  
  Use the Language Spotlight on commas and coordinate adjectives and have students write their own lists of colorful descriptions using coordinate adjectives.

---

#### LESSON FOCUS

**Performance Coach**  
**Lesson 13: Write a Narrative**  
- Student Edition pp. 195–198  
- Teacher’s Edition p. 60  
**Skills**  
✔ Write a Fictional Narrative  

**Coached Example**  
Guide students through the Coached Example, assisting them with the questions. Use the Hints as a springboard to help students unpack the questions.

#### DIFFERENTIATION OPTIONS

- **Performance Coach**  
  Some students may need extra support in order to respond to item 4, SE p. 198. Work with them as they return to the passage to find evidence of the author’s development of characters and story conflict.

- **Performance Coach**  
  As students work on item 4, SE p. 198, remind them that they are finishing the story. Discuss how the characters change in the story and how Lila’s reaction could be interpreted.

---

#### LESSON FOCUS

**Performance Coach**  
**Lesson 13: Write a Narrative**  
- Student Edition pp. 199–207  
- Teacher’s Edition p. 61  
**Skills**  
✔ Write a Fictional Narrative  

**Lesson Practice**  
Have students use the Reading Guide to complete the Lesson Practice.

#### DIFFERENTIATION OPTIONS

- **Performance Coach**  
  For extra support, use the Reading Guide to help students analyze the narrative. Have students annotate the passage as they read.

- **Performance Coach**  
  For students who need assistance planning their response to item 6, discuss options for organizing their writing such as graphic organizers that help them analyze characters and story conflict.

---

#### PUBLISH OPTIONS:

**Instruction Coach**  
- Student Edition p. 139  
- Teacher’s Edition p. 119  
**Skills**  
✔ Analyze Fictional Narratives

**Essential Question**  
Review and discuss the Essential Question and the following focus skills notes:

- What are the elements of fictional narrative?
- Why do writers use expressive language?

#### DIFFERENTIATION OPTIONS

- **Instruction Coach**  
  Have students complete and present the Speaking and Listening Project, TM pp. 134–137.

- **Performance Coach**  
  Have accelerating students do item 6, SE pp. 172–175.
### Week 7

#### Unit: Writing Responses to Literature

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**LESSON FOCUS**

**Instruction Coach** Lesson 2: Writing Responses to Literature
- **Student Edition pp. 14–16, 19–20**
- **Teacher’s Manual pp. 16–18**

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

**Essential Question**
Introduce writing responses to literature and discuss questions, TM p. 17, focusing on the Essential Question, *How can exploring the setting or theme of a story help a reader better understand and appreciate it?* Then read SE pp. 19–20 with students.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use notes, TM p. 18, to introduce the purpose and audience for a response to literature.
- **Instruction Coach** Review Ready to Serve and identify and discuss the elements of a response to literature.

#### LESSON FOCUS

**Instruction Coach** Lesson 2: Writing Responses to Literature
- **Student Edition pp. 20–26**
- **Teacher’s Manual pp. 16–22**

**Skills**
- Write a Response to Literature
- Text Structure: Introduction, Reasons, Conclusion
- Theme

**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. 20 to help students understand the characteristics and structure of a five-paragraph essay response to literature.
- **Instruction Coach** Use the Think Alouds, TM pp. 21–22, to have students identify the text structure: Introduction, Reasons, and Conclusion.

#### LESSON FOCUS

**Instruction Coach** Lesson 2: Writing Responses to Literature
- **Student Edition pp. 28–31**
- **Teacher’s Manual pp. 24–25**

**Skills**
- Write a Response to Literature
- Text Structure: Introduction, Reasons, Conclusion
- Thesis Statements

**Writing Process: Steps 2, 3**
Read SE p. 32 with students to help them understand how the writer of the Mentor Text developed an introduction stating a thesis, reasons, supporting details, and a conclusion. Then have them complete Try It, SE p. 33. Then read and discuss 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** Use the Identify Strong Reasons activity, TM p. 28, to help students focus on the strongest reason that supports their thesis.
### Unit: Writing Responses to Literature

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 2: Writing Responses to Literature&lt;br&gt;Skills&lt;br☒ Revise a Response to Literature&lt;br☒ Use Complex Sentences&lt;brWriting Process: Steps 4, 5&lt;brAllow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 40–41.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 2: Writing Responses to Literature&lt;br&gt;Skills&lt;br☒ Edit a Response to Literature&lt;br☒ Use Complex Sentences&lt;br☒ Eliminate Wordiness and Redundancy&lt;brWriting Process: Steps 5, 6&lt;brRead SE pp. 42–43. Provide time for students to finish revising and begin editing.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 2: Writing Responses to Literature&lt;br&gt;Skills&lt;br☒ Write a Response to Literature&lt;br☒ Eliminate Wordiness and Redundancy&lt;br☐ Use Concise Language&lt;brWriting Process: Steps 6, 7&lt;brRead SE pp. 44–45. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 46.</td>
<td><strong>PUBLISH AND ASSESS OPTIONS:</strong>&lt;br&gt;Instruction Coach&lt;br*Benchmark Assessment 1&lt;brSkills&lt;br☒ Write a Response to Literature&lt;brInstruction Coach&lt;brLesson 2: Writing Responses to Literature&lt;brSkills&lt;br☐ Write a Response to Literature&lt;br☐ Eliminate Wordiness and Redundancy&lt;br☐ Use Concise Language&lt;brWriting Process: Step 7&lt;brThis 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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## Unit: Reading Literary Nonfiction

### LESSON FOCUS

#### Instruction Coach

#### Lesson 3: Reading Literary Nonfiction

- **Skills**
  - Primary and Secondary Sources
  - Engage in Collaborative Discussion

#### Listen and Learn

**Narrative of the Life of Frederick Douglass/Reconstruction**

Introduce literary nonfiction and discuss the Essential Question, TM p. 35. How can primary and secondary sources complement one another in helping us understand history? Then read **Narrative of the Life of Frederick Douglass/Reconstruction** with students.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach reading literary nonfiction features in the passage, noting primary and secondary sources.
- **Instruction Coach** Introduce the Speaking and Listening Project, TM pp. 52–54, during this unit.
- **Instruction Coach** Reread Narrative of the Life of Frederick Douglass/Reconstruction, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

---

#### LESSON FOCUS

#### Instruction Coach

#### Lesson 3: Reading Literary Nonfiction

- **Skills**
  - Compare and Contrast Texts
  - Evaluate Evidence

#### Listen and Learn

**Narrative of the Life of Frederick Douglass/Reconstruction**

Reread the passage with students using Think Alouds. Use Compare and Contrast Texts Think Aloud to focus strategy instruction, TM p. 45. Then have students complete the Comprehension Check on SE p. 58 to compare and contrast texts.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Reread Narrative of the Life of Frederick Douglass/Reconstruction, TM pp. 36–45, noting primary and secondary sources in which students can evaluate evidence.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 59.
- **Performance Coach** Have accelerating students read Lesson 5, SE pp. 64–66, and identify the nonfiction forms used in the passages they have read.

---

#### LESSON FOCUS

#### Instruction Coach

#### Lesson 3: Reading Literary Nonfiction

- **Skills**
  - Persuasive Technique
  - Author’s Tone
  - Vocabulary

#### Listen and Learn

**Blood, Toil, Tears and Sweat:**

Address to Parliament on May 13, 1940/World War II: British Home Front

Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 67–68.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach persuasive technique in Blood, Toil, Tears and Sweat and guide students through Comprehension Check, SE p. 68.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 59. Use highlighted words in Blood, Toil, Tears and Sweat to reinforce meanings.

---

#### LESSON FOCUS

#### Instruction Coach

#### Lesson 3: Reading Literary Nonfiction

- **Skills**
  - Main Idea, Inferences, and Supporting Details
  - Author’s Purpose
  - Engage in Collaborative Discussion

#### Listen and Learn

**Blood, Toil, Tears and Sweat:**

Address to Parliament on May 13, 1940/World War II: British Home Front

Have students choose a passage and write a paragraph responding to the Essential Question, How can primary and secondary sources complement one another in helping us understand history? Tell them to use two examples to support their response.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 67.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 68. Point out the questions that address main idea and details.
## Unit: Reading Literary Nonfiction

### LESSON FOCUS

#### Instruction Coach

**Lesson 3: Reading Literary Nonfiction**

#### Support Coach

**Lesson 8: Literary Nonfiction**
- Teacher’s Manual pp. 163–164, 166–171

**Skills**
- Cite Text Evidence
- Author’s Point of View
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- Instruction Coach Independent Leveled Practice Resource Book: Teach challenging vocabulary. Then have students choose a word and write about its meaning in the text.
- Instruction Coach Independent Leveled Practice Resource Book: Have students cite text evidence that supports the author’s point of view and explain them to each other.

