Program Overview

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

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

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

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

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

The Instructional Pathway
Addressing Key Features in ELA Learning

Regular practice with complex texts and their academic language

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

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

Lesson 6

• Reading Drama

Liz: School was closed for two days! So now we can visit Hot Springs.
Ray: Tell me about it! I can hardly wait. It’s like a huge adventure!
Liz: It is! That’s why I begged Mom to bring us here. It’s a mammoth adventure.
Ray: Right. About 26,000 years ago, the spot where this museum now stands was just a grassy hill. But then an underground river collapsed, and the ground sank. It made a huge hole in the ground. And the sides were protected under the mud.
Liz: That’s when the ground caved in and made the pool. The pool slowly filled up with dirt. The bones of mammoths and other animals went into the pool to sink. They were trapped forever.
Ray: The poor animals! I feel sorry for them, trapped for thousands and thousands of years. Now people are digging them out. There were about fifty mammoths in the pool. It’s a good thing they’re protected.
Liz: If you could ask about what would happen in the play?
Ray: I knew this would be a great place to work on my report for school. I could write about the mammoth bones. I know as much as possible about the weather!
Liz: What about the mammoths get here?
Ray: Right. About 26,000 years ago, the spot where this museum now stands was just a grassy hill. But then an underground river collapsed, and the ground sank. It made a huge hole, and the sides were protected under the mud.
Liz: That’s when the ground caved in and made the pool. The pool slowly filled up with dirt. The bones of mammoths and other animals went into the pool to sink. They were trapped forever.
Ray: The poor animals! I feel sorry for them, trapped for thousands and thousands of years. Now people are digging them out. There were about fifty mammoths in the pool. It’s a good thing they’re protected.
Liz: If you could ask about what would happen in the play?
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Reading, writing, and speaking grounded in evidence from texts

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

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

Knowledge building through content-rich nonfiction

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

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

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

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<thead>
<tr>
<th>Grade 8</th>
<th>Language Arts Florida Standards</th>
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<tbody>
<tr>
<td><strong>Reading: Literature</strong></td>
<td></td>
</tr>
<tr>
<td>8.RL.1.1</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>8.RL.1.2</td>
<td>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</td>
</tr>
<tr>
<td>8.RL.1.3</td>
<td>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
</tr>
<tr>
<td>8.RL.2.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
</tr>
<tr>
<td>8.RL.2.5</td>
<td>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</td>
</tr>
<tr>
<td>8.RL.2.6</td>
<td>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</td>
</tr>
</tbody>
</table>
## Grade 8

### Language Arts Florida Standards

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>8.RL.3.7</strong></td>
<td>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</td>
<td>TM: L6</td>
<td>L8</td>
<td>TE: L1, L2, L4, L12</td>
</tr>
<tr>
<td><strong>8.RL.3.9</strong></td>
<td>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</td>
<td>L1, L7</td>
<td>L2</td>
<td>L4</td>
</tr>
<tr>
<td><strong>8.RL.4.10</strong></td>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</td>
<td>L1, L6, L7</td>
<td>L1, L2, L3, L4</td>
<td>Throughout program (L1–L19)</td>
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### Reading: Informational Texts

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<tr>
<td><strong>8.RI.1.1</strong></td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>L3, L5, L9</td>
<td>L6, L10</td>
<td>L5</td>
</tr>
<tr>
<td><strong>8.RI.1.2</strong></td>
<td>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</td>
<td>L3, L9</td>
<td>L5, L7</td>
<td>L5, L9</td>
</tr>
<tr>
<td><strong>8.RI.1.3</strong></td>
<td>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</td>
<td>L3, L5, L9</td>
<td>L6</td>
<td>L9, L19</td>
</tr>
<tr>
<td><strong>8.RI.2.4</strong></td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
<td>L3, L11</td>
<td>L5, L8</td>
<td>L5–L9, L19 TE: L10</td>
</tr>
<tr>
<td><strong>8.RI.2.5</strong></td>
<td>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
<td>L3, L5, L9</td>
<td>L7</td>
<td>L5–L8, L10</td>
</tr>
<tr>
<td><strong>8.RI.2.6</strong></td>
<td>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
<td>L11</td>
<td>L5, L8, L9</td>
<td>L5–L8</td>
</tr>
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## Language Arts Florida Standards

### 8.RI.3.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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<tr>
<td>TM: L5, L11, L12</td>
<td>L8</td>
<td>L7–L9 TE: L14</td>
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### 8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

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<tbody>
<tr>
<td>L11</td>
<td>L6–L9</td>
<td>L6, L9</td>
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### Writing

#### 8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.

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<tr>
<td>L2, L12</td>
<td></td>
<td>L11, L16</td>
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#### 8.W.1.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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<tr>
<td>L2, L12</td>
<td></td>
<td>L11, L16</td>
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#### 8.W.1.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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<tr>
<td>L2, L12</td>
<td></td>
<td>L16</td>
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#### 8.W.1.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

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<td>L2, L12</td>
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#### 8.W.1.1.d Establish and maintain a formal style.

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#### 8.W.1.1.e Provide a concluding statement or section that follows from and supports the argument presented.

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<tbody>
<tr>
<td>L12</td>
<td></td>
<td>L11, L16</td>
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#### 8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

<table>
<thead>
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<tr>
<td>L10, L12</td>
<td></td>
<td>L11, L15</td>
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</table>

#### 8.W.1.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

<table>
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<tr>
<td>L10</td>
<td></td>
<td>L11, L15 TE: L5, L10</td>
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<tr>
<td><strong>8.W.1.2.b</strong></td>
<td>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td>
<td>L10</td>
</tr>
<tr>
<td><strong>8.W.1.2.c</strong></td>
<td>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td>L10</td>
</tr>
<tr>
<td><strong>8.W.1.2.d</strong></td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>L10</td>
</tr>
<tr>
<td><strong>8.W.1.2.e</strong></td>
<td>Establish and maintain a formal style.</td>
<td>L12</td>
</tr>
<tr>
<td><strong>8.W.1.2.f</strong></td>
<td>Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
<td>L12</td>
</tr>
<tr>
<td><strong>8.W.1.3</strong></td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td>L4, L8</td>
</tr>
<tr>
<td><strong>8.W.1.3.a</strong></td>
<td>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</td>
<td>L4, L8</td>
</tr>
<tr>
<td><strong>8.W.1.3.b</strong></td>
<td>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</td>
<td>L4, L8</td>
</tr>
<tr>
<td><strong>8.W.1.3.c</strong></td>
<td>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</td>
<td>L4, L8</td>
</tr>
<tr>
<td><strong>8.W.1.3.d</strong></td>
<td>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
<td>L4, L8</td>
</tr>
<tr>
<td><strong>8.W.1.3.e</strong></td>
<td>Provide a conclusion that follows from and reflects on the narrated experiences or events.</td>
<td>L4, L8</td>
</tr>
<tr>
<td><strong>8.W.2.4</strong></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td>L2, L4, L8, L10, L12</td>
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### Grade 8

#### Language Arts Florida Standards

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<thead>
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<tr>
<td><strong>8.W.2.5</strong> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</td>
<td>L2, L4, L8, L10, L12</td>
<td></td>
<td>L11, L17</td>
</tr>
<tr>
<td><strong>8.W.2.6</strong> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</td>
<td>L2, L4, L8, L10, L12</td>
<td></td>
<td>TE: L11, L17</td>
</tr>
<tr>
<td><strong>8.W.2.7</strong> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</td>
<td>L2, L10 TM: L5</td>
<td></td>
<td>L14</td>
</tr>
<tr>
<td><strong>8.W.2.8</strong> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
<td>L2, L10 TM: L5</td>
<td></td>
<td>L14</td>
</tr>
<tr>
<td><strong>8.W.3.9.a</strong> Apply grade 8 Reading standards to literature (e.g., &quot;Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new&quot;).</td>
<td>L2</td>
<td></td>
<td>L12</td>
</tr>
<tr>
<td><strong>8.W.3.9.b</strong> Apply grade 8 Reading standards to literary nonfiction (e.g., &quot;Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced&quot;).</td>
<td>L10</td>
<td></td>
<td>L12</td>
</tr>
<tr>
<td><strong>8.W.4.10</strong> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>L2, L4, L8, L10, L12</td>
<td></td>
<td>Throughout program (L1-L19)</td>
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#### Speaking and Listening

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<tr>
<td><strong>8.SL.1.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
<td>L1–L12 TM: L6, L7, L12</td>
<td></td>
<td>TE: L18, L19</td>
</tr>
<tr>
<td><strong>8.SL.1.1.a</strong> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</td>
<td>L1–L12</td>
<td></td>
<td>TE: L18, L19</td>
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<tr>
<td>8.SL.1.1.b</td>
<td>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
<td>L1-L12</td>
<td></td>
<td>TE: L18, L19</td>
</tr>
<tr>
<td>8.SL.1.1.c</td>
<td>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
<td>L1-L12</td>
<td></td>
<td>TE: L18, L19</td>
</tr>
<tr>
<td>8.SL.1.1.d</td>
<td>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</td>
<td>L1-L12</td>
<td></td>
<td>TE: L18, L19</td>
</tr>
<tr>
<td>8.SL.1.2</td>
<td>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</td>
<td>TM: L11</td>
<td></td>
<td>L18, L19 TE: L2, L15</td>
</tr>
<tr>
<td>8.SL.1.3</td>
<td>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</td>
<td>TM: L11</td>
<td></td>
<td>L18, 19 TE: L6, L16</td>
</tr>
<tr>
<td>8.SL.2.4</td>
<td>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
<td>TM: L5, L12</td>
<td></td>
<td>TE: L6, L15, L16</td>
</tr>
<tr>
<td>8.SL.2.5</td>
<td>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
<td>TM: L5-L7, L12</td>
<td></td>
<td>TE: L5, L13, L15</td>
</tr>
<tr>
<td>8.SL.2.6</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
<td>TM: L12</td>
<td></td>
<td>TE: L6</td>
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**Language**

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<tr>
<td>8.L.1.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>L4, L8, L10</td>
<td></td>
<td>L11, L15-L17</td>
</tr>
<tr>
<td>Language Arts Florida Standards</td>
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<tr>
<td><strong>8.L.1.1.a</strong> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</td>
<td>L4</td>
<td></td>
<td>L11</td>
<td></td>
</tr>
<tr>
<td><strong>8.L.1.1.b</strong> Form and use verbs in the active and passive voice.</td>
<td>L8</td>
<td></td>
<td>L15</td>
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<tr>
<td><strong>8.L.1.1.c</strong> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</td>
<td>L10</td>
<td></td>
<td>L16</td>
<td></td>
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<tr>
<td><strong>8.L.1.1.d</strong> Recognize and correct inappropriate shifts in verb voice and mood.</td>
<td>L8, L10</td>
<td></td>
<td>L16</td>
<td></td>
</tr>
<tr>
<td><strong>8.L.1.2</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>L2, L12</td>
<td></td>
<td>L12–L14, L17</td>
<td></td>
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<tr>
<td><strong>8.L.1.2.a</strong> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</td>
<td>L12</td>
<td></td>
<td>L13 TE: L12</td>
<td></td>
</tr>
<tr>
<td><strong>8.L.1.2.b</strong> Use an ellipsis to indicate an omission.</td>
<td>L12</td>
<td></td>
<td>L12</td>
<td></td>
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<tr>
<td><strong>8.L.1.2.c</strong> Spell correctly.</td>
<td>L2</td>
<td></td>
<td>L17</td>
<td></td>
</tr>
<tr>
<td><strong>8.L.2.3</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>L2, L8, L10, L12</td>
<td></td>
<td>L11, L15–L17</td>
<td></td>
</tr>
<tr>
<td><strong>8.L.2.3.a</strong> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</td>
<td>L2, L8, L10, L12</td>
<td></td>
<td>L11, L15, L16</td>
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</tr>
<tr>
<td><strong>8.L.3.4</strong> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</td>
<td>L1, L2, L4, L5, L8–L10</td>
<td></td>
<td>L4, L1, L3–L5, L18</td>
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<tr>
<td><strong>8.L.3.4.a</strong> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td>L1, L4, L8</td>
<td>L1, L5</td>
<td>L1, L4</td>
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### Grade 8

#### Language Arts Florida Standards

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<tr>
<td>8L.3.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</td>
<td>L10</td>
<td>L2</td>
<td>L4, L5</td>
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<tr>
<td>8L.3.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</td>
<td>L2, L5, L9</td>
<td>L3, L6, L7, L10</td>
<td>L18</td>
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<tr>
<td>8L.3.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
<td>L4</td>
<td>L1, L3, L5, L6, L10</td>
<td>L18</td>
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<tr>
<td>8L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>L1, L3, L4, L6, L12</td>
<td>L4, L7</td>
<td>L2–L4, L10</td>
</tr>
<tr>
<td>8L.3.5.a Interpret figures of speech (e.g. verbal irony, puns) in context.</td>
<td>L1</td>
<td>L1, L9</td>
<td>L2, L3</td>
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<tr>
<td>8L.3.5.b Use the relationship between particular words to better understand each of the words.</td>
<td>L4</td>
<td>L10</td>
<td>L4, L10</td>
</tr>
<tr>
<td>8L.3.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</td>
<td>L3, L6, L12</td>
<td>L1, L5</td>
<td>L2</td>
</tr>
<tr>
<td>8L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>L2, L4, L5, L8–L10, L12</td>
<td>L6, L7, L8</td>
<td>L7–L9</td>
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Using the Pacing Guide

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

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

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### Unit: Reading Fiction

#### Lesson 1: Reading Fiction

- **Skills**
  - Elements of Fiction
  - Engage in Collaborative Discussion
  - Listen and Learn

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach identifying major literary elements within a fictional text, including character, plot, setting, and point of view in *The Adventures of Tom Sawyer*.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread *The Adventures of Tom Sawyer*.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach inference using Think Aloud, TM p. 7, to address identifying and analyzing character's feelings and motives.

- **Instruction Coach** Preview and teach the vocabulary words, SE p. 13.

#### Lesson 2: Reading Fiction

- **Skills**
  - Dialogue, Plot, Characterization
  - Point of View
  - Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach characterization in *The Adventures of Tom Sawyer*.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach vocabulary and guide students through completing word maps. Use highlighted words in *Little Women* to reinforce meanings.

- **Performance Coach** Have accelerating students read SE pp. 2–4 and list the major literary elements of fiction also used in *The Adventures of Tom Sawyer*.

