Coach® Suite

Implementation and Pacing Guide

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Program Overview

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

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

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

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

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

The Instructional Pathway
Reading a Weather Map

Weather maps help meteorologists understand how weather conditions are changing across a region. Weather symbols are used to represent different aspects of climate, such as temperature, wind direction, and precipitation. Understanding these symbols is essential for interpreting weather forecasts and making informed decisions about our daily lives.

One of the first things you should look for when reading a weather map is areas of high or low pressure. Each is marked in red. Where you see an H, the air pressure is high, and the weather in that area is usually clear and fair. Where you see an L, the pressure is low. The weather in a low-pressure area can be quite different, with storms and potentially dangerous conditions.

For example, the weather map below shows high-pressure areas in California and Arizona, where the weather is likely to be clear and sunny. Meanwhile, low-pressure areas are present in Montana and Idaho, indicating the potential for severe storms.

Understanding these weather maps helps you keep up with the forecast and plan accordingly, whether it's deciding what to wear or determining the best time to travel. By regularly practicing with complex texts, you can enhance your comprehension and critical thinking skills, better understanding how symbols are used to convey important information about our environment.

### Activities

1. **What must the day at the park, it's helpful to**
2. **Like road maps, weather maps include a large amount**
3. **If these symbols are unfamiliar to you, a**
4. **The weather affects us in many**
5. **One of the first things you should look for when reading a**

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**Vocabulary**
- **mammal**
- **prehistoric**
- **extinct**
- **sinkhole**
- **tusk**
- **petrified**
- **carnivore**

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**Definition**
- **mammal**: warm-blooded vertebrates characterized by the possession of mammary glands and hair or fur.
- **prehistoric**: relating to the time before recorded history.
- **extinct**: no longer existent, usually due to natural causes.
- **sinkhole**: a depression in the earth's surface caused by the collapse of a portion of the ground into a subterranean cavity.
- **tusk**: a long, curved tooth found in certain mammals.
- **petrified**: made of rock, typically in a fossil form.
- **carnivore**: an animal that feeds on flesh.

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**Other Forms**
- **mammals**
- **prehistorics**
- **extincts**
- **sinkholes**
- **tusks**
- **petrifieds**
- **carnivores**

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**Games and Activities**

1. **My sentence**
2. **My word**
3. **My context**
4. **Other forms**
5. **Antonyms**
6. **Synonyms**

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**Comprehension**

1. **What was the world like thousands of years ago?**
2. **How did the mammoths get here?**
3. **Is that why it's called Hot Springs?**
4. **How did the mammoths get trapped?**
5. **The poor animals! I feel sorry for them, trapped in the pool.**

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**Discussion Prompts**

1. **Setting:** South Dakota.
2. **Characters:** Liz, Ray, Mother.
3. **Conflict:** Liz wants to see a real mammoth.
4. **Resolution:** Liz is disappointed, but she learns about the importance of preservation.

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**Mini-lesson - Reread**

Reread paragraph 3. What must the day at the park, it's helpful to...
Reading, writing, and speaking grounded in evidence from texts

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

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

Knowledge building through content-rich nonfiction

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

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

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

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Using the Pacing Guide

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

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

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<td><strong>Instruction Coach</strong> Lesson 1: Reading Fiction&lt;br&gt;Student Edition pp. 6–11&lt;br&gt;Teacher’s Manual pp. 4–11&lt;br&gt;Skills: Dialogue, Plot, Characterization, Point of View, Engage in Collaborative Discussion, Characterization&lt;br&gt;The Adventures of Tom Sawyer Reread the passage with students using Think Alouds. Use Characterization Think Aloud to focus strategy instruction, TM p. 8. Then have students complete the Comprehension Check on characterization, SE p. 12.</td>
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<td><strong>Instruction Coach</strong> Lesson 1: Reading Fiction&lt;br&gt;Student Edition pp. 14–20&lt;br&gt;Teacher’s Manual pp. 12–13&lt;br&gt;Skills: Elements of Fiction, Write about Literature, Engage in Collaborative Discussion&lt;br&gt;The Adventures of Tom Sawyer or Little Women Have students choose a passage and write a paragraph responding to the Essential Question, How do stories teach us about human nature? Tell them to use two examples to support their response.</td>
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### Unit: Reading Fiction

**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 1: Reading Fiction**  
- Student Edition pp. 5–6, 8–12, 281  
- Teacher's Manual pp. 3–4, 6–11

**DIFFERENTIATION OPTIONS**  
- Instruction Coach Independent  
- Leveled Practice Resource Book

**Values**  
- Point of View  
- Irony

**Day 1**  
- **Instruction Coach**  
- **Support Coach**  
- **Lesson 1: Fiction**  
  - Discuss fiction and the skills that will be reviewed, SE p. 5. Practice sequence, SE p. 6. Read the passage **first read**. Have students complete the Sequence Chart, SE p. 281.

**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
  - Review Try It, SE p. 6. Reread Across the Stars, Part I with the **first read** annotations, showing students that these focus on sequence. Guide students to complete the Sequence Chart.
  - 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.
  - **Support Coach**  
    - As an alternate, use Lesson 2: Traditional Literature, SE p. 31.

**Day 2**  
- **Instruction Coach**  
- **Lesson 1: Fiction**  
  - Review plot elements, SE p. 7. Read the passage **second read**. Then have students complete the relevant questions on the Close Reading Worksheet, SE p. 282.

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

**Day 3**  
- **Instruction Coach**  
- **Lesson 1: Fiction**  
  - Write about Literature  
  - **Context Clues**  
  - **Close Reading**  
  - **Write about Literature**

**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
  - **Support Coach**  
    - As an alternate, use Lesson 2: Traditional Literature, SE p. 31.

**Day 4**  
- **Instruction Coach**  
- **Lesson 1: Fiction**  
  - **Close Reading Worksheet. SE p. 282.** Follow with Vocabulary, SE p. 13.

**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
  - Review Make Predictions chart, SE p. 283.

**Day 5**  
- **Instruction Coach**  
- **Lesson 1: Fiction**  
  - **Performance Coach**  
  - **Performance Coach**  
  - **Performance Coach**  
  - **Performance Coach**

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

✔ Non–Assessed Skills/Strategies  ✔ Assessed Skills/Strategies
## Week 3

### Day 1

**Unit: Reading Fiction**

**LESSON FOCUS**

- **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

**DIFFERENTIATION OPTIONS**

- **Support Coach** Review Try It, SE p. 15. Reread Across the Stars, Part II with the annotations, showing students that these focus on differences in points of view. Guide students to complete the Close Reading Worksheet.
- **Performance Coach** Have accelerating students read SE pp. 42–44 and respond to the journal prompt on TE p. 15.

### Day 2

**LESSON FOCUS**

- **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

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 20–21. Have them work with partners and write.
- **Performance Coach** Use Language Spotlight, SE p. 4 and TE p. 4, to teach context clues. Have students choose a vocabulary word to write about.
- **Performance Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 45–48.

### Day 3

**LESSON FOCUS**

- **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

**DIFFERENTIATION OPTIONS**

- **Support Coach** Guide students through Respond to Text using support, TM pp. 20–21. Have them work with partners and write.
- **Performance Coach** Have accelerating students work in pairs to complete Lesson Practice, SE pp. 49–55.

### Day 4

**LESSON FOCUS**

- **Support Coach**
  - **Lesson 1: Reading Fiction**
    - Student Edition p. 5
    - Teacher’s Manual p. 3
    - Skills
      - Point of View
      - Close Reading
      - Context Clues

**DIFFERENTIATION OPTIONS**

- **Support Coach** Have students read [third read] The History of Disaster and complete the Comprehension Check, SE pp. 24–30.
- **Performance Coach** Have students read disaster elements of fiction, have students complete Lesson Practice, SE pp. 49–55.

### Day 5

**LESSON FOCUS**

- **Support Coach**
  - **Lesson 1: Reading Fiction**
    - Student Edition pp. 30
    - Teacher’s Manual pp. 20
    - Skills
      - Context Clues
      - Point of View

**DIFFERENTIATION OPTIONS**

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

**REVIEW AND ASSESS OPTIONS:**

- **Support Coach** Review answers to Quiz 1.
- **Instruction Coach** Review Comprehension Check, SE p. 29–30. Have students share answers and discuss the text, pointing out evidence that they find.
- **Instruction Coach** Read on Your Own The History of Disaster.
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**Unit: Writing Responses to Literature**

**LESSON FOCUS**

**Instruction Coach**

**Lesson 2: Writing Responses to Literature**
- Student Edition pp. 6–11, 14–18, 21–22
- Teacher’s Manual pp. 17–18

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

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use notes, TM p. 18, to introduce the purpose and audience for a response to literature.
- **Instruction Coach** Review The Adventures of Tom Sawyer or Little Women to identify and discuss the theme as well as examples of what the story taught about human nature. Have students discuss the reasons for the examples given.