### LESSON FOCUS

#### Support Coach

**Lesson 8: Literary Nonfiction**
- Student Edition pp. 195–201, 308
- Teacher’s Manual pp. 165–171

**Skills**
- Evaluate Evidence and Claims
- Recognize Literary Nonfiction
- Close Reading

**Animal Instincts**

**DIFFERENTIATION OPTIONS**
- Support Coach: Review Try It, SE p. 195. Reread Animal Instincts with the annotations, showing students that these focus on summarizing. Guide students to complete the Summary Chart.
- Support Coach: Use Supporting Struggling Learners scaffolding, TM pp. 164, 166. Help students understand that a summary focuses on the main idea and the most important supporting information.

### LESSON FOCUS

#### Support Coach

**Lesson 8: Literary Nonfiction**
- Student Edition pp. 196–201, 308
- Teacher’s Manual pp. 166–171

**Skills**
- Greek and Latin Affixes
- Write about Literary Nonfiction
- Close Reading

**Animal Instincts**

**DIFFERENTIATION OPTIONS**
- Support Coach: After discussing the annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
- Performance Coach: Guide students through the Coached Example, SE pp. 67–70.
- Performance Coach: Use Discussion Questions, TE p. 22. Review the purposes and structures of nonfiction articles. Have students write about specific structures in the passages they have read.

### LESSON FOCUS

#### Support Coach

**Lesson 8: Literary Nonfiction**
- Student Edition pp. 202, 204–208, 309
- Teacher’s Manual pp. 172, 174–179

**Skills**
- Main Idea, Inferences, and Supporting Details
- Figurative Language

**Talking the Talk**

**DIFFERENTIATION OPTIONS**
- Support Coach: Use Supporting Struggling Learners, TM p. 172. Help students understand how to find the main idea of a passage.
Unit: Reading Literary Nonfiction

LESSON FOCUS: Reading Literary Nonfiction

**Lesson 8: Literary Nonfiction**
- **Support Coach**
  - **Lesson Focus:** Support Coach
  - **Lesson: 8:** Literary Nonfiction
    - **Skills:**
      - Analyze Development of Central Ideas
      - Evaluate Evidence and Claims
      - Main Idea, Inferences, and Supporting Details
      - Close Reading
      - Write about Literary Nonfiction
    - **Differentiation Options:**
      - **Support Coach**
        - Review Try It, SE p. 203. Reread Talking the Talk with the second read annotations, showing students that these focus on analyzing the development of central ideas. Guide students to complete the Close Reading Worksheet.
      - **Support Coach**
      - **Performance Coach**
        - Have accelerating students read Lesson 10, SE pp. 134–137.
    - **Differentiation Options:**
      - **Support Coach**
      - **Support Coach**
        - Have students read **second read** Sign, Baby, Sign!, SE pp. 212–214.
      - **Performance Coach**
        - Use Language Spotlight, SE p. 137 and TE p. 44, to teach synonyms and antonyms. Have students choose a vocabulary word to write about.

**Differentiation Options:**
- **Support Coach**
  - Guide students through Respond to Text using support, TM pp. 180–181. Have them work with partners and write.

- **Support Coach**
  - Have students read **second read** Sign, Baby, Sign!, SE pp. 212–214.

- **Performance Coach**
  - Have accelerating students work in pairs to do Coached Example, SE pp. 138–141.

**Differentiation Options:**
- **Support Coach**
  - Review answers to Quiz 8 with students.
- **Instruction Coach**
  - Review answers to Quiz 8 with students.

**Review and Assess Options:**
- **Support Coach**
  - Lesson 8: Literary Nonfiction
    - **Skills:**
      - Summarize
      - Evaluate Evidence and Claims
      - Central Idea and Supporting Details
      - Greek and Latin Affixes
      - Figurative Language
    - **Differentiation Options:**
      - **Performance Coach**
        - Do shared writing with students in Lesson Practice, SE pp. 71–77 (item 6).
      - **Support Coach**
        - Review answers to Quiz 8 with students.
      - **Instruction Coach**
        - Have students complete and present the Speaking and Listening Project, TM pp. 52–54.
### Unit: Reading Historical Texts

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<td>Differentiation Options</td>
<td>Instruction Coach (Teach historical text features in Guarding the Coast, noting the text structure, chronological order.)</td>
<td>Instruction Coach (Reread Guarding the Coast, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.)</td>
<td>Instruction Coach (Reread The Factory Girl's Danger and guide students through Comprehension Check, SE p. 112.)</td>
<td>Instruction Coach (Guide students through Anchor Standard Discussion Questions, SE p. 111. Point out that the questions involve using facts with supporting details.)</td>
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#### Differentiation Options

- **Instruction Coach** Teach historical text features in Guarding the Coast, noting the text structure, chronological order.
- **Instruction Coach** Reread Guarding the Coast, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Reread Guarding the Coast/Women in the U.S. Coast Guard, SE pp. 94–103, noting the integration of visual information and its purpose.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 105.
- **Instruction Coach** Teach cite text evidence in The Factory Girl's Danger and guide students through Comprehension Check, SE p. 112.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 105. Use highlighted words in The Factory Girl's Danger to reinforce meanings.
- **Performance Coach** Have accelerating students read Lesson 7, SE pp. 90–93 and identify the text structures used in Guarding the Coast/Women in the U.S. Coast Guard and The Factory Girl's Danger.
- **Instruction Coach** Reread The Factory Girl's Danger, and guide students as they discuss steps in a social studies process.
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 94–98.
- **Instruction Coach** Have students choose a passage and write a paragraph responding to the Essential Question, How does historical nonfiction contribute to our understanding of the present? Tell them to use two examples of text structures in their response.
### Unit: Reading Historical Texts

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| **Lesson Focus**<br>Instruction Coach<br>Lesson 6: Reading Historical Texts<br>**Support Coach**<br>Lesson 9: Historical Texts<br>**Student Edition** pp. 217–218, 220–226, 311<br>**Teacher's Manual** pp. 185–186, 188–195<br>**Skills**<br>✔ Domain-Specific Vocabulary<br>✔ Integrate Visual Information<br>✔ Recognize Historical Texts<br>✔ Close Reading<br>Who Was King Arthur?<br>Discuss historical texts and the skills that will be reviewed, SE p. 217.<br>Review Integrate Visual Information, SE p. 218. Read the passage **(first read)**. Have students complete the relevant questions on the Close Reading Worksheet, SE p. 311.<br><br>**Differentiation Options**<br>**Instruction Coach Independent Leveled Practice Resource Book**<br>Teach domain-specific vocabulary. Then have students choose one word and write about its meaning in the text.<br>**Instruction Coach Independent Leveled Practice Resource Book**<br>Have students identify text structures and explain them to each other.<br><br>---<br><br>**Lesson Focus**<br>Support Coach<br>Lesson 9: Historical Texts<br>**Student Edition** pp. 219–227, 311–312<br>**Teacher's Manual** 187–195<br>**Skills**<br>✔ Domain-Specific Vocabulary<br>✔ Close Reading<br>Who Was King Arthur?<br>Review Identify Steps in a Process, SE p. 219. Read the passage **(second read)**. Then have students complete the relevant questions on the Close Read Process Chart, SE p. 312.<br><br>**Differentiation Options**<br>**Support Coach**<br>Review Try It, SE p. 219. Reread Who Was King Arthur? with the annotations, showing students that these focus on integrating visual information.<br>**Support Coach**<br>Use Supporting Struggling Learners scaffolding, TM pp. 186, 190. Help students understand the map visuals by reviewing the map keys and how the map relates to the text.<br>**Alternative Support Coach Lesson**<br>Use Lesson 10: Primary and Secondary Sources.<br><br>---<br><br>**Lesson Focus**<br>Support Coach<br>Lesson 9: Historical Texts<br>**Student Edition** pp. 220–227, 311<br>**Teacher's Manual** pp. 188–195<br>**Skills**<br>✔ Domain-Specific Vocabulary<br>✔ Close Reading<br>Who Was King Arthur?<br>Read the passage **(third read)**. Then have students complete the Close Reading Worksheet, SE p. 311. Follow with Vocabulary, SE p. 227.<br><br>**Differentiation Options**<br>**Support Coach**<br>Review Try It, SE p. 228. Reread Child Monarchs with the annotations, focusing on drawing and supporting inferences. Guide students to complete the Inference Chart.<br>**Support Coach**<br>Use Supporting Struggling Learners scaffolding, TM p. 196. Help students understand that inferences can be supported with facts from the text.
# Unit: Reading Historical Texts

## Week 14

### Day 1

**LESSON FOCUS**
**Support Coach**

**Lesson 9: Historical Texts**
- **Student Edition** pp. 229–235, 314
- **Teacher's Manual** pp. 197–203

**Skills**
- Analyze Word Choice and Tone
- Close Reading

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE pp. 229. Reread Child Monarchs with the second read annotations, showing students that these focus on analyzing word choice and tone. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 198–201, to reread and discuss the passage. Review Vocabulary, SE p. 235.

### Day 2

**LESSON FOCUS**
**Support Coach**

**Lesson 9: Historical Texts**
- **Student Edition** pp. 230–242, 314
- **Teacher's Manual** pp. 198–206

**Skills**
- Compare and Contrast Text and Video
- Close Reading

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 204–205.
- **Support Coach** Have students read **[third read]** The Search for Atlantis, SE pp. 238–242.
- **Performance Coach** Use Language Spotlight, SE pp. 93 and TE p. 32, to teach domain-specific vocabulary. Have accelerating students read Lesson 9, SE pp. 120–122.

