Coach® Common Core Suite
Implementation and Pacing Guide

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

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.

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

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

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

Readiness
Teacher-driven Practice and Instructional Resources

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

Waggle
Student-driven Adaptive Practice and Instruction

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

1. Regular practice with complex texts and their academic language

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

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

Common Core Coach, Grade 5
Reading, writing, and speaking grounded in evidence from texts

The CCSS expect students to be able to answer questions that depend on careful reads of text, helping them develop “the skill, concentration, and stamina to read challenging texts with understanding.” (CCSS Appendix A)

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

Knowledge building through content-rich nonfiction

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

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

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

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

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

<table>
<thead>
<tr>
<th>Reading: Literature</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.8.1</strong> 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>L1, L7</td>
<td>L2</td>
<td>L1-L4</td>
</tr>
<tr>
<td><strong>RL.8.2</strong> 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>
<td>L1, L6, L7</td>
<td>L2, L3</td>
<td>L1, L3, L4 TE: L10</td>
</tr>
<tr>
<td><strong>RL.8.3</strong> 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>
<td>L1, L6, L7</td>
<td>L1, L3</td>
<td>L1, L3 TE: L10</td>
</tr>
<tr>
<td><strong>RL.8.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
<td>L1, L6, L7</td>
<td>L1, L4, L9</td>
<td>L1-L4, L10</td>
</tr>
<tr>
<td><strong>RL.8.5</strong> 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>
<td>L1, L6, L7</td>
<td>L4</td>
<td>L1-L4, L10</td>
</tr>
<tr>
<td><strong>RL.8.6</strong> 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>
<td>L1, L6, L7</td>
<td>L1</td>
<td>L1-L3</td>
</tr>
<tr>
<td><strong>RL.8.7</strong> 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>RL.8.8</strong> (Not applicable to literature.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Grade 8

### Common Core Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.8.9</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>RL.8.10</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 TM: L1–L4</td>
<td>Throughout program (L1–L19)</td>
</tr>
</tbody>
</table>

### Reading: Informational Texts

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RI.8.1</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>RI.8.2</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>RI.8.3</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>RI.8.4</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>RI.8.5</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>RI.8.6</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>
<tr>
<td><strong>RI.8.7</strong></td>
<td>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</td>
<td>TM: L5, L11, L12</td>
<td>L8</td>
<td>L7–L9 TE: L14</td>
</tr>
<tr>
<td><strong>RI.8.8</strong></td>
<td>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.</td>
<td>L11</td>
<td>L6, L7, L8, L9</td>
<td>L6, L9</td>
</tr>
<tr>
<td><strong>RI.8.9</strong></td>
<td>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</td>
<td>L5, L11</td>
<td>L6, L9</td>
<td>L9, L19</td>
</tr>
<tr>
<td><strong>RI.8.10</strong></td>
<td>By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</td>
<td>L3, L5, L9, L11</td>
<td>L5, L6, L7, L8, L9, L10 TM: L5–L10</td>
<td>Throughout program (L1–L19)</td>
</tr>
</tbody>
</table>
# Grade 8

## Common Core Standards

### Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.8.1</strong></td>
<td>Write arguments to support claims with clear reasons and relevant evidence.</td>
<td>L2, L12</td>
<td>L11, L16</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.1.a</strong></td>
<td>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
<td>L2, L12</td>
<td>L11, L16</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.1.b</strong></td>
<td>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
<td>L2, L12</td>
<td>L16</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.1.c</strong></td>
<td>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
<td>L2, L12</td>
<td>L11, L16</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.1.d</strong></td>
<td>Establish and maintain a formal style.</td>
<td>L2, L12</td>
<td>L11, L16</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.1.e</strong></td>
<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>L12</td>
<td>L11, L16</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.2</strong></td>
<td>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
<td>L10, L12</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.2.a</strong></td>
<td>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.</td>
<td>L10</td>
<td>L11, L15 TE: L5, L10</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.2.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>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.2.c</strong></td>
<td>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
<td>L10</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.2.d</strong></td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>L10</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.2.e</strong></td>
<td>Establish and maintain a formal style.</td>
<td>L12</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.2.f</strong></td>
<td>Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
<td>L12</td>
<td>L11, L15</td>
<td></td>
</tr>
<tr>
<td><strong>W.8.3</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>
<td>L11, L13</td>
<td></td>
</tr>
</tbody>
</table>
### Grade 8

#### Common Core Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Supporting Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.8.3.a</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>
<td>L11, L13</td>
</tr>
<tr>
<td>W.8.3.b</td>
<td>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</td>
<td>L4, L8</td>
<td>L11, L13</td>
</tr>
<tr>
<td>W.8.3.c</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>
<td>L11, L13</td>
</tr>
<tr>
<td>W.8.3.d</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>
<td>L11, L13</td>
</tr>
<tr>
<td>W.8.3.e</td>
<td>Provide a conclusion that follows from and reflects on the narrated experiences or events.</td>
<td>L4, L8</td>
<td>L11, L13</td>
</tr>
<tr>
<td>W.8.4</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>
<td>L11</td>
</tr>
<tr>
<td>W.8.5</td>
<td>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>L11, L17</td>
</tr>
<tr>
<td>W.8.6</td>
<td>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>TE: L11, L17</td>
</tr>
<tr>
<td>W.8.7</td>
<td>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>L14</td>
</tr>
<tr>
<td>W.8.8</td>
<td>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>L14</td>
</tr>
<tr>
<td>W.8.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>L2, L10</td>
<td>L12, L14</td>
</tr>
<tr>
<td>W.8.9.a</td>
<td>Apply grade 8 Reading standards to literature (e.g., “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>L2</td>
<td>L12</td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td>W.8.9.b</td>
<td>Apply grade 8 Reading standards to literary nonfiction (e.g., “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”).</td>
<td>L10</td>
<td></td>
<td>L12</td>
</tr>
<tr>
<td>W.8.10</td>
<td>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>
</tr>
</tbody>
</table>

### Speaking and Listening

<table>
<thead>
<tr>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>SL.8.1</td>
<td>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>TE: L18, L19</td>
<td></td>
</tr>
<tr>
<td>SL.8.1.a</td>
<td>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>
</tr>
<tr>
<td>SL.8.1.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>TE: L18, L19</td>
<td></td>
</tr>
<tr>
<td>SL.8.1.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>TE: L18, L19</td>
<td></td>
</tr>
<tr>
<td>SL.8.1.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>TE: L18, L19</td>
<td></td>
</tr>
<tr>
<td>SL.8.2</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>L18, 19 TE: L2, L15</td>
<td></td>
</tr>
<tr>
<td>SL.8.3</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>L18, 19 TE: L6, L16</td>
<td></td>
</tr>
<tr>
<td>SL.8.4</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>TE: L6, L15, L16</td>
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<tr>
<td>Grade 8</td>
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<tr>
<td><strong>Common Core Standards</strong></td>
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</tr>
<tr>
<td><strong>SL.8.5</strong> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
<td><strong>Common Core Coach Lesson(s)</strong></td>
<td><strong>Support Coach Lesson(s)</strong></td>
<td><strong>Performance Coach Lesson(s)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TM: L5–L7, L12</td>
<td></td>
<td>TE: L5, L13, L15</td>
<td></td>
</tr>
<tr>
<td><strong>SL.8.6</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>L.8.1</strong> 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>
<td></td>
</tr>
<tr>
<td><strong>L.8.1.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>L.8.1.b</strong> Form and use verbs in the active and passive voice.</td>
<td>L8</td>
<td></td>
<td>L15</td>
<td></td>
</tr>
<tr>
<td><strong>L.8.1.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>
</tr>
<tr>
<td><strong>L.8.1.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>L.8.2</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>
</tr>
<tr>
<td><strong>L.8.2.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>L.8.2.b</strong> Use an ellipsis to indicate an omission.</td>
<td>L12</td>
<td></td>
<td>L12</td>
<td></td>
</tr>
<tr>
<td><strong>L.8.2.c</strong> Spell correctly.</td>
<td>L2</td>
<td></td>
<td>L17</td>
<td></td>
</tr>
<tr>
<td><strong>L.8.3</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>L.8.3.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>
<td></td>
</tr>
<tr>
<td><strong>L.8.4</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>L1, L3–L5, L18</td>
<td></td>
</tr>
<tr>
<td><strong>L.8.4.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></td>
<td>L1, L5</td>
<td></td>
</tr>
<tr>
<td><strong>L.8.4.b</strong> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <em>precede</em>, <em>recede</em>, <em>secede</em>).</td>
<td>L10</td>
<td></td>
<td>L1, L4</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>L4, L5</td>
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</table>
## Grade 8

### Common Core Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th><strong>Common Core Coach Lesson(s)</strong></th>
<th><strong>Support Coach Lesson(s)</strong></th>
<th><strong>Performance Coach Lesson(s)</strong></th>
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<tr>
<td>L.8.4.c</td>
<td>L2, L5, L9</td>
<td>L3, L6, L7, L10</td>
<td>L18</td>
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<td>L.8.4.d</td>
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<td>L1, L3, L5, L6, L10</td>
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<td>L.8.5</td>
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<td>L4, L7</td>
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<td>L.8.5.a</td>
<td>L1</td>
<td>L1, L9</td>
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<td>L.8.5.b</td>
<td>L4</td>
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<td>L.8.5.c</td>
<td>L3, L6, L12</td>
<td>L1, L5</td>
<td>L2</td>
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<tr>
<td>L.8.6</td>
<td>L2, L4, L5, L8–L10, L12</td>
<td>L6, L7, L8</td>
<td>L7–L9</td>
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### History/Social Studies

<table>
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<th><strong>Support Coach Lesson(s)</strong></th>
<th><strong>Performance Coach Lesson(s)</strong></th>
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<tr>
<td>RH.8.1</td>
<td>L5</td>
<td>L10</td>
<td>L7</td>
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<td>RH.8.2</td>
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<td>RH.8.5</td>
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<td>L6, L7</td>
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<td>RH.8.6</td>
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<td>L8, L9</td>
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<td>RH.8.7</td>
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## Grade 8

<table>
<thead>
<tr>
<th>Common Core Standards</th>
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<th>Performance Coach Lesson(s)</th>
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<tr>
<td>RH.8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</td>
<td>L5, L11</td>
<td>L6</td>
<td>L7</td>
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<tr>
<td>RH.8.9 Analyze the relationship between a primary and secondary source on the same topic.</td>
<td>L5, L11</td>
<td>L10</td>
<td>L7</td>
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<tr>
<td>RH.8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</td>
<td>L5</td>
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<td>L7</td>
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### Science and Technical Subjects

| RST.8.1 Cite specific textual evidence to support analysis of science and technical texts. | L9 | L7 | L8 |
| RST.8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | L9 | L7 | L8 |
| RST.8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | L9 TM: L7 |  | L8 |
| RST.8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. | L9 | L8 | L8 |
| RST.8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. | L9 | L7 | L8 |
| RST.8.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | L11 | L8 | L8 |
| RST.8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | L9, L11 | L8 | L5, L8 |
| RST.8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | L9, L11 | L7 | L6, L8, L9 |
| RST.8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | L9 |  | L8 |
| RST.8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. | L9 |  | L8 |
Using the Grade 8 Pacing Guide

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

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

- Units that focus on Reading and Writing topics have been created using the lessons from Common Core Coach, Support Coach, and Performance Coach, as well as the additional support of Readiness content. See the Contents at right. Typically, reading units last 3 weeks and writing units last 2 weeks.