**LESSON FOCUS**

**Instruction Coach**

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

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

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Use the graphic on SE p. 22 to help students understand the characteristics and structure of responses to literature.
- **Instruction Coach** Have accelerating students identify the main idea and supporting details of the Mentor Text.
- **Performance Coach** Have students read and complete the interactive Getting the Idea, SE pp. 180–182. Have students list the features of responses to literature that are also found in the Mentor Text.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 2: Writing Responses to Literature**
- Student Edition pp. 23–28
- Teacher’s Manual pp. 19–24

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

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** Using the chart, SE p. 27, discuss and teach 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.
- **Instruction Coach** Review the Writing Process, SE p. 28 for students who need extra support.

**LESSON FOCUS**

**Instruction Coach**

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

**Skills**
- Write a Response to Literature
- Introduction
- Thesis Statement

**DIFFERENTIATION OPTIONS**
- **Instruction Coach** 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.
- **Instruction Coach** Have students work in pairs or small groups to generate possible questions about the setting in Navajo Lessons. Allow students time to research and find the answers to these questions so they can add relevant information to their writing.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 2: Writing Responses to Literature**
- Student Edition pp. 32–33
- Teacher’s Manual p. 26

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

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

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## Unit: Writing Responses to Literature

### Week 5

#### Day 1

**LESSON FOCUS**
- **Instruction Coach**
  - **Lesson 2: Writing Responses to Literature**
  - **Skills**
    - ✔ Write a Response to Literature
    - ✔ Formal Style
  - **Writing Process:** Steps 3, 4
    - With students read the Writer’s Craft section, SE p. 34. Have students share their efforts to use formal style. Then read SE pp. 36–37.

#### Day 2

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

**LESSON FOCUS**
- **Instruction Coach**
  - **Lesson 2: Writing Responses to Literature**
  - **Skills**
    - ✔ Vary Sentence Structure
    - ✔ Revise a Response to Literature
  - **Writing Process:** Steps 4, 5
    - All four students complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 40–41.

#### Day 3

**DIFFERENTIATION OPTIONS**
- **Instruction Coach**
  - Identify sentences that students should revise in order to improve the introduction, the body, and/or the conclusion. Provide students with support as they revise.
- **Performance Coach**
  - Have students complete the Lesson Practice, SE pp. 186–195.

**LESSON FOCUS**
- **Instruction Coach**
  - **Lesson 2: Writing Responses to Literature**
  - **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.

### Day 4

**DIFFERENTIATION OPTIONS**
- **Instruction Coach**
  - Have students read aloud portions of their writing. Model Think Alouds about the introduction, the body, and/or the conclusion, to demonstrate how to talk about writing.
- **Performance Coach**
  - Have accelerating students complete the Lesson Practice, SE pp. 186–195.

**LESSON FOCUS**
- **Instruction Coach**
  - **Lesson 2: Writing Responses to Literature**
  - **Skills**
    - ✔ Write a Response to Literature
    - ✔ Spelling Hints
  - **Writing Process:** Steps 6, 7
    - Read SE pp. 44–45. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 46.

#### Day 5

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

### LESSON FOCUS

#### Instruction Coach

**Lesson 3: Reading Literary Nonfiction**

- **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**

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

---

**LESSON FOCUS**

#### Instruction Coach

**Lesson 3: Reading Literary Nonfiction**

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

**Listen and Learn**

- **Reread *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**

- **Instruction Coach** Teach summary using *An Unbreakable Code* and guide students through Comprehension Check, SE pp. 52.
  - **Instruction Coach** Teach vocabulary and guide students through SE p. 53. Use highlighted words in *Bridges with a History* to reinforce meanings.
  - **Instruction Coach** Teach the vocabulary words, SE p. 53.
  - **Instruction Coach** Teach connotation and denotation, TM p. 37.

---

**LESSON FOCUS**

#### Instruction Coach

**Lesson 3: Reading Literary Nonfiction**

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

**Listen and Learn**

- **Share and Learn Bridges with a History**
  - Preview Vocabulary, SE p. 53. Then have students read and discuss the passage, SE pp. 54–58.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Reread *An Unbreakable Code*.
  - **Instruction Coach** Reread *Bridges with a History*.
  - **Instruction Coach** Have students choose a passage or *Bridges with a History* 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.

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**LESSON FOCUS**

#### Instruction Coach

**Lesson 3: Reading Literary Nonfiction**

- **Skills**
  - Main Ideas and Supporting Details
  - Inference

**Listen and Learn**

- **Have students continue to read and discuss the passage.** Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 59–60.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through *Bridges with a History*.
  - **Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 60.
### Unit: Reading Literary Nonfiction

#### Week 7

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<td>Teach challenging vocabulary. Then students choose one word and write about its meaning in the text.</td>
<td>Have students determine the main idea and its relationship to supporting details in literary nonfiction.</td>
<td>Guide students to identify main ideas and supporting details in a paragraph, SE p. 68.</td>
<td>Have students write about specific ideas of An Extraordinary Imagination by having them summarize key ideas from a paragraph or group of paragraphs in a single sentence.</td>
<td>Have accelerating students work in pairs to do Lesson Practice, SE pp. 145–151.</td>
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**Summary**

- **Reading Worksheet, SE p. 120.**
- **Close Reading Worksheet, SE p. 120.**
- **Word Choice Chart, SE p. 299.**
- **Close Reading: Analyze, SE p. 120.**
- **Close Reading: Analyze, SE p. 120.**
- **Summary Chart, SE p. 299.**

**Main Ideas and Supporting Details**

- **Reading the passage Saving the Sun by guiding them through the main idea of each paragraph and showing them how each paragraph’s main idea is connected to the main idea of the entire text.**
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Lesson 5: Literary Nonfiction

Support Coach
Lesson 5: Literary Nonfiction
- Student Edition pp. 122–134, 300
- Teacher’s Manual pp. 106–113

Skills
- Author’s Point of View
- Close Reading: Analyze
- Write about Informational Text

Distinguish Between Connotation and Denotation
- An Extraordinary Imagination
- Review Author’s Point of View,
  SE p. 121. Read the passage
  (second read). Then have students
  complete the relevant questions on
  the Close Reading Worksheet, SE p.
  300. Follow with Respond to Text,
  SE p. 128.

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

Support Coach
Lesson 5: Literary Nonfiction
- Student Edition pp. 122–134, 300
- Teacher’s Manual pp. 106–113

Skills
- Summarize
- Close Reading: Analyze
- Write about Informational Text

Distinguish Between Connotation and Denotation
- An Extraordinary Imagination
- Review Author’s Point of View,
  SE p. 121. Reread
  (second read). Then have students
  complete the Close Reading Worksheet,
  SE p. 300. Follow with Respond to Text,
  SE p. 128.

DIFFERENTIATION OPTIONS
- Support Coach Review Try It, SE
  p. 121. Read the passage
  (third read). Then have students
  complete the relevant questions on
  the Close Reading Worksheet, SE p.
  300, and Vocabulary, SE p. 127.

- Support Coach Have students
  list two word pairs with the same
  denotation but different connotation.

Support Coach
Lesson 5: Literary Nonfiction
- Student Edition pp. 128–124
- Teacher’s Manual pp. 112–113

Skills
- Summarize
- Close Reading: Analyze
- Write about Informational Text

- Respond to Text
- Close Reading: Analyze
- Write about Informational Text

Distinguish Between Connotation and Denotation
- An Extraordinary Imagination
- Review Author’s Point of View,
  SE p. 121. Reread
  (third read). Then have students
  complete the Close Reading Worksheet,
  SE p. 300. Follow with Respond to Text,
  SE p. 128.

DIFFERENTIATION OPTIONS
- Support Coach Use Supporting
  Struggling Learners scaffolding,
  TM pp. 112–113. Have
  them work with partners and write.
- Support Coach Have students
  read (second read) Keeping America
  Wild, SE pp. 130–134.
- Support Coach Have students
  read (first read) Keeping America
  Wild, SE pp. 112–113. Have
  them work with partners and write.