### Day 3

**LESSON FOCUS**
**Support Coach**

**Lesson 9: Historical Texts**
- **Student Edition** pp. 236–242
- **Teacher's Manual** pp. 204–206

**Skills**
- Compare and Contrast Text and Video
- Main Idea and Details

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 204–205. Have them work with partners and write.
- **Support Coach** Have students read **[third read]** The Search for Atlantis, SE pp. 238–242.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 99–104, or Lesson Practice, SE pp. 127–132.

### Day 4

**LESSON FOCUS**
**Support Coach**

**Lesson 9: Reading Historical Texts**
- **Student Edition** p. 93
- **Teacher's Manual** p. 73

**Skills**
- Compare and Contrast Texts
- Steps in a Process

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review answers to Quiz 9 with students.

### Day 5

**LESSON FOCUS**
**Support Coach**

**Lesson 9: Reading Historical Texts**
- **Student Edition** pp. 238–244
- **Teacher's Manual** p. 206

**Skills**
- Domain-Specific Vocabulary
- Glossary

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 99–105 (item 6) or pp. 127–133.
- **Support Coach** Review answers to Quiz 9 with students.
## Week 15

### Unit: Writing Informative Texts

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### Skills
- ✔ Write an Informative Text
- ✔ Introduction, Headings, Conclusion

### Essential Question
Introduce writing informative texts and discuss questions, TM p. 157, focusing on the Essential Question, and discuss questions, TM p. 157, to introduce the purpose and audience. Then guide students through SE pp. 185–186 using the annotations. Students complete SE p. 187.

### Differentiation Options
- **Instruction Coach** Use the graphic on SE p. 180 to help students understand the purpose and audience for an informative text.
- **Instruction Coach** Have students complete SE p. 187.
- **Instruction Coach** Review the Writing Process, SE p. 184 for students who need extra support.
- **Performance Coach** Have students do the Coached Example, pp. 211–215.
- **Performance Coach** Have students focus on their research.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 216–225.

### Lesson 10: Writing Informative Texts

- **Skills**
  - ✔ Write an Informative Text
  - ✔ Introduction, Headings, Conclusion
  - ✔ Word Roots and Affixes
  - ✔ Main Idea and Supporting Details

- **Texts**
  - **Instruction Coach** Read aloud the Mentor Text using the annotations. Help students analyze the text and mark up as noted.
  - **Instruction Coach** Discuss the Think About It questions, TM p. 160. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 183.

- **Differentiation Options**
  - **Instruction Coach** Use notes, TM p. 158, to introduce the purpose and audience for an informative text.
  - **Instruction Coach** Have students complete SE p. 187.
  - **Instruction Coach** Review the Writing Process, SE p. 184 for students who need extra support.
  - **Performance Coach** Have students do the Coached Example, pp. 211–215.

- **Performance Coach** Review the vocabulary and have students through SE pp. 185–186 with support with this writing lesson, use Lesson 14, Research Skills, SE pp. 208–210.

- **Lesson 10: Writing Informative Texts**
  - **Skills**
    - ✔ Write an Informative Text
    - ✔ Introduction, Headings, Conclusion
    - ✔ Word Roots and Affixes
    - ✔ Main Idea and Supporting Details

- **Texts**
  - **Instruction Coach** Anayze a Mentor Text
    - **Instruction Coach** Read SE p. 180 with students. Then read SE pp. 186–187 with students who need extra support as they use the research provided to complete Try It.
    - **Instruction Coach** Have students work in pairs or small groups to generate questions about the origins of basketball. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.
    - **Instruction Coach** Use the Know Your Audience activity, TM p. 162, and the Avoid Research Traps activity, TM p. 164 to help students focus on their research.

- **Differentiation Options**
  - **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
  - **Performance Coach** Have students complete the Lesson Practice, SE pp. 216–225.
## Unit: Writing Informative Texts

### Day 1

**LESSON FOCUS**  
*Instruction Coach*  
**Lesson 10: Writing Informative Texts**  
- Student Edition pp. 194–199  
- Teacher's Manual pp. 166–169  

**Skills**  
- Write an Informative Text  
- Using Transition Words and Phrases  

**Writing Process:** Steps 3, 4  
With students read the Writer's Craft section, SE p. 194. Have students share their efforts to use transition words and phrases. Then read SE pp. 196–199.

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  
  - For students who need extra support with SE pp. 198–199, spend less time on pp. 196–197. Model responses for Try It sections.  
- **Performance Coach**  
  - Have students read Lesson 15, SE pp. 226–228.

### Day 2

**LESSON FOCUS**  
*Instruction Coach*  
**Lesson 10: Writing Informative Texts**  
- Student Edition pp. 196–201  
- Teacher's Manual pp. 168–170  

**Skills**  
- Revise an Informative Text  
- Word Choice and Style  

**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. 200–201.

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  
  - Identify sentences that students should revise in order to improve the introduction, the supporting facts, and/or the conclusion. Provide students with support as they revise.  
- **Instruction Coach**  
  - Use the Identify Formal Language activity, TM p. 170.

### Day 3

**LESSON FOCUS**  
*Instruction Coach*  
**Lesson 10: Writing Informative Texts**  
- Student Edition pp. 200–205  
- Teacher's Manual pp. 170–171  

**Skills**  
- Edit an Informative Text  
- Fixing Dangling Modifiers  

**Writing Process:** Steps 5, 6  
Read SE pp. 202–203. 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 fixing dangling modifiers to demonstrate how to talk about writing.  
- **Performance Coach**  
  - Have students do the Coached Example, SE pp. 229–231.

### Day 4

**LESSON FOCUS**  
*Instruction Coach*  
**Lesson 10: Writing Informative Texts**  
- Student Edition pp. 202–206  

**Skills**  
- Write an Informative Text  
- Fixing Dangling Modifiers  

**Writing Process:** Steps 6, 7  
Read SE pp. 204–205. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 206.

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach**  
  - Use SE pp. 194–204 as a springboard for students to discuss strategies for fixing dangling modifiers in their writing.  
- **Instruction Coach**  
  - For students who need extra support, review phrases, clauses, and misplaced and dangling modifiers, SE p. 159.

### Day 5

**PUBLISH OPTIONS:**  
*Instruction Coach*  
- Teacher's Manual p. 172  

**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**  
  - 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. 232–239.
### Unit: Reading Drama

#### Lesson Focus: Reading Drama

**Lesson 6: Reading Drama**
- **Instruction Coach**
  - **Student Edition** pp. 114–117
  - **Teacher’s Manual** pp. 91–95

**Skills**
- ✔ Dramatic Structure
- ✔ Characterization
- ✔ Engage in Collaborative Discussion

**Listen and Learn**
- **Romeo and Juliet**

Introduce reading drama and discuss questions, TM p. 91, focusing on the Essential Question, **How does a drama convey a character’s thoughts and feelings in a ways that other forms of literature don’t?** Then read Romeo and Juliet with students.

**Differentiation Options**
- **Instruction Coach** Teach dramatic structure in Romeo and Juliet, noting how the play is divided into acts and scenes.
- **Instruction Coach** Reread Romeo and Juliet, and have students look for and identify examples of figurative language.
- **Instruction Coach** Introduce the Speaking and Listening Project for this unit, TM pp. 102–105. Explain that students will create podcasts of a play.

**Differentiation Options**
- **Instruction Coach** Teach dramatic structure in Romeo and Juliet, noting how the play is divided into acts and scenes.
- **Instruction Coach** Reread Romeo and Juliet, SE pp. 114–117, noting dramatic structure and figurative language.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 119.
- **Instruction Coach** Teach Understand Dramatic Terms, TM p. 94.

**Instruction Coach**
- **Student Edition** pp. 119–124, 126
- **Teacher’s Manual** pp. 97–99

**Skills**
- ✔ Dramatic Structure
- ✔ Characterization
- ✔ Engage in Collaborative Discussion
- ✔ Tone
- ✔ Denotation and Connotation
- ✔ Vocabularies
- ✔ Engage in Collaborative Discussion

**Listen and Learn**
- **Romeo and Juliet**

Reread the drama with students using Think Alouds. Use the Characterization Think Aloud to focus strategy instruction, TM p. 93. Then have students complete the Comprehension Check on characterization, SE p. 118.

**Differentiation Options**
- **Instruction Coach** Teach dramatic structure in Romeo and Juliet, noting how the play is divided into acts and scenes.
- **Instruction Coach** Reread Romeo and Juliet, SE pp. 114–117, noting dramatic structure and figurative language.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 119.
- **Instruction Coach** Teach Understand Dramatic Terms, TM p. 94.

**Instruction Coach**
- **Student Edition** pp. 119–124, 126
- **Teacher’s Manual** pp. 97–99

**Skills**
- ✔ Dramatic Structure
- ✔ Characterization
- ✔ Engage in Collaborative Discussion
- ✔ Tone
- ✔ Cite Textual Evidence
- ✔ Point of View
- ✔ Engage in Collaborative Discussion

**Listen and Learn**
- **Pygmalion**

Have students continue to read and discuss the drama. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 125–126.