- Suggestions for Waggle practice goal assignments are listed for each week. Waggle reading goals are arranged in order of complexity, starting with goals that offer practice with the literal understanding of texts and ending with goals that offer practice with the higher-order analysis of texts. Waggle grammar and language goals are also arranged in order of complexity, starting with items that offer practice with grammar concepts and ending with items that offer practice with the application of grammar concepts.

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

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

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

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

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

Contents

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<td>3 Reading Literary Nonfiction</td>
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<td>4 Reading Historical Texts</td>
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<tr>
<td>5 Reading Scientific and Technical Texts</td>
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<td>6 Writing Informative Texts</td>
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<tr>
<td>7 Reading Drama</td>
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<tr>
<td>8 Writing Fictional Narratives</td>
<td>20–21</td>
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<tr>
<td>9 Reading Poetry</td>
<td>22–24</td>
</tr>
<tr>
<td>10 Writing Personal Narratives</td>
<td>25–26</td>
</tr>
<tr>
<td>11 Reading Persuasive Nonfiction</td>
<td>27–29</td>
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<tr>
<td>12 Writing Opinion Pieces</td>
<td>30–32</td>
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### Unit: Reading Fiction

#### Week 1

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<tbody>
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<td>Lesson 1: Reading Fiction</td>
<td>Lesson 1: Reading Fiction</td>
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**LESSON FOCUS**

<table>
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<tr>
<th>RL.8.1, RL.8.2, RL.8.3, SL.8.1</th>
<th>RL.8.1, RL.8.3, RL.8.6, SL.8.1</th>
<th>RL.8.1, RL.8.4, RL.8.6, L.8.4.a, SL.8.1</th>
<th>RL.8.1, RL.8.2, RL.8.3, RL.8.5, SL.8.1</th>
<th>RL.8.1, RL.8.2, RL.8.3, W.8.1, SL.8.1</th>
</tr>
</thead>
</table>

**Common Core Coach**

**Lesson 1: Reading Fiction**

- **Skills**
  - Elements of Fiction
  - Engage in Collaborative Discussion

**Listen and Learn**


**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Teach identifying major literary elements within a fictional text, including character, plot, setting, and point of view in The Adventures of Tom Sawyer, noting and listing the major story elements.
- **Common Core Coach** Reread The Adventures of Tom Sawyer and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Readiness for Common Core**

- **Common Core Coach** Reread The Adventures of Tom Sawyer and guide students through Comprehension Check, SE p. 6. Partners identify other lines of dialogue or events that reveal character.
- **Common Core Coach** Teach inference using Think Aloud, TM p. 7, to address identifying and analyzing character’s feelings and motives.
- **Common Core Coach** Preview and teach the vocabulary words, SE p. 13.
- **Readiness for Common Core**

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Teach characterization in The Adventures of Tom Sawyer and guide students through Comprehension Check, SE p. 12.
- **Common Core Coach** Teach vocabulary and guide students through completing word maps. Use highlighted words in Little Women to reinforce meanings.

**DIFFERENTIATION OPTIONS**

- **Common Core Coach** Guide students through Anchor Standard Discussion Questions, SE p. 19. Point out that both questions are about characterization.
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 20.

**Readiness for Common Core**
# Unit: Reading Fiction

<table>
<thead>
<tr>
<th>Day 1</th>
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<td><strong>LESSON FOCUS</strong></td>
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<td>RL.8.2, RL.8.3, RL.8.6, L.8.5.a</td>
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<td><strong>Common Core Coach</strong></td>
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<td><strong>Skills</strong></td>
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<td><strong>Skills</strong></td>
<td><strong>Skills</strong></td>
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<tr>
<td>✓ Point of View</td>
<td>✓ Sequence</td>
<td>✓ Plot Elements</td>
<td>✓ Context Clues</td>
<td>✓ Make Predictions</td>
</tr>
<tr>
<td>✓ Irony</td>
<td>✓ Across the Stars, Part I</td>
<td>✓ Close Reading</td>
<td>✓ Close Reading</td>
<td>✓ Making Predictions</td>
</tr>
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<td><strong>Readiness for Common Core</strong></td>
<td><strong>DIRECTIONS OPTIONS</strong></td>
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<td><strong>Common Core Support Coach</strong></td>
</tr>
<tr>
<td>Teach challenging vocabulary. Then students choose a word and write about its meaning in the text.</td>
<td>Reread Across the Stars, Part I with the <strong>texts</strong> annotations, showing students that these focus on sequence. Guide students to complete the Sequence Chart.</td>
<td>Reread Across the Stars, Part I with the <strong>texts</strong> annotations, showing students that these focus on plot elements. Guide students to complete the Close Reading Worksheet.</td>
<td>After discussing the <strong>texts</strong> annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.</td>
<td>Reread Across the Stars, Part II with the <strong>texts</strong> annotations, focusing on making predictions. Guide students to complete the Making Predictions chart.</td>
</tr>
<tr>
<td><strong>Common Core Support Coach</strong></td>
<td><strong>Common Core Support Coach</strong></td>
<td><strong>Common Core Support Coach</strong></td>
<td><strong>Common Core Support Coach</strong></td>
<td><strong>Common Core Support Coach</strong></td>
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<tr>
<td><strong>Common Core Support Coach</strong> As an alternate, use Lesson 2: Traditional Literature, SE p. 31.</td>
<td><strong>Readiness for Common Core</strong></td>
<td><strong>Readiness for Common Core</strong></td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td><strong>Common Core Support Coach</strong> Review Try It, SE p. 6.</td>
<td><strong>Common Core Support Coach</strong> Review Try It, SE p. 7. Reread Across the Stars, Part I with the <strong>texts</strong> annotations, showing students that these focus on plot elements. Guide students to complete the Close Reading Worksheet.</td>
<td><strong>Common Core Support Coach</strong> 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.</td>
<td><strong>Common Core Support Coach</strong> After discussing the <strong>texts</strong> annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.</td>
<td><strong>Common Core Support Coach</strong> 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.</td>
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<tr>
<td><strong>Common Core Support Coach</strong> 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.</td>
<td><strong>Common Core Support Coach</strong> Focus on context clues in Across the Stars, Part I using Supporting ELLs, TM p. 10. Preview Vocabulary, SE p. 13.</td>
<td><strong>Common Core Support Coach</strong> Use Discussion Questions, TE p. 2. Review the characteristics of fictional texts. Have students write about specific characteristics in the passages they have read.</td>
<td><strong>Common Core Support Coach</strong> 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.</td>
<td><strong>Common Core Support Coach</strong> 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.</td>
</tr>
</tbody>
</table>

**Waggle** No goal assignment

- ✓ Non-Assessed Skills/Strategies
- ✓ Assessed Skills/Strategies
#### Week 3

<table>
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<tr>
<th>Day 1</th>
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<th>Day 4</th>
<th>Day 5</th>
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<tbody>
<tr>
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#### Day 1

**Lesson Focus**
- RL.8.4, RL.8.6, L.8.5.c
- Common Core Support Coach
- Lesson 1: Fiction
  - Student Edition pp. 16–21, 284
  - Teacher’s Manual pp. 13–19
  - Skills
    - Differences in Points of View
    - Distinguish between Denotation and Connotation
    - Close Reading
- Across the Stars, Part II
- Review Differences in Point of View
  - Across the Stars, Part II
- Students:
  - Reread the passage (second read).
  - Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 284, and Vocabulary, SE p. 21.

#### Day 2

**Lesson Focus**
- RL.8.6, W.8.4
- Common Core Support Coach
- Lesson 1: Fiction
  - Student Edition pp. 16–20, 22–28, 284
  - Teacher’s Manual pp. 14–18, 20–22
  - Skills
    - Point of View
    - Close Reading
    - Write about Literature
- Respond to Text
  - Across the Stars, Part II
  - Read the passage (third read). Then have students complete the Close Reading Worksheet, SE p. 284. Follow with Respond to Text, SE p. 22.

#### Day 3

**Lesson Focus**
- RL.8.6, W.8.4
- Common Core Support Coach
- Lesson 1: Fiction
  - Student Edition pp. 16–20, 22–28
  - Teacher’s Manual pp. 14–18, 20–22
  - Skills
    - Point of View
    - Close Reading
    - Write about Literature
- Respond to Text
  - Across the Stars, Part II
  - Review and discuss the Essential Question and the following focus skills:
    - understand how events propel plot
    - understand how differing points of view create effects
    - identify context clues

#### Day 4

**Lesson Focus**
- RL.8.1–8.6, RL.8.10, L.8.4.a
- Common Core Support Coach
- Lesson 1: Reading Fiction
  - Student Edition p. 5
  - Teacher’s Manual p. 3
  - Skills
    - Plot Elements
    - Point of View
    - Context Clues
  - Listen and Learn
  - Review Comprehension Check, SE p. 29–30. Have students share answers and discuss the text, pointing out evidence that they find.

#### Day 5

**Lesson Focus**
- L.8.5
- Common Core Support Coach
- Lesson 1: Reading Fiction
  - The History of Disaster
  - Red for Common Core

**Review and Assess Options:**
- Common Core Support Coach Quiz 1 (also in Readiness)
  - Skills
    - Plot Elements
    - Context Clues
    - Distinguish between Denotation and Connotation
    - Point of View
  - Common Core Support Coach
  - Lesson 1: Fiction
  - Student Edition pp. 24–30
  - Teacher’s Manual p. 22
  - Read on Your Own
  - The History of Disaster
  - Review Comprehension Check, SE p. 29–30. 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. 49–55.
  - Common Core Support Coach
  - Review answers to Quiz 1 with students.

**Non-Assessed Skills/Strategies**
- Readiness for Common Core
## Unit: Writing Responses to Literature

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<td>W.8.9.a, L.8.4.c</td>
<td>W.8.9.a</td>
<td>W.8.4, W.8.5, W.8.9.a</td>
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<td>✔ Engage in Collaborative Discussion</td>
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<td><strong>Common Core Coach</strong> Use notes, TM p. 18, to introduce the purpose and audience for a response to literature.</td>
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<td><strong>Common Core Coach</strong> 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.</td>
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<td><strong>Common Core Coach</strong> Use the graphic on SE p. 22 to help students understand the characteristics and structure of responses to literature.</td>
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<td><strong>Common Core Coach</strong> 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.</td>
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<td><strong>Common Core Coach</strong> Using the chart, SE p. 27, discuss how the reference materials listed can help students understand words and use them correctly. Guide students in completing the activity and using the words in meaningful sentences.</td>
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<td><strong>Common Core Coach</strong> Take a deeper dive into SE pp. 29-31 with students who need extra support as they use the brainstorm graphic organizers provided to complete Try It.</td>
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**Waggle** | **Goal** | Literary Elements

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

**LESSON FOCUS**
- **W.8.1.d, W.8.9.a, L.8.6, SL.8.1**
- **Common Core 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.

**DIFFERENTIATION OPTIONS**
- **Common Core 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.
- **Performance Coach** Have students complete the Coached Example, SE pp. 183–185.
- **Readiness for Common Core**

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**LESSON FOCUS**
- **W.8.4, W.8.5, W.8.9.a, L.8.6**
- **Common Core 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.

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

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**LESSON FOCUS**
- **W.8.4, W.8.5, W.8.9.a, L.8.2.c**
- **Common Core 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 5, 6
Read SE pp. 42–43. Provide time for students to finish revising and begin editing.