DIFFERENTIATION OPTIONS
- Support Coach Guide students
  through Respond to Text using
  support, TM pp. 112–113. Have
  them work with partners and write.
- Support Coach Have students
  read (second read) Keeping America
  Wild, SE pp. 130–134.
- Support Coach Use Language Spotlight,
  SE p. 70 and TE p. 24, to teach using
  roots and affixes to define words while
  reading. Have students choose a
  vocabulary word to write about.

DIFFERENTIATION OPTIONS
- Support Coach Guide students
  through Respond to Text using
  support, TM pp. 112–113. Have
  them work with partners and write.
- Support Coach Have students
  read (second read) Keeping America
  Wild, SE pp. 130–134.

DIFFERENTIATION OPTIONS
- Support Coach Have students
  read (second read) Keeping America
  Wild and do Comprehension Check,
  SE pp. 130–136.
- Support Coach To review
  main idea and supporting details,
  have students complete Lesson
  Practice, SE pp. 75–80.

Review Answers to Quiz 5 with students.
## Unit: Reading Historical Texts

### LESSON FOCUS

**Instruction Coach**

**Lesson 5: Reading Historical Texts**

- Student Edition pp. 85–89
- Teacher’s Manual pp. 63–67

**Skills**

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

**Lesson 5: Reading Historical Texts**

- Student Edition pp. 86–91
- Teacher’s Manual pp. 64–69

**Skills**

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

**Lesson 5: Reading Historical Texts**

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

**Skills**

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

**Lesson 5: Reading Historical Texts**

- Student Edition pp. 92–94
- Teacher’s Manual pp. 70–72

**Skills**

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

### DIFFERENTIATION OPTIONS

**Instruction Coach** Teach Text Structure: Cause and Effect in A Place to Protect and guide students through Comprehension Check, SE p. 90.

**Instruction Coach** Teach vocabulary and guide students through SE p. 91. Use highlighted words in On the Lewis and Clark Trail to reinforce meanings.

**Instruction Coach** Teach Domain-Specific Vocabulary, TM p. 65, to address domain-specific vocabulary.

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

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

**Instruction Coach** Have accelerating students work in pairs to do Coached Example, SE pp. 102–104.

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

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

**Instruction Coach** Have students work in pairs to complete the Comprehension Check, SE p. 96.

**Instruction Coach** Using the Think-Pair-Share model, have students work in pairs to complete Coached Example, SE pp. 298–300.

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**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Teach text features in A Place to Protect, noting and listing text features.
- **Instruction Coach** Reread A Place to Protect, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.
- **Instruction Coach** Use Speaking and Listening Project, TM pp. 74–77, during this unit.
- **Performance Coach** Have students complete the Lesson Practice, SE pp. 294–297.
- **Instruction Coach** Reread A Place to Protect, SE pp. 86–89, noting text features and their purposes. Complete the list of text features used.
- **Instruction Coach** Preview and teach the vocabulary words, SE p. 91.
- **Instruction Coach** Teach Vocabulary and guide students through SE p. 91. Use highlighted words in On the Lewis and Clark Trail to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 98–101. Then identify and chart the graphic features also used in A Place to Protect and On the Lewis and Clark Trail.

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 5: Reading Historical Texts**

- Student Edition pp. 86–91
- Teacher’s Manual pp. 64–67

**Skills**

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

**Lesson 5: Reading Historical Texts**

- Student Edition pp. 86–89
- 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

**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

**Lesson 5: Reading Historical Texts**

- Student Edition pp. 96–100
- Teacher’s Manual pp. 72–79

**Skills**

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

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**DIFFERENTIATION OPTIONS**

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

#### Lesson Focus

**Instruction Coach**
- **Lesson 5:** Reading Historical Texts
  - Student Edition pp. 137–138, 140–144, 301
  - 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. Reread the passage (first read). Have students complete the Close Reading Worksheet, SE p. 301.

**Support Coach**
- **Lesson 6:** Reading 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.

**Performance Coach**
- **Lesson 6:** Reading 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**
    - Read the passage (third read). Then have students complete the Close Reading Worksheet, SE p. 301. Follow with Vocabulary, SE p. 145.

**Performance Coach**
- **Lesson 6:** Reading 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
  - **Hair Story**
    - Review Compare and Contrast, SE p. 146. Read the passage (third read). Have students complete the Compare and Contrast Chart, SE p. 303.

**Support Coach**
- **Lesson 6:** Reading Historical Texts
  - Student Edition pp. 146–152, 303
  - Teacher's Manual pp. 126, 128–133
  - Skills:
    - Compare and Contrast Texts
    - Write about Informational Text
  - **Hair Story**
    - Review Compare and Contrast, SE p. 146. Read the passage (third read). Have students complete the Compare and Contrast Chart, SE p. 303.

#### Differentiation Options

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

**Instruction Coach Independent Leveled Practice Resource Book**
- Have students work with partners to distinguish between fact and opinion. 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.

**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.

**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.

**Support Coach**
# Unit: Reading Historical Texts

**LESSON FOCUS**

**Support Coach**

**Lesson 6: Historical Texts**

- Student Edition pp. 148–155, 304
- Teacher’s Manual pp. 128–133

**Skills**

- Text Structures
- Evaluate Evidence and Opinions
- Close Reading; Assess Author’s Point of View
- Write about Informational Text

**Hairstory**

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

## DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 147. Reread Hairstory with the **second read** annotations, showing students that these focus on text structure. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM p. 131, to reread and discuss the passage. Review Vocabulary, SE p. 153.

**LESSON FOCUS**

**Support Coach**

**Lesson 6: Historical Texts**

- Student Edition pp. 148–155, 304
- Teacher’s Manual pp. 128–133

**Skills**

- Text Structures
- Evaluate Evidence and Opinions
- Close Reading; Assess Author’s Point of View
- Write about Informational Text

**Hairstory**

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

## DIFFERENTIATION OPTIONS

- **Support Coach** Guide students through Respond to Text using support, TM pp. 134–135.
- **Support Coach** Have students read **[third read]** Nuclear Disasters, SE pp. 156–160.
- **Performance Coach** Use Language Spotlight, SE p. 101 and TE p. 31, to teach domain-specific vocabulary. Have students choose a vocabulary word to write about.

**LESSON FOCUS**

**Support Coach**

**Lesson 6: Historical Texts**

- Student Edition pp. 154–160, 303–304

**Skills**

- Text Structures
- Evaluate Author’s Evidence
- Write about Informational Text

**Hairstory**

Read the passage. Review SE p. 154 and discuss the writing task on p. 155 before students draft and complete their writing.

## DIFFERENTIATION OPTIONS

- **Support Coach** Guide students through Respond to Text using support, TM pp. 134–135. Have them work with partners and write.
- **Support Coach** Have students read **[third read]** Nuclear Disasters, SE pp. 156–160.

## REVIEW

**Instruction Coach**

**Lesson 5: Reading Historical Texts**

- Student Edition p. 85
- Teacher’s Manual p. 63

**Skills**

- Fact, Opinion, and Reasoned Judgment
- Text Structures
- Domain-Specific Vocabulary
- Draw Inferences
- Using Glossaries
- Compare and Contrast
- Using Dictionaries

**Hairstory**

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

- cite textual evidence to support inferences
- distinguish among fact, opinion, and reasoned judgment
- recognize the text structure used to organize a historical text
- apply vocabulary strategies to understand the meanings of domain-specific words

## DIFFERENTIATION OPTIONS

- **Support Coach** Guide students through Respond to Text using support, TM pp. 134–135. Have them work with partners and write.
- **Support Coach** Have students read **[third read]** Nuclear Disasters, SE pp. 156–160.
- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 105–111 (item 6).
- **Support Coach** Review answers to Quiz 6 with students.

### WEEK 11

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## Unit: Reading Scientific and Technical Texts

### Lesson Focus

**Instruction Coach**

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

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

**Listen and Learn**

**Let It Burn?**

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

**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 159. Point out that the both questions are about reasoned judgment. Question 2 focuses on evaluating visual information.
- **Instruction Coach** Have students work in pairs to do Coached Example, SE pp. 116–119.