**Differentiation Options**
- **Instruction Coach** Teach dramatic structure in Romeo and Juliet, noting how the play is divided into acts and scenes.
- **Instruction Coach** Reread Romeo and Juliet or Pygmalion, guiding students to do Coached Example, SE pp. 28–30 and identify the antiquated language used in Romeo and Juliet and Pygmalion.

**Differentiation Options**
- **Instruction Coach** Teach dramatic structure in Romeo and Juliet, noting how the play is divided into acts and scenes.
- **Instruction Coach** Reread Romeo and Juliet, SE pp. 114–117, noting dramatic structure and figurative language.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 119. Use highlighted words in Pygmalion to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 28–30 and identify the antiquated language used in Romeo and Juliet and Pygmalion.

**Differentiation Options**
- **Instruction Coach** Teach dramatic structure in Romeo and Juliet, noting how the play is divided into acts and scenes.
- **Instruction Coach** Reread Romeo and Juliet, SE pp. 114–117, noting dramatic structure and figurative language.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 119. Use highlighted words in Pygmalion to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 28–30 and identify the antiquated language used in Romeo and Juliet and Pygmalion.

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- **Instruction Coach** Preview and teach the vocabulary words, SE p. 119. Use highlighted words in Pygmalion to reinforce meanings.
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### Unit: Reading Drama

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| **LESSON FOCUS**<br>**Instruction Coach**<br>**Lesson 6: Reading Drama**<br>**Skills**<br>☑ Dramatic Structure<br>☑ Characterization<br>☑ Engage in Collaborative Discussion<br>**Read On Your Own**<br>The Torn Tapestry<br>Have students read the drama at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.<br>**DIFFERENTIATION OPTIONS**<br>- **Instruction Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.<br>- **Instruction Coach Independent Leveled Practice Resource Book** Have students identify dramatic structure and characterization and explain them to each other.<br>**LESSON FOCUS**<br>**Support Coach**<br>**Lesson 3: Drama**<br>**Skills**<br>☑ Dramatic Structure<br>☑ Cause and Effect<br>**The Lost River, Act I**<br>Discuss drama and the skills that will be reviewed, SE p. 59. Review Cause and Effect, SE p. 60. Read the passage (first read). Have students complete the Cause and Effect Chart, SE p. 287.<br>**DIFFERENTIATION OPTIONS**<br>- **Support Coach** Review Try It, SE p. 60. Reread The Lost River, Act I, with the (first read) annotations, showing students that these focus on cause and effect. Guide students to complete the Cause and Effect Chart.<br>- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 50, 52, 55. Help students understand the cause and effect relationships in the drama.<br>**LESSON FOCUS**<br>**Support Coach**<br>**Lesson 3: Drama**<br>**Skills**<br>☑ Dramatic Structure<br>☑ Recognize Drama<br>☑ Close Reading<br>**The Lost River, Act I**<br>Review Dramatic Structure, SE p. 61. Read the drama (second read). Have students complete the Cause and Effect Chart, SE p. 287.<br>**DIFFERENTIATION OPTIONS**<br>- **Support Coach** Review Try It, SE p. 61. Reread The Lost River, Act I with the (second read) annotations, showing students that these focus on dramatic structure. Guide students to complete the Close Reading Worksheet.<br>- **Support Coach** Focus on reading aloud in The Lost River, Act I using Focus on Fluency and Supporting ELLs, TM pp. 53, 54. Preview Vocabulary, SE p. 67.<br>**LESSON FOCUS**<br>**Support Coach**<br>**Lesson 3: Drama**<br>**Skills**<br>☑ Synonyms and Antonyms<br>☑ Close Reading<br>☑ Write about Drama<br>**The Lost River, Act I**<br>Read the drama (third read). Then have students complete the Close Reading Worksheet, SE p. 288. Follow with Vocabulary, SE p. 67.<br>**DIFFERENTIATION OPTIONS**<br>- **Support Coach** Review Try It, SE p. 68. Reread The Lost River, Act 2 with the (first read) annotations, focusing on citing textual evidence. Guide students to complete the Close Textual Evidence Chart.<br>- **Support Coach** Use Supporting Struggling Learners, TM p. 58. Help students understand how text evidence can be used to explain a character’s feelings.<br>**LESSON FOCUS**<br>**Support Coach**<br>**Lesson 3: Drama**<br>**Skills**<br>☑ Characterization<br>☐ Cite Textual Evidence<br>☐ Write about Drama<br>**The Lost River, Act 2**<br>Review Cite Textual Evidence, SE p. 68. Read the drama (third read). Have students complete the Cite Textual Evidence Chart, SE p. 289.<br>**DIFFERENTIATION OPTIONS**<br>- **Support Coach** Review Try It, SE pp. 70–76, 289. Reread The Lost River, Act 2 with the annotations, focusing on citing textual evidence. Guide students to complete the Cite Textual Evidence Chart.<br>- **Support Coach** Use Supporting Struggling Learners, TM p. 58. Help students understand how text evidence can be used to explain a character’s feelings.<br>**LESSON FOCUS**<br>**Support Coach**<br>**Lesson 3: Drama**<br>**Skills**<br>☑ Characterization<br>☐ Cite Textual Evidence<br>☐ Write about Drama<br>**The Lost River, Act 2**<br>Review Cite Textual Evidence, SE p. 68. Read the drama (third read). Have students complete the Cite Textual Evidence Chart, SE p. 289.<br>**DIFFERENTIATION OPTIONS**<br>- **Support Coach** Review Try It, SE pp. 70–76, 289. Reread The Lost River, Act 2 with the (first read) annotations, focusing on citing textual evidence. Guide students to complete the Cite Textual Evidence Chart.<br>- **Support Coach** Use Supporting Struggling Learners, TM p. 58. Help students understand how text evidence can be used to explain a character’s feelings.<br>**LESSON FOCUS**<br>**Support Coach**<br>**Lesson 3: Drama**<br>**Skills**<br>☑ Characterization<br>☐ Cite Textual Evidence<br>☐ Write about Drama<br>**The Lost River, Act 2**<br>Review Cite Textual Evidence, SE p. 68. Read the drama (third read). Have students complete the Cite Textual Evidence Chart, SE p. 289.<br>**DIFFERENTIATION OPTIONS**<br>- **Support Coach** Review Try It, SE pp. 70–76, 289. Reread The Lost River, Act 2 with the (first read) annotations, focusing on citing textual evidence. Guide students to complete the Cite Textual Evidence Chart.<br>- **Support Coach** Use Supporting Struggling Learners, TM p. 58. Help students understand how text evidence can be used to explain a character’s feelings.
LESSON FOCUS
Support Coach
Lesson 3: Drama
- Student Edition pp. 69–77, 290
- Teacher’s Manual pp. 59–67
Skills
✔ Characterization
✔ Setting and Plot
✔ Greek and Latin Roots
✔ Close Reading

The Lost River, Act 2
Review Character, Setting, and Plot, SE p. 69. Read the drama [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 290, and Vocabulary, SE p. 77.

DIFFERENTIATION OPTIONS
● Support Coach Review Try It, SE p. 69. Reread The Lost River, Act 2 with the [second read] annotations, showing students that these focus on character, setting, and plot. Guide students to complete the Close Reading Worksheet.
● Support Coach Use Supporting Struggling Learners scaffolding, TM pp. 59–61, 63 to reread and discuss the drama. Review Vocabulary, SE p. 77.

LESSON FOCUS
Support Coach
Lesson 3: Drama
- Student Edition pp. 70–84, 290
- Teacher’s Manual pp. 60–69
Skills
✔ Characterization
✔ Setting and Plot
✔ Close Reading
✔ Write about Drama

Respond to Text
The Lost River, Act 2
Read the drama [third read]. Then have students complete the Close Reading Worksheet, SE p. 290. Follow with Respond to Text, SE p. 78.

DIFFERENTIATION OPTIONS
● Support Coach Guide students through Respond to Text using support, TM pp. 68–69. Have them work with partners and write.
● Support Coach Have students read [second read] Circle in the Woods, SE pp. 80–84.

LESSON FOCUS
Support Coach
Lesson 3: Drama
- Student Edition pp. 78–84
- Teacher’s Manual pp. 68–70
Skills
✔ Characterization
✔ Setting and Plot
✔ Dramatic Structure
✔ Close Reading
✔ Write about Drama

Respond to Text
Review SE p. 78 and discuss the writing task on p. 79 before students draft and complete their writing.

DIFFERENTIATION OPTIONS
● Support Coach Guide students through Respond to Text using support, TM pp. 68–69. Have them work with partners and write.
● Support Coach Have students read [second read] Circle in the Woods, SE pp. 80–84.