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

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**LESSON FOCUS**
- **W.8.4, W.8.5, W.8.6, W.8.7, W.8.8, W.8.9.a, SL.8.1, L.8.2.c, L.8.3.a, L.8.4.c, L.8.6**
- **Common Core 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 6, 7
Read SE pp. 44–45. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 46.

**DIFFERENTIATION OPTIONS**
- **Common Core Coach** Use SE p. 40 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Readiness for Common Core**

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**PUBLISH AND ASSESS OPTIONS:**
- **Common Core Coach**
  - Benchmark Assessment 1 (also in Readiness)
  - Teacher’s Manual p. 33

**Skills**
- ✔ 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**
- **Common Core Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Common Core Coach** Review answers to Benchmark Assessment 1 with students.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 186–195.
- **Readiness for Common Core**
## Unit: Reading Literary Nonfiction

### LESSON FOCUS

**RI.8.1, RI.8.2, RI.8.4, SL.8.1**

**Common Core Coach**

Lesson 3: Reading Literary Nonfiction
- Student Edition pp. 47–51
- Teacher’s Manual pp. 35–39

**Skills**
- Recognize the Significance of Literary Nonfiction
- Engage in Collaborative Discussion

Listen and Learn

An Unbreakable Code

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.

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Teach literary nonfiction text elements in An Unbreakable Code, noting and listing text elements.
- **Common Core Coach** Teach text structure (sequence/chronological) in An Unbreakable Code.
- **Common Core Coach** Reread An Unbreakable Code, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Readiness for Common Core**

### LESSON FOCUS

**RI.8.1, RI.8.2, RI.8.4, SL.8.1, L.8.5.c**

**Common Core Coach**

Lesson 3: Reading Literary Nonfiction
- Student Edition pp. 48–53
- Teacher’s Manual pp. 36–40

**Skills**
- Main Ideas and Supporting Details
- Connotation and Denotation
- Engage in Collaborative Discussion

Listen and Learn

An Unbreakable Code

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.

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Teach summary using An Unbreakable Code and guide students through Comprehension Check, SE p. 52.
- **Common Core 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.
- **Readiness for Common Core**

### LESSON FOCUS

**RI.8.1, RI.8.2, RI.8.4, SL.8.1**

**Common Core Coach**

Lesson 3: Reading Literary Nonfiction
- Student Edition pp. 52–58
- Teacher’s Manual pp. 41–43

**Skills**
- Summary
- Engage in Collaborative Discussion

Share and Learn

An Unbreakable Code

Have students read and discuss the passage. SE pp. 54–58.

### DIFFERENTIATION OPTIONS

- **Common Core Coach** Teach Bridges with a History using Coached Example, SE p. 59. Point out that the first question is about main idea; the second question is about inference.
- **Common Core 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.
- **Readiness for Common Core**

### LESSON FOCUS

**RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, SL.8.1, W.8.1**

**Common Core Coach**

Lesson 3: Reading Literary Nonfiction
- Student Edition pp. 54–60
- Teacher’s Manual pp. 41–44

**Skills**
- Main Ideas and Supporting Details
- Inference
- Engage in Collaborative Discussion

Reread

An Unbreakable Code or Bridges with a History

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.

### DIFFERENTIATION OPTIONS

- **Common Core 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.
- **Common Core Coach** Have students work in pairs to complete the Comprehension Check, SE p. 60.
- **Readiness for Common Core**
### Week 7

#### Day 1

- **Unit:** Reading Literary Nonfiction

**LESSON FOCUS**

<table>
<thead>
<tr>
<th>R.I.8.1, R.I.8.2</th>
<th>Common Core Coach</th>
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<tr>
<td>Lesson 3: Literary Nonfiction</td>
<td>Read on Your Own Brave Bessie Coleman</td>
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**Skills**

- Main Ideas and Supporting Details
- Summary

**DIFFERENTIATION OPTIONS**

- Common Core Coach Independent Leveled Practice Resource Book |

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**Skills**

- Main Ideas and Details

**DIFFERENTIATION OPTIONS**

- Common Core Coach Independent Leveled Practice Resource Book |

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**Skills**

- Word Choice and Tone
- Close Reading

**DIFFERENTIATION OPTIONS**

- Common Core Support Coach Review Try It, SE p. 112. Reread Saving the Sun with the first read annotations, focusing on summary. Guide students to complete the Summary Chart. |

**LESSON FOCUS**

<table>
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<th>R.I.8.2, R.I.8.4, W.8.4.a, L.8.4.a, L.8.4.d</th>
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**Skills**

- Context Clues
- Close Reading: Analyze
- Write about Informational Text

**DIFFERENTIATION OPTIONS**

- Common Core Support Coach 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. |

**LESSON FOCUS**

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**Skills**

- Summarize

**DIFFERENTIATION OPTIONS**

- Common Core Support Coach 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. |

**Waggle**

- Goal Informational Text Elements
### Unit: Reading Literary Nonfiction

#### LESSON FOCUS

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<td>Lesson 5: Literary Nonfiction</td>
<td>RI.8.2, RI.8.4, RI.8.6, RI.8.8, L.8.5.c</td>
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#### Common Core 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**

#### Differentiation Options

- **Common Core Support Coach**
  - **Try It**
  - **Use Supporting Struggling Learners**
  - **Have Students List Two Word Pairs with the Same Denotation But Different Connotation**
  - **Readiness for Common Core**

#### DIFFERENTIATION OPTIONS

- **Close Reading**
- **An Extraordinary Imagination**
- **Review Author’s Point of View**
- **An Extraordinary Imagination**
- **Read the passage**

**Second read** annotations showing students that these focus on author’s point of view. Guide students to complete the Close Reading Worksheet, SE p. 300, and Vocabulary, SE p. 127.

#### DIFFERENTIATION OPTIONS

- **Common Core Support Coach**
  - **Guide students through Respond to Text using support, TM pp. 112–113. Have them work with partners and write.**
  - **Have students read (third read) Keeping America Wild, SE pp. 130–134.**
  - **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.**
  - **Readiness for Common Core**

#### REVIEW

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#### Common Core 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**
- **Author’s Point of View**

#### DIFFERENTIATION OPTIONS

- **Common Core Support Coach**
  - **Guide students through Respond to Text.**
  - **Write about Informational Text.**
  - **Write about Informational Text.**
  - **Guide students through Respond to Text.**

#### REVIEW AND ASSESS OPTIONS:

- **Common Core Support Coach**
  - **Quiz 5 (also in Readiness)**

#### Week 8

**Waggle**

- **Goal** Parts of Speech

- **Non-Assessed Skills/Strategies**

- **Assessed Skills/Strategies**
## Unit: Reading Historical Texts

### Lesson 5: Reading Historical Texts

**LESSON FOCUS**
RI.8.3, RH.6-8.5, SL.8.1

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

**LESSON FOCUS**
RI.8.3, RH.6-8.5, RH.6-8.5

**Common Core Coach**
Lesson 5: Reading Historical Texts

- **Student Edition pp. 90–94**
- **Teacher’s Manual pp. 68–71**

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

**DIFFERENTIATION OPTIONS**
- **Common Core Coach**
  - Teach the text features and purpose of a passage.
  - Preview the passage and have students note key words and phrases.
  - Teach domain-specific vocabulary. TM p. 65, to address domain-specific vocabulary.

**LESSON FOCUS**
RI.8.5, RI.8.8, RI.8.9, RH.6–8.8, SL.8.1

**Common Core 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**
- **Common Core Coach**
  - Guide students as they unpack the text structures used to organize the article.
  - Have students work in pairs to complete Comprehension Check, SE pp. 95–96.

**LESSON FOCUS**
RI.8.1, SL.8.1, W.8.1

**Common Core 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**
- **Common Core Coach**
  - Guide students through Anchor Standard Discussion Questions and Comprehension Check, SE p. 95.
  - Point out that the question is about connotation and word choice.
  - Have students work in pairs to complete Coached Example, SE pp. 298–300.

**DIFFERENTIATION OPTIONS**
- **Performance Coach**
  - Using the Think-Pair-Share model, have students work in pairs to complete Coached Example, SE pp. 298–300.
  - ✔ Readiness for Common Core

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**Goal: Parts of Speech**

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

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UNIT: Reading Historical Texts

LESSON FOCUS
RI.8.9, RH.6–8.3, RH.6–8.5, RH.6–8.9
Common Core Coach
Lesson 5: Reading Historical Texts
- Common Core Coach
- Independent Leveled Practice Resource Book pp. 29–37

Skills
- Compare and Contrast Texts
- Read on Your Own
- The Second War of Independence
- Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

DIFFERENTIATION OPTIONS
- Common Core Coach
- Independent Leveled Practice Resource Book
- Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
- Common Core Coach
- Independent Leveled Practice Resource Book
- Have students work with partners to distinguish between fact and opinions. Then explain, using text evidence, whether the opinions are reasoned judgments.
- Performance Coach
- Have students work in pairs to do Lesson Practice, SE pp. 301–305.
- Readiness for Common Core

LESSON FOCUS
RI.8.1
Common Core Support Coach
Lesson 6: Historical Texts
- Student Edition pp. 137–138, 140–144, 301
- Teacher’s Manual pp. 117–118, 120–125
Skills
- Fact, Opinion, and Reasoned Judgment
- Close Reading
The Great Influenza Pandemic of 1918
- 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.

DIFFERENTIATION OPTIONS
- Common Core Support Coach
- 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.
- Common Core Support Coach
- 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.
- Common Core Support Coach
- Readiness for Common Core

LESSON FOCUS
RI.8.8, RI.8.9, RH.6–8.8
Common Core Support Coach
Lesson 6: Historical Texts
- Student Edition pp. 139–145, 302
- Teacher’s Manual pp. 119–125
Skills
- Fact, Opinion, and Reasoned Judgment
- Close Reading
The Great Influenza Pandemic of 1918
- 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.

DIFFERENTIATION OPTIONS
- Common Core Support Coach
- 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.
- Common Core Support Coach
- Readiness for Common Core

LESSON FOCUS
RI.8.8, RI.8.9, RH.6–8.4, RH.6–8.8, L.8.6
Common Core Support Coach
Lesson 6: Historical Texts
- Student Edition pp. 140–145, 301
- Teacher’s Manual pp. 120–125
Skills
- Domain-Specific Vocabulary
- Write about Informational Text
- Close Reading
The Great Influenza Pandemic of 1918
- Review the passage (third read). Then have students complete the Close Reading Worksheet, SE p. 301. Follow with Vocabulary, SE p. 145.

DIFFERENTIATION OPTIONS
- Common Core Support Coach
- Review Try It, SE p. 146. Reread Hair Story with the third read annotations, focusing on comparing and contrasting. Guide students to complete the Compare and Contrast Chart.
- Common Core Support Coach
- 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.
- Readiness for Common Core

LESSON FOCUS
RI.8.9, W.8.2, W.8.4
Common Core Support Coach
Lesson 6: Historical Texts
- Student Edition pp. 146, 148–152, 303
- Teacher’s Manual pp. 126, 128–133
Skills
- Compare and Contrast Texts
- Write about Informational Text

Differing options:
- Common Core Support Coach
- Review Compare and Contrast, SE p. 146. Read the passage (first read). Have students complete the Compare and Contrast Chart, SE p. 303.