#### Lesson 3: Reading Fiction

- **Skills**
  - Characterization
  - Inference
  - Compare and Contrast Fiction

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread *Little Women*, guiding students to note comparisons with *Tom Sawyer*.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread *Little Women* and guide students as they unpack the literary elements of fiction.

- **Performance Coach** Have accelerating students work in pairs to do Coached Example.

#### Lesson 4: Reading Fiction

- **Skills**
  - Elements of Fiction
  - Write About Literature

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions.

- **Instruction Coach** Have students work in pairs to complete the Comprehension Check.

#### Lesson 5: Reading Fiction

- **Skills**
  - Read
  - Write for 3
  - Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions.

- **Instruction Coach** Have students choose a passage and write a paragraph responding to the Essential Question, *How do stories teach us about human nature?* Tell them to use two examples to support their response.
# Unit: Reading Fiction

**Lesson 1: Fiction**

**LAFS: 8.RL.1.3**

**Skills**
- Sequence

**Support Coach**
- Review Try It, SE p. 6. Reread *Across the Stars, Part I* with the annotations, showing students that these focus on sequence. Guide students to complete the Sequence Chart.

**Differentiation Options**
- **Support Coach** Use Supporting Struggling Learners, TM pp. 4, 6. Help students understand the sequence of events in *Across the Stars, Part I* by guiding them through the text to find sequence and time related words.

**Lesson 2: Traditional Literature**

**LAFS: 8.RL.1.3, 8.L.3.4.d, 8.W.2.4**

**Skills**
- Plot Elements
- Close Reading

**Support Coach**
- Review Try It, SE p. 7. Reread *Across the Stars, Part I* with the annotations, showing students that these focus on plot elements. Guide students to complete the Close Reading Worksheet.

**Differentiation Options**

**Lesson 3: Literary Analysis**

**LAFS: 8.RL.1.2, 8.RL.1.3, 8.RL.2.6, 8.L.3.5.a**

**Skills**
- Point of View
- Irony

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

**Difference Options**
- **Instruction Coach Independent Leveled Practice Resource Book** Have student partners discuss the difference between verbal and situational irony. Then identify an example of irony in *Striking Out*.

**Lesson 4: Writing About Literature**

**LAFS: 8.RL.2.4, 8.RL.2.6**

**Skills**
- Make Predictions

**Support Coach**

**Differentiation Options**
- **Support Coach** Use Supporting Struggling Learners, TM pp. 12, 14. Help students understand how to make predictions while reading *Across the Stars, Part II* by helping them connect the information in the story with what they already know.

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

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### Unit: Reading Fiction

#### Week 3

**Day 1**

**LESSON FOCUS**
- LAFS: 8.RL.2.4, 8.RL.2.6, 8.L.3.5.c
- **Support Coach**
  - **Lesson 1: Fiction**
    - **Skills**
      - Differences in Points of View
      - Distinguish between Denotation and Connotation
      - Close Reading
    - **DIFFERENTIATION OPTIONS**
      - **Support Coach**
        - Review Try It, SE p. 16. Continue to work with the **second read** annotations, showing students that these focus on differences in points of view. Guide students to complete the Close Reading Worksheet.
      - **Support Coach**
      - **Performance Coach**
        - Have accelerating students read SE pp. 42-44 and respond to the journal prompt on TE p. 15.

**LESSON FOCUS**
- LAFS: 8.RL.2.6, 8.W.2.4
- **Support Coach**
  - **Lesson 1: Fiction**
    - **Skills**
      - Point of View
      - Close Reading
      - Write about Literature
    - **DIFFERENTIATION OPTIONS**
      - **Support Coach**
        - Guide students through Respond to Text using support, TM pp. 20-21.
      - **Support Coach**
      - **Performance Coach**
        - Use Language Spotlight, SE p. 4 and TE p. 4, to teach context clues. Have students choose a vocabulary word to write about.
      - **Performance Coach**
        - Have accelerating students work in pairs to do Coached Example, SE pp. 45-48.

#### Day 2

**LESSON FOCUS**
- LAFS: 8.RL.2.6, 8.W.2.4
- **Support Coach**
  - **Lesson 1: Fiction**
    - **Skills**
      - Point of View
      - Close Reading
      - Write about Literature
    - **DIFFERENTIATION OPTIONS**
      - **Support Coach**
        - Guide students through Respond to Text using support, TM pp. 20-21.
      - **Support Coach**
      - **Performance Coach**
        - Have accelerating students work in pairs to complete Lesson Practice, SE pp. 49-55.

**LESSON FOCUS**
- LAFS: 8.RL.1.1-2.6, 8.RL.4.10, 8.L.3.4.a, 8.L.3.5
- **Support Coach**
  - **Lesson 1: Reading Fiction**
    - **Skills**
      - Plot Elements
      - Point of View
      - Context Clues
    - **DIFFERENTIATION OPTIONS**
      - **Support Coach**
        - Guide students through Respond to Text using support, TM pp. 20-21. Have them work with partners and write.
      - **Support Coach**
        - Have students read (third read) The History of Disaster and complete the Comprehension Check, SE pp. 24–30.
      - **Performance Coach**
        - To review elements of fiction, have students complete Lesson Practice, SE pp. 9–14.

#### Day 3

**LESSON FOCUS**
- LAFS: 8.RL.1.1-2.6, 8.RL.4.10, 8.L.3.4.a, 8.L.3.5
- **Instruction Coach**
  - **Lesson 1: Reading Fiction**
    - **Skills**
      - Plot Elements
      - Context Clues
    - **DIFFERENTIATION OPTIONS**
      - **Performance Coach**
        - Do shared writing with students in Lesson Practice, SE p. 15 (item 6).
      - **Support Coach**
        - Review answers to Quiz 1 with students.
## Unit: Writing Responses to Literature

### Lesson 2: Writing Responses to Literature

#### Lesson Focus
- **LAFS:** 8.W.3.9.a, 8.L.3.4.c

**Instruction Coach**

**Lesson 2: Writing Responses to Literature**
- **Student Edition pp. 23–26**
- **Teacher’s Manual pp. 19–22**

**Skills**
- Write a Response to Literature
- Introduction
- Supporting Details
- Conclusion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use the graphic organizer provided to complete Try It.
- **Instruction Coach** Have students work in pairs or small groups to generate possible questions about the setting in Navajo Lessons. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.
- **Performance Coach** Have students who need extra support.

**Write a Response to Literature**

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

**Skills**
- Write a Response to Literature
- Introduction
- Reference Materials
- Supporting Details
- Conclusion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Take a deeper dive into SE pp. 29–31 with students who need extra support.
- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.

**Introduction: Thesis Statement**
- **Write a Response to Literature**
- **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. 29–30 using the annotations. Students complete SE p. 31.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use notes, TM p. 18, to introduce the purpose and audience for a response to literature.
- **Instruction Coach** Review The Adventures of Tom Sawyer or Little Women to identify and discuss the theme as well as examples of what the story taught about human nature. Have students discuss the reasons for the examples given.
- **Instruction Coach** Have students read and complete the interactive Getting the Idea, SE pp. 180–182. Have students list the features of responses to literature that are also found in the Mentor Text.

**Analyze a Mentor Text**

**Lesson 2: Writing Responses to Literature**
- **Student Edition pp. 23–26**
- **Teacher’s Manual pp. 19–22**

**Skills**
- Write a Response to Literature
- Introduction
- Supporting Details
- Conclusion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use the graphic organizer provided to complete Try It.
- **Instruction Coach** Have students work in pairs or small groups to generate possible questions about the setting in Navajo Lessons. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.
- **Performance Coach** Have students who need extra support.

**Analyze a Mentor Text**

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

**Skills**
- Write a Response to Literature
- Introduction
- Reference Materials
- Supporting Details
- Conclusion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use notes, TM p. 18, to introduce the purpose and audience for a response to literature.
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**Analyze a Mentor Text**

**Lesson 2: Writing Responses to Literature**
- **Student Edition pp. 23–26**
- **Teacher’s Manual pp. 19–22**

**Skills**
- Write a Response to Literature
- Introduction
- Supporting Details
- Conclusion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use the graphic organizer provided to complete Try It.
- **Instruction Coach** Have students work in pairs or small groups to generate possible questions about the setting in Navajo Lessons. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.
- **Performance Coach** Have students who need extra support.
# Unit: Writing Responses to Literature

## Week 5

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### Day 1

**LESSON FOCUS**
LAFS: 8.W.1.1.d, 8.W.3.9.a, 8.L.3.6, 8.SL.1.1

**Instruction Coach**
Lesson 2: Writing Responses to Literature
- \*Student Edition pp. 34–39
- Teacher’s Manual pp. 27–30

**Skills**
✔ Write a Response to Literature
✔ Formal Style

**Writing Process:**
Steps 3, 4

With students read the Writer’s Craft section, SE p. 34. Have students share their efforts to use formal style. Then read SE pp. 36–37.

### Day 2

**LESSON FOCUS**
LAFS: 8.W.2.4, 8.W.2.5, 8.W.3.9.a, 8.L.3.6

**Instruction Coach**
Lesson 2: Writing Responses to Literature
- \*Student Edition pp. 36–41
- Teacher’s Manual pp. 29–31

**Skills**
✔ Vary Sentence Structure
✔ Revise a Response to Literature

**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. 40–41.

### Day 3

**LESSON FOCUS**
LAFS: 8.W.2.4, 8.W.2.5, 8.W.3.9.a, 8.L.1.1, 8.L.1.2.c, 8.L.2.3.a, 8.L.3.4.c, 8.L.3.6

**Instruction Coach**
Lesson 2: Writing Responses to Literature
- \*Student Edition pp. 40–45
- Teacher’s Manual pp. 31–32

**Skills**
✔ Edit a Response to Literature
✔ Spelling Hints

**Writing Process:**
Steps 4, 5

Read SE pp. 42–43. Provide time for students to finish revising and begin editing.

### Day 4

**LESSON FOCUS**
LAFS: 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.W.3.7, 8.W.3.8, 8.W.3.9.a, 8.SL.1.1, 8.L.1.2.c, 8.L.2.3.a, 8.L.3.4.c, 8.L.3.6

**Instruction Coach**
Lesson 2: Writing Responses to Literature
- \*Student Edition pp. 40, 42–46
- Teacher’s Manual pp. 32–33

**Skills**
✔ Write a Response to Literature
✔ Spelling Hints

**Writing Process:**
Steps 5, 6

Read SE pp. 44–45. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 46.

### Day 5

**LESSON FOCUS**
LAFS: 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.W.3.7, 8.W.3.8, 8.W.3.9.a, 8.SL.1.1, 8.L.1.2.c, 8.L.2.3.a, 8.L.3.4.c, 8.L.3.6

**Instruction Coach**
Lesson 2: Writing Responses to Literature
- \*Student Edition pp. 40–45
- Teacher’s Manual pp. 31–32

**Skills**
✔ Write a Response to Literature
✔ Spelling Hints

**Writing Process:**
Steps 6, 7

Read SE pp. 44–45. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 46.

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**PUBLISH AND ASSESS OPTIONS:**

- **Instruction Coach**
  - Benchmark Assessment 1
    - Teacher’s Manual p. 33
    - Write a Response to Literature
    - Writing Process: Step 7

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

### DIFFERENTIATION OPTIONS

- **Instruction Coach**
  - For students who need extra support with SE pp. 38–39, spend less time on pp. 36–37. Model responses for Try It sections.
  - Have students complete the Coached Example, SE pp. 183–185.

- **Performance Coach**
  - Have students read aloud portions of their writing. Model Think Alouds about the introduction, the body, and/or the conclusion, to demonstrate how to talk about writing.

## Week 6

### Day 1

**LESSON FOCUS**
LAFS: 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.W.3.7, 8.W.3.8, 8.W.3.9.a, 8.SL.1.1, 8.L.1.2.c, 8.L.2.3.a, 8.L.3.4.c, 8.L.3.6

**Instruction Coach**
Lesson 2: Writing Responses to Literature
- \*Student Edition pp. 40–45
- Teacher’s Manual pp. 31–32

**Skills**
✔ Write a Response to Literature
✔ Spelling Hints

**Writing Process:**
Steps 6, 7

Read SE pp. 44–45. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 46.

### Day 2

**DIFFERENTIATION OPTIONS**

- **Instruction Coach**
  - Use SE p. 40 as a springboard for students to discuss strategies for improving specific sentences in their writing.

- **Instruction Coach**
  - Review answers to Benchmark Assessment 1 with students.

- **Performance Coach**
  - Have accelerating students complete the Lesson Practice, SE pp. 186–195.
# Unit: Reading Literary Nonfiction

## Lesson Focus

### Week 6

**Day 1**
- **LESSON FOCUS**
  - **LAFS:** 8.RI.1.1, 8.RI.1.2, 8.RI.2.4, 8.RI.3.5
  - **Instruction Coach**
  - **Lesson 3: Reading Literary Nonfiction**
    - **Skills**
      - Recognize the Significance of Literary Nonfiction
      - Engage in Collaborative Discussion
    - **Listen and Learn**
      - An Unbreakable Code
    - **Teach**
      - Introduce literary nonfiction texts and discuss questions, TM p. 35, focusing on the Essential Question, How are true stories important in understanding significant events of the past? Then read An Unbreakable Code with students.
    - **Diferentiation Options**
      - **Instruction Coach** Teach literary nonfiction text elements in An Unbreakable Code, noting and listing text elements.
      - **Instruction Coach** Teach text structure (sequence/chronological) in An Unbreakable Code.
      - **Instruction Coach** Reread An Unbreakable Code, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

**Day 2**
- **LESSON FOCUS**
  - **LAFS:** 8.RI.1.1, 8.RI.1.2, 8.RI.1.3, 8.RI.2.4, 8.RI.2.5, 8.SL.1.1
  - **Instruction Coach**
  - **Lesson 3: Reading Literary Nonfiction**
    - **Skills**
      - Main Ideas and Supporting Details
      - Connotation and Denotation
      - Engage in Collaborative Discussion
    - **Listen and Learn**
      - An Unbreakable Code
    - **Teach**
      - Reread the passage with students using Think Alouds. Use Main Idea and Supporting Details Think Aloud to focus strategy instruction, TM p. 37. Then have students highlight important dates to complete the Comprehension Check on sequence of events, SE p. 52.
    - **Diferentiation Options**
      - **Instruction Coach** Teach summary using An Unbreakable Code and guide students through Comprehension Check, SE p. 52.
      - **Instruction Coach** Teach vocabulary and guide students through SE p. 53. Use highlighted words in Bridges with a History to reinforce meanings.
      - **Performance Coach** Have accelerating students read SE pp. 68–70 to identify and chart the elements of nonfiction also found in An Unbreakable Code and Bridges with a History.