REVIEW
Instruction Coach
Lesson 6: Reading Drama
- Student Edition p. 113
- Teacher’s Manual p. 91
Skills
✔ Dramatic Structure
✔ Characterization
✔ Tone
✔ Figurative Language
✔ Denotation/Connotation

Listen and Learn
Review and discuss the Essential Question on TM p. 91 and the following focus skills:
- identifying dramatic structure
- understanding how characterization adds to the meaning of a drama
- identifying the tone in a drama
- understanding figurative language and connotation

DIFFERENTIATION OPTIONS
● Performance Coach Do shared writing with students in Lesson Practice, SE pp. 35–39 (item 6).
● Support Coach Review answers to Quiz 3 with students.
● Instruction Coach Speaking and Listening Project, TM pp. 102–105. Have students play their podcasts for the class.

REVIEW AND ASSESS OPTIONS:
Support Coach
Quiz 3
Skills
✔ Dramatic Structure
✔ Characterization
✔ Synonyms and Antonyms
✔ Greek and Latin Roots

Support Coach
Lesson 3: Drama
- Student Edition pp. 80–86
- Teacher’s Manual p. 70
Read on Your Own
Circle in the Woods
Review Comprehension Check, SE pp. 85–86. 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. 35–39 (item 6).
● Support Coach Review answers to Quiz 3 with students.

Support Coach
Lesson 3: Drama
● Student Edition pp. 80–86
- Teacher’s Manual p. 70
Read on Your Own
Circle in the Woods
Review Comprehension Check, SE pp. 85–86. 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. 35–39 (item 6).
● Support Coach Review answers to Quiz 3 with students.

Instruction Coach Speaking and Listening Project, TM pp. 102–105. Have students play their podcasts for the class.
# Unit: Reading Poetry

## LESSON FOCUS

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### Skills

- Poetic Structure
- Imagery
- Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach poetic structure in *The Rhodora*. Then have students identify figurative language such as idioms and personification.
- **Instruction Coach** Reread *The Rhodora* and have students identify words that convey images.
- **Instruction Coach** Reread *The Rhodora* and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

## Lesson 7: Reading Poetry

- **Instruction Coach** Teach mood and tone and compare poetic structures in *The Rhodora*.
- **Teacher's Manual pp. 108–111**

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Reread *The Rhodora* and have students identify vocabulary words.
- **Instruction Coach** Reread *The Rhodora* and have students identify vocabulary words in poetry.
- **Instruction Coach** Teach alliteration and imagery, TM p. 111, to address techniques used in poetry.

## Lesson 7: Reading Poetry

- **Instruction Coach** Teach mood and tone and compare poetic structures in *The Rhodora*.
- **Student Edition pp. 127–131**

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Reread the poems with students using Think Alouds. Use the Poetic Structure Think Aloud to focus strategy instruction, TM p. 109. Then have students complete the Comprehension Check on structural elements, SE p. 132.
- **Instruction Coach** Teach mood and tone and compare poetic structures. Then have students complete the Comprehension Check on structural elements, SE p. 132.

## Lesson 7: Reading Poetry

- **Instruction Coach** Teach mood and tone and compare poetic structures in *The Rhodora*.
- **Teacher's Manual pp. 113–116**

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach mood and tone and compare poetic structures. Then have students complete the Comprehension Check on structural elements, SE p. 132.
- **Instruction Coach** Teach mood and tone and compare poetic structures. Then have students complete the Comprehension Check on structural elements, SE p. 132.

## Lesson 7: Reading Poetry

- **Instruction Coach** Teach mood and tone and compare poetic structures in *The Rhodora*.
- **Teacher's Manual pp. 133–138**

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach mood and tone and compare poetic structures in *The Rhodora*. Then have students read and discuss the poems. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 137–138.
- **Instruction Coach** Teach mood and tone and compare poetic structures. Then have students complete the Comprehension Check, SE pp. 137–138.

## Lesson 7: Reading Poetry

- **Instruction Coach** Teach mood and tone and compare poetic structures in *The Rhodora*.
- **Teacher's Manual pp. 113–116**

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Reread *The Rhodora* and have students complete the Comprehension Check, SE p. 138.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 133. Use highlighted words in *The Rhodora* to reinforce meanings.
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 137. Point out that the first question is about mood and tone; the second question is about poetic structure.
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 137. Point out that the first question is about mood and tone; the second question is about poetic structure.
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 137. Point out that the first question is about mood and tone; the second question is about poetic structure.
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 137. Point out that the first question is about mood and tone; the second question is about poetic structure.
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 137. Point out that the first question is about mood and tone; the second question is about poetic structure.
Unit: Reading Poetry

LESSON FOCUS
Instruction Coach
Lesson 7: Reading Poetry
- Instruction Coach Independent Leveled Practice Resource Book, pp. 57–62
Skills
✓ Poetic Structure
✓ Compare Poetic Structures
✓ Mood and Tone
✓ Engage in Collaborative Discussion
Read On Your Own
The Fool's Song/To Wish Myself
Courage/Blizzard
The Lake Isles of Innisfree/I wandered lonely as a cloud/The Cat and the Moon
Discuss poetry and the skills that will be reviewed, SE p. 87. Review Visualize, SE p. 88. Read the poems [first read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 292.
DIFFERENTIATION OPTIONS
- Instruction Coach Independent Leveled Practice Resource Book
  Teach challenging vocabulary. Then have students choose one word and write about its meaning in the text.
  Have students identify and compare poetic structures in the poems and explain them to each other.

LESSON FOCUS
Support Coach
Lesson 4: Poetry
- Student Edition pp. 89–93, 292
- Teacher’s Manual pp. 75–79
Skills
✓ Rhyme, Alliteration, Assonance
✓ Denotation and Connotation
✓ Close Reading
The Lake Isles of Innisfree/I wandered lonely as a cloud/The Cat and the Moon
Review rhyme, alliteration, and assonance, SE p. 89. Read the poems [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 292.
DIFFERENTIATION OPTIONS
- Support Coach
  Review Try It, SE p. 89. Reread The Lake Isles of Innisfree/I wandered lonely as a cloud/The Cat and the Moon with the first read annotations, showing students that these focus on rhyme, alliteration, and assonance. Guide students to complete the Close Reading Worksheet.
  Use Supporting Struggling Learners scaffolding, TM p. 74. Help students understand how to visualize images in the poems.

LESSON FOCUS
Support Coach
Lesson 4: Poetry
- Student Edition pp. 89–93, 292
- Teacher’s Manual pp. 75–79
Skills
✓ Rhyme, Alliteration, Assonance
✓ Denotation and Connotation
✓ Close Reading
The Lake Isles of Innisfree/I wandered lonely as a cloud/The Cat and the Moon
Read the poems [third read]. Then have students complete the Close Reading Worksheet, SE p. 292. Follow with Vocabulary, SE p. 93.
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
  Have accelerating students work in pairs to do Lesson Practice, SE pp. 22–27.
- Performance Coach
  Use Discussion Questions, TE p. 6. Review the structure and characteristics of poetry. Have students write about specific characteristics in the poems they have read.

LESSON FOCUS
Support Coach
Lesson 4: Poetry
- Student Edition pp. 94–102, 293
- Teacher’s Manual pp. 80, 82–89
Skills
✓ Paraphrase: Explain Phrases or Clauses
✓ Poetic Structure
The Ballad of King Arthur/Annabel Lee/Shall I compare thee to a summer's day/?The Oven Bird
Review Paraphrase, SE p. 94. Read the poems [first read]. Have students complete the Paraphrase Chart, SE p. 293.
DIFFERENTIATION OPTIONS
- Support Coach
  Review Try It, SE p. 94. Reread The Ballad of King Arthur/Annabel Lee/Shall I compare thee to a summer's day/?The Oven Bird with the first read annotations, focusing on paraphrasing. Guide students to complete the Paraphrase Chart.
- Support Coach
  Use Supporting Struggling Learners scaffolding, TM pp. 80, 82, and 87. Help students understand that when paraphrasing, they use their own words to restate the poem.
# Lesson Focus

**Support Coach**

**Lesson 4: Poetry**

- **Support Coach**
  - Review Try It, SE p. 95. Reread *The Ballad of King Arthur/Annabel Lee/Shall I compare thee to a summer’s day? The Oven Bird* with the second read annotations, showing students that these focus on poetic structure. Guide students to complete the Close Reading Worksheet.
  - **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 81, to reread and discuss the passage. Review Vocabulary, SE p. 103.

## Differentiation Options

**Support Coach** Guide students through Respond to Text using support, TM pp. 90–91.

**Support Coach** Have students read *The Magnificent Bull/When I Was a Lad/To me, fair friend, you never can be old*, SE pp. 106–110.