### Day 1

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

**Student Edition pp. 147–151**

**Teacher's Manual pp. 125–129**

**Day 2

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

**Student Edition pp. 147–151**

**Teacher's Manual pp. 126–131**

**Day 3

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

**Student Edition pp. 152–158**

**Teacher's Manual pp. 130–135**

**Day 4

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

**Student Edition pp. 154–160**

**Teacher's Manual pp. 132–135**

**Day 5

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

**Teacher's Manual pp. 132–135**

**Student Edition pp. 154–160**
## Unit: Reading Scientific and Technical Texts

### LESSON FOCUS

**Instruction Coach**

**Lesson 9: Reading Scientific and Technical Texts**
- **Instruction Coach Independent**
  - Leveled Practice Resource Book pp. 57–65
- Skills
  - ✔ Fact vs. Speculation

**Read on Your Own**

**A Fire-Friendly Tree**

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

### DIFFERENTIATION OPTIONS

**Instruction Coach Independent**

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

**Instruction Coach Independent**

- Leveled Practice Resource Book
  - Have students 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.

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### LESSON FOCUS

**Support Coach**

**Lesson 7: Scientific Texts**
- Student Edition pp. 163–164, 166–170, 305
- Teacher's Manual pp. 139–148
- Skills
  - ✔ Types of Evidence
  - ✔ Close Reading

**The Great Pacific Garbage Patch**

Discuss scientific texts and the skills that will be reviewed, SE p. 163. Review summarizing, SE p. 164. Read the passage *first read*, then complete the relevant questions on the Close Reading, SE p. 305.

### DIFFERENTIATION OPTIONS

**Support Coach**

- Review Try It, SE p. 164. Reread The Great Pacific Garbage Patch with the *first read* annotations, showing students that focus on summarizing. Guide students to complete the relevant questions on the Close Reading Worksheet.

**Support Coach**

- 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.

### LESSON FOCUS

**Support Coach**

**Lesson 7: Scientific Texts**
- Teacher's Manual pp. 141–147
- Skills
  - ✔ Types of Evidence
  - ✔ Close Reading

**The Great Pacific Garbage Patch**

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

### DIFFERENTIATION OPTIONS

**Support Coach**

- Review Try It, SE p. 165. Reread The Great Pacific Garbage Patch with the *second read* annotations, showing students that these focus on types of evidence. Guide students to complete the Types of Evidence Worksheet.

**Support Coach**


**Performance Coach**

- Have students write about specific characteristics in the passages they have read.

**Performance Coach**

- Have students complete the Lesson Practice, SE pp. 132–137.

### LESSON FOCUS

**Support Coach**

**Lesson 7: Scientific Texts**
- Student Edition pp. 166–171, 307
- Teacher's Manual pp. 142–147
- Skills
  - ✔ Types of Evidence
  - ✔ Close Reading

**The Great Pacific Garbage Patch**

Read the passage *first read*. Then have students complete the Close Reading Worksheet, SE p. 305. Follow with Vocabulary, SE p. 171.

### DIFFERENTIATION OPTIONS

**Support Coach**

- After discussing the *third read* annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.

**Performance Coach**


**Performance Coach**

- Use Discussion Questions, TE p. 34. Review the characteristics of scientific and technical texts. Have students write about specific characteristics in the passages they have read.

**Performance Coach**

- Have students complete the Lesson Practice, SE pp. 132–137.

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### LESSON FOCUS

**Support Coach**

**Lesson 7: Scientific Texts**
- Skills
  - ✔ Paragraph Structure

**Tracking Forest Fires**


### DIFFERENTIATION OPTIONS

**Support Coach**

- Review Try It, SE p. 172. Reread Tracking Forest Fires with the *third read* annotations, focusing on paragraph structure. Guide students to complete the Close Reading Worksheet.

**Support Coach**

- 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.
### Unit: Reading Scientific and Technical Texts

#### Lesson Focus

**Lesson 7: Scientific Texts**
- **Skills**
  - Evaluate Evidence
  - Using a Thesaurus
  - Close Reading

**Tracking Forest Fires**

#### Differentiation Options

- **Support Coach** Review the Student Edition pp. 173–181, 308. Reread Tracking Forest Fires with the second read annotations, showing students that these focus on evaluating evidence. Guide students to complete the Close Reading Worksheet.
- **Support Coach** Use Supporting Struggling Learners scaffolding, TM pp. 149–150, to reread and discuss the passage. Review Vocabulary, SE p. 181.
- **Support Coach** Reteach using a thesaurus and finding synonyms, TM p. 156 and Review Vocabulary, SE p. 181.

#### Lesson Focus

**Lesson 7: Scientific Texts**
- **Skills**
  - How My Evidence Affected My Reading
  - Close Reading: Evaluate Author's Point of View
  - Write about Informational Text

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

#### Differentiation Options

- **Support Coach** Guide students through Respond to Text using support, TM pp. 158–159. Have them work with partners and write.
- **Support Coach** Have students read [third read] Toys in Space!, SE pp. 184–188.
- **Performance Coach** Use Language Spotlight, SE p. 101 and TE p. 36, to teach domain-specific vocabulary. Have students choose a vocabulary word to write about.

#### Lesson Focus

**Lesson 7: Scientific Texts**
- **Skills**
  - How My Evidence Affected My Reading
  - Write about Scientific Text

**Respond to Text**
Review SE p. 182 and discuss the writing task on p. 183 before students draft and complete their writing.

#### Differentiation Options

- **Support Coach** Guide students through Respond to Text using support, TM pp. 158–159.
- **Support Coach** Have students read [third read] Toys in Space!, SE pp. 184–188.

#### Lesson Focus

**Lesson 7: Scientific Texts**
- **Support Coach** Review the Student Edition pp. 187–188.

### Review

**Instruction Coach**
- **Lesson 9: Reading Scientific and Technical Texts**
- **Skills**
  - Fact vs. Speculation
  - Visual Information
  - Domain-Specific Vocabulary

**Listen and Learn**
Review and discuss the Essential Question the following focus skills:
- distinguish between speculation and reasoned judgment
- evaluate whether evidence is reliable, credible, and sufficient
- use visual information to support evidence
- determine meaning of domain-specific vocabulary in informational text

#### Differentiation Options

- **Performance Coach** Do shared writing with students in Lesson Practice, SE pp. 120–125 (item 6).
- **Instruction Coach** Review answers to Benchmark Assessment 2 with students.
- **Support Coach** Review answers to Quiz 7 with students.
Unit: Writing Informative Texts

LESSON FOCUS
Instruction Coach
Lesson 10: Writing Informative Texts
- Student Edition pp. 161–162
- Teacher’s Manual pp. 137–138
Skills
✔ Write Informative Texts
✔ Engage in Collaborative Discussion

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

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

LESSON FOCUS
Instruction 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
- Instruction 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.
- Instruction Coach Review the Writing Process, SE p. 166, for students who need extra support.

LESSON FOCUS
Instruction 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
- Instruction 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.
- Instruction 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.

LESSON FOCUS
Instruction 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
- Instruction 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.
## Unit: Writing Informative Texts

### Week 16

#### Day 1
- **LESSON FOCUS**
  - **Instruction Coach**
  - **Lesson 10: Writing Informative Texts**
    - Student Edition pp. 176–181
    - Teacher’s Manual pp. 146–149
    - Skills
      - ✔ Use Transition Words
      - ✔ Write Informative Texts
  - **Writing Process:** Steps 3, 4
    - With students read the Writer’s Craft section, SE p. 176. Have students share their efforts to use linking words. Then read SE pp. 178–179.

#### Day 2
- **LESSON FOCUS**
  - **Instruction Coach**
  - **Lesson 10: Writing Informative Texts**
    - Teacher’s Manual pp. 150
    - Skills
      - ✔ Word Choice and Tone
      - ✔ Revise Informative Texts
  - **Writing Process:** Steps 4, 5
    - Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 166–167.

#### Day 3
- **DIFFERENTIATION OPTIONS**

#### Day 4
- **DIFFERENTIATION OPTIONS**
  - **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about the introduction, the body, and/or the conclusion, to demonstrate how to talk about writing.
  - **Performance Coach** Using the Verb Mood chart on SE p. 265 and the examples on SE p. 266, have students check their peer partner’s writing for inappropriate shifts in verb mood.