**Day 3**
- **LESSON FOCUS**
  - **LAFS:** 8.RI.1.1, 8.RI.1.2, 8.RI.1.3, 8.RI.2.4, 8.RI.2.5, 8.SL.1.1
  - **Instruction Coach**
  - **Lesson 3: Reading Literary Nonfiction**
    - **Skills**
      - Main Ideas and Supporting Details
      - Inference
      - Engage in Collaborative Discussion
    - **Listen and Learn**
      - An Unbreakable Code
    - **Teach**
      - Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 59–60.
    - **Diferentiation Options**
      - **Instruction Coach** Reread Bridges with a History and guide students as they unpack the figurative language.
      - **Instruction Coach** Reread Bridges with a History and guide students as they unpack the figurative language.
      - **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 71–74.

**Day 4**
- **LESSON FOCUS**
  - **LAFS:** 8.RI.1.1, 8.RI.1.2, 8.RI.1.3, 8.RI.2.4, 8.RI.2.5, 8.SL.1.1, 8.W.1.1
  - **Instruction Coach**
  - **Lesson 3: Reading Literary Nonfiction**
    - **Skills**
      - Recognize the Significance of Literary Nonfiction
      - Write about Informational Text
      - Engage in Collaborative Discussion
    - **Listen and Learn**
      - An Unbreakable Code or Bridges with a History
    - **Teach**
      - Have students choose a passage and write a paragraph responding to the question, How are true stories important in understanding significant events of the past? Tell them to use two examples to support their response.
    - **Diferentiation Options**
      - **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 59. Point out that the first question is about main idea; the second question is about inference.
      - **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 60.

**Day 5**
- **LESSON FOCUS**
  - **LAFS:** 8.RI.1.1, 8.RI.1.2, 8.RI.1.3, 8.RI.2.4, 8.RI.2.5, 8.SL.1.1
  - **Instruction Coach**
  - **Lesson 3: Reading Literary Nonfiction**
    - **Skills**
      - Recognize the Significance of Literary Nonfiction
      - Write about Informational Text
      - Engage in Collaborative Discussion
    - **Listen and Learn**
      - An Unbreakable Code or Bridges with a History
    - **Teach**
      - Have students choose a passage and write a paragraph responding to the question, How are true stories important in understanding significant events of the past? Tell them to use two examples to support their response.
    - **Diferentiation Options**
      - **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 59. Point out that the first question is about main idea; the second question is about inference.
      - **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 60.
Unit: Reading Literary Nonfiction

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<td>LAFS: 8.RI.2.4, 8.L.3.4.a, 8.L.3.4.d</td>
<td>LAFS: 8.RI.1.2, 8.RI.2.4, 8.W.2.4, 8.L.3.4.a, 8.L.3.4.d</td>
<td>LAFS: 8.RI.1.2, 8.RI.2.4, 8.RI.2.6</td>
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<td>✔ Context Clues</td>
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<td>✔ Summary</td>
<td>✔ Close Reading</td>
<td>✔ Close Reading: Analyze</td>
<td>✔ Close Reading</td>
<td>An Extraordinary Imagination</td>
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<td><strong>Read on Your Own</strong></td>
<td><strong>Saving the Sun</strong></td>
<td><strong>Write about Informational Text</strong></td>
<td><strong>Vocabulary, SE p. 119.</strong></td>
<td>Review Summary, SE p. 120.</td>
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<td>Brave Bessie Coleman</td>
<td>Discuss literary nonfiction and the skills that will be reviewed, SE p. 111. Practice main idea and details, SE p. 112. Read the passage <strong>[first read]</strong>. Have students complete the Main Ideas and Details section of the Close Reading Worksheet, SE p. 297.</td>
<td><strong>Saving the Sun</strong></td>
<td><strong>Write about Informational Text</strong></td>
<td><strong>Review Summary, SE p. 120.</strong></td>
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<tr>
<td>Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.</td>
<td>**Discuss literary nonfiction and the skills that will be reviewed, SE p. 111. Practice main idea and details, SE p. 112. Read the passage <strong>[second read]</strong>. Then have students complete the relevant questions on the Word Choice Chart, SE p. 298.</td>
<td>**Review Word Choice and Tone, SE p. 113. Read the passage <strong>[second read]</strong>. Then have students complete the relevant questions on the Word Choice Chart, SE p. 298.</td>
<td><strong>Write about Informational Text</strong></td>
<td><strong>Review Summary, SE p. 120.</strong></td>
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<td>Leveled Practice Resource Book</td>
<td><strong>Review Try It, SE p. 112. Reread Saving The Sun with the [first read] annotations, showing students that these focus on main idea and supporting details. Guide students to complete the questions on the Close Reading Worksheet.</strong></td>
<td><strong>Review Try It, SE p. 113. Reread Saving The Sun with the [second read] annotations, showing students that these focus on word choice and tone. Guide students to complete the Word Choice Chart.</strong></td>
<td><strong>After discussing the [third read] annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.</strong></td>
<td><strong>Review Try It, SE p. 120. Reread An Extraordinary Imagination with the [first read] annotations, focusing on summary. Guide students to complete the Summary Chart.</strong></td>
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<td>Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.</td>
<td><strong>Use Supporting Struggling Learners, TM p. 96. Help students understand the main idea of Saving the Sun by guiding them through the main idea of each paragraph and showing them how each paragraph’s main idea is connected to the main idea of the entire text.</strong></td>
<td><strong>Focus on exaggerations, use of quotation marks, and academic vocabulary in Saving the Sun using Supporting ELs, TM pp. 99–100, 102. Preview Vocabulary, SE p. 119.</strong></td>
<td><strong>Guide students through the Coached Example, SE pp. 71–74.</strong></td>
<td><strong>Use Supporting Struggling Learners, TM pp. 106 and 109. Help students understand the relevant and important ideas of An Extraordinary Imagination by having them summarize key ideas from a paragraph or group of paragraphs in a single sentence.</strong></td>
</tr>
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<td>● Instruction Coach Independent</td>
<td><strong>Use Supporting Struggling Learners, TM p. 96. Help students understand the main idea of Saving the Sun by guiding them through the main idea of each paragraph and showing them how each paragraph’s main idea is connected to the main idea of the entire text.</strong></td>
<td><strong>Use discussion questions, TE p. 95. Review the characteristics of literary nonfiction. Have students write about specific characteristics in the passages they have read.</strong></td>
<td><strong>Guide students through the Coached Example, SE pp. 71–74.</strong></td>
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<td><strong>Use discussion questions, TE p. 95. Review the characteristics of literary nonfiction. Have students write about specific characteristics in the passages they have read.</strong></td>
<td><strong>Guide students through the Coached Example, SE pp. 71–74.</strong></td>
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<td>Have students determine the main idea and its relationship to supporting details in literary nonfiction.</td>
<td><strong>Support Coach</strong> Use Supporting Struggling Learners, TM p. 96. Help students understand the main idea of Saving the Sun by guiding them through the main idea of each paragraph and showing them how each paragraph’s main idea is connected to the main idea of the entire text.</td>
<td><strong>Performance Coach</strong> Guide students through the Coached Example, SE pp. 71–74.</td>
<td><strong>Support Coach</strong> Have accelerating students work in pairs to do Coached Example, SE pp. 141–144.</td>
<td><strong>Performance Coach</strong> Have accelerating students work in pairs to do Lesson Practice, SE pp. 145–151.</td>
</tr>
<tr>
<td><strong>Performance Coach</strong> Guide students to identify the traits of fiction and non-fiction text, SE pp. 138–140.</td>
<td><strong>Support Coach</strong> Use Supporting Struggling Learners, TM p. 96. Help students understand the main idea of Saving the Sun by guiding them through the main idea of each paragraph and showing them how each paragraph’s main idea is connected to the main idea of the entire text.</td>
<td><strong>Performance Coach</strong> Have accelerating students work in pairs to do Coached Example, SE pp. 141–144.</td>
<td><strong>Support Coach</strong> Have accelerating students work in pairs to do Lesson Practice, SE pp. 145–151.</td>
<td><strong>Performance Coach</strong> Have accelerating students work in pairs to do Lesson Practice, SE pp. 145–151.</td>
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✔ Non-Assessed Skills/Strategies ✔ Assessed Skills/Strategies
## Unit: Reading Literary Nonfiction

### LESSON FOCUS

**LAFS:** 8.RI.1.2, 8.RI.2.4, 8.RI.2.6, 8.L.3.5.c

**Support Coach**

**Lesson 5: Literary Nonfiction**

- **Student Edition pp. 122–127, 300**
- **Teacher’s Manual pp. 106–111**

**Skills**

- ✔ Author’s Point of View
- ✔ Distinguish Between Connotation and Denotation
- ✔ Close Reading

**An Extraordinary Imagination**

Review Author’s Point of View, SE p. 121. Read the passage *An Extraordinary Imagination* through Respond to Text using context clues to determine meaning. Have students share answers and discuss the text, pointing out evidence that they find.

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 121. Reread *An Extraordinary Imagination* with the second read annotations, showing students that these focus on author’s point of view. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 105 and 108 to reread and discuss the passage. Review Vocabulary, SE p. 127.
- **Support Coach** Have students list two word pairs with the same denotation but different connotation.

### LESSON FOCUS

**LAFS:** 8.RI.1.2, 8.RI.2.4, 8.RI.2.6, 8.W.2.4

**Support Coach**

**Lesson 5: Literary Nonfiction**

- **Student Edition pp. 122–124**
- **Teacher’s Manual pp. 112–113**

**Skills**

- ✔ Summarize
- ✔ Close Reading: Analyze
- ✔ Write About Informational Text

**Respond to Text**

Read the passage *An Extraordinary Imagination* through Respond to Text. Then have students complete the Close Reading Worksheet, SE p. 300. Follow with Respond to Text, SE p. 128.

### 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 *Keeping America Wild*, SE pp. 130–134.
- **Performance Coach** Use Language Spotlight, SE p. 70 and TE p. 24, to teach using roots and affixes to define words while reading. Have students choose a vocabulary word to write about.

### LESSON FOCUS

**LAFS:** 8.RI.1.2, 8.W.2.4

**Support Coach**

**Lesson 5: Literary Nonfiction**

- **Student Edition pp. 128–124**
- **Teacher’s Manual pp. 112–113**

**Skills**

- ✔ Summarize
- ✔ Close Reading: Analyze
- ✔ Write About Informational Text

**Respond to Text**

Review SE p. 128 and discuss the writing task on p. 129 before students draft and complete their writing.

### 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 *Keeping America Wild*, SE pp. 130–134.
- **Performance Coach** Use Language Spotlight, SE p. 70 and TE p. 24, to teach using roots and affixes to define words while reading. Have students choose a vocabulary word to write about.

### LESSON FOCUS

**LAFS:** 8.RI.1.2, 8.RI.2.4, 8.RI.2.6, 8.RI.4.10, 8.L.3.4.a, 8.L.3.4.d, 8.L.3.5.c, 8.SL.1.1

**Instruction Coach**

**Lesson 3: Reading Literary Nonfiction**

- **Student Edition pp. 47–51**
- **Teacher’s Manual pp. 35–39**

**Skills**

- ✔ Main Idea and Supporting Details
- ✔ Summarize
- ✔ Context Clues

**Listen and Learn**

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

- determine the main idea and analyze its development
- summarize a text
- identify author’s point of view
- use context clues to determine meaning

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Comprehension Check, SE pp. 135–136. Have students share answers and discuss the text, pointing out evidence that they find.
- **Performance Coach** Do shared writing with students in Lesson Practice, SE p. 81 (item 6).
- **Support Coach** Review answers to Quiz 5 with students.
# Unit: Reading Historical Texts

## Lesson 5: Reading Historical Texts

### LESSON FOCUS

**LAFS:** 8.RI.1.1, 8.RI.1.3, 8.SL.1.1, 8.SL.2.4, 8.SL.2.5

**Instruction Coach**

Lesson 5: Reading Historical Texts
- **Student Edition** pp. 85–89
- **Teacher’s Manual** pp. 63–67

**Skills**
- Using History to Understand the Present
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach text features in A Place to Protect, noting and listing text features.
- **Instruction Coach** Reread A Place to Protect, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Use Speaking and Listening Project, TM pp. 74–77, during this unit.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 294–297.

### LESSON FOCUS

**LAFS:** 8.RI.1.3, 68.RH.2.5, 8.SL.1.1

**Instruction Coach**

Lesson 5: Reading Historical Texts
- **Student Edition** pp. 86–91
- **Teacher’s Manual** pp. 64–69

**Skills**
- Text Structure: Cause and Effect
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread A Place to Protect, SE pp. 86–89, noting text features and their purposes. Complete the list of text features used.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 91.
- **Instruction Coach** Teach Domain-Specific Vocabulary, TM p. 65, to address domain-specific vocabulary.

### LESSON FOCUS

**LAFS:** 8.RI.1.3, 68.RH.2.4, 68.RH.2.5, 8.SL.3.6, 8.SL.1.1

**Instruction Coach**

Lesson 5: Reading Historical Texts
- **Student Edition** pp. 90–94
- **Teacher’s Manual** pp. 68–71

**Skills**
- Domain-Specific Vocabulary
- Text Structure: Cause and Effect
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach Text Structure: Cause and Effect in A Place to Protect and guide students through Comprehension Check, SE p. 90.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 91. Use highlighted words in On the Lewis and Clark Trail to reinforce meanings.

### LESSON FOCUS

**LAFS:** 8.RI.2.5, 8.RI.3.8, 8.RI.3.9, 68.RH.3.8, 8.SL.1.1

**Instruction Coach**

Lesson 5: Reading Historical Texts
- **Student Edition** pp. 92–94
- **Teacher’s Manual** pp. 70–72

**Skills**
- Compare and Contrast Texts
- Fact, Opinion, and Reasoned Judgment
- Text Structure: Cause and Effect
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread A Place to Protect or On the Lewis and Clark Trail. Have students choose a passage and write a paragraph responding to the Essential Question, How do historical texts help us better understand our world today? Tell students to use two examples to support their response.