**Performance Coach** Use Language Spotlight, SE p. 18 and TE p. 8, to teach denotations and connotations.

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### Lesson 4: Poetry

**Support Coach**

- **Support Coach**
  - Student Edition pp. 95–103, 294
  - Teacher’s Manual pp. 81–89

**Skills**

- Poetic Structure: Narrative Poem and Sonnet
- Using Context Clues
- Close Reading

**Differentiation Options**

- **Support Coach** Review the poems *The Ballad of King Arthur/Annabel Lee/Shall I compare thee to a summer’s day? The Oven Bird*. Then have students complete the Close Reading Worksheet, SE p. 294. Follow with Respond to Text, SE p. 104. Review Comprehension Check, SE pp. 22–27 (item 6).
- **Instruction Coach** Review answers to Benchmark Assessment 3 with students.
- **Support Coach** Review answers to Quiz 4 with students.
### Unit: Writing Personal Narratives

#### Lesson Focus

**Instruction Coach**

**Lesson 4: Writing Personal Narratives**

- **Student Edition pp. 48–53, 69–70**
- **Teacher’s Manual pp. 57–58**

**Skills**

- ✔ Writing a Personal Narrative
- ✔ Engage in Collaborative Discussion

**Essential Question**

Introduce writing personal narratives and discuss questions, TM p. 57, focusing on the Essential Question, What makes a personal narrative engaging and effective? Then read SE p. 70 with students.

#### Differentiation Options

- **Instruction Coach** Use notes, TM p. 58, to introduce the purpose and audience for writing a personal narrative.
- **Instruction Coach** Review Narrative of the Life of Frederick Douglass, an American Slave, SE pp. 48–53, and identify and discuss the introduction, body, and conclusion of that text.

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#### Day 1

**Lesson Focus**

**Instruction Coach**

**Lesson 4: Writing Personal Narratives**

- **Student Edition pp. 70–72**
- **Teacher’s Manual pp. 58–60**

**Skills**

- ✔ Writing a Personal Narrative
- ✔ Introduction, Body Paragraphs, Conclusion
- ✔ Descriptive Details

**Analyze a Mentor Text**

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

#### Differentiation Options

- **Instruction Coach** Use the graphic on SE p. 70 to help students understand the characteristics and structure of a personal narrative.
- **Instruction Coach** Have accelerating students identify the introduction, body paragraphs, and conclusion of the Mentor Text.

---

#### Day 2

**Lesson Focus**

**Instruction Coach**

**Lesson 4: Writing Personal Narratives**

- **Student Edition pp. 71–74**
- **Teacher’s Manual pp. 59–61**

**Skills**

- ✔ Writing a Personal Narrative
- ✔ Transitions
- ✔ Point of View
- ✔ Context Clues

**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. 73.

#### Differentiation Options

- **Instruction Coach** Have pairs of students share the transition words they circled in the Mentor Text and explain them to each other.
- **Instruction Coach** Review the Writing Process, SE p. 74 for students who need extra support.

---

#### Day 3

**Lesson Focus**

**Instruction Coach**

**Lesson 4: Writing Personal Narratives**

- **Student Edition pp. 74–77**
- **Teacher’s Manual pp. 62–63**

**Skills**

- ✔ Write a Personal Narrative
- ✔ Topic and Significance
- ✔ Descriptive Details
- ✔ Brainstorm a Topic

**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. 75–76 using the annotations. Students complete SE p. 77.

#### Differentiation Options

- **Instruction Coach** Take a deeper dive into SE pp. 76–77 with students who need extra support as they brainstorm ideas to complete Try It.
- **Instruction Coach** Have students complete the Try It. Use a Graphic Organizer for Brainstorming, SE p. 77.
- **Instruction Coach** Have students complete the Make Storyboards activity, TM p. 66.

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#### Day 4

**Lesson Focus**

**Instruction Coach**

**Lesson 4: Writing Personal Narratives**

- **Student Edition pp. 78–81**
- **Teacher’s Manual pp. 64–66**

**Skills**

- ✔ Write a Personal Narrative
- ✔ Organize: Introduction, Body Paragraphs, Conclusion

**Writing Process: Steps 2, 3**

Read SE p. 78 with students to help them understand how the writer of the Mentor Text organized the introduction, the body paragraphs (containing details), and the conclusion. Then read and discuss 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** Have students complete the Create a Character Sketch activity, TM p. 66.
## Unit: Writing Personal Narratives

### LESSON FOCUS

**Instruction Coach**

**Lesson 4: Writing Personal Narratives**

- **Skills**
  - Write a Personal Narrative
  - Introduction, Body Paragraphs, Conclusion
  - Use Transition Words and Phrases

  **Writing Process:**
  - Steps 3, 4
  - Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 86–87

  **DIFFERENTIATION OPTIONS**
  - **Instruction Coach** Identify sentences that students should revise in order to improve using complex sentences to express ideas.
  - **Instruction Coach** Have students complete the Express Ideas Clearly activity, TM p. 69.
  - **Performance Coach** Have students complete the Lesson Practice, SE pp. 199–203.

### LESSON FOCUS

**Instruction Coach**

**Lesson 4: Writing Personal Narratives**

- **Skills**
  - Revise a Personal Narrative
  - Complex Sentences

  **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. 86–87

  **DIFFERENTIATION OPTIONS**
  - **Instruction Coach** Identify sentences that students should revise in order to improve using complex sentences to express ideas.
  - **Instruction Coach** Have students complete the Express Ideas Clearly activity, TM p. 69.
  - **Performance Coach** Have students complete the Lesson Practice, SE pp. 199–203.

### LESSON FOCUS

**Instruction Coach**

**Lesson 4: Writing Personal Narratives**

- **Skills**
  - Edit a Personal Narrative
  - Use Commas and Coordinate Adjectives

  **Writing Process:**
  - Steps 5, 6
  - Read SE pp. 88–89. 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 complex sentences and using commas and coordinate adjectives, to demonstrate how to express ideas when writing.
  - **Instruction Coach** Have students complete the Try It Language and Editing Practice SE, pp. 90–91, TM p. 70.

### PUBLISH AND ASSESS OPTIONS:

**Instruction Coach**

**Benchmark Assessment 2**

- **Skills**
  - Writing 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.
  - **Instruction Coach** Review answers to Benchmark Assessment 2 with students.
  - **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 199–204.
## Unit: Reading Persuasive Nonfiction

### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Reading Persuasive Nonfiction**

- **Student Edition pp. 207–213**
- **Teacher’s Manual pp. 175–181**
- **Skills**
  - Persuasive Text
  - Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach persuasive text in NASA's Recent Cancellation of Manned Missions, noting and listing the different types of evidence authors use.
- **Instruction Coach** Reread NASA's Recent Cancellation of Manned Missions, and have students identify vocabulary words that they do not understand.

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### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Persuasive Nonfiction**

- **Student Edition pp. 215–222**
- **Teacher’s Manual pp. 184–186**
- **Skills**
  - Persuasive Text
  - Types of Evidence
  - Argument
  - Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach types of evidence in Contact Sports and Concussions and guide students through Comprehension Check, SE p. 222.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 215. Use highlighted words in Contact Sports and Concussions to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 78–80 and identify the persuasive language used in NASA's Recent Cancellation of Manned Missions and Contact Sports and Concussions.

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### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Reading Persuasive Nonfiction**

- **Student Edition pp. 216–222**
- **Teacher’s Manual pp. 184–186**
- **Skills**
  - Point of View
  - Author’s Purpose
  - Evaluate Evidence
  - Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Reread Contact Sports and Concussions, guiding students to note persuasive techniques and types of evidence.
- **Instruction Coach** Reread Contact Sports and Concussions, and guide students as they compare primary and secondary sources.
- **Performance Coach** Have accelerating students work in pairs to do Lesson Practice, SE pp. 84–88.

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### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Reading Persuasive Nonfiction**

- **Student Edition pp. 208–213, 216–222**
- **Teacher’s Manual pp. 176–181, 184–186**
- **Skills**
  - Persuasive Text
  - Argument
  - Write about Persuasive Nonfiction
  - Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 221. Point out that the first question is about author's purpose; the second question is about argument and using text evidence.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 222.
## Unit: Reading Persuasive Nonfiction

### LESSON FOCUS

**Instruction Coach**

- **Lesson 11: Reading Persuasive Nonfiction**
  - Instruction Coach Independent
  - Leveled Practice Resource Book, pp. 75–83

**Skills**
- Persuasive Text
- Persuasive Techniques
- Compare and Contrast Texts
- Engage in Collaborative Discussion

### DIFFERENTIATION OPTIONS

**Instruction Coach Independent**

- Leveled Practice Resource Book
  - Teach challenging vocabulary. Have students choose one word and write about its meaning in the text.
  - Have pairs of students identify the persuasive techniques the author presents. Have them compare and contrast the persuasive techniques in the previous selections they just read.

### LESSON FOCUS

**Support Coach**

- **Lesson 7: Persuasive Nonfiction**
  - Teacher’s Manual pp. 141–142, 144–149

**Skills**
- Fact, Opinion, and Reasoned Judgment
- Close Reading
- RFIDs in Our Future

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 168. Reread RFIDs in Our Future with the first read annotations, showing students that these focus on author’s point of view. Guide students to complete the Author’s Point of View Chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 142, 144, and 146. Help students understand that sometimes authors leave out facts or information that might not support their point of view.

### LESSON FOCUS

**Support Coach**

- **Lesson 7: Persuasive Nonfiction**
  - Student Edition pp. 169–175, 304
  - Teacher’s Manual pp. 144–149

**Skills**
- Figurative Language: Allusion
- Close Reading
- RFIDs in Our Future

**DIFFERENTIATION OPTIONS**

- **Support Coach** After discussing the third read annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
- **Performance Coach** Guide students through the Coached Example, SE pp. 81–83.
- **Performance 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.