DIFFERENTIATION OPTIONS
- Common Core Support Coach
- Read Hair Story and complete the Close Reading Worksheet, SE p. 301. Follow with Vocabulary, SE p. 145.
- Readiness for Common Core

LESSON FOCUS
RI.8.9, W.8.2
Common Core Support Coach
Lesson 6: Historical Texts
- Student Edition pp. 148–152, 303
- Teacher’s Manual p. 126
- Teacher’s Manual pp. 128–133
Skills
- Compare and Contrast Texts
- Write about Informational Text

Hair Story
- Review Compare and Contrast, SE p. 146. Read the passage (first read). Have students complete the Compare and Contrast Chart, SE p. 303.
# Week 11

## Unit: Reading Historical Texts

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<thead>
<tr>
<th>Day 1</th>
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<th>Day 3</th>
<th>Day 4</th>
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<tr>
<td><strong>Lesson Focus</strong>&lt;br&gt;R.I.8.3, RH.6–8.5</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;R.I.8.1, R.I.8.8, R.I.8.9, RH.6–8.4, RH.6–8.8, L.8.6, W.8.4</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;R.I.8.1, R.I.8.8, R.I.8.9, RH.6–8.4, RH.6–8.8, W.8.1</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;R.I.8.1, R.I.8.8, R.I.8.9, RH.6–8.4, RH.6–8.8, L.8.6</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;R.I.8.1, R.I.8.8, R.I.8.9, RH.6–8.4, RH.6–8.8, R.I.10.2, RH.6–8.8, L.8.6</td>
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<td><strong>Common Core Support Coach</strong>&lt;br&gt;Lesson 6: Historical Texts</td>
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<td><strong>Common Core Coach</strong>&lt;br&gt;Lesson 5: Reading Historical Texts</td>
<td><strong>Common Core Coach</strong>&lt;br&gt;Lesson 5: Reading Historical Texts</td>
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</tbody>
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### Differentiation Options

- **Common Core Support Coach**<br>Lesson 6: Historical Texts
  - Have students read the second read annotations, showing students that these focus on text structure. Guide students to complete the Close Reading Worksheet.
- **Common Core Support Coach**<br>TM p. 147. Reread Hairstory with the second read annotations, then have students complete the relevant questions on the Close Reading Worksheet, SE p. 304, and Vocabulary, SE p. 153.

**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

- **Common Core Support Coach**<br>Lesson 6: Historical Texts
  - Have them work with partners and write.
- **Common Core Support Coach**<br>Nuclear Disasters, SE pp. 156–160.

**Skills**
- Evaluate Evidence and Opinions
- Write about Informational Text

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**<br>Guide students through a text using support, TM pp. 134–135.
- **Common Core Support Coach**<br>Nuclear Disasters, SE pp. 156–160.
- **Readiness for Common Core**

### Differentiation Options

- **Common Core Support Coach**<br>Guide students through an activity using support, TM pp. 134–135.
- **Common Core Support Coach**<br>Nuclear Disasters, SE pp. 156–160.
- **Readiness for Common Core**

### Differentiation Options

- **Common Core Support Coach**<br>Guide students through an activity using support, TM pp. 134–135.
- **Common Core Support Coach**<br>Nuclear Disasters, SE pp. 156–160.
- **Readiness for Common Core**

### Differentiation Options

- **Common Core Support Coach**<br>Guide students through an activity using support, TM pp. 134–135.
- **Common Core Support Coach**<br>Nuclear Disasters, SE pp. 156–160.
- **Readiness for Common Core**

### Differentiation Options

- **Common Core Support Coach**<br>Guide students through an activity using support, TM pp. 134–135.
- **Common Core Support Coach**<br>Nuclear Disasters, SE pp. 156–160.
- **Readiness for Common Core**

### Differentiation Options

- **Common Core Support Coach**<br>Guide students through an activity using support, TM pp. 134–135.
- **Common Core Support Coach**<br>Nuclear Disasters, SE pp. 156–160.
- **Readiness for Common Core**

### Differentiation Options

- **Common Core Support Coach**<br>Guide students through an activity using support, TM pp. 134–135.
- **Common Core Support Coach**<br>Nuclear Disasters, SE pp. 156–160.
- **Readiness for Common Core**

### Differentiation Options

- **Common Core Support Coach**<br>Guide students through an activity using support, TM pp. 134–135.
- **Common Core Support Coach**<br>Nuclear Disasters, SE pp. 156–160.
- **Readiness for Common Core**

### Differentiation Options

- **Common Core Support Coach**<br>Guide students through an activity using support, TM pp. 134–135.
- **Common Core Support Coach**<br>Nuclear Disasters, SE pp. 156–160.
- **Readiness for Common Core**

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**Review and Assess Options:**
- **Common Core Support Coach** Quiz 6 (also in Readiness)

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

**Common Core Support Coach**
- **Lesson 5: Reading Historical Texts**
  - Student Edition pp. 156–160
  - Teacher’s Manual p. 136

**Read on Your Own**
- Nuclear Disasters
- Review Comprehension Check, SE pp. 161–162

**Skills**
- Text Structures
- Common Core Support Coach
  - Lesson 5: Reading Historical Texts
  - Student Edition p. 85
  - Teacher’s Manual p. 63
- **Non-Assessed Skills/Strategies**
  - Common Core Support Coach
    - Lesson 5: Reading Historical Texts
    - Student Edition pp. 154–160
    - Teacher’s Manual p. 136
- **Readiness for Common Core**
  - Common Core Support Coach
    - Lesson 5: Reading Historical Texts
    - Student Edition pp. 156–160

**Assessed Skills/Strategies**
- Common Core Support Coach
  - Lesson 5: Reading Historical Texts
  - Student Edition pp. 156–160
  - Teacher’s Manual p. 136
- **Readiness for Common Core**
  - Common Core Support Coach
    - Lesson 5: Reading Historical Texts
    - Student Edition pp. 156–160
    - Teacher’s Manual p. 136

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### LESSON FOCUS
RI.8.1, SL.8.1
Common Core Coach
Lesson 9: Reading Scientific and Technical Texts
- Student Edition pp. 147–151
- Teacher’s Manual pp. 125–129

**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 Consider questions, SE p. 148.

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

### LESSON FOCUS
RI.8.5, RST.6–8.5, SL.8.1
Common Core Coach
Lesson 9: Reading Scientific and Technical Texts
- Student Edition pp. 148–153
- Teacher’s Manual pp. 126–131

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

### LESSON FOCUS
Common Core Coach
Lesson 9: Reading Scientific and Technical Texts
- Student Edition pp. 152–158
- Teacher’s Manual pp. 130–133

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

### Listen and Learn
Let It Burn?
Reread Wealth in the Rain Forests
Preview Vocabulary, SE p. 153. Then have students read and discuss the passage, SE pp. 154–158.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** Teach the text structure categories in Let It Burn? and guide students through Comprehension Check, SE p. 152.
- **Common Core Coach** Teach vocabulary and guide students through SE p. 153. Use highlighted words in Wealth in the Rain Forests to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 112–115 and identify the text features also used in Let It Burn? and Wealth in the Rain Forests.
- **Readiness for Common Core**

### LESSON FOCUS
Common Core Coach
Lesson 9: Reading Scientific and Technical Texts
- Student Edition pp. 154–160
- Teacher’s Manual pp. 132–135

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

### Listen and Learn
Let It Burn?
Wealth in the Rain Forests
Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 159–160.

### DIFFERENTIATION OPTIONS
- **Common Core Coach** Reread Wealth in the Rain Forests, guiding students to note facts and speculations. Create a fact vs. speculation T-chart.
- **Common Core Coach** Reread Wealth in the Rain Forests, SE pp. 154–158, and guide students as they unpack the specific data represented by visual data.
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 116–119.
- **Readiness for Common Core**

### LESSON FOCUS
RI.8.1, W.8.4, SL.8.1
Common Core Coach
Lesson 9: Reading Scientific and Technical Texts
- Student Edition pp. 147–151, 154–160

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

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

## Lesson Focus
- **RI.8.8, RST.6–8.5, RST.6–8.7, RST.6–8.8**

### Common Core Coach

**Lesson 9: Reading Scientific and Technical Texts**

#### Common Core Support Coach

**Lesson 7: Scientific Texts**
- Student Edition pp. 163–164, 166–170, 305
- Teacher’s Manual pp. 139–148

**Skills**
- Fact vs. Speculation

### Readiness for Common Core

- **Independent Leveled Practice Resource Book** pp. 57–65

### Differentiation Options

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

- **Common Core Coach**
  - Independent Leveled Practice
  - **Resource Book**
  - **Teach** find facts and speculations and explain them to each other.

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

### Lesson 7: Scientific Texts

#### Differentiation Options

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<tr>
<td><strong>Close Reading: Connect</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Nuances in Academic Vocabulary</strong></td>
<td><strong>Paragraph Structure</strong></td>
<td><strong>Tracking Forest Fires</strong></td>
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<td><strong>Types of Evidence</strong></td>
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<td><strong>Discuss scientific texts and the skills that will be reviewed</strong></td>
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<td><strong>Write about Informational Text</strong></td>
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<td><strong>The Great Pacific Garbage Patch</strong></td>
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<td><strong>Read the passage</strong></td>
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<td><strong>Have students complete the relevant questions on the Close Reading Worksheet.</strong></td>
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<td><strong>Review Try It, SE p. 164. Reread The Great Pacific Garbage Patch with the first read annotations, showing students that these focus on summarizing. Guide students to complete the relevant questions on the Close Reading Worksheet.</strong></td>
<td><strong>Review Try It, SE p. 165. Reread The Great Pacific Garbage Patch with the second read annotations, showing students that these focus on types of evidence. Guide students to complete the Types of Evidence Worksheet.</strong></td>
<td><strong>Review Try It, SE p. 166. Reread The Great Pacific Garbage Patch with 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. 172. Reread Tracking Forest Fires with the first read annotations, focusing on paragraph structure. Guide students to complete the Close Reading Worksheet.</strong></td>
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<td><strong>Use Supporting Struggling Learners scaffolding, TM pp. 140, 143. Help students understand how to distinguish between interesting information and supporting details when summarizing The Great Pacific Garbage Patch.</strong></td>
<td><strong>Focus on nuances in academic vocabulary in The Great Pacific Garbage Patch using Word Study and Supporting ELLs, TM pp. 144, 146. Preview Vocabulary, SE p. 171.</strong></td>
<td><strong>Use Discussion Questions, TE p. 34. Review the characteristics of scientific and technical texts. Have students write about specific characteristics in the passages they have read.</strong></td>
<td><strong>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.</strong></td>
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<td><strong>Have students work in pairs to do Coached Example, SE pp. 129–131.</strong></td>
<td><strong>Have students complete the Lesson Practice, SE pp. 132–137.</strong></td>
<td><strong>Have students complete the lesson.</strong></td>
<td><strong>Readiness for Common Core</strong></td>
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*Waggle* Goal: Informational Text Structure

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

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**Unit: Reading Scientific and Technical Texts**