### LESSON FOCUS

**LAFS:** 8.RI.1.1, 8.SL.1.1, 8.W.1.1

**Instruction Coach**

Lesson 5: Reading Historical Texts
- **Student Edition** pp. 86–89, 92–96
- **Teacher’s Manual** pp. 64–67, 70–72

**Skills**
- Using History to Understand the Present
- Write about Informational Text
- Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Guide students through Anchor Standard Discussion Questions and Comprehension Check, SE pp. 95–96.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread A Lewis and Clark Trail, guiding students to note words and phrases that reveal the author’s opinions. Explain the facts or logic upon which the opinions are based to a partner.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread On the Lewis and Clark Trail and guide students as they unpack the text structures used to organize the article.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread On the Lewis and Clark Trail and guide students as they unpack the text structures used to organize the article.

**Performance Coach**
- Use the Think-Pair-Share model, have students work in pairs to complete Coached Example, SE pp. 298–300.
# Unit: Reading Historical Texts

## Lesson Focus

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<td>Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.</td>
<td>Discuss historical texts and the skills that will be reviewed, SE p. 137. Review Draw Inferences, SE p. 138. Read the passage (first read). Have students complete the Close Reading Worksheet, SE p. 301.</td>
<td>Review Fact, Opinion and Reasoned Judgment, SE p. 139. Read the passage (second read). Then have students complete the relevant questions on the Fact and Opinion Chart, SE p. 302.</td>
<td>Review Fact, Opinion, and Reasoned Judgment, SE p. 139. Read the passage (third read). Then have students complete the Close Reading Worksheet, SE p. 301. Follow with Vocabulary, SE p. 145.</td>
<td>Review Fact, Opinion, and Reasoned Judgment, SE p. 139. Reread The Great Influenza Pandemic of 1918. Then have students complete the Close Reading Worksheet, SE p. 301. Follow with Vocabulary, SE p. 145.</td>
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<td>Leveled Practice Resource Book</td>
<td>❌ Review Try It, SE p. 138. Reread The Great Influenza Pandemic of 1918 with the first read annotations, showing students that these focus on drawing inferences. Guide students to complete the Close Reading Worksheet.</td>
<td>❌ Review Try It, SE p. 139. Reread The Great Influenza Pandemic of 1918 with the second read annotations, showing students that these focus on fact, opinion and reasoned judgment. Guide students to complete the Fact and Opinion Chart.</td>
<td>❌ Review Try It, SE p. 139. Reread The Great Influenza Pandemic of 1918 with the second read annotations, showing students that these focus on fact, opinion and reasoned judgment. Guide students to complete the Fact and Opinion Chart.</td>
<td>❌ Review Try It, SE p. 139. Reread The Great Influenza Pandemic of 1918 with the second read annotations, showing students that these focus on fact, opinion and reasoned judgment. Guide students to complete the Fact and Opinion Chart.</td>
</tr>
<tr>
<td>Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.</td>
<td>Use Supporting Struggling Learners scaffolding, TM pp. 118, 120. Help students understand that to draw inferences they must use details from the text and their own prior knowledge.</td>
<td>Focus on domain-specific terms and concepts in The Great Influenza Pandemic of 1918 using Word Study and Supporting ELLs, TM pp. 121, 124, Preview Vocabulary, SE p. 145.</td>
<td>Use Domain-Specific Vocabulary</td>
<td>Use Domain-Specific Vocabulary</td>
</tr>
<tr>
<td>Have students work with partners to distinguish between fact and opinions. Then explain, using text evidence, whether the opinions are reasoned judgments.</td>
<td>As an alternate Lesson 8, Technical Texts TM.</td>
<td>As an alternate Lesson 8, Technical Texts TM.</td>
<td>Use Supporting Struggling Learners scaffolding, TM pp. 121, 124. Preview Vocabulary, SE p. 145.</td>
<td>Use Supporting Struggling Learners scaffolding, TM pp. 121, 124. Preview Vocabulary, SE p. 145.</td>
</tr>
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<td><strong>Support Coach</strong></td>
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<td><strong>Performance Coach</strong></td>
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<tr>
<td>Have students work with secondary sources that are part of historical texts. Have students review the characteristics of secondary sources and complete the Close Reading Worksheet, SE p. 139.</td>
<td>Guide students through the Coached Discussion Questions, TE pp. 102–104.</td>
<td>Guide students through the Coached Discussion Questions, TE pp. 102–104.</td>
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</tr>
<tr>
<td>Use Supporting Struggling Learners scaffolding, TM pp. 126, 130. Use questioning strategies to help students understand what is being compared or contrasted in Hair Story.</td>
<td>Use Supporting Struggling Learners scaffolding, TM pp. 126, 130. Use questioning strategies to help students understand what is being compared or contrasted in Hair Story.</td>
<td>Use Supporting Struggling Learners scaffolding, TM pp. 126, 130. Use questioning strategies to help students understand what is being compared or contrasted in Hair Story.</td>
<td>Use Supporting Struggling Learners scaffolding, TM pp. 126, 130. Use questioning strategies to help students understand what is being compared or contrasted in Hair Story.</td>
<td>Use Supporting Struggling Learners scaffolding, TM pp. 126, 130. Use questioning strategies to help students understand what is being compared or contrasted in Hair Story.</td>
</tr>
</tbody>
</table>
Unit: Reading Historical Texts

LESSON FOCUS
LAFS: 8.RI.1.3, 68.RH.2.5

Support Coach
Lesson 6: Historical Texts
- Student Edition pp. 147–153, 304
- Teacher’s Manual pp. 127–133
Skills
✔ Text Structures
✔ Close Reading

Hairstory
Review Text Structures, SE p. 147. Read the passage [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 304, and Vocabulary, SE p. 153.

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE p. 147. Reread Hairstory with the second read annotations, showing students that these focus on text structure. Guide students to complete the Close Reading Worksheet.

LESSON FOCUS
LAFS: 8.RI.1.1, 8.RI.3.8, 8.RI.3.9, 68.RH.2.4, 68.RH.3.8, 8.L.3.6, 8.W.2.4

Support Coach
Lesson 6: Historical Texts
- Student Edition pp. 148–155, 304
- Teacher’s Manual pp. 128–135
Skills
✔ Evaluate Evidence and Opinions
✔ Close Reading; Assess Author’s Point of View
✔ Write about Informational Text

Respond to Text
Read the passage [third read]. Then have students complete the Close Reading Worksheet, SE p. 304. Follow with Respond to Text, SE p. 154–155.

DIFFERENTIATION OPTIONS
- Performance Coach Use Language Spotlight, SE p. 101 and TE p. 31, to teach domain-specific vocabulary. Have students choose a vocabulary word to write about.

LESSON FOCUS
LAFS: 8.RI.1.1, 8.RI.3.8, 8.RI.3.9, 68.RH.2.4, 68.RH.3.8, 8.W.1.1

Support Coach
Lesson 6: Historical Texts
- Student Edition pp. 154–160, 303–304
Skills
✔ Evaluate Author’s Evidence
✔ Write about Informational Text

Respond to Text
Review SE p. 154 and discuss the writing task on p. 155 before students draft and complete their writing.

DIFFERENTIATION OPTIONS
- Support Coach Guide students through Respond to Text using support, TM pp. 134–135. Have them work with partners and write.

LESSON FOCUS
LAFS: 8.RI.1.1, 8.RI.3.8, 8.RI.3.9, 8.RI.4.10, 68.RH.2.4, 68.RH.3.8, 8.L.3.6

Instruction Coach
Lesson 5: Reading Historical Texts
- Student Edition p. 85
- Teacher’s Manual p. 63
Skills
✔ Fact, Opinion, and Reasoned Judgment
✔ Text Structures
✔ Using Glossaries

Evaluate Evidence and Opinions
Read on Your Own Nuclear Disasters
Read on Your Own Nuclear Disasters
 Review Comprehension Check, SE pp. 161–162. Have students share answers and discuss the text, pointing out evidence that they find.

DIFFERENTIATION OPTIONS
- Performance Coach Do shared writing with students in Lesson Practice, SE pp. 105–111 (item 6).
- Support Coach Review answers to Quiz 6 with students.

REVIEW
LAFS: 8.RI.1.1, 8.RI.3.8, 8.RI.3.9, 8.RI.4.10, 68.RH.2.4, 68.RH.3.8, 8.L.3.6

Support Coach
Quiz 6
Skills
✔ Fact, Opinion, and Reasoned Judgment
✔ Evaluate Author’s Evidence
✔ Draw Inferences
✔ Text Structures
✔ Using Glossaries
✔ Domain-Specific Vocabulary
✔ Compare and Contrast
✔ Using Dictionaries

Prepare for Test
Review and discuss the Essential Question. Question the following focus skills:
• cite textual evidence to support inferences
• distinguish among fact, opinion, and reasoned judgment
• recognize the text structure used to organize a historical text
• apply vocabulary strategies to understand the meanings of domain-specific words

DIFFERENTIATION OPTIONS
- Performance Coach Do shared writing with students in Lesson Practice, SE pp. 105–111 (item 6).
- Support Coach Review answers to Quiz 6 with students.
# Unit: Reading Scientific and Technical Texts

## LESSON FOCUS

LAFS: 8.RI.1.1, 8.SL.1.1

### Instruction Coach
Lesson 9: Reading Scientific and Technical Texts

- **Skills**
  - Tools Used to Present Complex Information
  - Engage in Collaborative Discussion

**Listen and Learn**

- **Let It Burn?**
  - Introduce scientific texts and discuss questions, TM p. 125, focusing on the Essential Question, *How do authors present complex information in ways that readers can understand?*
  - Then read *Let It Burn?* with students. Have them free write in response to the question, SE p. 148.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach scientific text features in *Let It Burn?*, noting and listing text features, including page design.
- **Instruction Coach** Reread *Let It Burn?*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.

### LESSON FOCUS

LAFS: 8.RI.2.5, 68.RST.2.5, 8.SL.1.1

### Instruction Coach
Lesson 9: Reading Scientific and Technical Texts

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

**Listen and Learn**

- **Let It Burn?**
  - Reread the passage with students using Think Alouds. Use Text Structure Think Aloud to focus strategy instruction, TM p. 128. Then have students complete the Comprehension Check, SE p. 152.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Reread *Let It Burn?*, SE p. 148–151, noting text features and their purposes. Complete the list of text features used.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 153.

### LESSON FOCUS

LAFS: 8.RI.1.1, 8.RI.1.2, 8.RI.1.3, 8.L.3.4.c, 68.RST.2.4, 68.RST.3.8, 8.SL.1.1

### Instruction Coach
Lesson 9: Reading Scientific and Technical Texts

- **Skills**
  - Domain-Specific Vocabulary
  - Reasoned Judgment
  - Engage in Collaborative Discussion

**Share and Learn**

- **Wealth in the Rain Forests**
  - Preview Vocabulary, SE p. 153. Then have students read and discuss the passage, SE pp. 154–158.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Teach the text structure categories in *Let It Burn?* and guide students through Comprehension Check, SE p. 152.
- **Instruction Coach** Teach vocabulary and guide students through SE p. 153. Use highlighted words in *Wealth in the Rain Forests* to reinforce meanings.

### LESSON FOCUS

LAFS: 8.RI.1.1, 8.RI.1.2, 8.RI.1.3, 68.RST.1.1, 68.RST.3.7, 68.RST.3.8, 8.SL.1.1

### Instruction Coach
Lesson 9: Reading Scientific and Technical Texts

- **Skills**
  - Fact vs. Speculation
  - Visual Information
  - Engage in Collaborative Discussion

**Share and Learn**

- **Wealth in the Rain Forests**
  - Accelerate students reading *Wealth in the Rain Forests*, SE pp. 154–158, and guide students as they unpack the specific data represented by visual data.

### LESSON FOCUS

LAFS: 8.RI.1.1, 8.W.2.4, 8.SL.1.1

### Instruction Coach
Lesson 9: Reading Scientific and Technical Texts

- **Skills**
  - Tools Used to Present Complex Information
  - Engage in Collaborative Discussion

**Listen and Learn**

- **Reread**
  - *Let It Burn?* or *Wealth in the Rain Forests*
  - Have students choose a passage and write a paragraph responding to the Essential Question, *How do authors present complex information in ways that readers can understand?* Tell them to use two examples to support their response.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 159. Point out that both questions are about reasoned judgment. Question 2 focuses on evaluating visual information.
  - **Instruction Coach** Develop an Anchor Standard Discussion Question, SE p. 159. Point out that both questions are about reasoned judgment. Question 2 focuses on evaluating visual information.
  - **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 160.
# Unit: Reading Scientific and Technical Texts

## Lesson 7: Scientific Texts

### Lesson Focus

**LAFS: 8.RI.1.2, 8.RI.3.8, 68.RST.1.1, 68.RST.1.2**

### Support Coach

**Lesson 7: Scientific Texts**

- **Student Edition pp. 166–171, 307**
- **Teacher’s Manual pp. 141–147**

#### Skills

- ✔ Types of Evidence
- ✔ Close Reading
- ✔ Nuances in Academic Vocabulary
- ✔ Close Reading: Connect
- ✔ Write about Informational Text

#### Text

**The Great Pacific Garbage Patch**

Review Types of Evidence, SE p. 165. Read the passage *(first read)*. Then have students complete the relevant questions on the Types of Evidence Chart, SE p. 306.

### Differentiation Options

- **Support Coach**
  - Review Try It, SE p. 165. Reread *The Great Pacific Garbage Patch* with the *first read* annotations, showing students that these focus on types of evidence. Guide students to complete the Types of Evidence Chart.
  - Have students complete the Lesson Practice, SE pp. 132–137.

### Lesson Practice

- **Student Edition pp. 163–164, 166–170, 305**
- **Teacher’s Manual pp. 139–148**

- ✔ Types of Evidence
- ✔ Close Reading

**The Great Pacific Garbage Patch**

Review Types of Evidence, SE p. 165. Read the passage *(second read)*. Then have students complete the Close Reading Worksheet, SE p. 305. Follow with Vocabulary, SE p. 171.

### Differentiation Options

- **Support Coach**
  - Guide students through the Close Reading Worksheet.
  - Use Supporting Struggling Learners, TM p. 148. Help students understand how to determine the main idea or topic sentence by modeling self-questioning strategies as they reread *Tracking Forest Fires*.

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### Differentiation Options

- **Instruction Coach**
  - Independent Leveled Practice Resource Book
    - Week 13

- **Instruction Coach**
  - Independent Leveled Practice Resource Book
    - Week 13

- **Performance Coach**
  - Have accelerating students work in pairs to read *Getting the Idea*, SE pp. 126–128.