### LESSON FOCUS

**Support Coach**

- **Lesson 7: Persuasive Nonfiction**
  - Student Edition pp. 170–175, 304
  - Teacher’s Manual pp. 150, 152–157

**Skills**
- Compare and Contrast
- Recognize Persuasive Nonfiction

**Cashing in Our Chips**

- Review Compare and Contrast, SE p. 176. Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 304. Follow with Vocabulary, SE p. 175.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 176. Reread Cashing in Our Chips with the third read annotations, focusing on comparing and contrasting. Guide students to complete the Venn Diagram Chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 150 and 154. Help students compare and contrast Cashing in Our Chips by comparing the persuasive techniques with RFIDs in Our Future.
## Week 27

### Day 2

**Lesson Focus:**

**Lesson 7: Persuasive Nonfiction**

- **Support Coach**
  - **Skills**
    - Analyze Arguments
    - Use Word Relationships
    - Close Reading
  - **Resources**
    - Teacher’s Manual pp. 151–157
    - Student Edition pp. 177–183, 306
  - **Differentiation Options**
    - **Support Coach**
      - Review Try It, SE p. 177. Reread Cashing in Our Chips with the **second read** annotations, showing students that these focus on analyzing arguments. Guide students to complete the Close Reading Worksheet.
    - **Support Coach**
      - Use Supporting Struggling Learners scaffolding, TM pp. 152 and 155 to reread and discuss the passage. Review Vocabulary, SE p. 183.

### Day 3

**Lesson Focus:**

**Lesson 7: Persuasive Nonfiction**

- **Support Coach**
  - **Skills**
    - Analyze Structure of a Persuasive Text
    - Compare and Contrast
    - Close Reading
  - **Resources**
    - Teacher’s Manual pp. 152–160
  - **Differentiation Options**
    - **Support Coach**
      - Guide students through Respond to Text using support, TM pp. 158–159.
    - **Support Coach**
      - Have students read **third read** Cashing in Our Chips vs. You/Understanding GMOs, SE pp. 186–190.
    - **Performance Coach**
      - Use Language Spotlight, SE p. 80 and TE p. 28, to teach persuasive language. Have students find examples of persuasive language in the selections.

### Day 4

**Lesson Focus:**

**Lesson 7: Persuasive Nonfiction**

- **Support Coach**
  - **Skills**
    - Analyze Structure of a Persuasive Text
    - Analyze Arguments
    - Compare and Contrast
    - Close Reading
    - Write about Persuasive Nonfiction
  - **Resources**
    - Teacher’s Manual pp. 158–160
    - Student Edition pp. 184–190
  - **Differentiation Options**
    - **Support Coach**
      - Guide students through Respond to Text using support, TM pp. 158–159. Have them work with partners and write.
    - **Support Coach**
      - Have students read **third read** GMOs vs. You/Understanding GMOs, SE pp. 186–190.

### Day 5

**Lesson Focus:**

**Lesson 7: Persuasive Nonfiction**

- **Support Coach**
  - **Skills**
    - Identify and analyze evidence and arguments
    - Use evidence to make judgments
    - Compare and contrast techniques
    - Evaluate evidence and analyze arguments
  - **Resources**
    - Teacher’s Manual pp. 158–160
    - Student Edition pp. 186–192
  - **Differentiation Options**
    - **Support Coach**
      - Have students read **third read** GMOs vs. You/Understanding GMOs, SE pp. 186–192.
    - **Performance Coach**
      - To review argument and support for a claim, have students complete Lesson Practice, SE pp. 84–88.
    - **Support Coach**
      - Review answers to Quiz 7 with students.

### Review

**Instruction Coach**

**Lesson 11: Reading Persuasive Nonfiction**

- **Skills**
  - Analyze Structure of a Persuasive Text
  - Analyze Arguments
  - Compare and Contrast
  - Close Reading
  - Write about Persuasive Nonfiction
  - Listen and Learn
  - Read on Your Own

**Benchmark Assessment 3**

- **Skills**
  - Author’s Point of View
  - Fact, Opinion, and Reasoned Judgment
  - Compare and Contrast
  - Analyze Arguments
  - Analyze Structure of a Persuasive Text
  - Figurative Language: Allusion
  - Use Word Relationships

**Quiz 7**

- **Skills**
  - Evaluate evidence and arguments
  - Use evidence to make judgments
  - Compare and contrast techniques
  - Evaluate evidence and analyze arguments

**Instruction Coach**

**Lesson 7: Persuasive Nonfiction**

- **Skills**
  - Analyze Structure of a Persuasive Text
  - Analyze Arguments
  - Compare and Contrast
  - Close Reading
  - Write about Persuasive Nonfiction

**Differentiation Options**

- **Performance Coach**
  - Do shared writing with students in Lesson Practice, SE pp. 84–89 (item 6).
- **Support Coach**
  - Review answers to Quiz 7 with students.
## Unit: Reading Scientific and Technical Texts

### LESSON FOCUS

#### Instruction Coach

**Lesson 9: Reading Scientific and Technical Texts**
- **Student Edition pp. 163–169**
- **Teacher's Manual pp. 139–146**

**Skills**
- ✔ Text and Graphic Features: Diagrams
- ✔ Engage in Collaborative Discussion

#### Listen and Learn

**Seeing the Light**
- Introduce scientific and technical texts and discuss questions, TM p. 139, focusing on the Essential Question, What graphic and textual features do scientific and technical writers use to communicate information? Then read Seeing the Light with students.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach text and graphic features in Seeing the Light, noting the features of diagrams.
- **Instruction Coach** Reread Seeing the Light, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Use Speaking and Listening Project, TM pp. 152–153, during this unit.

### LESSON FOCUS

#### Instruction Coach

**Lesson 9: Reading Scientific and Technical Texts**
- **Student Edition pp. 164–170**
- **Teacher's Manual pp. 140–146**

**Skills**
- ✔ Text and Graphic Features: Diagrams
- ✔ Fact vs. Speculation
- ✔ Chronological Order
- ✔ Engage in Collaborative Discussion

#### Listen and Learn

**Seeing the Light**
- Reread the passage with students using Think Alouds. Use Fact vs. Speculation and Chronological Order to focus strategy instruction, TM pp. 143–144. Then have students complete the Comprehension Check on chronological order, SE p. 170.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach domain-specific vocabulary and guide students through Comprehension Check, SE p. 178.

### LESSON FOCUS

#### Instruction Coach

**Lesson 9: Reading Scientific and Technical Texts**
- **Student Edition pp. 171–176, 178**
- **Teacher's Manual pp. 147–150**

**Skills**
- ✔ Domain-Specific Vocabulary
- ✔ Graphic Features: Diagrams
- ✔ Chronological Order
- ✔ Author's Purpose
- ✔ Engage in Collaborative Discussion

#### Share and Learn

**A Closer Look**
- Preview Vocabulary, SE p. 171. Then have students read and discuss the passage, SE pp. 172–176.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach domain-specific vocabulary in A Closer Look and guide students through Comprehension Check, SE p. 178.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 171. Use highlighted words in A Closer Look to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 106–109 and identify the graphic features also used in Seeing the Light and A Closer Look.

### LESSON FOCUS

#### Instruction Coach

**Lesson 9: Reading Scientific and Technical Texts**
- **Student Edition pp. 172–178**

**Skills**
- ✔ Graphic Features: Diagrams
- ✔ Text Structure
- ✔ Author's Purpose
- ✔ Engage in Collaborative Discussion

#### Share and Learn

**A Closer Look**
- Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 177–178.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Reread Seeing the Light and A Closer Look, and guide students to unpack the text features.
- **Performance Coach** Have accelerating students work in pairs to do Lesson Practice, SE pp. 114–118.

### LESSON FOCUS

#### Instruction Coach

**Lesson 9: Reading Scientific and Technical Texts**
- **Student Edition pp. 164–169, 172–178**

**Skills**
- ✔ Text and Graphic Features
- ✔ Write about Scientific and Technical Texts
- ✔ Engage in Collaborative Discussion

#### Reread

**Seeing the Light and A Closer Look**
- Have students choose a passage and write a paragraph responding to the Essential Question, What graphic and textual features do scientific and technical writers use to communicate information? Tell them to use two examples of text features to support their response.

#### DIFFERENTIATION OPTIONS

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 177. Point out that the first question is about diagrams; the second question is about text features and structure.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 178.
### Unit: Reading Scientific and Technical Texts

#### LESSON FOCUS

**Instruction Coach**

**Lesson 9: Reading Scientific and Technical Texts**
- **Instruction Coach Independent Leveled Practice Resource Book**, pp. 63–74

**Skills**
- ✔ Compare Science and Technical Texts

**Read On Your Own**
- Global Warming, Local Warning
- Discovering Deep-Sea Vents

**DIFFERENTIATION OPTIONS**
- **Instruction Coach Independent Leveled Practice Resource Book** Teach challenging vocabulary. Then have students identify one word and write about its meaning in the text.
- **Instruction Coach Independent Leveled Practice Resource Book** Have students identify cause and effect and show the relationships between text features in the main text and explain them to each other.