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<th>REVIEW</th>
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<td><strong>Common Core Support Coach</strong> Lesson 7: Scientific Texts</td>
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<td>• Common Core Support Coach</td>
<td>• Common Core Support Coach</td>
<td>• How My Evidence Affected My Reading</td>
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<tr>
<td>Review Try It, SE p. 173. Reread Tracking Forest Fires with the <strong>second read</strong> annotations, showing students that these focus on evaluating evidence. Guide students to complete the Close Reading Worksheet.</td>
<td>Guide students through Respond to Text using support, TM pp. 158–159.</td>
<td>Have students read (second read) <strong>Toys in Space!</strong> SE pp. 184–188.</td>
<td>Write about Scientific Text</td>
<td>Write about Scientific Text</td>
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<tr>
<td>• Common Core Support Coach</td>
<td>• Common Core Support Coach</td>
<td><strong>Performance Coach</strong> Use Language Spotlight, SE p. 101 and TE p. 36, to teach domain-specific vocabulary. Have students choose a vocabulary word to write about.</td>
<td>Respond to Text</td>
<td>Respond to Text</td>
</tr>
<tr>
<td>Use Supporting Struggling Learners scaffolding, TM pp. 149–150, to reread and discuss the passage. Review Vocabulary, SE p. 181.</td>
<td>Have students read (first read) <strong>Toys in Space!</strong> SE pp. 184–188.</td>
<td><strong>REVIEW</strong></td>
<td><strong>REVIEW</strong></td>
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<td><strong>Readiness for Common Core</strong> Reteach using a thesaurus and finding synonyms, TM p. 156 Review Vocabulary, SE p. 181.</td>
<td><strong>Readiness for Common Core</strong></td>
<td><strong>REVIEW AND ASSESS OPTIONS:</strong></td>
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<td><strong>Common Core Support Coach</strong> Quiz 7 (also in Readiness)</td>
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<td>• Nuances in Academic Vocabulary</td>
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<td>• Paragraph Structure</td>
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<td>• Types of Evidence</td>
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<td>• Evaluate Evidence</td>
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<td>• Using a Thesaurus</td>
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<td>• Reteach using a thesaurus and domain-specific vocabulary</td>
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<td>• Close Reading: Evaluate Author's Point of View</td>
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<td>• Write about Informational Text</td>
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<td>• Evaluate whether evidence is reliable, credible, and sufficient</td>
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<td>• Use visual information to support evidence</td>
<td>• Use visual information to support evidence</td>
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<td>• Determine meaning of domain-specific vocabulary in informational text</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<td>• Common Core Support Coach</td>
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<td>Guide students through Respond to Text using support, TM pp. 158–159. Have them work with partners and write.</td>
<td>Have students read (second read) <strong>Toys in Space!</strong> SE pp. 184–188.</td>
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<td><strong>PERFORMANCE COACH</strong></td>
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<td>Do shared writing with students in Lesson Practice, SE pp. 120–125 (item 6).</td>
<td>To review evaluating evidence and reasoned judgment, have students complete Lesson Practice, SE pp. 120–124.</td>
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</tr>
</tbody>
</table>
Unit: Writing Informative Texts

**LESSON FOCUS**

**W.8.2, SL.8.1**

**Common Core Coach**

**Lesson 10: Writing Informative Texts**

- Student Edition pp. 161–162
- Teacher’s Manual pp. 138–139

**Skills**

- Write Informative Texts
- Engage in Collaborative Discussion

**Differentiation Options**

- **Common Core Coach** Use notes, TM p. 138, to introduce the purpose and audience for an informative text.
- **Common Core Coach** Review A Place to Protect and identify and discuss the introduction, supporting details, and conclusion of that text.
- **Readiness for Common Core**

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**LESSON FOCUS**

**W.8.2**

**Common Core Coach**

**Lesson 10: Writing Informative Texts**

- Student Edition pp. 162–163
- Teacher’s Manual pp. 138–139

**Skills**

- Write Informative Texts
- Main Idea and Supporting Details
- Roots and Affixes
- Write Informative Texts

**Differentiation Options**

- **Common Core Coach** Use the graphic on SE p. 162 to help students understand the characteristics and structure of informative text.
- **Common Core Coach** Have accelerating students identify the introduction, body, and conclusion of the Mentor Text.
- **Performance Coach** Have students complete interactive lesson Getting the Idea, SE pp. 234–236.
- **Readiness for Common Core**

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**LESSON FOCUS**

**W.8.2, L.8.4.b, L.8.6, SL.8.1**

**Common Core Coach**

**Lesson 10: Writing Informative Texts**

- Student Edition pp. 165–166
- Teacher’s Manual pp. 140–141

**Skills**

- Main Idea and Supporting Details
- Roots and Affixes
- Write Informative Texts

**Differentiation Options**

- **Common Core Coach** Reteach word roots and affixes using the chart on SE p. 165. Have students work with a partner to add three words with either prefixes or suffixes added to a root word to the chart.
- **Common Core Coach** Review the Writing Process, SE p. 166, for students who need extra support.
- **Readiness for Common Core**

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**LESSON FOCUS**

**W.8.2, W.8.4, W.8.5, W.8.8, W.8.9.b**

**Common Core Coach**

**Lesson 10: Writing Informative Texts**

- Student Edition pp. 167–173
- Teacher’s Manual pp. 143–144

**Skills**

- Write Informative Texts
- Relevance
- Credibility

**Differentiation Options**

- **Common Core Coach** Take a deeper dive into SE pp. 167–169 with students who need extra support as they use the research provided to complete Try It.
- **Common Core Coach** Have students work in pairs or small groups to generate questions about Louis Sullivan: His Story. 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 complete interactive lesson Getting the Idea, SE pp. 214–217.
- **Readiness for Common Core**

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**LESSON FOCUS**

**W.8.2, W.8.4, W.8.5, W.8.8, W.8.9.b**

**Common Core Coach**

**Lesson 10: Writing Informative Texts**

- Student Edition pp. 174–177
- Teacher’s Manual pp. 145–147

**Skills**

- Write Informative Texts
- Take Notes on Research

**Differentiation Options**

- **Common Core Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Performance Coach** Have accelerating students complete Coached Example, SE pp. 218–223.
- **Readiness for Common Core**
**Unit: Writing Informative Texts**

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tbody>
<tr>
<td><strong>Common Core Coach</strong></td>
<td>Lesson 10: Writing Informative Texts</td>
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<td>Lesson 10: Writing Informative Texts</td>
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<tr>
<td><strong>Skills</strong></td>
<td>✔ Use Transition Words</td>
<td>✔ Word Choice and Tone</td>
<td>✔ Indicative Mood</td>
<td>✔ Write Informative Texts</td>
<td>✔ Write Informative Texts</td>
</tr>
<tr>
<td><strong>Writing Process: Steps 3, 4</strong></td>
<td>Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 166–167.</td>
<td>Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 182–185.</td>
<td>Read SE pp. 184–188.</td>
<td>Read SE pp. 184–188.</td>
<td>This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td>Common Core Coach For students who need extra support with SE p. 180–181, spend less time on pp. 176–179.</td>
<td>Common Core 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.</td>
<td>Common Core 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.</td>
<td>Common Core Coach Use SE pp. 176–186 as a springboard for students to discuss strategies for improving specific sentences in their writing.</td>
<td>Common Core Coach Students may use alternative media for their writing, especially if it includes images and text features.</td>
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<tr>
<td><strong>Waggle</strong></td>
<td>Goal: Literary Style</td>
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# Unit: Reading Drama

## LESSON FOCUS

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Focus</th>
<th>Common Core Coach</th>
<th>Skills</th>
<th>Differentiation Options</th>
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</thead>
<tbody>
<tr>
<td>Lesson 6: Reading Drama</td>
<td>RL.8.2, RL.8.3, RL.8.4, RL.8.5, SL.8.1, L.8.5c</td>
<td>Common Core Coach</td>
<td>☑ Dramatic Structure</td>
<td>Common Core Coach Teach dramatic text features in A Grand Geyser, noting and listing text features, including stage directions.</td>
</tr>
<tr>
<td>Lesson 6: Reading Drama</td>
<td>RL.8.2, RL.8.3, RL.8.4, RL.8.5</td>
<td>Common Core Coach</td>
<td>☑ Engage in Collaborative Discussion</td>
<td>Common Core Coach Reread A Grand Geyser, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
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<tr>
<td>Lesson 6: Reading Drama</td>
<td>RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, SL.8.1, L.8.5c</td>
<td>Common Core Coach</td>
<td>☑ Engage in Collaborative Discussion</td>
<td>Common Core Coach Use Speaking and Listening Project, TM pp. 90–93, during this unit.</td>
</tr>
<tr>
<td>Lesson 6: Reading Drama</td>
<td>RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, SL.8.1, L.8.5c</td>
<td>Common Core Coach</td>
<td>✔</td>
<td>Readiness for Common Core</td>
</tr>
<tr>
<td>Lesson 6: Reading Drama</td>
<td>RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, SL.8.1, L.8.5c</td>
<td>Common Core Coach</td>
<td>✔</td>
<td>Differentiation Options</td>
</tr>
</tbody>
</table>

## DIFFERENTIATION OPTIONS

- **Common Core Coach** Teach dramatic plot structure in A Grand Geyser, SE pp. 98–101, noting dramatic structures and their purposes. Complete the list of dramatic structures used.
- **Common Core Coach** Reread A Grand Geyser and guide students through Comprehension Check, SE p. 102.
- **Common Core Coach** Preview and teach the vocabulary words, SE p. 103.
- **Performance Coach** Have students use their understanding of dramatic irony to analyze the way it is told.
- **Readiness for Common Core** Have students free write for 5–7 minutes in response to the question, 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.

## Discussion Engage in Collaborative Activities

- **Dramatic Structure, SE p. 102.**
- **Dramatic Plot Structure, SE pp. 104–108.**
- **Vocabulary,** SE pp. 86–87, 88.
- **Characterization,** SE pp. 104–108.
- **Dramatic Irony,** SE pp. 109–110.
- **Compare and Contrast,** SE pp. 109–110.
- **Readiness for Common Core**

## Performance Coach

- **Use**
- **Readiness for Common Core**

## Waggle Goal

- **Literary Style**

## Non-Assessed Skills/Strategies

- **Common Core Coach**
- **Readiness for Common Core**

## Assessed Skills/Strategies

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

## Lesson 3: Drama

### Lesson Focus
- **RL.8.3** Common Core Support Coach
- **Lesson 3: Drama**
  - Student Edition pp. 62–66, 290
  - Teacher’s Manual pp. 52–57
  - **Skills**
    - Dramatic Structure
    - Close Reading
  - **Summarize**
    - The Setup, Scene 1
    - Discuss drama and the skills that will be reviewed, SE p. 59. Review summarize, SE p. 60. Read the passage **(first read)**. Have students complete the Summary Chart, SE p. 289.

### Differentiation Options
- **Common Core Support Coach**
  - **Independent Leveled Practice Resource Book**
    - Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.
  - **Use Supporting Struggling Learners**
    - Have students identify and explain the relationships between dialogue, character, and plot to each other.
  - **Readiness for Common Core**

## Lesson 4: Reading Drama

### Lesson Focus
- **L.8.4, W.8.2** Common Core 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
  - **Dramatic Structure**
    - The Setup, Scene 1
    - Review dramatic structure, SE p. 61. Read the drama **(second read)**. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 290.

### Differentiation Options
- **Common Core Support Coach**
  - **Independent Leveled Practice Resource Book**
    - Review compare and contrast, SE p. 68. Read the drama **(third read)**. Have students complete the Compare and Contrast Web, SE p. 291.
  - **Use Supporting Struggling Learners**
    - Focus on comparing and contrasting. Guide students to complete the Compare and Contrast Web.