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### Unit: Reading Scientific and Technical Texts

- **LAFS: 8.RI.3.8, 68.RST.2.5, 68.RST.3.7, 68.RST.3.8**

- **Instruction Coach**

- **Day 2**
  - **Non–Assessed Skills/Strategies**
  - **Assessed Skills/Strategies**

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# Unit: Reading Scientific and Technical Texts

## Lesson 7: Scientific Texts

### Lesson Focus

<table>
<thead>
<tr>
<th>LAFS: 8.RI.1.2</th>
<th>8.RI.3.8</th>
<th>68.RST.1.1</th>
<th>68.RST.1.2</th>
<th>68.RST.3.8</th>
<th>8.L.3.5</th>
<th>8.L.3.6</th>
</tr>
</thead>
</table>

**Support Coach**

**Lesson 7: Scientific Texts**

- Student Edition pp. 173–181, 308
- Teacher’s Manual pp. 149–159

**Skills**

- Evaluate Evidence
- Using a Thesaurus
- Close Reading

**Tracking Forest Fires**


### Differentiation Options

- **Support Coach** Review Try It, SE pp. 173. Reread Tracking Forest Fires with the [second read] annotations, showing students that these focus on evaluating evidence. Guide students to complete the Close Reading Worksheet.

- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 149–150, to reread and discuss the passage. Review Vocabulary, SE p. 181.


## Learn and Practice

**LESSON FOCUS**

<table>
<thead>
<tr>
<th>LAFS: 8.RI.3.8</th>
<th>68.RST.1.1</th>
<th>68.RST.1.2</th>
<th>68.RST.3.8</th>
<th>8.L.3.5</th>
<th>8.L.3.6</th>
</tr>
</thead>
</table>

**Support Coach**

**Lesson 7: Scientific Texts**

- Teacher’s Manual pp. 150–159

**Skills**

- How My Evidence Affected My Reading
- Close Reading: Evaluate Author’s Point of View
- Write about Informational Text

**Respond to Text**

Read the passage [third read], then have students complete the Close Reading Worksheet, SE p. 307. Follow with Respond to Text, SE pp. 182.

### 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 [second read] Toys in Space!, SE pp. 184–188.

## Summarize

**LESSON FOCUS**

<table>
<thead>
<tr>
<th>LAFS: 8.RI.1.2</th>
<th>8.RI.3.8</th>
<th>68.RST.1.1</th>
<th>68.RST.1.2</th>
<th>68.RST.3.8</th>
<th>8.L.3.5</th>
<th>8.L.3.6</th>
</tr>
</thead>
</table>

**Support Coach**

**Lesson 7: Scientific Texts**

- Student Edition pp. 182–188
- Teacher’s Manual pp. 158–160

**Skills**

- How My Evidence Affected My Reading
- Write about Scientific Text

**Respond to Text**

Read SE p. 182 and discuss the writing task on p. 183 before students draft and complete their writing.

### 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 [second read] Toys in Space!, SE pp. 184–188.

### Differentiation Options

- **Support Coach** Have students read [third read] Toys in Space! and do Comprehension Check, SE pp. 189–190. 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. 120–125 (item 6).

- **Instruction Coach** Review answers to Benchmark Assessment 2 with students.

- **Support Coach** Review answers to Quiz 7 with students.
**Unit: Writing Informative Texts**

<table>
<thead>
<tr>
<th>LESSON FOCUS</th>
<th>LAFS: 8.W.1.2, 8.SL.1.1</th>
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<tbody>
<tr>
<td><strong>Instruction Coach</strong></td>
<td></td>
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<tr>
<td><strong>Lesson 10: Writing Informative Texts</strong></td>
<td></td>
</tr>
<tr>
<td>- Student Edition pp. 161–162</td>
<td></td>
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<tr>
<td>- Teacher’s Manual pp. 137–138</td>
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<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>✓ Write Informative Texts</td>
<td></td>
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<tr>
<td>✓ Engage in Collaborative Discussion</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td></td>
</tr>
<tr>
<td>- Instruction Coach Use notes, TM p. 138, to introduce the purpose and audience for an informative text.</td>
<td></td>
</tr>
<tr>
<td>- Instruction Coach Review A Place to Protect and identify and discuss the introduction, supporting details, and conclusion of that text.</td>
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<thead>
<tr>
<th>LESSON FOCUS</th>
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<tr>
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<td></td>
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<tr>
<td>- Teacher’s Manual pp. 138–139</td>
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<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>✓ Write Informative Texts</td>
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<tr>
<td>✓ Main Idea and Supporting Details</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td></td>
</tr>
<tr>
<td>- Instruction Coach Use the graphic on SE p. 162 to help students understand the characteristics and structure of informative text.</td>
<td></td>
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<tr>
<td>- Instruction Coach Have accelerating students identify the introduction, body, and conclusion of the Mentor Text.</td>
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<tr>
<td>- Performance Coach Have students complete interactive lesson Getting the Idea, SE pp. 234–236.</td>
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<tr>
<th>LESSON FOCUS</th>
<th>LAFS: 8.W.1.2, 8.L.3.4.b, 8.L.3.6, 8.SL.1.1</th>
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<tr>
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<tr>
<td>- Student Edition pp. 165–166</td>
<td></td>
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<tr>
<td>- Teacher’s Manual pp. 140–141</td>
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<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>✓ Write Informative Texts</td>
<td></td>
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<tr>
<td>✓ Roots and Affixes</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td></td>
</tr>
<tr>
<td>- Instruction Coach Use the graphic on SE pp. 165–166 to help students understand how the writer of the Mentor Text organized the introduction, body, and conclusion.</td>
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<tr>
<td>- Instruction Coach Have students complete interactive lesson Getting the Idea, SE pp. 214–217.</td>
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<tr>
<td><strong>Lesson 10: Writing Informative Texts</strong></td>
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<tr>
<td>- Student Edition pp. 167–173</td>
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<tr>
<td>- Teacher’s Manual pp. 143–144</td>
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<tr>
<td>Skills</td>
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<tr>
<td>✓ Write Informative Texts</td>
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<tr>
<td>✓ Relevance</td>
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<td>✓ Credibility</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td>- Instruction Coach Focus on what makes this text a good model for study. Discuss the Think About It questions, TM p. 140. Focus on what makes this text a good model for study. Then read SE pp. 167–169 using the annotations. Students complete SE p. 169.</td>
<td></td>
</tr>
<tr>
<td>- Instruction Coach 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. 167–169 using the annotations. Students complete SE p. 169.</td>
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<tr>
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<tr>
<td>- Teacher’s Manual pp. 145–147</td>
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<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>✓ Write Informative Texts</td>
<td></td>
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<tr>
<td>✓ Take Notes on Research</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td></td>
</tr>
<tr>
<td>- Instruction Coach Allow time for students to draft independently or in pairs. Conference with students who need extra support.</td>
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<tr>
<td>- Performance Coach Have accelerating students complete Coached Example, SE pp. 218–223.</td>
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</table>
## Unit: Writing Informative Texts

### LESSON FOCUS
**LAFS:** 8.W.1.2.a–d, 8.W.1.2.f, 8.W.2.4–8.W.3.8, 8.W.3.9.b, 8.L.3.6, 8.SL.1.1

**Instruction Coach**

**Lesson 10: Writing Informative Texts**
- **Student Edition** pp. 178–181
- **Teacher’s Manual** pp. 146–149

**Skills**
- ✔ Use Transition Words
- ✔ Write Informative Texts

**Writing Process:** Steps 3, 4
With students read the Writer’s Craft section, SE p. 176. Have students share their efforts to use linking words. Then read SE pp. 178–179.

### DIFFERENTIATION OPTIONS

### LESSON FOCUS
**LAFS:** 8.W.1.2.a–d, 8.W.1.2.f, 8.W.2.4–8.W.3.8, 8.W.3.9.b, 8.L.1.1.d, 8.L.3.6, 8.SL.1.1

**Instruction Coach**

**Lesson 10: Writing Informative Texts**
- **Student Edition** pp. 178–183
- **Teacher’s Manual** pp. 150

**Skills**
- ✔ Word Choice and Tone
- ✔ Revise Informative Texts

**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. 166–167.

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Identify sentences that students should revise in order to improve the introduction, the body, and/or the conclusion. Provide students with support as they revise.
- **Performance Coach** Using the Verb Mood chart on SE p. 265 and the examples on SE p. 266, have students check their peer partner’s writing for inappropriate shifts in verb mood.

### LESSON FOCUS
**LAFS:** 8.W.1.2.a–d, 8.W.1.2.f, 8.W.2.4–8.W.3.8, 8.W.3.9.b, 8.L.1.1.c, 8.L.1.1.d, 8.L.2.3.a, 8.L.3.4.b, 8.L.3.6, 8.SL.1.1

**Instruction Coach**

**Lesson 10: Writing Informative Texts**
- **Student Edition** pp. 182–185
- **Teacher’s Manual** pp. 150–151

**Skills**
- ✔ Indicative Mood
- ✔ Revise Informative Texts

**Writing Process:** Steps 5, 6
Read SE pp. 182–185. Provide time for students to finish revising and begin editing.

### DIFFERENTIATION OPTIONS
- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about the introduction, the body, and/or the conclusion, to demonstrate how to talk about writing.
- **Performance Coach** Have accelerating students complete Coached Example, SE pp. 269–272.

### LESSON FOCUS
**LAFS:** 8.W.1.2.a–d, 8.W.1.2.f, 8.W.2.4–8.W.3.8, 8.W.3.9.b, 8.W.4.10, 8.L.1.1.c, 8.L.1.1.d, 8.L.2.3.a, 8.L.3.4.b, 8.L.3.6, 8.SL.1.1

**Instruction Coach**

**Lesson 10: Writing Informative Texts**
- **Student Edition** pp. 184–188
- **Teacher’s Manual** pp. 151–152

**Skills**
- ✔ Write Informative Texts
- ✔ Editing Marks

**Writing Process:** Steps 6, 7
Read SE pp. 184–188. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 188.

### 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 Lesson Practice, SE pp. 240–245.
### Unit: Reading Drama

#### LESSON FOCUS

**LAFS: 8.RL.1.2, 8.RL.1.3, 8.RL.2.4, 8.RL.2.5, 8.RL.2.6, 8.SL.1.1, 8.L.3.5.c**

**Instruction Coach**

**Lesson 6: Reading Drama**

- **Student Edition pp. 97–101**
- **Teacher’s Manual pp. 78–84**

**Skills**

- Dramatic Structure
- Engage in Collaborative Discussion

**Listen and Learn**

- A Grand Geyser

Introduce dramatic texts and discuss questions, TM p. 79, focusing on the Essential Question, How does presenting a story in a dramatic form influence the way it is told? Then read A Grand Geyser with students. Have students free write for 5–7 minutes in response to the Consider questions.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach dramatic text features in A Grand Geyser, noting and listing text features, including stage directions.

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

- **Instruction Coach** Use Speaking and Listening Project, TM pp. 90–93, during this unit.

- **Instruction Coach** Reread A Grand Geyser, SE pp. 98–101, noting dramatic structures and their purposes. Complete the list of dramatic structures used.

- **Instruction Coach** Preview and teach the vocabulary words, SE p. 103.

- **Performance Coach** Have students read SE p. 29 and describe the dramatic irony used in A Grand Geyser.

- **Instruction Coach** Teach dramatic plot structure in A Grand Geyser and guide students through Comprehension Check, SE p. 102.

- **Instruction Coach** Teach vocabulary and guide students through vocabulary. Use highlighted words in The Surprise Patriot to reinforce meanings.

- **Performance Coach** Have students read SE pp. 28–30 and note features of dialogue also used in A Grand Geyser.

- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 31–34.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread the final scenes of The Surprise Patriot and A Grand Geyser, guiding students to note similarities and differences. Create a Venn diagram.

- **Performance Coach** Have accelerating students work in pairs to complete the Comprehension Check, SE p. 110.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 109. Point out that the question is about how author’s purpose shapes tone and dramatic irony.

- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 110.
### UNIT: Reading Drama

#### Lesson 3: Drama

**LESSON FOCUS**  
LAFS: 8.RL.1.2, 8.W.1.2  
**Support Coach**  
- Support Coach Lesson 3: Drama
  - Student Edition pp. 59, 60, 62–66, 289  
**Skills**  
- Characterization  
- Dramatic Structure  
- Close Reading

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

#### Lesson 4: Reading Drama

**LESSON FOCUS**  
LAFS: 8.RL.1.2, 8.RL.1.3  
**Support Coach**  
- Support Coach Lesson 3: Drama
  - Student Edition pp. 62–66, 290  
  - Teacher's Manual pp. 52–57  
**Skills**  
- Dramatic Structure  
- Close Reading

**DIFFERENTIATION OPTIONS**  
- **Instruction Coach Independent**  
  Leveled Practice Resource Book  
  Teach challenging vocabulary. Then students choose one of the first read annotations, showing students that these focus on summary. Guide students to complete the Summary Chart.

**Support Coach**  
Use Supporting Struggling Learners scaffolding, TM p. 50, to help students understand and identify important and unimportant details in The Setup, Scene 1.

#### Lesson 5: Reading Drama

**LESSON FOCUS**  
LAFS: 8.L.3.4, 8.W.1.2  
**Support Coach**  
- Support Coach Lesson 3: Drama
  - Student Edition pp. 62–67, 290  
  - Teacher's Manual pp. 52–57  
**Skills**  
- Multiple-Meaning Words  
- Close Reading: Analyze  
- Write about Literature

**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
  Review Try It, SE p. 68. Reread The Setup, Scenes 2 and 3 with the first read annotations, focusing on comparing and contrasting. Guide students to complete the Compare and Contrast Web.

**Performance Coach**  
Use Supporting Struggling Learners, TM p. 58. Help students understand the concept of comparing and contrasting characters in The Setup, Scenes 2 and 3 by identifying and recording the feelings of two characters in a two-column chart.
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**LESSON FOCUS**
LAFS: 8.RL.1.3, 8.RL.2.6, 8.L.2.3
**Support Coach Lesson 3: Drama**
- Student Edition pp. 69, 70–74, 292
- Teacher’s Manual pp. 59, 60–65

*Skills*
✔ Characterization
✔ Consult a Dictionary
✔ Close Reading

The Setup, Scenes 2 and 3
Review Characterization, SE p. 69. Read the drama [second read]. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 292, and Vocabulary, SE p. 75.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Review Try It, SE p. 69. Reread The Setup, Scenes 2 and 3 with the [second read] annotations, showing students that these focus on characterization. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners note, TM p. 60, to reread and discuss the drama. Review Vocabulary, SE p. 75.