#### LESSON FOCUS

**Support Coach**

**Lesson 5: Scientific Texts**
- Student Edition pp. 113–114, 116–120, 295
- Teacher’s Manual pp. 95–96, 98–103

**Skills**
- ✔ Analyze Interactions
- ✔ Close Reading

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, Student Edition pp. 114. Reread *The Puzzling Platypus* with the first read annotations, showing students that these focus on central idea and supporting details. Guide students to complete the Central Idea and Details Chart.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 96 and 101. Help students understand the organization of *The Puzzling Platypus* by guiding them through the text features.
- **Support Coach** Use Lesson 6: Technical Texts as an alternative or extension to this lesson.

#### LESSON FOCUS

**Support Coach**

**Lesson 5: Scientific Texts**
- Student Edition pp. 115–121, 296
- Teacher’s Manual pp. 97–103

**Skills**
- ✔ Use a Dictionary
- ✔ Close Reading

**DIFFERENTIATION OPTIONS**
- **Support Coach** After discussing the third read annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
- **Performance Coach** Guide students through the Coached Example, SE pp. 110–113.

#### LESSON FOCUS

**Support Coach**

**Lesson 5: Scientific Texts**
- Student Edition pp. 116–121, 296
- Teacher’s Manual pp. 104, 106–111

**Skills**
- ✔ Summarize
- ✔ Central Idea and Supporting Details

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 122. Reread Discovering Deep-Sea Vents with the first read annotations, focusing on summarizing. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Readers scaffolding, TM p. 107. Help students understand when summarizing, they should focus on the central idea.
- **Support Coach** Use Lesson 6: Technical Texts as an alternative or extension to this lesson.
# Unit: Reading Scientific and Technical Texts

## LESSON FOCUS

### Support Coach

#### Lesson 5: Scientific Texts

- Student Edition pp. 123–129, 298
- Teacher's Manual pp. 105–111

**Skills**
- Facts, Reasoned Judgments, and Speculation
- Domain-Specific Vocabulary
- Close Reading

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE pp. 123. Reread Discovering Deep-Sea Vents with the second read annotations, showing students that these focus on facts, reasoned judgments, and speculation. Guide students to complete the chart.

- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 105 and 106 to reread and discuss the passage. Review Vocabulary, SE p. 129.

#### Lesson 5: Scientific Texts

- Student Edition pp. 124–136, 297
- Teacher's Manual pp. 106–114

**Skills**
- Author's Purpose
- Facts, Reasoned Judgments, and Speculation
- Summarize
- Close Reading
- Write about Scientific Texts

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.

- **Support Coach** Have students read second read. The Large Hadron Collider, SE pp. 132–136.

- **Performance Coach** Use Language Spotlight, SE p. 109 and TE p. 35, to teach symbols and key terms. Have students choose a domain-specific term to write about.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.

- **Support Coach** Have students read third read. The Large Hadron Collider, SE pp. 132–136.

#### Lesson 5: Scientific Texts

- Student Edition pp. 130–136
- Teacher's Manual pp. 112–114

**Skills**
- Author's Purpose
- Facts, Reasoned Judgments, and Speculation
- Summarize
- Close Reading
- Write about Scientific Texts

**DIFFERENTIATION OPTIONS**
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Unit: Writing Opinion Pieces

LESSON FOCUS Instruction Coach
Lesson 12: Writing Opinion Pieces
- Teacher's Manual pp. 189–190
Skills
✔ Write an Opinion Piece
✔ Engage in Collaborative Discussion

Essential Question
Introduce writing opinion pieces and discuss questions, TM p. 189, focusing on the Essential Question, How can persuasive writing be used to influence people? Then read SE p. 224 with students.

DIFFERENTIATION OPTIONS
- Instruction Coach Use notes, TM p. 190, to introduce the purpose and audience for writing opinion pieces.
- Instruction Coach Review NASA’s Recent Cancellation of Manned Missions and identify and discuss the introduction, supporting reasons, and conclusion of that text.

LESSON FOCUS Instruction Coach
Lesson 12: Writing Opinion Pieces
- Student Edition pp. 224–226
- Teacher's Manual pp. 190–192
Skills
✔ Write an Opinion Piece
✔ Claim/Argument
✔ Supporting Reasons

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. 224 to help students understand the characteristics and structure of an opinion piece.
- Instruction Coach Have accelerating students identify the introduction, supporting reasons, and conclusion of the Mentor Text.
- Instruction Coach Introduce the Speaking and Listening Project, TM pp. 204–207.

LESSON FOCUS Instruction Coach
Lesson 12: Writing Opinion Pieces
- Student Edition pp. 228–231
- Teacher’s Manual pp. 194–195
Skills
✔ Write an Opinion Piece
✔ Claim/Argument
✔ Supporting Reasons
✔ Opposing Claim
✔ Connotation and Denotation

Analyze a Mentor Text
Discuss the Think About It questions, TM p. 192. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 227.

DIFFERENTIATION OPTIONS
- Instruction Coach Have pairs of students compare their answers to the Vocabulary Study and explain why they chose positive or negative connotations.
- Instruction Coach Take a deeper dive into SE pp. 229–230 with students who need extra support as they develop a claim they will make and possible arguments to complete the Try It.
- Instruction Coach Have students complete the Know Your Topic activity, TM p. 194.

LESSON FOCUS Instruction Coach
Lesson 12: Writing Opinion Pieces
- Student Edition pp. 232–235
- Teacher’s Manual pp. 196–198
Skills
✔ Write an Opinion Piece
✔ Claim/Argument
✔ Supporting Reasons
✔ Conclusion

Writing Process: Steps 2, 3
Read SE p. 232 with students to help them understand how the writer of the Mentor Text organized the claim/argument (introducing the topic), the supporting reasons, and the conclusion. Then read and discuss drafting process before students begin to write.

DIFFERENTIATION OPTIONS
- Instruction Coach Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- Instruction Coach Continue working on Speaking and Listening Project, TM pp. 204–207.
**Unit: Writing Opinion Pieces**

<table>
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<th>LESSON FOCUS</th>
<th>Instruction Coach</th>
<th>Lesson 12: Writing Opinion Pieces</th>
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<td>• Student Edition pp. 234–239</td>
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<td>• Teacher’s Manual pp. 197–200</td>
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<tr>
<td>Skills</td>
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<tr>
<td>✔ Write an Opinion Piece</td>
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<tr>
<td>✔ Using Sentence Variation</td>
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<tr>
<td>✔ Organize Source Information</td>
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<tr>
<td>Writing Process: Steps 3, 4</td>
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<tr>
<td>With students read the Writer’s Craft section, SE p. 234. Have students share their efforts to use linking words. Then read SE pp. 236–237.</td>
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**DIFFERENTIATION OPTIONS**

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<tr>
<td>For students who need extra support with SE pp. 238–239, spend less time on pp. 236–237. Model responses for Try It sections.</td>
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<tr>
<td>Have students complete the Record Source Information activity, TM p. 198.</td>
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<td>Have students complete the Coached Example, SE pp. 243–245.</td>
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<td>• Teacher’s Manual pp. 199–201</td>
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<tr>
<td>Skills</td>
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<tr>
<td>✔ Revise an Opinion Piece</td>
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<tr>
<td>✔ Use Formal Language</td>
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<td>Writing Process: Steps 4, 5</td>
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<td>Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 240–241.</td>
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<td>Have students read aloud portions of their writing. Model Think Alouds about the claim/argument, the reasons, and/or the conclusion, to demonstrate how to talk about writing.</td>
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<td>Have students complete the Lesson Practice, TM pp. 204–207.</td>
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<td>• Teacher’s Manual pp. 201–202</td>
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<tr>
<td>Skills</td>
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<tr>
<td>✔ Edit an Opinion Piece</td>
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<tr>
<td>✔ Use Correct Spelling</td>
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<td>✔ Use Formal Language</td>
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<td>Writing Process: Steps 5, 6</td>
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<tr>
<td>Read SE pp. 242–243. Provide time for students to finish revising and begin editing.</td>
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<tr>
<td>Writing Process: Steps 6, 7</td>
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<tr>
<td>Read SE pp. 244–245. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 246.</td>
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<td>Use SE pp. 234–245 as a springboard for students to discuss strategies for improving specific sentences in their writing.</td>
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<td>Have students present their charts evaluating the political speech.</td>
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**PUBLISH AND ASSESS OPTIONS:**

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<tr>
<td>Benchmark Assessment 4</td>
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<tr>
<td>• Teacher’s Manual p. 203</td>
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<tr>
<td>Skills</td>
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<tr>
<td>✔ Write an Opinion Piece</td>
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<tr>
<td>Writing Process: Step 7</td>
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<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>Students may use alternative media for their writing, especially if it includes images and text features.</td>
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<tr>
<td>Have accelerating students complete the Lesson Practice, SE pp. 246–255.</td>
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