#### Day 5
- **PUBLISH AND ASSESS OPTIONS:**
  - **Instruction Coach**
    - Teacher’s Manual pp. 152–153
    - Skills
      - ✔ Write Informative Texts
  - **Writing Process:** Step 7
    - This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.
  - **DIFFERENTIATION OPTIONS**
    - **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
    - **Performance Coach** Have accelerating students complete the Coached Example, SE pp. 269–272.
    - **Performance Coach** Have accelerating students complete Lesson Practice, SE pp. 240–245.
Unit: Reading Drama

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<tr>
<th>Day 1</th>
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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 6: Reading Drama&lt;br&gt;Student Edition pp. 97–101&lt;br&gt;Teacher’s Manual pp. 78–83&lt;br&gt;Skills&lt;br&gt;✔ Dramatic Structure&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;Listen and Learn&lt;br&gt;A Grand Geyser&lt;br&gt;Introduce dramatic texts and discuss questions, TM p. 79, focusing on the Essential Question, How does presenting a story in a dramatic form influence the way it is told? Then read A Grand Geyser with students. Have students free write for 5–7 minutes in response to the Consider questions.&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;• Instruction Coach Teach dramatic text features in A Grand Geyser, noting and listing text features, including stage directions.&lt;br&gt;• Instruction Coach Reread A Grand Geyser, and have students identify vocabulary words that they do not understand. Teach the vocabulary words.&lt;br&gt;• Instruction Coach Use Speaking and Listening Project, TM pp. 90–93, during this unit.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 6: Reading Drama&lt;br&gt;Student Edition pp. 103, 104–108&lt;br&gt;Teacher’s Manual pp. 85, 86–87&lt;br&gt;Skills&lt;br&gt;✔ Characterization&lt;br&gt;✔ Dialogue&lt;br&gt;✔ Vocabulary&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;Listen and Learn&lt;br&gt;A Grand Geyser&lt;br&gt;Reread the passage with students using Think Alouds. Use Dramatic Structure Think Aloud to focus strategy instruction, TM p. 82. Then have students complete the Comprehension Check on Dramatic Plot Structure, SE p. 102.&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;• Instruction Coach Teach dramatic plot structure in A Grand Geyser and guide students through Comprehension Check, SE p. 102.&lt;br&gt;• Instruction Coach Reread A Grand Geyser, SE pp. 98–101, noting dramatic structures and their purposes. Complete the list of dramatic structures used.&lt;br&gt;• Instruction Coach Preview and teach the vocabulary words, SE p. 103.&lt;br&gt;• Performance Coach Have students read SE p. 29 and describe the dramatic irony used in A Grand Geyser.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 6: Reading Drama&lt;br&gt;Student Edition pp. 104–108&lt;br&gt;Teacher’s Manual pp. 86–87&lt;br&gt;Skills&lt;br&gt;✔ Dramatic Irony&lt;br&gt;✔ Characterization&lt;br&gt;✔ Dialogue&lt;br&gt;✔ Compare and Contrast&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;Share and Learn&lt;br&gt;The Surprise Patriot&lt;br&gt;Have students continue to read and discuss the drama. Then have students respond to the Anchor Standard Discussion Questions and Comprehension Check, SE pp. 109–110.&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;• Instruction Coach Use highlighted vocabulary and guide students through vocabulary. Use highlighted words in The Surprise Patriot to reinforce meanings.&lt;br&gt;• Performance Coach Have accelerating students work in pairs to do Coached Example, SE pp. 31–34.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 6: Reading Drama&lt;br&gt;Student Edition pp. 97, 98–101, 104–108&lt;br&gt;Teacher’s Manual p. 79&lt;br&gt;Skills&lt;br&gt;✔ Dramatic Structure&lt;br&gt;✔ Write about Literature&lt;br&gt;✔ Engage in Collaborative Discussion&lt;br&gt;Reread A Grand Geyser or The Surprise Patriot&lt;br&gt;Have students choose a passage and write a paragraph responding to the Essential Question, How does presenting a story in a dramatic form influence the way it is told? Tell them to use two examples of text features to support their response.&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;• Instruction Coach Guide students through Anchor Standard Discussion Questions, SE p. 109. Point out that the question is about how author’s purpose shapes tone and dramatic irony.&lt;br&gt;• Instruction Coach Have students work in pairs to complete the Comprehension Check, SE p. 110.</td>
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# Unit: Reading Drama

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<td><strong>Instruction Coach Independent Leveled Practice Resource Book</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td><strong>Review compare and contrast, SE p. 61. Read the drama [third read]. Then have students complete the Close Reading Worksheet, SE p. 290.</strong></td>
<td><strong>Review multiple-meaning words, SE p. 61. Read the drama [first read]. Have students complete the Close Reading Worksheet, SE p. 290.</strong></td>
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<td><strong>Support Coach</strong></td>
<td><strong>Review Try It, SE p. 60. Reread The Setup, Scene 1 with the [first read] annotations, showing students that these focus on summary. Guide students to complete the Summary Chart.</strong></td>
<td><strong>Review Try It, SE p. 61. Reread The Setup, Scene 1 with the [second read] annotations, showing students that these focus on dramatic structure. Guide students to complete the Close Reading Worksheet.</strong></td>
<td><strong>Review Try It, SE p. 61. Reread The Setup, Scene 1 with the [third read] annotations, after discussing the questions in the annotations, write their answer, and discuss with the group.</strong></td>
<td><strong>Review Try It, SE p. 68. Reread The Setup, Scenes 2 and 3 with the [first read] annotations, focusing on comparing and contrasting. Guide students to complete the Close and Contrast Web.</strong></td>
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<td><strong>Support Coach</strong></td>
<td><strong>Use Supporting Struggling Learners scaffolding, TM p. 50, to help students understand and identify important and unimportant details in The Setup, Scene 1.</strong></td>
<td><strong>Focus on domain-specific terms and concepts in The Setup, Scene 1 using Supporting ELLs, TM p. 54. Preview Vocabulary, SE p. 56.</strong></td>
<td><strong>Guide students through the Coached Example, SE pp. 31–34.</strong></td>
<td><strong>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.</strong></td>
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### Unit: Reading Drama

#### Day 1

**LESSON FOCUS**
- **Support Coach**
  - **Lesson 3: Drama**
    - Student Edition pp. 69, 70–74, 292
    - Teacher’s Manual pp. 59, 60–65

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

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

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

**LESSON FOCUS**
- **Support Coach**
  - **Lesson 3: Drama**
    - Student Edition pp. 70–74, 76–77, 292

**Skills**
- ✔ Compare and Contrast
- ✔ Close Reading: Analyze
- ✔ Write about Literature

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

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

#### Day 2

**LESSON FOCUS**
- **Support Coach**
  - **Lesson 3: Drama**
    - Student Edition pp. 70–74, 76–77

**Skills**
- ✔ Compare and Contrast
- ✔ Close Reading: Analyze
- ✔ Write about Literature

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

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

#### Day 3

**LESSON FOCUS**
- **Support Coach**
  - **Lesson 3: Drama**
    - Student Edition pp. 70–74, 76–77

**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**
- **Support Coach** Have students read Animal Shelter (third read) and complete Comprehension Check, SE pp. 83–84. Have students share answers and discuss the text, pointing out evidence that they find.
- **Performance Coach** Do shared writing with students in Lesson Practice, SE p. 41 (item 6).
- **Support Coach** Review answers to Quiz 3 with students.

#### Day 4

**LESSON FOCUS**
- **Support Coach**
  - **Lesson 3: Drama**
    - Student Edition pp. 78–84
    - Teacher’s Manual p. 68

Read on Your Own
Animal Shelter
Review Comprehension Check, SE pp. 83–84. Have students share answers and discuss the text, pointing out evidence that they find.

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

#### Day 5

**REVIEW AND ASSESS OPTIONS:**
- **Support Coach** Quiz 3

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

**LESSON FOCUS**
- **Support Coach**
  - **Lesson 6: Reading Drama**
    - Student Edition p. 97
    - Teacher’s Manual p. 79

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

**DIFFERENTIATION OPTIONS**
- **Support Coach** Have students read Animal Shelter (third read) and complete Comprehension Check, SE pp. 83–84. Have students share answers and discuss the text, pointing out evidence that they find.
- **Support Coach** Review answers to Quiz 3 with students.
# Unit: Writing Fictional Narratives

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## LESSON FOCUS

**Instruction Coach**

**Lesson 8: Writing Fictional Narratives**

- **Skills**
  - Write a Fictional Narrative
  - Introduction
  - Plot
  - Climax
  - Resolution

- **Teacher's Manual** pp. 111–113
- **Student Edition** pp. 125–126
- **Teacher's Manual** pp. 111–112
- **Student Edition** pp. 125–126

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Use notes, TM pp. 110, to introduce the purpose and audience for a fictional narrative.
- **Instruction Coach** Review the Listen and Learn comprehensions check SE p. 102 for A Grand Geyser to identify and discuss the introduction, problem, climax, and resolution of that text.
- **Performance Coach** Have students list challenges they tend to have when writing. Then have students read Getting the Idea, SE pp. 196–199. Partners explain which sections they will use to improve their own narratives and why.