## Lesson 5: Reading Drama

### Lesson Focus
- **RL.8.3, W.8.8** Common Core Support Coach
- **Lesson 3: Drama**
  - **Skills**
    - Compare and Contrast
  - **Use Supporting Struggling Learners**
    - 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.
  - **Readiness for Common Core**

### Waggle
- **Goal: Informational Text Style**

- **Non-Assessed Skills/Strategies**
- **Assessed Skills/Strategies**
LESSON FOCUS

Lesson 3: Drama

Common Core Support Coach
Lesson 3: Drama
- Student Edition pp. 70–74, 76–77
- Teacher’s Manual pp. 60–64, 66–67

Skills
- Characterization
- Compare and Contrast
- Close Reading
- Close Reading: Analyze
- Write about Informational Text

Respond to Text
- The Setup, Scenes 2 and 3
- Read the drama (second read)
- Then have students complete the Close Reading Worksheet, SE p. 292, and Vocabulary, SE p. 75.

DIFFERENTIATION OPTIONS
- Common Core 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.
  - Common Core Support Coach
    - Use Supporting Struggling Learners note, TM p. 60, to reread and discuss the drama. Review Vocabulary, SE p. 75.
  - Readiness for Common Core

LESSON FOCUS

Lesson 3: Drama

Common Core Support Coach
Lesson 3: Drama
- Student Edition pp. 70–74, 76–77
- Teacher’s Manual pp. 60–64, 66–67

Skills
- Characterization
- Compare and Contrast
- Close Reading: Analyze
- Write about Informational Text

Respond to Text
- The Setup, Scenes 2 and 3
- Read the drama (second read)
- Then have students complete the Close Reading Worksheet, SE p. 292. Follow with Respond to Text, SE pp. 76–77.

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  - Guide students through Respond to Text using support, TM pp. 66–67. Have them work with partners and write.
  - Common Core Support Coach
    - Have students read Animal Shelter, SE pp. 78–82 (second read).
  - Performance Coach
    - Use Language Spotlight, SE p. 30 and TE p. 12, to teach multiple-meaning words. Have students choose a vocabulary word to write about.
  - Readiness for Common Core

LESSON FOCUS

Lesson 6: Reading Drama

Common Core Support Coach
Lesson 6: Reading Drama
- Student Edition p. 97
- Teacher’s Manual p. 79

Skills
- Dramatic Structure
- Characterization
- Compare and Contrast
- Summarize

Listen and Learn
- Review and discuss the Essential Question and the following focus skills:
  - identify the elements of drama
  - analyze how dialogue reveals the points of view of the characters and propels the action in a drama
  - summarize the key ideas and supporting details
  - compare and contrast characters

DIFFERENTIATION OPTIONS
- Common Core Support Coach
  - Guide students through Respond to Text using support, TM pp. 66–67. Have them work with partners and write.
- Common Core Support Coach
  - Have students read Animal Shelter, SE pp. 78–82 (second read).
- Readiness for Common Core

UNIT: Reading Drama

Waggle

Goal: Informational Text Style

Non-Assessed Skills/Strategies
- Assessment

Assessed Skills/Strategies
- Reading
- Vocabulary
- Writing
- Close Reading
- Comprehension Check
- Multiple-Meaning Words
- Characterization
- Compare and Contrast
- Summarize
- Dramatic Structure
- Performances

Common Core Support Coach
Lesson 3: Drama
- Common Core 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.
  - Common Core Support Coach
    - Use Supporting Struggling Learners note, TM p. 60, to reread and discuss the drama. Review Vocabulary, SE p. 75.
  - Readiness for Common Core

Common Core Support Coach
Lesson 6: Reading Drama
- Common Core 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.
  - Common Core Support Coach
    - Use Supporting Struggling Learners note, TM p. 60, to reread and discuss the drama. Review Vocabulary, SE p. 75.
  - Readiness for Common Core

Common Core Support Coach
Lesson 6: Reading Drama
- Common Core 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.
  - Common Core Support Coach
    - Use Supporting Struggling Learners note, TM p. 60, to reread and discuss the drama. Review Vocabulary, SE p. 75.
  - Readiness for Common Core
Unit: Writing Fictional Narratives

LESSON FOCUS
W.8.3, W.8.4, W.8.5, L.8.5a, SL.8.1
Common Core 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

Essential Question
Introduce writing fictional narratives and discuss questions, TM p. 109, focusing on the Essential Question, Which plot and narration techniques contribute to an engaging fictional narrative? Then read SE p. 124 with students.

DIFFERENTIATION OPTIONS
- Common Core Coach Use notes, TM p. 110, to introduce the purpose and audience for a fictional narrative.
- Common Core 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.
- Readiness for Common Core

LESSON FOCUS
W.8.3, W.8.4, W.8.5
Common Core Coach
Lesson 8: Writing Fictional Narratives
- Student Edition pp. 125–126
- Teacher’s Manual pp. 111–112
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
- Common Core 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.
- Readiness for Common Core

LESSON FOCUS
W.8.3, W.8.4, W.8.5, L.8.5a, SL.8.1
Common Core 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
✓ Figures of Speech

Analyze a Mentor Text
Vocabulary Study
Discuss the Think About It questions, TM p. 112. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 127.

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

LESSON FOCUS
W.8.3, W.8.4, W.8.5
Common Core Coach
Lesson 8: Writing Fictional Narratives
- Student Edition pp. 128–131
- Teacher’s Manual pp. 114–115
Skills
✓ 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
- Common Core 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.
- Readiness for Common Core

Non-Assessed Skills/Strategies
✓ Assessed Skills/Strategies
# Unit: Writing Fictional Narratives

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

## LESSON FOCUS
- **W.8.3, W.8.4, W.8.5, W.8.6, SL.8.1, L.8.1,a, L.8.1.b**
- **Common Core 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
- **Common Core Coach** Identify sentences that students should revise to include sensory language. Provide students with support as they revise.
- **Performance Coach** Have students complete the Coached Example, SE pp. 200–203.
- **Readiness for Common Core**

## LESSON FOCUS
- **W.8.3, W.8.4, W.8.5, W.8.6, W.8.10, SL.8.1, L.8.1,a, L.8.1.b, L.8.4.a, L.8.4.d, L.8.5.b, L.8.6**
- **Common Core Coach**
- **Lesson 8: Writing Fictional Narratives**
  - Student Edition pp. 142–146
  - Teacher’s Manual pp. 122–123

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

## LESSON FOCUS
- **W.8.3, W.8.4, W.8.5, W.8.6, W.8.10, SL.8.1, L.8.1,a, L.8.1.b, L.8.4.a, L.8.4.d, L.8.5.b, L.8.6**
- **Common Core Coach**
- **Lesson 8: Writing Fictional Narratives**
  - Student Edition pp. 144–145
  - 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
- **Common Core 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.
- **Readiness for Common Core**

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

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

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**Week 21**

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

**Goal Paragraphs**

- ✔ Non-Assessed Skills/Strategies
- ✔ Assessed Skills/Strategies
### Unit: Reading Poetry

#### Lesson Focus

**RL.8.4, SL.8.1, SL.8.5**

**Common Core 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

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

<table>
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<tr>
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<td>✓ Common Core Coach Teach poetry structure in Endymion, explaining lines and stanzas.</td>
<td>✓ Common Core Coach Teach imagery in Endymion and guide students through Comprehension Check, SE p. 122.</td>
</tr>
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<td>✓ Common Core Coach Reread Endymion, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.</td>
<td>✓ Common Core Coach Teach vocabulary and guide students through creating a vocabulary word map. Use highlighted words in The Lady of Shalott to reinforce meanings.</td>
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### Share 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

- **Common Core Coach** Teach imagery in Endymion and guide students through Comprehension Check, SE p. 122.
- **Common Core Coach** Teach vocabulary and guide students through creating a vocabulary word map. Use highlighted words in The Lady of Shalott to reinforce meanings.

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<tr>
<td>✓ Common Core Coach Teach imagery in Endymion and guide students through Comprehension Check, SE p. 122.</td>
<td>✓ Common Core Coach Guide students through the Anchor Standard Discussion Question, SE p. 121. Point out that the question is about the plot of the poem.</td>
</tr>
<tr>
<td>✓ Common Core Coach Teach vocabulary and guide students through creating a vocabulary word map. Use highlighted words in The Lady of Shalott to reinforce meanings.</td>
<td>✓ Common Core Coach Have students work in pairs to complete the Comprehension Check, SE p. 122.</td>
</tr>
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### Waggle

**Goal**

Literary Analysis

✓ Non-Assessed Skills/Strategies   ✓ Assessed Skills/Strategies
## Unit: Reading Poetry

### Lesson Focus
- **Lesson 7: Reading Poetry**
  - **Common Core Coach**
  - **Lesson 4: Poetry**
    - **Common Core Support Coach**
      - **Skills**
        - Word Choice and Tone
        - Poetic Structure

### Read on Your Own
- **Level 1 A Worn-Out Pencil**
- **Level 2 A Water-Color**
- **Level 3 A Dream**

### Differentiation Options
- **Common Core Coach**
  - Independent Leveled Practice Resource Book
  - Readiness for Common Core

### Lesson 4: Poetry
- **Common Core Support Coach**
  - **Skills**
    - Word Choice and Tone
    - Visualize
  - **DIFFERENTIATION OPTIONS**
    - **Common Core Support Coach**
      - **Review Try It**, SE p. 86.
      - 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 Visualization Chart.
      - **Common Core Support Coach**
        - Use Supporting Struggling Learners scaffolding, TM pp. 72, 74. Help students understand visualization by guiding them to pay attention to descriptive words and phrases in each poem.
      - **Common Core Support Coach**
        - Use the **Close Reading Worksheet**, SE p. 294. Follow with Vocabulary, SE p. 93.

### Lesson 7: Reading Poetry
- **Common Core Support Coach**
  - **Skills**
    - Word Choice and Tone
    - Close Reading
  - **DIFFERENTIATION OPTIONS**
    - **Common Core 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.
      - **Common Core 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.
      - **Common Core Support Coach**
        - After discussing the **third read** annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.
      - **Performance Coach**
        - Guide students through the Coached Example, SE pp. 20–22.
      - **Performance Coach**
        - Use Discussion Questions, TE p. 6. Review the characteristics of poetry. Have students write about specific characteristics in the poems they have read.