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**LESSON FOCUS**
LAFS: 8.RL.1.3, 8.L.3.4
**Support Coach Lesson 3: Drama**
- Student Edition pp. 70–74, 76–77, 292

*Skills*
✔ Compare and Contrast
✔ Consult a Dictionary
✔ Close Reading: Analyze
✔ Write about Literature

Respond to Text
The Setup, Scenes 2 and 3
Read the drama [third read]. Then have students complete the Close Reading Worksheet, SE p. 76. Follow with Respond to Text, SE pp. 76–77.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 66–67. Have them work with partners and write.
- **Support Coach** Have students read Animal Shelter, SE pp. 78–82 [second read].

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**LESSON FOCUS**
LAFS: 8.RL.1.3, 8.W.2.4
**Support Coach Lesson 3: Drama**
- Student Edition pp. 70–74, 76–77
- Teacher’s Manual pp. 60–64, 66–67

*Skills*
✔ Compare and Contrast
✔ Close Reading: Analyze
✔ Write about Informational Text

Respond to Text
Review SE p. 76 and discuss the writing task on p. 77 before students draft and complete their writing.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Guide students through Respond to Text using support, TM pp. 66–67. Have them work with partners and write.
- **Support Coach** Have students read Animal Shelter, SE pp. 78–82 [second read].

---

**LESSON FOCUS**
LAFS: 8.RL.1.2, 8.RL.1.3, 8.RL.2.4, 8.RL.2.5, 8.RL.2.6, 8.RL.4.10, 8.L.3.5c
**Instruction Coach Lesson 6: Reading Drama**
- Student Edition p. 97
- Teacher’s Manual p. 68

*Skills*
✔ Dramatic Structure
✔ Characterization
✔ Compare and Contrast
✔ Summarize

**DIFFERENTIATION OPTIONS**
- **Support Coach** Do shared writing with students in Lesson Practice, SE p. 41 (item 6).
- **Support Coach** Review answers to Quiz 3 with students.

---

**REVIEW**
LAFS: 8.RL.1.2, 8.RL.1.3, 8.RL.2.4, 8.RL.2.5, 8.RL.2.6, 8.RL.4.10, 8.L.3.5c
**Support Coach Quiz 3**

*Skills*
✔ Dramatic Structure
✔ Multiple-Meaning Words
✔ Characterization
✔ Compare and Contrast
✔ Summarize

**DIFFERENTIATION OPTIONS**
- **Performance Coach** Do shared writing with students in Lesson Practice, SE p. 41 (item 6).
- **Support Coach** Review answers to Quiz 3 with students.

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**REVIEW AND ASSESS OPTIONS:**
**Support Coach Lesson 3: Drama**
- Student Edition pp. 78–84
- Teacher’s Manual p. 68

*Read on Your Own Animal Shelter* Review Comprehension Check, SE pp. 83–84. 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 p. 41 (item 6).
- **Support Coach** Review answers to Quiz 3 with students.
### Unit: Writing Fictional Narratives

**LESSON FOCUS**  
LAFS: 8.W.1.3, 8.W.2.4, 8.W.2.5, 8.SL.1.1  
**Instruction Coach**  
Lesson 8: Writing Fictional Narratives  
- Student Edition pp. 123–124  
- Teacher’s Manual pp. 109–110  
**Skills**  
✔ Write a Fictional Narrative  
✔ Engage in Collaborative Discussion  
✔ Differentiation Options  
- Instruction Coach: Use notes, TM p. 110, to introduce the purpose and audience for a fictional narrative.  
- Instruction Coach: Review the Listen and Learn comprehension check SE p. 102 for A Grand Geyser to identify and discuss the introduction, problem, climax, and resolution of that text.

**DIFFERENTIATION OPTIONS**  
- Instruction Coach: Use the graphic on SE p. 124 to help students understand the characteristics and structure of fictional narratives.  
- Performance Coach: Have students list challenges they tend to have when writing. Then have students read Getting the Idea, SE pp. 196–199. Partners explain which sections they will use to improve their own narratives and why.

**LESSON FOCUS**  
LAFS: 8.W.1.3, 8.W.2.4, 8.W.2.5, 8.SL.3.5.a, 8.SL.1.1  
**Instruction Coach**  
Lesson 8: Writing Fictional Narratives  
- Student Edition pp. 125–127  
- Teacher’s Manual pp. 111–113  
**Skills**  
✔ Write a Fictional Narrative  
✔ Introduction  
✔ Plot  
✔ Climax  
✔ Resolution  
- 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. 124 to help students understand the characteristics and structure of fictional narratives.  
- Performance Coach: Have students list challenges they tend to have when writing. Then have students read Getting the Idea, SE pp. 196–199. Partners explain which sections they will use to improve their own narratives and why.

**LESSON FOCUS**  
LAFS: 8.W.1.3, 8.W.2.4, 8.W.2.5, 8.SL.1.1  
**Instruction Coach**  
Lesson 8: Writing Fictional Narratives  
- Student Edition pp. 128–131  
- Teacher’s Manual pp. 114–115  
**Skills**  
✔ Write a Fictional Narrative  
✔ Brainstorm  
- 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. 129–130 using the annotations. Students complete SE p. 131.

**DIFFERENTIATION OPTIONS**  
- Instruction Coach: Take a deeper dive into SE pp. 130–131 with students who need extra support as they use the graphic organizer provided to complete Try It.  
- Performance Coach: Have students work in pairs or small groups to generate questions about the topic they have chosen. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

**LESSON FOCUS**  
LAFS: 8.W.1.3, 8.W.2.4, 8.W.2.5  
**Instruction Coach**  
Lesson 8: Writing Fictional Narratives  
- Student Edition pp. 128–131  
- Teacher’s Manual pp. 116–118  
**Skills**  
✔ Write a Fictional Narrative  
✔ Organize Introduction, Plot/Problem/Conflict, Climax, and Resolution  
- Writing Process: Steps 2, 3  
Read SE p. 132 with students to help them understand how the writer of the mentor text organized the introduction, the plot/problem/conflict, climax, and the resolution. Then read and discuss the drafting process before students begin to write.

**DIFFERENTIATION OPTIONS**  
- Instruction Coach: Allow time for students to draft independently or in pairs. Conference with students who need extra support.  
- Performance Coach: Have accelerating students read Getting the Idea, SE pp. 164–167. Have students highlight and discuss the tips that are relevant to the writing form in this unit.
## Unit: Writing Fictional Narratives

### LESSON FOCUS

**LAFS**: 8.W.1.3, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.L.1.1, 8.L.1.1.a, 8.L.2.3, 8.L.3.5.b

#### Instruction Coach: Lesson 8: Writing Fictional Narratives
- **Student Edition** pp. 134–139
- **Teacher’s Manual** pp. 117–120

### Skills
- ✔ Write a Fictional Narrative
- ✔ Use Dialogue

**Writing Process**: Steps 3, 4

- Read the Writer’s Craft section, SE p. 134, with students. Have students share their efforts to use dialogue. Then read SE pp. 136–137.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach**: For students who need extra support with SE pp. 138–139, spend less time on pp. 136–137. Model responses for Try It sections.
- **Instruction Coach**: Use Dialogue and Pacing, TE p. 118, to help students identify the effective use of dialogue and pacing.
- **Performance Coach**: Have students complete the Coached Example, SE pp. 168–171.

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### LESSON FOCUS

**LAFS**: 8.W.1.3, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.L.1.1, 8.L.1.1.a, 8.L.1.1.b

#### Instruction Coach: Lesson 8: Writing Fictional Narratives
- **Student Edition** pp. 140–141
- **Teacher’s Manual** pp. 121–122

### Skills
- ✔ Revise a Fictional Narrative
- ✔ Use Sensory Language

**Writing Process**: Steps 4, 5

- Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 140–141.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach**: Identify sentences that students should revise to include sensory language. Provide students with support as they revise.
- **Instruction Coach**: Use Writer’s Craft: Using Sensory Language, TM p. 121, to help students recognize and practice using sensory language.
- **Performance Coach**: Have students complete the Coached Example, SE pp. 200–203.

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### LESSON FOCUS

**LAFS**: 8.W.1.3, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.L.1.1.a, 8.L.1.1.b

#### Instruction Coach: Lesson 8: Writing Fictional Narratives
- **Student Edition** pp. 140–145
- **Teacher’s Manual** pp. 121–122

### Skills
- ✔ Edit a Fictional Narrative
- ✔ Verb Voice

**Writing Process**: Steps 5, 6

- Read SE pp. 142–143. Provide time for students to finish revising and begin editing.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach**: Have students read aloud portions of their writing. Model Think Alouds about the introduction, the plot, and/or the conclusion to demonstrate how to talk about writing.
- **Instruction Coach**: Identify sentences that students should rewrite in the active voice to make the sentence clearer and more concise.
- **Performance Coach**: Have students work on the Lesson Practice, SE pp. 204–209.

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### LESSON FOCUS


#### Instruction Coach: Lesson 8: Writing Fictional Narratives
- **Student Edition** pp. 142–146
- **Teacher’s Manual** pp. 122–123

### Skills
- ✔ Write a Fictional Narrative
- ✔ Verb Voice

**Writing Process**: Steps 6, 7

- Read SE pp. 144–145. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 146.

#### DIFFERENTIATION OPTIONS
- **Instruction Coach**: Students may use alternative media for their writing, especially if it includes images and text features.

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### PUBLISH OPTIONS: Instruction Coach
- **Teacher’s Manual** p. 123

#### Skill
- ✔ Write a Fictional Narrative

**Writing Process**: Step 7

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

#### DIFFERENTIATION OPTIONS
- **Instruction Coach**: Use SE pp. 144–145 as a springboard for students to discuss strategies for improving the clarity and precision of sentences in their writing.

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### Unit: Reading Poetry

#### Week 22

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| **LESSON FOCUS**
LAFS: 8.RL.2.4, 8.RL.1.1, 8.RL.2.5

**Instruction Coach**
Lesson 7: Reading Poetry
- Student Edition pp. 111–113
- Teacher's Manual pp. 95–97

**Skills**
- Imagery, Mood, and Tone
- Engage in Collaborative Discussion

**Listen and Learn**
Endymion
Introduce poetry and discuss questions, TM p. 95, focusing on the Essential Question, *How do the imagery, mood, and tone of a poem reflect human emotion?* Then read *Endymion* with students.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach poetry structure in *Endymion*, explaining lines and stanzas.
- **Instruction Coach** Reread *Endymion*, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Use Speaking and Listening Project, TM pp. 104–107, during this unit.

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| **LESSON FOCUS**
LAFS: 8.RL.1.1, 8.RL.1.2, 8.RL.2.4, 8.RL.2.6, 8.SL.1.1

**Instruction Coach**
Lesson 7: Reading Poetry
- Student Edition pp. 112–115
- Teacher’s Manual pp. 96–98

**Skills**
- Imagery, Mood, and Tone
- Engage in Collaborative Discussion

**Listen and Learn**
Endymion
Reread the poem with students using Think Alouds. Use Imagery Think Aloud to focus strategy instruction, TM p. 96. Then have students complete the Comprehension Check, SE p. 114.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread *Endymion*, SE pp. 112–114, noting the structure of the poem.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 115.
- **Instruction Coach** Reteach concept students have not mastered, TM p. 99.
- **Performance Coach** Have accelerating students read SE pp. 16–19 and identify the figurative language used in *Endymion*.

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| **LESSON FOCUS**
LAFS: 8.RL.1.1, 8.RL.1.2, 8.RL.2.4, 8.RL.2.6, 8.SL.1.1

**Instruction Coach**
Lesson 7: Reading Poetry
- Student Edition pp. 115–120

**Skills**
- Imagery, Mood, and Tone
- Poetry Structure
- Engage in Collaborative Discussion

**Listen and Learn**
The Lady of Shalott
Preview Vocabulary, SE p. 115. Then have students read and discuss the poem, SE pp. 116–120.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Teach imagery in *Endymion* and guide students through Comprehension Check, SE p. 122.
- **Instruction Coach** Teach vocabulary and guide students through creating a vocabulary word map. Use highlighted words in *The Lady of Shalott* to reinforce meanings.
- **Instruction Coach** Reread SE p. 118 with students. Guide them to analyze how a shift in structure can signal a change in the mood or tone of the poem, TM p. 101.

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| **LESSON FOCUS**
LAFS: 8.RL.1.1, 8.RL.1.2, 8.RL.2.4, 8.RL.2.6, 8.SL.1.1

**Instruction Coach**
Lesson 7: Reading Poetry
- Student Edition pp. 116–122
- Teacher’s Manual pp. 100–102

**Skills**
- Imagery, Mood, and Tone
- Symbol
- Poetry Structure
- Engage in Collaborative Discussion

**Listen and Learn**
The Lady of Shalott
Have students continue to read and discuss the poem. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 121–122.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Reread *Endymion* or *The Lady of Shalott*.

**Lesson 7: Reading Poetry**
- **Instruction Coach** Guide students through the Anchor Standard Discussion Question, SE p. 121. Point out that the question is about the plot of the poem.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 122.