## LESSON FOCUS

**Instruction Coach**

**Lesson 8: Writing Fictional Narratives**

- **Skills**
  - Write a Fictional Narrative
  - Introduction
  - Plot
  - Climax
  - Resolution

- **Teacher's Manual** pp. 111–113
- **Student Edition** pp. 127–128
- **Teacher's Manual** pp. 111–112
- **Student Edition** pp. 127–128

**DIFFERENTIATION OPTIONS**

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

## LESSON FOCUS

**Instruction Coach**

**Lesson 8: Writing Fictional Narratives**

- **Skills**
  - Write a Fictional Narrative
  - Introduction
  - Plot
  - Climax
  - Resolution

- **Teacher's Manual** pp. 111–113
- **Student Edition** pp. 128–129
- **Teacher's Manual** pp. 114–115
- **Student Edition** pp. 129–130

**DIFFERENTIATION OPTIONS**

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

## LESSON FOCUS

**Instruction Coach**

**Lesson 8: Writing Fictional Narratives**

- **Skills**
  - Write a Fictional Narrative
  - Introduction
  - Plot
  - Climax
  - Resolution

- **Teacher's Manual** pp. 112–113
- **Student Edition** pp. 128–131
- **Teacher's Manual** pp. 116–118
- **Student Edition** pp. 132–135

**DIFFERENTIATION OPTIONS**

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

### Lesson Focus

#### Instruction Coach

**Lesson 8: Writing Fictional Narratives**
- **Skills**
  - Write a Fictional Narrative
  - Use Dialogue
- **Writing Process:** Steps 3, 4
  - Read the Writer's Craft section, SE p. 134, with students. Have students share their efforts to use dialogue. Then read SE pp. 136–137.

### Differentiation Options

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

### Lesson Focus

#### Instruction Coach

**Lesson 8: Writing Fictional Narratives**
- **Skills**
  - Revise a Fictional Narrative
  - Use Sensory Language
- **Writing Process:** Steps 4, 5
  - Allow time for students to complete their Peer Reviews and record their peer comments before they begin to revise. Read SE pp. 140–141.

### Differentiation Options

- **Instruction Coach** Have students read aloud portions of their writing. Model Think Alouds about the introduction, the plot, and/or the conclusion to demonstrate how to talk about writing.
- **Instruction Coach** Identify sentences that students should rewrite in the active voice to make the sentence clearer and more concise.

### Lesson Focus

#### Instruction Coach

**Lesson 8: Writing Fictional Narratives**
- **Skills**
  - Edit a Fictional Narrative
  - Verb Voice
- **Writing Process:** Steps 5, 6
  - Read SE pp. 142–143. Provide time for students to finish revising and begin editing.

### Differentiation Options

- **Instruction Coach** Use SE pp. 144–145 as a springboard for students to discuss strategies for improving the clarity and precision of sentences in their writing.
- **Performance Coach** Have students work on the Lesson Practice, SE pp. 204–209.

### Lesson Focus

#### Instruction Coach

**Lesson 8: Writing Fictional Narratives**
- **Skills**
  - Write a Fictional Narrative
  - Verb Voice
- **Writing Process:** Steps 6, 7
  - Read SE pp. 144–145. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 146.

### Differentiation Options

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

### Publish Options:

#### Instruction Coach

- **Skill**
  - Write a Fictional Narrative
- **Writing Process:** Step 7
  - This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.
# Unit: Reading Poetry

## Lesson Plans

### Lesson 7: Reading Poetry

#### Skill Focus
- **Imagery, Mood, and Tone**
- **Poetry Structure**
- **Symbol**
- **Poetry Technique**
- **Write about Poetry**
- **Engage in Collaborative Discussion**

### Differentiation Options

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

### Lesson Focus

**Lesson Focus**

**Student Edition pp. 111–113**
- **Teacher’s Manual pp. 95–97**

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

**Listen and Learn Endymion**

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

### Differentiation Options

**Instruction Coach** Teach imagery in Endymion and guide students through Comprehension Check, SE p. 122.

**Instruction Coach** Reread Endymion, SE pp. 112–114, noting the structure of the poem.

**Instruction Coach** Preview and teach the vocabulary words, SE p. 115.

**Instruction Coach** Reteach concept students have not mastered, TM p. 99.

**Performance Coach** Have accelerating students read SE pp. 16–19 and identify the figurative language used in Endymion.

### Lesson Focus

**Student Edition pp. 115–120**
- **Teacher’s Manual pp. 99–101**

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

**Listen and Learn Endymion**

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

### Differentiation Options

**Instruction Coach** Teach poetry structure in Endymion, explaining lines and stanzas.

**Instruction Coach** Reread Endymion, SE pp. 112–114, noting the structure of the poem.

**Instruction Coach** Teach vocabulary and guide students through creating a vocabulary word map. Use highlighted words in The Lady of Shalott to reinforce meanings.

**Instruction Coach** Reread SE p. 118 with students. Guide them to analyze how a shift in structure can signal a change in the mood or tone of the poem, TM p. 101.

### Differentiation Options

**Instruction Coach** Teach imagery in Endymion and guide students through Comprehension Check, SE p. 122.

**Instruction Coach** Teach vocabulary and guide students through creating a vocabulary word map. Use highlighted words in The Lady of Shalott to reinforce meanings.

**Instruction Coach** Reread SE p. 118 with students. Guide them to analyze how a shift in structure can signal a change in the mood or tone of the poem, TM p. 101.

**Instruction Coach** Reread The Lady of Shalott, guiding students to note how word choice affects the mood and tone of the poem. Chart the words or phrases along with the mood or tone they create.

**Instruction Coach** Reread The Lady of Shalott and guide students as they unpack the theme(s) and supporting details.

**Performance Coach** Have accelerating students work in pairs to do Coached Example, pp. 20–22.
### Unit: Reading Poetry

#### LESSON FOCUS
**Instruction Coach**

**Lesson 7: Reading Poetry**
- **Skills**
  - Word Choice and Tone
  - Poetic Structure

**Day 1**
**Day 2**
**Day 3**
**Day 4**
**Day 5**

#### DIFFERENTIATION OPTIONS
- **Instruction Coach Independent**
  - Level 1 A Worn-Out Pencil
  - Level 2 A Water-Color
  - Level 3 A Dream

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

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

**Lesson 4: Poetry**
- **Skills**
  - Word Choice and Tone
  - Poetic Structure
- **Word Choice and Tone**
- **Poetic Structure**

**Day 1**
**Day 2**
**Day 3**
**Day 4**
**Day 5**
Unit: Reading Poetry

LESSON FOCUS
Support Coach
Lesson 4: Poetry
- Student Edition pp. 96–103, 296
- Teacher's Manual pp. 82–89
Skills
✔ Poetic Structure: Narrative and Sonnet
✔ Figurative Language
✔ Close Reading
Paul Revere's Ride/Remember
Review Poetic Structure: Narrative and Sonnet, SE p. 95.
Read the poems. Then have students complete the relevant questions on the Compare Poetic Structures Chart, SE p. 296, and Vocabulary, SE p. 103.

DIFFERENTIATION OPTIONS
- Support Coach: Review Try It, SE p. 95. Reread Paul Revere's Ride/Remember with the annotations, showing students that these focus on poetic structure of narratives and sonnets. Guide students to complete the Compare Poetic Structures Chart.
- Support Coach: Use Supporting Struggling Learners note, TM p. 81, to reread and discuss the passage. Review Vocabulary, SE p. 103.

LESSON FOCUS
Support Coach
Lesson 4: Poetry
- Student Edition pp. 96–102, 104–105, 295
- Teacher's Manual pp. 82–91
Skills
✔ Poetic Structure
✔ Close Reading
✔ Write about Poetry
Respond to Text
Paul Revere's Ride/Remember
Read the poems. Then have students complete the Close Reading Worksheet, SE p. 295. Follow with Respond to Text, SE pp. 104–105.