### Non-Assessed Skills/Strategies

### Assessed Skills/Strategies

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**Waggle**

**Goal** Literary Analysis
### Unit: Reading Poetry

#### Lesson Focus

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<tr>
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<tr>
<td>RL.8.4, RL.8.5, L.8.5</td>
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</tbody>
</table>
| Common Core Support Coach
| Lesson 4: Poetry |
| Student Edition pp. 96–103, 296 |
| Teacher’s Manual pp. 82–89 |
| **DIFFERENTIATION OPTIONS** |
| Common Core Support Coach |
| Review Try It, SE p. 95 |
| Reread Paul Revere’s Ride/Remember with the **second read** annotations, showing students that these focus on poetic structure of narratives and sonnets. Guide students to complete the Compare Poetic Structures Chart. |
| Common Core Support Coach |
| Use Supporting Struggling Learners note, TM p. 81, to reread and discuss the passage. Review Vocabulary, SE p. 103. |
| **Readiness for Common Core** |

| **LESSON FOCUS** |
| RL.8.4, RL.8.5, W.8.4 |
| Common Core Support Coach
| Lesson 4: Poetry |
| Student Edition pp. 96–102, 104–105, 295 |
| Teacher’s Manual pp. 82–91 |
| **DIFFERENTIATION OPTIONS** |
| Common Core Support Coach |
| Guide students through Respond to Text using support, TM pp. 90–91. Have them work with partners and write. |
| Common Core 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. |
| **Readiness for Common Core** |

| **LESSON FOCUS** |
| RL.8.5, W.8.4 |
| Common Core Support Coach
| Lesson 4: Poetry |
| Student Edition pp. 96–102, 104–105, 295 |
| Teacher’s Manual pp. 82–91 |
| **DIFFERENTIATION OPTIONS** |
| Common Core Support Coach |
| Guide students through Respond to Text using support, TM pp. 90–91. Have them work with partners and write. |
| **Performance Coach** |
| To review poetry structure and word choice and tone, have students complete Lesson Practice, SE pp. 23–26. |
| **Readiness for Common Core** |

| **LESSON FOCUS** |
| RL.8.1, RL.8.2, RL.8.4, RL.8.6, RL.8.10 |
| Common Core Coach
| Lesson 7: Reading Poetry |
| Student Edition p. 111 |
| Teacher’s Manual p. 95 |
| **DIFFERENTIATION OPTIONS** |
| Common Core Support Coach |
| Have students read Sonnet 29/The Listeners (third read) and do Comprehension Check, SE pp. 109–110. |
| **Performance Coach** |
| Review answers to Quiz 4 with students. |
| **Readiness for Common Core** |

**Waggle**  
Goal: Informational Text Analysis

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

**LESSON FOCUS**

- **W.8.3, SL.8.1**
- Common Core Coach
- Lesson 4: Writing Personal Narratives
  - Student Edition pp. 61–62
  - Teacher’s Manual pp. 47–48

**Skills**
- Writing Personal Narratives
- Engage in Collaborative Discussion

**Essential Question**
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.

**DIFFERENTIATION OPTIONS**
- Common Core Coach Use TM p. 48 to introduce the purpose and audience for a personal narrative.
- Common Core Coach Review An Unbreakable Code, SE pp. 48–51, to identify and discuss the introduction, body, and conclusion of that text.
- Readiness for Common Core

**LESSON FOCUS**

- **W.8.3**
- Common Core Coach
- Lesson 4: Writing Personal Narratives
  - Student Edition pp. 63–64
  - Teacher’s Manual pp. 49–50

**Skills**
- Writing Personal Narratives
- Introduction
- Descriptive Details

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

**DIFFERENTIATION OPTIONS**
- Common Core Coach Use the graphic on SE p. 62 to help students understand the characteristics and structure of a personal narrative.
- Common Core Coach Have accelerating students identify the introduction, body, and conclusion of the mentor text.
- Readiness for Common Core

**LESSON FOCUS**

- **W.8.3.a–e, W.8.4, W.8.5, W.8.6, SL.8.1.a, L.8.4.a, L.8.5.b**
- Common Core Coach
- Lesson 4: Writing Personal Narratives
  - Student Edition pp. 63–65
  - Teacher’s Manual pp. 50–51

**Skills**
- Writing Personal Narratives
- Sensory Language
- Conclusion
- Using Context Clues

Analyze a Mentor Text
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.

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

**LESSON FOCUS**

- **W.8.3**
- Common Core Coach
- Lesson 4: Writing Personal Narratives
  - Student Edition pp. 66–69
  - Teacher’s Manual pp. 52–53

**Skills**
- Writing Personal Narratives
- Brainstorm a Topic

Writing Process: Step 1
After reviewing the steps in the writing process, read the Writing Assignment. Discuss the task along with the purpose and audience. Then guide students through SE pp. 67–68 using the annotations. Students complete SE p. 69.

**DIFFERENTIATION OPTIONS**
- Common Core Coach Allow time for students to draft independently or in pairs.
- Conference with students who need extra support.
- Readiness for Common Core

**LESSON FOCUS**

- **W.8.3.a–e, W.8.4, W.8.5, W.8.6, SL.8.1.a, L.8.4.a, L.8.5.b**
- Common Core Coach
- Lesson 4: Writing Personal Narratives
  - Student Edition pp. 70–73
  - Teacher’s Manual pp. 54–55

**Skills**
- Writing Personal Narratives
- Organize Introduction, Body Paragraphs, Descriptive Details, and Conclusion

Writing Process: Steps 2, 3
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.

**DIFFERENTIATION OPTIONS**
- Common Core Coach Use the graphic on SE p. 72 to help students understand the characteristics and structure of a personal narrative.
- Common Core Coach Have accelerating students identify the introduction, body, and conclusion of the mentor text.
- Readiness for Common Core
Unit: Writing Personal Narratives

LESSON FOCUS
W.8.3.a–e, W.8.4, W.8.5, W.8.6, SL.8.1, L.8.1.a, L.8.4.a, L.8.4.d, L.8.5.b

Common Core Coach
Lesson 4: Writing Personal Narratives
- Student Edition pp. 72–73, 74–77

Skills
✔ Writing Personal Narratives
✔ Using Transitions

Writing Process: Steps 3, 4
With students, read the Writer's Craft section, SE p. 72. Have students share their efforts to use transition words and phrases. Then read SE pp. 74–75.

DIFFERENTIATION OPTIONS
● Common Core 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 Coach Example, SE pp. 269–272.

Readiness for Common Core

LESSON FOCUS
W.8.3.a–e, W.8.4, W.8.5, W.8.6, SL.8.1, L.8.1.a, L.8.4.a, L.8.4.d, L.8.5.b

Common Core Coach
Lesson 4: Writing Personal Narratives
- Student Edition pp. 76–77, 78–79
- Teacher's Manual pp. 57–58, 59

Skills
✔ 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
● Common Core 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.

Readiness for Common Core

LESSON FOCUS
W.8.3.a–e, W.8.4, W.8.5, W.8.6, SL.8.1, L.8.1.a, L.8.4.a, L.8.4.d, L.8.5.b

Common Core Coach
Lesson 4: Writing Personal Narratives
- Student Edition pp. 78–79, 80–83
- Teacher's Manual pp. 59, 60

Skills
✔ Using Verbals
✔ Editing Personal Narratives

Writing Process: Steps 5, 6
Provide time for students to finish revising and begin editing. Read and do SE pp. 80–81.

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

● Performance Coach

Readiness for Common Core

LESSON FOCUS
W.8.3.a–e, W.8.4, W.8.5, W.8.6, SL.8.1, L.8.1.a, L.8.4.a, L.8.4.d, L.8.5.b

Common Core Coach
Lesson 4: Writing Personal Narratives
- Student Edition pp. 82–83, 84
- Teacher's Manual pp. 60, 61

Skills
✔ Using Verbals
✔ Writing 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
● Common Core Coach
  Students may use alternative media for their writing, especially if it includes images and text features.

● Performance Coach
  Have accelerating students complete the Lesson Practice, SE pp. 279–281.

PUBLISH AND ASSESS OPTIONS:
● Common Core 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
● Common Core Coach
  Students may use alternative media for their writing, especially if it includes images and text features.

● Performance Coach

Readiness for Common Core

Goal
Write About Literature

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

#### LESSON FOCUS
- **RI.8.4, RI.8.6, RI.8.8, SL.8.1**
- **Common Core Coach**
- **Lesson 11: Reading Persuasive Nonfiction**
  - Student Edition pp. 189–193
  - Teacher’s Manual pp. 155–159
- **Skills**
  - Persuasive Appeal to Reason and Emotion
  - Engage in Collaborative Discussion

#### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Reread Day of Infamy, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
  - Use Speaking and Listening Project, TM pp. 166–169, during this unit.
- **Performance Coach**
  - Guide students through the elements of persuasive argument, SE pp. 306–317.
  - Readiness for Common Core

#### LESSON FOCUS
- **RST.6–8.4, RST.6–8.6–8.8, RH.6–8.6–8.9, SL.6–8.6–8.8**
- **Common Core Coach**
- **Lesson 11: Reading Persuasive Nonfiction**
  - Student Edition pp. 190–193, 194
  - Teacher’s Manual pp. 156–160
- **Skills**
  - Persuasive Techniques
  - Engage in Collaborative Discussion

#### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Reread Day of Infamy, SE pp. 190–193, 194
  - Charting the persuasive techniques.
- **Common Core Coach**
  - Preview and teach the vocabulary words in context and complete the word map on SE p. 195.
- **Common Core Coach**
  - Reteach concepts and skills that students are struggling to master, TM p. 161.
- **Readiness for Common Core**

#### LESSON FOCUS
- **RI.8.4, RI.8.6, RI.8.8, RI.8.9, SL.8.1, RH.6-8.6-8.9, RST.6-8.6-8.8**
- **Common Core Coach**
- **Lesson 11: Reading Persuasive Nonfiction**
  - Student Edition pp. 196–200
  - Teacher’s Manual pp. 162–163
- **Skills**
  - Author’s Argument
  - Evaluate Evidence
  - Engage in Collaborative Discussion

#### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Teach persuasive claims in Day of Infamy and guide students through Comprehension Check, SE p. 194.
- **Common Core Coach**
  - Reread Captive Breeding to Save a Species
  - Highlighted words in Captive Breeding to Save a Species to reinforce meanings.
- **Performance Coach**
  - Have students continue to read and discuss the passage. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 201–202.

#### LESSON FOCUS
- **RI.8.4, RI.8.6, RI.8.8, RI.8.9, SL.8.1, RH.6-8.6-8.9, RST.6-8.6-8.8, W.8.4**
- **Common Core Coach**
- **Lesson 11: Reading Persuasive Nonfiction**
  - Student Edition pp. 190–193, 196–200
  - Teacher’s Manual pp. 155–159
- **Skills**
  - Persuasive Appeal to Reason and Emotion
  - Write about Informational Text
  - Engage in Collaborative Discussion

#### DIFFERENTIATION OPTIONS
- **Common Core Coach**
  - Guide students through Anchor Standard Discussion Questions, SE p. 201. Point out that the first question is about biased and emotional language; the second question is about author’s purpose and text structure.
- **Common Core Coach**
  - Have students work in pairs to complete the Comprehension Check, SE p. 202.
- **Performance Coach**
  - Have students complete the Coached Example, SE pp. 310–312.

### Goal: Write About Literature
- **Waggle**
- Non-Assessed Skills/Strategies
- Assessed Skills/Strategies
LESSON FOCUS
RI.8.6, RI.8.8, RI.8.10, RH.6-8.6
Common Core Coach
Lesson 11: Reading Persuasive Nonfiction

DIFFERENTIATION OPTIONS
• Common Core Coach
• Independent Leveled Practice Resource Book

Lesson 9: Persuasive Nonfiction
Common Core Support Coach
Skills
✓ Author’s Argument
✓ Evaluate Evidence
✓ Write about Informational Text

Read on Your Own
Voting at Sixteen
Have students read the passage at their levels and answer the questions independently. Then have them discuss the questions and their answers in small groups.

DIFFERENTIATION OPTIONS
• Common Core Coach
• Independent Leveled Practice Resource Book

Readiness for Common Core

LESSON FOCUS
RI.8.8, RH.6-8.6, L.8.5.a
Common Core Support Coach
Lesson 9: Persuasive Nonfiction
Skills
✓ Make Predictions
✓ Recognize Persuasive Nonfiction

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 (first read) Have students complete the relevant question on the Close Reading Worksheet, SE p. 313.