- **Instruction Coach** Guide students through the Anchor Standard Discussion Question, SE p. 121. Point out that the question is about the plot of the poem.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 122.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Guide students through the Anchor Standard Discussion Question, SE p. 121. Point out that the question is about the plot of the poem.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 122.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Guide students through the Anchor Standard Discussion Question, SE p. 121. Point out that the question is about the plot of the poem.
- **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 122.
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<td>Level 3 A Dream</td>
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<tr>
<td>Have students read the poem at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.</td>
<td>Have students complete the Visualization Chart, SE p. 293.</td>
<td>Have students complete the Visualization Chart, SE p. 293.</td>
<td>Have students complete the Visualization Chart, SE p. 293.</td>
<td>Have students complete the Visualization Chart, SE p. 293.</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<td>Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.</td>
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<td>Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.</td>
<td>Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.</td>
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<td>• Instruction Coach Independent Leveled Practice Resource Book</td>
<td>• Practice Visualize, SE p. 86.</td>
<td>• Practice Visualize, SE p. 86.</td>
<td>• Practice Visualize, SE p. 86.</td>
<td>• Practice Visualize, SE p. 86.</td>
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<tr>
<td>Have students identify tone and mood and explain how the language and the pacing of the poem affect the tone and mood.</td>
<td>Have students read the poem at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.</td>
<td>Have students read the poem at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.</td>
<td>Have students read the poem at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.</td>
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**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 96. Reread The War God’s Horse Song/The Tyger/Sea Fever with the first read annotations, showing students that these focus on visualization. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Focus on connotation and unfamiliar language in The War God’s Horse Song/The Tyger/Sea Fever using Supporting ELLs, TM p. 76. Preview Vocabulary, SE p. 93.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 87. Reread The War God’s Horse Song/The Tyger/Sea Fever with the first read annotations, showing students that these focus on visualization. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Focus on connotation and unfamiliar language in The War God’s Horse Song/The Tyger/Sea Fever using Supporting ELLs, TM p. 76. Preview Vocabulary, SE p. 93.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 87. Reread The War God’s Horse Song/The Tyger/Sea Fever with the second read annotations, showing students that these focus on word choice and tone. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Guide students through the Coached Example, SE pp. 20–22.
- **Performance Coach** Use Supporting Struggling Learners, TM pp. 82, 85, and 86. Help students understand how to paraphrase the lines in Paul Revere’s Ride/Remember by paraphrasing a few lines at a time with a partner.
- **Performance Coach** Use Supporting Struggling Learners, TM pp. 82, 85, and 86. Help students understand how to paraphrase the lines in Paul Revere’s Ride/Remember by paraphrasing a few lines at a time with a partner.
## Unit: Reading Poetry

### Lesson 4: Poetry

**LAFS: 8.RL.2.4, 8.W.2.4**

**Support Coach**

**Lesson 4: Poetry**

- **Student Edition pp. 96–102, 104–105**
- **Teacher’s Manual pp. 82–89**

**Skills**

- Poetic Structure
- Close Reading
- Write about Poetry

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 95. Read the poems (first read). Then have students complete the Close Reading Worksheet, SE p. 95. Follow with Respond to Text, SE pp. 104–105.

- **Support Coach** Use Supporting Struggling Learners note, TM p. 81, to reread and discuss the passage. Review Vocabulary, SE p. 103.

- **Performance Coach** Use Language Spotlight, SE p. 19 and TE p. 8, to teach denotation and connotation. Have students choose a vocabulary word to write about.

**LESSON FOCUS**

**Student Edition pp. 96–102, 104–105**

**Teacher’s Manual pp. 82–89**

**Skills**

- Poetic Structure
- Close Reading
- Write about Poetry

Respond to Text

**Paul Revere’s Ride/Remember**

Read the poems (second read). Then have students complete the Close Reading Worksheet, SE p. 295. Follow with Respond to Text, SE pp. 104–105.

**DIFFERENTIATION OPTIONS**

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

- **Support Coach** Have students read Sonnet 29/The Listeners, SE pp. 106–108 (first read).

- **Performance Coach** Use Language Spotlight, SE p. 19 and TE p. 8, to teach denotation and connotation. Have students choose a vocabulary word to write about.

**LESSON FOCUS**

**Student Edition pp. 96–102, 104–105**

**Teacher’s Manual pp. 82–89**

**Skills**

- Poetic Structure
- Close Reading
- Write about Poetry

Respond to Text

**Paul Revere’s Ride/Remember**

Review SE p. 104 and discuss the writing task on p. 105 before students draft and complete their writing.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 90–91. Have them work with partners and write.

**LESSON FOCUS**

**Student Edition pp. 96–102, 104–105**

**Teacher’s Manual pp. 82–89**

**Skills**

- Symbol
- Poetic Structure
- Close Reading
- Write about Poetry

Respond to Text

**Sonnet 29/The Listeners**

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

- analyze impact of word choice on tone
- understand word relationships
- understand figurative language
- compare and contrast poetic structure

**DIFFERENTIATION OPTIONS**

- **Support Coach** Have students read Sonnet 29/The Listeners, SE pp. 106–108 (second read) and do Comprehension Check, SE pp. 109–110. Have students share answers and discuss the text, pointing out evidence that they find.

- **Performance Coach** Do shared writing with students in Lesson Practice, SE p. 27 (item 6).

- **Support Coach** Review answers to Quiz 4 with students.
# Unit: Writing Personal Narratives

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<th>Day 1</th>
<th>Day 2</th>
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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 8.W.1.3, 8.SL.1.1&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 4: Writing Personal Narratives&lt;br&gt;<strong>Students Edition pp. 61–62</strong>&lt;br&gt;<strong>Teacher’s Manual pp. 47–48</strong>&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✓ Writing Personal Narratives&lt;br&gt;✓ Engage in Collaborative Discussion&lt;br&gt;<strong>Essential Question</strong>&lt;br&gt;Introduce personal narratives and discuss questions, TM p. 47, focusing on the Essential Question, How could writing a personal narrative teach you about your own life? Then read SE p. 62 with students.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• <strong>Instruction Coach</strong> Use TM p. 48 to introduce the purpose and audience for a personal narrative.&lt;br&gt;• <strong>Instruction Coach</strong> Review <em>An Unbreakable Code</em>, SE pp. 48–51, to identify and discuss the introduction, body, and conclusion of that text.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 8.W.1.3&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 4: Writing Personal Narratives&lt;br&gt;<strong>Student Edition pp. 63–64</strong>&lt;br&gt;<strong>Teacher’s Manual pp. 49–50</strong>&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✓ Writing Personal Narratives&lt;br&gt;✓ Introduction&lt;br&gt;✓ Descriptive Details&lt;br&gt;<strong>Analyze a Mentor Text</strong>&lt;br&gt;Read aloud the mentor text using the annotations. Help students analyze the text and mark up as noted.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• <strong>Instruction Coach</strong> Use the graphic on SE p. 62 to help students understand the characteristics and structure of personal narrative.&lt;br&gt;• <strong>Instruction Coach</strong> Have accelerating students identify the introduction, body, and conclusion of the mentor text.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 8.W.1.3.a–e, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.SL.1.1, 8.L.1.1.a, 8.L.3.4.a, 8.L.3.5.b&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 4: Writing Personal Narratives&lt;br&gt;<strong>Student Edition pp. 63–65</strong>&lt;br&gt;<strong>Teacher’s Manual pp. 50–51</strong>&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✓ Writing Personal Narratives&lt;br&gt;✓ Sensory Language&lt;br&gt;✓ Conclusion&lt;br&gt;✓ Using Context Clues&lt;br&gt;<strong>Analyze a Mentor Text</strong>&lt;br&gt;Discuss the Think About It questions, TM p. 50. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 65.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• <strong>Instruction Coach</strong> Use the Sensory Language Think Aloud, TM p. 50, to focus the skill.&lt;br&gt;• <strong>Instruction Coach</strong> Have students reread SE p. 63, underline the sensory language, and determine to which sense the author is appealing.&lt;br&gt;• <strong>Instruction Coach</strong> Review the Writing Process, SE p. 66, for students who need extra support.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 8.W.1.3&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 4: Writing Personal Narratives&lt;br&gt;<strong>Student Edition pp. 66–69</strong>&lt;br&gt;<strong>Teacher’s Manual pp. 52–53</strong>&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✓ Writing Personal Narratives&lt;br&gt;✓ Brainstorm a Topic&lt;br&gt;<strong>Writing Process: Step 1</strong>&lt;br&gt;After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 67–68 using the annotations. Students complete SE p. 69.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• <strong>Instruction Coach</strong> Take a deeper dive into SE pp. 68–69 with students who need extra support as they use the concept web provided to complete Try It.&lt;br&gt;• <strong>Instruction Coach</strong> Use the Reflection small group suggestion guide, TM p. 52, to help students understand how reflecting on life-changing experiences contributes to setting the purpose of a personal narrative.&lt;br&gt;• <strong>Instruction Coach</strong> Allow time for students to draft independently or in pairs. Conference with students who need extra support.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;LAFS: 8.W.1.3.a–e, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.SL.1.1, 8.L.1.1.a, 8.L.3.4.a, 8.L.3.5.b&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 4: Writing Personal Narratives&lt;br&gt;<strong>Student Edition pp. 70–73</strong>&lt;br&gt;<strong>Teacher’s Manual pp. 54–55</strong>&lt;br&gt;<strong>Skills</strong>&lt;br&gt;✓ Writing Personal Narratives&lt;br&gt;✓ Organize Introduction, Body Paragraphs, Descriptive Details, and Conclusion&lt;br&gt;<strong>Writing Process: Steps 2, 3</strong>&lt;br&gt;Read SE p. 70 with students to help them understand how the writer of the mentor text organized the introduction, the body paragraphs, descriptive details, and the conclusion. Have students complete Try It, SE p. 71. Then read and discuss the drafting process before students begin to write.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• <strong>Instruction Coach</strong> Allow time for students to draft independently or in pairs. Conference with students who need extra support.</td>
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Unit: Writing Personal Narratives

LESSON FOCUS
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Instruction Coach
Lesson 4: Writing Personal Narratives

DIFFERENTIATION OPTIONS
● Instruction Coach For students who need extra support with SE p. 76–77, spend less time on pp. 74–75. Model responses for Try It sections.
● Performance Coach Have students explain and add to the revision/editing checklist, SE p. 167.
● Performance Coach Have students complete the Lesson Practice, SE pp. 172–178.

Skills
✔ Writing Personal Narratives
✔ Using Precise Language
✔ Revising Personal Narratives
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. 78–79.

DIFFERENTIATION OPTIONS
● Instruction Coach Identify sentences that students should revise in order to improve precision. Provide students with support as they revise.
● Performance Coach Have students complete the Coached Example, SE pp. 269–272.

LESSON FOCUS
LAFS: 8.W.1.3.a–e, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.SL.1.1, 8.L.1.1.a, 8.L.3.4.a, 8.L.3.4.d, 8.L.3.5.b
Instruction Coach
Lesson 4: Writing Personal Narratives

Skills
✔ Using Precise Language
✔ Revising Personal Narratives
Writing Process: Steps 4, 5
Provide time for students to finish revising and begin editing. Read and do SE pp. 80–81.

DIFFERENTIATION OPTIONS
● Instruction Coach Have students read aloud portions of their writing. Think aloud about descriptive details, sensory language, and point of view to demonstrate how to talk about writing.
● Performance Coach Have students complete the Lesson Practice, SE pp. 273–278.

LESSON FOCUS
LAFS: 8.W.1.3.a–e, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.W.4.10, 8.SL.1.1, 8.L.1.1.a, 8.L.3.4.a, 8.L.3.4.d, 8.L.3.5.b, 8.L.3.6
Instruction Coach
Lesson 4: Writing Personal Narratives

Skills
✔ Using Precise Language
✔ Using Verbs
✔ Editing Personal Narratives
Writing Process: Steps 6, 7
Complete SE pp. 82–83. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 84.

DIFFERENTIATION OPTIONS
● Instruction Coach Use SE pp. 81–82 as a springboard for students to discuss strategies for improving specific sentences in their writing.

PUBLISH AND ASSESS OPTIONS:
Instruction Coach
• Teacher’s Manual p. 61

Skill
✔ 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.
● Performance Coach Have accelerating students complete the Lesson Practice, SE pp. 279–281.
### Unit: Reading Persuasive Nonfiction