DIFFERENTIATION OPTIONS
- Support Coach: Guide students through Respond to Text using support, TM pp. 90–91.
- Support Coach: Have students read Sonnet 29/The Listeners, SE pp. 106–108. [first read].
- Performance Coach: Use Language Spotlight, SE p. 19 and TE p. 8, to teach denotation and connotation. Have students choose a vocabulary word to write about.

LESSON FOCUS
Support Coach
Lesson 4: Poetry
- Student Edition pp. 96–102, 104–105, 295
- Teacher's Manual pp. 82–91
Skills
✔ Symbol
✔ Poetic Structure
✔ Close Reading
✔ Write about Poetry
Respond to Text
Review SE p. 104 and discuss the writing task on p. 105 before students draft and complete their writing.

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

LESSON FOCUS
Support Coach
Lesson 4: Poetry
- Student Edition pp. 96–102, 104–105, 295
- Teacher's Manual pp. 82–91
Skills
✔ Symbol
✔ Figurative Language
✔ Poetic Structure
Listen and Learn
Review and discuss the Essential Question and the following focus skills:
- analyze impact of word choice on tone
- understand word relationships
- understand figurative language
- compare and contrast poetic structure

DIFFERENTIATION OPTIONS
- Support Coach: Have students read Sonnet 29/The Listeners [third read] and do Comprehension Check, SE pp. 109–110.
- Support Coach: Review answers to Quiz 4 with students.

REVIEW
Instruction Coach
Lesson 7: Reading Poetry
- Student Edition p. 111
- Teacher's Manual p. 95
Skills
✔ Symbol
✔ Figurative Language
✔ Poetic Structure
Read on Your Own
Sonnet 29/The Listeners
Review Comprehension Check, SE pp. 109–110. Have students share answers and discuss the text, pointing out evidence that they find.

DIFFERENTIATION OPTIONS
- Performance Coach: Do shared writing with students in Lesson Practice, SE p. 27 (item 6).
- Support Coach: Review answers to Quiz 4 with students.
### Unit: Writing Personal Narratives

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<tr>
<th>Day 1</th>
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| **LESSON FOCUS**<br>Instruction Coach<br>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**  
- **Instruction Coach** Use TM p. 48 to introduce the purpose and audience for a personal narrative.  
- **Instruction Coach** Review An Unbreakable Code, SE pp. 48–51, to identify and discuss the introduction, body, and conclusion of that text. | **LESSON FOCUS**<br>Instruction Coach<br>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**  
- **Instruction Coach** Use the graphic on SE p. 62 to help students understand the characteristics and structure of personal narrative.  
- **Instruction Coach** Have accelerating students identify the introduction, body, and conclusion of the mentor text.  
- **Instruction Coach** Use the Sensory Language Think Aloud, TM p. 50, to focus the skill. Have students reread SE p. 63, underline the sensory language, and determine to which sense the author is appealing.  
- **Instruction Coach** Review the Writing Process, SE p. 66, for students who need extra support. | **LESSON FOCUS**<br>Instruction Coach<br>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**  
- **Instruction 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.  
- **Instruction 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.  
- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support. | **LESSON FOCUS**<br>Instruction Coach<br>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**  
- **Instruction 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.  
- **Instruction Coach** Review the Writing Process, SE p. 66, for students who need extra support.  
- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support. |
## Unit: Writing Personal Narratives

### LESSON FOCUS

**Instruction Coach**

**Lesson 4: Writing Personal Narratives**
- Student Edition pp. 72–73, 74–77
- Teacher’s Manual pp. 55–56, 57–58

**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

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

### LESSON FOCUS

**Instruction 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

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

### LESSON FOCUS

**Instruction 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

- **Instruction Coach** Have students read aloud portions of their writing. Think aloud about descriptive details, sensory language, and point of view to demonstrate how to talk about writing.

### LESSON FOCUS

**Instruction Coach**

**Lesson 4: Writing Personal Narratives**
- Student Edition pp. 82–83, 84
- Teacher’s Manual pp. 60, 61

**Skills**
- ✔ Using Verbals
- ✔ Editing Personal Narratives

**Writing Process: Steps 6, 7**
Complete SE pp. 82–83. Students should finish editing and move on to publishing. Discuss the publishing ideas, SE p. 84.

### DIFFERENTIATION OPTIONS

- **Instruction Coach** Use SE pp. 81–82 as a springboard for students to discuss strategies for improving specific sentences in their writing.
- **Performance Coach** Guide accelerating students complete the Lesson Practice, SE pp. 279–281.

### PUBLISH AND ASSESS OPTIONS:

**Instruction Coach**
- Teacher’s Manual p. 61

**Skill**
- ✔ Writing Personal Narratives

**Writing Process: Step 7**
This stage of the process should allow students to share their writing in a meaningful way. If possible, designate a time and/or space for reading aloud, posting or displaying writing, and sharing with family members and/or the school community.

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Students may use alternative media for their writing, especially if it includes images and text features.
- **Performance Coach** Have accelerating students complete the Lesson Practice, SE pp. 279–281.
### Unit: Reading Persuasive Nonfiction

#### Lesson Focus
**Instruction 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
- **Listen and Learn**
  - Day of Infamy
  - Introduce persuasive non-fiction and discuss questions, TM p. 155, focusing on the Essential Question, *In what ways does persuasion appeal to our reason and our emotion?*
  - Then read Day of Infamy with students. Direct students to complete a 3- to 5-minute free write in response to the Consider questions.

#### Differentiation Options
**Instruction 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

**Listen and Learn**

- **Day of Infamy**
  - Reread the passage with students using Think Alouds. Use Persuasive Techniques Think Aloud to focus strategy instruction, TM p. 158.
  - Then have students complete the Comprehension Check on, SE p. 194.

**Differentiation Options**

- **Instruction Coach** Teach persuasive claims in *Day of Infamy* and guide students through Comprehension Check, SE p. 194.
- **Instruction Coach** Teach vocabulary and guide students through Vocabulary. Use highlighted words in *Captive Breeding to Save a Species* to reinforce meanings.
- **Performance Coach** Have accelerating students read SE pp. 82–85 and identify the types of evidence also used in *Day of Infamy* and *Captive Breeding to Save a Species*.

**Lesson Focus**

**Instruction 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

**Listen and Learn**

- **Day of Infamy**
  - Preview highlighted vocabulary in context, then complete the word map on SE p. 195. Then have students read and discuss the passage, SE pp. 196–200.

**Differentiation Options**

- **Instruction Coach** Reread Captive Breeding to Save a Species. 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.

**Differentiation Options**

- **Instruction 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.
- **Instruction 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.

**Lesson Focus**

**Instruction 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

**Listen and Learn**

- **Day of Infamy or Captive Breeding to Save a Species**
  - Reread Day of Infamy or Captive Breeding to Save a Species.
  - Have students choose a passage and write a paragraph responding to the Essential Question, *In what ways does persuasion appeal to our reason and our emotion?*
  - Tell them to use two examples of text features to support their response.

**Differentiation Options**

- **Instruction Coach** Guide students through Anchor Standard Discussion Questions, SE p. 201. Point out that the first question is about biased and emotional language; the second question is about author's purpose and text structure.
- **Instruction 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.
# Unit: Reading Persuasive Nonfiction

## LESSON FOCUS

### Instruction Coach

#### Lesson 11: Reading Persuasive Nonfiction

- **Instruction Coach Independent Leveled Practice Resource Book** pp. 66–72
- **Skills**
  - Author’s Argument
  - Evaluate Evidence
  - Write about Informational Text

Read on Your Own

- **Voting at Sixteen**

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

### DIFFERENTIATION OPTIONS

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

## LESSON FOCUS

### Support Coach

#### Lesson 9: Persuasive Nonfiction

- **Student Edition pp. 222–226, 313**
- **Teacher’s Manual pp. 188, 190–194, 195**
- **Skills**
  - Make Predictions
  - Recognize Persuasive Nonfiction
  - 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

- **Support Coach** Review Try It, SE p. 221. Reread Newspapers vs. the Internet with the **second round** annotations, showing students that these focus on evaluating arguments. Guide students to complete the Argument Evaluation Worksheet.

- **Support Coach** Focus on verbal irony and puns in Newspapers vs. the Internet by building background knowledge to support making predictions.