DIFFERENTIATION OPTIONS
• Common Core Coach
• Common Core Support Coach
• Reading for Common Core

LESSON FOCUS
RI.8.8, RH.6-8.6, L.8.5.a
Common Core Support Coach
Lesson 9: Persuasive Nonfiction
Skills
✓ Evaluate Author’s Argument
✓ Recognize Persuasive Nonfiction

Newspapers vs. the Internet
Review Evaluate Authors’ Argument, SE p. 221. Read the passage (second read). Then have students complete the Argument Evaluation Chart, SE p. 314.

DIFFERENTIATION OPTIONS
• Common Core Support Coach
• Readiness for Common Core

LESSON FOCUS
RI.8.8, RH.6-8.6, L.8.5.a
Common Core Support Coach
Lesson 9: Persuasive Nonfiction
Skills
✓ Verbal Irony and Puns
✓ Close Reading

Newspapers vs. the Internet
Review the claims and reasoning in the annotations, showing students that these focus on evaluating arguments. Guide students to complete the Argument Evaluation Worksheet.

DIFFERENTIATION OPTIONS
• Common Core Support Coach
• Readiness for Common Core

LESSON FOCUS
RI.8.4, RI.8.6, RI.8.8, RH.6-8.6, L.8.5.a
Common Core Support Coach
Lesson 9: Persuasive Nonfiction
Skills
✓ Identify Author’s Purpose
✓ Close Reading

Fighting for Keiko/Freedom Isn’t Free
Review Identify Author’s Purpose, SE p. 228. Read the passage (first read). Have students complete the Close Reading Worksheet, SE p. 315.

DIFFERENTIATION OPTIONS
• Common Core Support Coach
• Readiness for Common Core

Write about Informational Text
# Unit: Reading Persuasive Nonfiction

## LESSON FOCUS
**RI.8.4, RI.8.6, RI.8.8**

### Common Core Support Coach

**Lesson 9: Persuasive Nonfiction**
- Teacher’s Manual pp. 198–207

**Skills**
- Argument
- Allusions and Analogies
- Close Reading
- Write about Informational Text

**DIFFERENTIATION OPTIONS**

### Lesson Practice
- **Common Core Support Coach**
  - Guide students through the writing task on p. 239 before they complete their writing.

### Lesson Support
- **Readiness for Common Core**
  - Point of View
  - Close Reading
  -Persuasive Nonfiction

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach**
  - Guide students through the writing task on p. 239 before they complete their writing.

### Lesson Goals
- **Write About Informational Text**
- **Close Reading**
- **Point of View**
- **Write about Informational Text**

---

### Week 29

#### Day 1

- **Goal**: Write About Informational Text
- **Common Core Support Coach**
  - **Lesson 9: Persuasive Nonfiction**
  - **Skills**
    - Argument
    - Allusions and Analogies
    - Close Reading
    - Write about Informational Text
  - **DIFFERENTIATION OPTIONS**
    - **Common Core Support Coach**

#### Day 2

- **Lesson Practice**
  - **Common Core Support Coach**
    - Guide students through the writing task on p. 239 before they complete their writing.

#### Day 3

- **Lesson Support**
  - **Readiness for Common Core**
    - Point of View
    - Close Reading
    - Persuasive Nonfiction

#### Day 4

- **Lesson Goals**
  - **Write About Informational Text**
  - **Close Reading**
  - **Point of View**
  - **Write about Informational Text**

#### Day 5

- **Common Core Support Coach**
  - **Lesson 9: Persuasive Nonfiction**
  - **Skills**
    - Argument
    - Allusions and Analogies
    - Close Reading
    - Write about Informational Text
  - **DIFFERENTIATION OPTIONS**
    - **Common Core Support Coach**

**Non-Assessed Skills/Strategies**
- **Readiness for Common Core**
- **Close Reading**
- **Point of View**
- **Write about Informational Text**

**Assessed Skills/Strategies**
- **Argument**
- **Allusions and Analogies**
- **Close Reading**
- **Write about Informational Text**

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## Unit: Writing Opinion Pieces

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<td>✓ Readiness for Common Core</td>
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### LESSON FOCUS: Writing Opinion Pieces

**Common Core Coach**
- **Lesson 12: Writing Opinion Pieces**
  - **Skills**
    - Write Opinion Pieces
    - Organize Introduction, Support, and Conclusion
  - **Differentiation Options**
    - **Common Core Coach** Use notes, TM p. 172, to introduce the purpose and audience for an opinion piece.
    - **Common Core Coach** Review Day of Infamy, 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.
    - **Common Core Coach** Use Speaking and Listening Project, TM pp. 186–189, during this unit.

**Teacher's Manual pp. 171–172**
- **Skills**
  - Write Opinion Pieces
  - Organize Introduction, Support, and Conclusion
- **Differentiation Options**
  - **Common Core Coach** Use the graphic on SE p. 204 to help students understand the characteristics and structure of an opinion piece.
  - **Common Core Coach** Have students identify the claim in the introduction, support for the claim, and conclusion of the Mentor Text.

**Student Edition pp. 190–193**
- **Skills**
  - Write Opinion Pieces
  - Organize Introduction, Support, and Conclusion
- **Differentiation Options**
  - **Common Core Coach** Use the graphic on SE p. 204 to help students understand the characteristics and structure of an opinion piece.
  - **Common Core Coach** Have students identify the claim in the introduction, support for the claim, and conclusion of the Mentor Text.

**Writing Process**
- **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. 209–210 using the annotations. Students complete SE p. 207.
- **Writing Process: Step 2** Discuss the Think About It questions, TM p. 174. Focus on what makes this text a good model for study. Then read the Vocabulary Study and have students complete SE p. 207.
- **Writing Process: Step 3** 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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Write About Informational Text</th>
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<tr>
<td>✓ Non-Assessed Skills/Strategies</td>
<td>✓ Assessed Skills/Strategies</td>
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</tbody>
</table>
## Unit: Writing Opinion Pieces

### LESSON FOCUS

**W.8.1, W.8.4, W.8.5, W.8.6**, **L.8.2.a, L.8.2.b, L.8.3.a, L.8.5.c**

**Common Core 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

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

- **Common Core 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. 251–253.

- **Readiness for Common Core**

### LESSON FOCUS

**W.8.1, W.8.4, W.8.5, W.8.6**

**Common Core Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 216–217**
- **Teacher's Manual p. 183**

**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

- **Common Core 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.

- **Readiness for Common Core**

### LESSON FOCUS

**W.8.1, W.8.4, W.8.5, W.8.6**

**Common Core 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

- **Common Core 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.

- **Common Core Coach** Continue with the Speaking and Listening Project, TM pp. 186–189.

- **Readiness for Common Core**

### LESSON FOCUS

**W.8.1, W.8.4, W.8.5, W.8.6**

**Common Core Coach**

**Lesson 12: Writing Opinion Pieces**

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

**Skill**

✔ 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

- **Common Core Coach** Work with a small group to help them edit their writing so that punctuation is used properly in complete sentences.

- **Common Core Coach** Continue the Speaking and Listening Project, TM pp. 186–189.

- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 225–234.

- **Readiness for Common Core**

### LESSON FOCUS

**W.8.1, W.8.4, W.8.5, W.8.6**

**Common Core Coach**

**Lesson 12: Writing Opinion Pieces**

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

**Skill**

✔ Edit Opinion Pieces

✔ Punctuation

**Writing Process: Step 6**

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

### DIFFERENTIATION OPTIONS

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

- **Common Core Coach** Use SE pp. 220–221 as a springboard for students to discuss strategies for including formal language in their writing.

- **Readiness for Common Core**

### LESSON FOCUS

**W.8.1, W.8.4, W.8.5, W.8.6**

**Common Core Coach**

**Lesson 12: Writing Opinion Pieces**

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

**Skill**

✔ 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

- **Common Core Coach** Work with a small group to help them edit their writing so that punctuation is used properly in complete sentences.

- **Common Core Coach** Continue the Speaking and Listening Project, TM pp. 186–189.

- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 225–234.

- **Readiness for Common Core**
### Unit: Writing Opinion Pieces

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.8.1, W.8.4, W.8.5, W.8.6, SL.8.4&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 12: Writing Opinion Pieces&lt;br&gt;✔ Readiness for Common Core&lt;br&gt;Skills&lt;br&gt;✔ Write an Opinion Piece&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;Writing Process: Step 7 Discuss the publishing ideas, SE p. 226. This stage of the writing process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;• Common Core Coach Students may use alternative media for their writing, especially if it includes images.&lt;br&gt;• Common Core Coach Some students may wish to work in groups to debate the topic.&lt;br&gt;• Common Core Coach Continue the Speaking and Listening Project, TM pp. 186–189.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.8.1 SL.8.3, SL.8.4, L.8.1.c, L.8.1.d, L.8.3.a&lt;br&gt;Common Core Performance Coach&lt;br&gt;Lesson 16: Write an Argument&lt;br&gt;✔ Student Edition pp. 248-250&lt;br&gt;✔ Teacher’s Manual pp. 74–76&lt;br&gt;Skills&lt;br&gt;✔ Analyze an Argument&lt;br&gt;✔ Mood&lt;br&gt;Getting the Idea&lt;br&gt;Use the Discussion Questions on TE p. 74 to help students reflect on what they have learned about writing an argument. Guide them through SE pp. 248-250.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.8.1.a-e, SL.8.3, SL.8.4, L.8.1.c, L.8.1.d, L.8.3.a&lt;br&gt;Common Core Performance Coach&lt;br&gt;Lesson 16: Write an Argument&lt;br&gt;✔ Student Edition pp. 251-253&lt;br&gt;✔ Teacher’s Manual pp. 76-77&lt;br&gt;Skills&lt;br&gt;✔ Write an Argument&lt;br&gt;✔ Analyze an Argument&lt;br&gt;Coached Example&lt;br&gt;Guide students through the Coached Example, assisting them with the questions. Use the Hints as a springboard to help students unpack the questions.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;W.8.1.a-e, SL.8.3, SL.8.4, L.8.1.c, L.8.1.d, L.8.3.a&lt;br&gt;Common Core Performance Coach&lt;br&gt;Lesson 16: Write an Argument&lt;br&gt;✔ Student Edition pp. 254-263&lt;br&gt;✔ Teacher’s Manual p. 77&lt;br&gt;Skills&lt;br&gt;✔ Write an Argument&lt;br&gt;✔ Analyze an Argument&lt;br&gt;Coached Example&lt;br&gt;Guide students through the Coached Example, assisting them with the questions. Use the Hints as a springboard to help students unpack the questions.</td>
<td><strong>PUBLISH AND ASSESS OPTIONS:</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Benchmark Assessment 4 (also in Readiness)&lt;br&gt;Skills&lt;br&gt;✔ Write an Opinion Piece&lt;br&gt;✔ Formal Language&lt;br&gt;✔ Punctuation&lt;br&gt;Essential Question&lt;br&gt;Review and discuss the Essential Question and the following focus skills notes:&lt;br&gt;• What is the purpose of opinion writing?&lt;br&gt;• Why is formal language used in opinion writing?&lt;br&gt;• How does correct punctuation improve writing?&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;• Common Core Coach Have students complete and present the Speaking and Listening Project, TM pp. 186–189.&lt;br&gt;• Common Core Coach Review answers to Benchmark Assessment 4 with students.</td>
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