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<td>LAFS: 8.RI.2.4, 8.RI.2.6, 8.RI.3.8, 8.SL.1.1</td>
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<td>LAFS: 8.RI.2.4, 8.RI.2.6, 8.RI.3.8, 8.SL.1.1, 68.RH.2.6–68.RH.3.9, 68.RST.2.6–68.RST.3.8</td>
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<td>LAFS: 8.RI.2.4, 8.RI.2.6, 8.RI.3.8, 8.RI.3.9, 8.SL.1.1, 68.RH.2.6–68.RH.3.9, 68.RST.2.6–68.RST.3.8, 8.W.2.4</td>
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<td>● Instruction Coach Reread Day of Infamy, have students identify</td>
<td>● Instruction Coach Reread Captive Breeding to Save a Species,</td>
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<td>● Instruction Coach Reread Captive Breeding to Save a Species,</td>
<td>● Instruction Coach Reread Captive Breeding to Save a Species,</td>
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<td>vocabulary words that they do not understand. Teach the vocabulary</td>
<td>guiding students through Comprehension Check, SE p. 194.</td>
<td>guiding students through Comprehension Check, SE p. 194.</td>
<td>guiding students through Comprehension Check, SE p. 194.</td>
<td>guiding students through Comprehension Check, SE p. 201–202.</td>
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<td>words.</td>
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<td>● Instruction Coach Use Speaking and Listening Project, TM pp.</td>
<td>● Instruction Coach Teach vocabulary and guide students through</td>
<td>● Instruction Coach Teach vocabulary and guide students through</td>
<td>● Instruction Coach Teach vocabulary and guide students through</td>
<td>● Instruction Coach Guide students through Anchor Standard Discussion Questions, SE p. 201.</td>
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<td>166–169, during this unit.</td>
<td>Vocabulary. Use Persuasive Techniques Think Aloud to focus</td>
<td>Vocabulary. Use Persuasive Techniques Think Aloud to focus</td>
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<td>Vocabulary. Use Persuasive Techniques Think Aloud to focus</td>
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<td>the persuasive techniques.</td>
<td>Then have students complete the Comprehension Check on, SE p. 194.</td>
<td>Then have students complete the Comprehension Check on, SE p. 194.</td>
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<td>Then have students complete the Comprehension Check on, SE p. 194.</td>
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<td>● Instruction Coach Reread Day of Infamy, SE pp. 190–193, charting</td>
<td>● Instruction Coach Teach persuasive claims in Day of Infamy and</td>
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<td>the persuasive techniques.</td>
<td>guide students through Comprehension Check, SE. p. 194.</td>
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<td>● Instruction Coach Reread Captive Breeding to Save a Species,</td>
<td>● Instruction Coach Teach vocabulary and guide students through</td>
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<td>preview highlighted vocabulary in context, then complete the word map</td>
<td>Vocabulary. Use highlighted words in Captive Breeding to Save a</td>
<td>Vocabulary. Use highlighted words in Captive Breeding to Save a</td>
<td>Vocabulary. Use highlighted words in Captive Breeding to Save a</td>
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<td>on SE p. 195. Then have students read and discuss the passage, SE pp.</td>
<td>Species to reinforce meanings.</td>
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<td>196–200.</td>
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<td>Comprehension Check, SE p. 194.</td>
<td>guiding students to note emotional and biased language in a chart.</td>
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<td>guide students as they unpack the author’s claim and the supporting</td>
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<td>identify the types of evidence also used in Day of Infamy and Captive</td>
<td>86–90.</td>
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<td>Breeding to Save a Species.</td>
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<td>● Performance Coach Have accelerating students work in pairs to do</td>
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<td>LAFS: 8.RI.3.8, 68.RH.2.6, 8.L.3.5.a</td>
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<tr>
<td><strong>Support Coach</strong></td>
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<td>Lesson 9: Persuasive Nonfiction</td>
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<td>• Student Edition pp. 222–226, 313</td>
</tr>
<tr>
<td>• Teacher’s Manual pp. 188, 190–194, 195</td>
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<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>✓ Write about Informational Text</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td>• Instruction Coach Independent</td>
</tr>
<tr>
<td>Leveled Practice Resource Book pp. 66–72</td>
</tr>
<tr>
<td>• Use Supporting Struggling Learners scaffolding, TM p. 188. Help students understand the historical context of Newspapers vs. the Internet by building background knowledge to support making predictions.</td>
</tr>
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<tr>
<td>Support Try It, SE p. 220. Reread Newspapers vs. the Internet with the first read annotations, showing students that these focus on making predictions. Guide students to complete the Close Reading Worksheet.</td>
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<tr>
<td>LAFS: 8.RI.3.8, 68.RH.2.6, 8.L.3.5.a</td>
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<td>Lesson 9: Persuasive Nonfiction</td>
</tr>
<tr>
<td>• Student Edition pp. 222–226, 314</td>
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<tr>
<td>• Newspapers vs. the Internet Discuss persuasive nonfiction and the skills that will be reviewed, SE p. 219. Review Make Predictions, SE p. 220. Read the passage. Have students complete the relevant question on the Close Reading Worksheet, SE p. 313.</td>
</tr>
<tr>
<td>• Support Coach</td>
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<tr>
<td>Review Try It, SE p. 221. Read the passage (first read). Then have students complete the Argument Evaluation Chart, SE p. 314.</td>
</tr>
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<tr>
<td>• Support Coach</td>
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<tr>
<td>Review Try It, SE p. 221. Reread Newspapers vs. the Internet with the (second read) annotations, showing students that these focus on evaluating arguments. Guide students to complete the Argument Evaluation Worksheet.</td>
</tr>
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<tr>
<td>Focus on verbal irony and puns in Newspapers vs. the Internet using Word Study and Supporting ELLs, TM p. 194. Preview Vocabulary, SE p. 227.</td>
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<tr>
<td>• Newspapers vs. the Internet Read the passage (second read). Then have students complete the Close Reading Worksheet. SE p. 313. Follow with Vocabulary, SE p. 227.</td>
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<tr>
<td>Review Identify Author’s Purpose, SE p. 228. Reread Newspapers vs. the Internet, SE p. 229. Then have students complete the Close Reading Worksheet. SE p. 315.</td>
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<tr>
<td>Review Try It, SE p. 228. Reread Fighting for Keiko/Freedom Isn’t Free, SE p. 229. Then have students complete the Close Reading Worksheet. SE p. 315.</td>
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<td>• Support Coach</td>
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<tr>
<td>Use Supporting Struggling Learners, TM p. 196. Help students understand how to identify author’s purpose in Fighting for Keiko/Freedom Isn’t Free by modeling self-questioning strategy.</td>
</tr>
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</table>
### Unit: Reading Persuasive Nonfiction

#### LESSON FOCUS

**LAFS: 8.RI.2.4, 8.RI.2.6, 8.RI.3.8**

**Support Coach**

- **Lesson 9: Persuasive Nonfiction**
  - Student Edition pp. 229, 230–237, 316
  - Teacher's Manual pp. 197–205
  - Skills: Argument, Allusions and Analogies, Close Reading, Write about Informational Text

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - Review Try It, SE p. 229. Reread "Fighting for Keiko/Freedom Isn't Free" with the second read annotations, showing students that these focus on argument and counterargument. Guide students to complete the Argument Chart.
  - Support Coach Use Supporting Struggling Learners notes, TM p. 204, to reread and discuss the passage. Review Vocabulary, SE p. 237.

#### LESSON FOCUS

**LAFS: 8.RI.2.4, 8.RI.2.6, 8.RI.3.8**

**Support Coach**

- **Lesson 9: Persuasive Nonfiction**
  - Student Edition pp. 238–239
  - Teacher’s Manual pp. 206–207
  - Skills: Point of View, Close Reading, Write about Informational Text

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 206–207. Have them work with partners and write.
- **Support Coach** Have students read (second read) Trolleys vs. Big Oil, SE pp. 240–244.
- **Performance Coach** Use Language Spotlight, SE p. 85 and TE p. 28, to teach persuasive language. Have partners explain how persuasive language makes them feel.

#### LESSON FOCUS

**LAFS: 8.RI.2.4, 8.RI.2.6, 8.RI.3.8**

**Support Coach**

- **Lesson 9: Persuasive Nonfiction**
  - Student Edition pp. 238–239
  - Teacher’s Manual pp. 206–207
  - Skills: Point of View, Close Reading, Write about Informational Text

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 206–207. Have them work with partners and write.
- **Support Coach** Have students read (second read) Trolleys vs. Big Oil, SE pp. 240–244.
- **Performance Coach** Use Language Spotlight, SE p. 85 and TE p. 28, to teach persuasive language. Have partners explain how persuasive language makes them feel.

#### REVIEW

**LAFS: 8.RI.2.4, 8.RI.2.6, 8.RI.3.8**

**Instruction Coach**

- **Lesson 11: Reading Persuasive Nonfiction**
  - Student Edition p. 189
  - Teacher’s Manual p. 155
  - Skills: Comparing Points of View, Author’s Argument, Argument and Counterargument, Compare and Contrast

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review answers to Benchmark Assessment 4 with students.
- **Instruction Coach** Review answers to Benchmark Assessment 4 with students.
- **Support Coach** Review answers to Quiz 9 with students.
## Unit: Writing Opinion Pieces

### Lesson 12: Writing Opinion Pieces

**LESSON FOCUS**
LAFS: 8.W.1.1, 8.W.2.4, 8.L.3.5.c, 8.SL.1.1

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**
- **Student Edition** pp. 205–206

**Skills**
- **Write Opinion Pieces**
- **Organize Introduction, Support, and Conclusion**

**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. 204 to help students understand the characteristics and structure of an opinion piece.
- **Instruction Coach** Have students complete SE p. 211.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use notes, TM p. 172, to introduce the purpose and audience for an opinion piece.
- **Instruction Coach** Review Day of Infancy, SE pp. 190–193, and identify and discuss the introduction, support, and conclusion of that text.
- **Performance Coach** Use Discussion Questions, TE p. 64, to introduce the idea of using research to develop evidence in opinion writing.

**Instruction Coach Use Speaking and Listening Project, TM pp. 186–189, during this unit.**

**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. 209–210 using the annotations. Students complete SE p. 211.**

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Take a deeper dive into SE pp. 209–211 with students who need extra support as they use the graphic organizer provided to complete Try It.
- **Instruction Coach** Have students read SE pp. 214–216.

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Review the Writing Process, SE p. 208, for students who need extra support.
- **Instruction Coach** Have students work in pairs or small groups to generate questions about the claim they are making. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

- **Instruction Coach** Speaking and Listening Project, TM pp. 186–189.
### Unit: Writing Opinion Pieces

#### Lesson Focus
LAFS: 8.W.1.1, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.L.1.2.a, 8.L.1.2.b, 8.L.2.3.a, 8.L.3.5.c

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 214–215**
- **Teacher's Manual pp. 179–180**

**Skills**

- ✔ Write Opinion Pieces
- ✔ Transition Words and Phrases

**Writing Process: Step 3**

With students, read the Writer's Craft section, SE p. 214. Have students share their efforts to use transition words and phrases in their draft.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Instruction Coach** Use Organize Information, TM p. 180, to help students present information in a logical order.
- **Performance Coach** Have students complete the Coached Example, SE pp. 218–224.

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**Lesson Focus**
LAFS: 8.W.1.1, 8.W.2.4, 8.W.2.5, 8.W.2.6

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 216–217**
- **Teacher's Manual pp. 181–182**

**Skills**

- ✔ Revise Opinion Pieces

**Writing Process: Step 4**

Read SE pp. 216–217 with students. Allow time for students to complete their peer reviews and record their peer comments.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Work with one or two pairs of students to guide them through their peer review process.
- **Performance Coach** Have students complete the Coached Example, SE pp. 218–224.

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**Lesson Focus**
LAFS: 8.W.1.1, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.L.1.2.a, 8.L.1.2.b, 8.L.2.3.a, 8.L.3.5.c

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 220–221**
- **Teacher's Manual p. 183**

**Skills**

- ✔ Formal Language
- ✔ Revise Opinion Pieces

**Writing Process: Step 5**

Read SE pp. 220–221. Discuss how to use formal language as students edit.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Identify informal words and phrases in their drafts that students should replace with formal language to make their writing appear more polished. Provide students with support as they revise.
- **Instruction Coach** Continue with the Speaking and Listening Project, TM pp. 186–189.

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**Lesson Focus**
LAFS: 8.W.1.1, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.L.1.2.a, 8.L.1.2.b, 8.L.2.3.a, 8.L.3.5.c

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 222–225**
- **Teacher's Manual p. 184**

**Skills**

- ✔ Edit Opinion Pieces
- ✔ Punctuation

**Writing Process: Step 6**

When students finish editing their writing, have them meet with their peer review partners and discuss the changes that they made to their work.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Work with a small group to help them edit their writing so that punctuation is used properly in complete sentences.
- **Instruction Coach** Continue the Speaking and Listening Project, TM pp. 186–189.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 225–234.

---

**Performance Coach** Have students read aloud portions of their writing. Model Think Alouds about formal language to demonstrate how to talk about writing.

**Lesson Focus**
LAFS: 8.W.1.1, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.L.1.2.a, 8.L.1.2.b, 8.L.2.3.a, 8.L.3.5.c

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 220–221**
- **Teacher's Manual p. 183**

**Skills**

- ✔ Formal Language
- ✔ Revise Opinion Pieces

**Writing Process: Step 5**

Provide time for students to reflect on their peer review and finish revising their writing.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about formal language to demonstrate how to talk about writing.
- **Instruction Coach** Use SE pp. 220–221 as a springboard for students to discuss strategies for including formal language in their writing.

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**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 222–225**
- **Teacher's Manual p. 184**

**Skills**

- ✔ Edit Opinion Pieces
- ✔ Punctuation

Writing Process: Step 6

When students finish editing their writing, have them meet with their peer review partners and discuss the changes that they made to their work.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Work with a small group to help them edit their writing so that punctuation is used properly in complete sentences.
- **Instruction Coach** Continue the Speaking and Listening Project, TM pp. 186–189.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 225–234.

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**Performance Coach** Have students read aloud portions of their writing. Model Think Alouds about formal language to demonstrate how to talk about writing.

**Lesson Focus**
LAFS: 8.W.1.1, 8.W.2.4, 8.W.2.5, 8.W.2.6

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 222–225**
- **Teacher's Manual p. 184**

**Skills**

- ✔ Edit Opinion Pieces
- ✔ Punctuation

Writing Process: Step 6

When students finish editing their writing, have them meet with their peer review partners and discuss the changes that they made to their work.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Work with a small group to help them edit their writing so that punctuation is used properly in complete sentences.
- **Instruction Coach** Continue the Speaking and Listening Project, TM pp. 186–189.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 225–234.
### Unit: Writing Opinion Pieces

#### LESSON FOCUS
LAFS: 8.W.1.1, 8.W.2.4, 8.W.2.5, 8.W.2.6, 8.SL.2.4

- **Instruction Coach**
  - Lesson 12: Writing Opinion Pieces
    - Student Edition p. 226
    - Teacher's Edition p. 185

- **Performance Coach**
  - Lesson 16: Write an Argument
    - Student Edition pp. 248–250
    - Teacher's Manual pp. 74–77

**Skills**
- ✔ Write an Opinion Piece
- ✔ Engage in Collaborative Discussion

**DIFFERENTIATION OPTIONS**
- **Instruction Coach**
  - Students may use alternative media for their writing, especially if it includes images.
- **Instruction Coach**
  - Some students may wish to work in groups to debate the topic.
- **Instruction Coach**
  - Continue the Speaking and Listening Project, TM pp. 186–189.

**LESSON FOCUS**
LAFS: 8.W.1.1, 8.SL.1.3, 8.SL.2.4, 8.L.1.1.c, 8.L.1.1.d, 8.L.2.3.a

- **Performance Coach**
  - Lesson 16: Write an Argument
    - Student Edition pp. 248–250
    - Teacher’s Manual pp. 74–77

**Skills**
- ✔ Analyze an Argument
- ✔ Mood

**DIFFERENTIATION OPTIONS**
- **Performance Coach**
  - For students who need extra support, use the Reading Guide to help students analyze the argument. Have students annotate the passage as they read.
  - Have students complete and present the Speaking and Listening Project, TM pp. 186–189.
  - Review answers to Benchmark Assessment 4 with students.
  - Have accelerating students do item 6, SE pp. 260–263.

- **Performance Coach**
  - For extra support, use the Reading Guide to help students analyze the argument.
  - Have students work on items 1–4, SE pp. 252–253.

**LESSON FOCUS**
LAFS: 8.W.1.1.a–e, 8.SL.1.3, 8.SL.2.4, 8.L.1.1.c, 8.L.1.1.d, 8.L.2.3.a

- **Performance Coach**
  - Lesson 16: Write an Argument
    - Student Edition pp. 251–253
    - Teacher’s Manual pp. 76–77

**Skills**
- ✔ Write an Argument
- ✔ Analyze an Argument

**DIFFERENTIATION OPTIONS**
- **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 develop their argument.

- **Performance Coach**
  - Have accelerating students do item 6, SE pp. 260–263.

**PUBLISH AND ASSESS OPTIONS:**

- **Instruction Coach**
  - Benchmark Assessment 4

**Skills**
- ✔ Write an Opinion Piece
- ✔ Formal Language
- ✔ Punctuation

**Essential Question**
Review and discuss the Essential Question and the following focus skills notes:
- What is the purpose of opinion writing?
- Why is formal language used in opinion writing?
- How does correct punctuation improve writing?

- **Performance Coach**
  - Have accelerating students do item 6, SE pp. 260–263.

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