## LESSON FOCUS

### Support Coach

#### Lesson 9: Persuasive Nonfiction

- **Student Edition pp. 222–226, 314**
- **Teacher’s Manual pp. 189, 190–194, 195**
- **Skills**
  - Evaluate Author’s Argument
  - Recognize Persuasive Nonfiction

Read on Your Own

- **Newspapers vs. the Internet**

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

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 221. Reread Newspapers vs. the Internet with the **third read** annotations, having 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. 86–90.

## LESSON FOCUS

### Support Coach

#### Lesson 9: Persuasive Nonfiction

- **Student Edition pp. 222–226, 313**
- **Teacher’s Manual pp. 190–194, 195**
- **Skills**
  - Verbal Irony and Puns
  - Close Reading

Read on Your Own

- **Newspapers vs. the Internet**

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

### DIFFERENTIATION OPTIONS

- **Support Coach** After discussing the **third read** annotations, have students choose one of the questions in the annotations, write their answer, and discuss with the group.

- **Performance Coach** Guide students through the Coached Example, SE pp. 86–90.

## LESSON FOCUS

### Support Coach

#### Lesson 9: Persuasive Nonfiction

- **Student Edition pp. 228, 230–236, 315**
- **Teacher’s Manual pp. 196, 198–204, 209**
- **Skills**
  - Identify Author’s Purpose
  - Close Reading

Read on Your Own

- **Fighting for Keiko/Freedom Isn’t Free**

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

### DIFFERENTIATION OPTIONS

- **Support Coach** Review Try It, SE p. 221. Reread Fighting for Keiko/Freedom Isn’t Free with the **first round** annotations, focusing on identifying author’s purpose. Guide students to complete the Close Reading Worksheet.

- **Support Coach** Use Supporting Struggling Learners, TM p. 196. Help students understand how to identify author’s purpose in Fighting for Keiko/Freedom Isn’t Free by modeling self-questioning strategy.
# Week 29

## Unit: Reading Persuasive Nonfiction

### LESSON FOCUS: Reading Persuasive Nonfiction

#### Lesson 9: Persuasive Nonfiction
- **Support Coach**
  - *Student Edition* pp. 229–237, 316
  - *Teacher’s Manual* pp. 197–205
  - Skills: Argument, Allusions and Analogies, Close Reading, Writing about Informational Text
- **Instruction Coach**
  - *Student Edition* pp. 229–237, 316
  - *Teacher’s Manual* pp. 198–204, 205
  - Skills: Point of View, Close Reading: Analyze, Writing about Informational Text
- **Performance Coach**
  - *Student Edition* pp. 229–237, 316
  - *Teacher’s Manual* pp. 206–207
  - Skills: Comparing Points of View, Author’s Argument, Argument and Counterargument, Compare and Contrast
- **Benchmark Assessment 4**

#### DIFFERENTIATION OPTIONS
- **Support Coach** Review *Try It*, *SE* p. 229. Reread *Fighting for Keiko/Freedom Isn’t Free* with the *second read* annotations, showing students that these focus on argument and counterargument. Guide students to complete the Argument Chart.

### LESSON FOCUS: Reading Persuasive Nonfiction

#### Lesson 11: Reading Persuasive Nonfiction
- **Support Coach**
  - *Student Edition* pp. 238–239
  - *Teacher’s Manual* pp. 206–207
  - Skills: Point of View, Close Reading, Writing about Informational Text
- **Instruction Coach**
  - *Student Edition* p. 189
  - *Teacher’s Manual* p. 155
  - Skills: Comparing Points of View, Author’s Argument, Argument and Counterargument, Compare and Contrast
- **Performance Coach**
  - *Student Edition* pp. 245–246
  - *Teacher’s Manual* p. 208
  - *Read on Your Own* Trolleys vs. Big Oil
  - *Review Comprehension Check*, *SE* pp. 245–246. Have students share answers and discuss the text, pointing out evidence that they find.

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

### REVIEW AND ASSESS OPTIONS:

#### Instruction Coach
- **Benchmark Assessment 4**
  - *Student Edition* pp. 245–246
  - *Teacher’s Manual* p. 208
- **Coach Quiz 9**
  - *Student Edition* pp. 245–246

#### Support Coach
- **Lesson 9: Persuasive Nonfiction**
  - *Student Edition* pp. 229–237
  - *Teacher’s Manual* pp. 197–205
- **Lesson 11: Reading Persuasive Nonfiction**
  - *Student Edition* p. 189
  - *Teacher’s Manual* p. 155
- **Instruction Coach**
  - *Student Edition* pp. 245–246
  - *Teacher’s Manual* p. 208
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**Unit: Writing Opinion Pieces**

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✔ Non–Assessed Skills/Strategies ✔ Assessed Skills/Strategies
### Unit: Writing Opinion Pieces

#### LESSON FOCUS

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

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

**Skills**
- ✔ Write Opinion Pieces
- ✔ Transition Words and Phrases

**Writing Process: Step 3**

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

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Allow time for students to draft independently or in pairs. Conference with students who need extra support.
- **Instruction Coach** Use Organize Information, TM p. 180, to help students present information in a logical order.
- **Performance Coach** Have students complete the Coached Example, SE pp. 251–253.

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 216–219**
- **Teacher’s Manual pp. 181–182**

**Skills**
- ✔ Write Opinion Pieces
- ✔ Revise Opinion Pieces

**Writing Process: Step 4**

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

**DIFFERENTIATION OPTIONS**

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

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

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

**Skills**
- ✔ Formal Language
- ✔ Revise Opinion Pieces

**Writing Process: Step 5**

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

**DIFFERENTIATION OPTIONS**

- **Instruction Coach** Identify informal words and phrases in their drafts that students should replace with formal language to make their writing appear more polished. Provide students with support as they revise.
- **Instruction Coach** Continue with the Speaking and Listening Project, TM pp. 186–189.
- **Instruction Coach** Have students complete the Coached Example, SE pp. 225–234.

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 12: Writing Opinion Pieces**

- **Student Edition pp. 222–224**
- **Teacher’s Manual p. 184**

**Skills**
- ✔ Formal Language
- ✔ Revise Opinion Pieces
- ✔ Punctuation

**Writing Process: Step 6**

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

**DIFFERENTIATION OPTIONS**

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

#### LESSON FOCUS
- **Instruction Coach**
  - Lesson 12: Writing Opinion Pieces
  - Student Edition p. 226
  - Teacher’s Edition p. 185
- **Skills**
  - ✔️ Write an Opinion Piece
  - ✔️ Engage in Collaborative Discussion

#### 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.

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

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#### LESSON FOCUS
- **Performance Coach**
  - Lesson 16: Write an Argument
  - Student Edition pp. 248–250
  - Teacher’s Manual pp. 74–76
  - Skills
    - ✔️ Analyze an Argument
    - ✔️ Mood
  - Getting the Idea
    - 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.

#### DIFFERENTIATION OPTIONS
- **Performance Coach**
  - For students who need extra support, guide students through Coached Example, SE p. 251, to help them understand how the author organized the introduction (introducing the topic and claim), the support (containing reasons and relevant facts), and the conclusion.
  - Use the Language Spotlight on verb mood, TE p. 76, and have students quiz each other with their own sentences.

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#### LESSON FOCUS
- **Performance Coach**
  - Lesson 16: Write an Argument
  - Student Edition pp. 251–253
  - Teacher’s Manual pp. 76–77
  - Skills
    - ✔️ Write an Argument
    - ✔️ Analyze an Argument
  - Coached Example
    - Guide students through the Coached Example, assisting them with the questions. Use the Hints as a springboard to help students unpack the questions.

#### DIFFERENTIATION OPTIONS
- **Performance Coach**
  - For students who need extra support, use the Reading Guide to help students analyze the argument. Have students annotate the passage as they read.
  - For students who need assistance planning their response to item 6, discuss options for organizing their writing such as graphic organizers that help them develop their argument.

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#### LESSON FOCUS
- **Performance Coach**
  - Lesson 16: Write an Argument
  - Student Edition pp. 254–263
  - Teacher’s Manual p. 77
  - Skills
    - ✔️ Write an Argument
    - ✔️ Analyze an Argument
  - Lesson Practice
    - Have students use the Reading Guide to complete the Lesson Practice.

#### DIFFERENTIATION OPTIONS
- **Performance Coach**
  - Some students may need extra support in order to respond to item 4, SE p. 253. Work with them to help them distinguish between the author’s claim and the evidence to support it.
  - Have students work on items 1–4, SE pp. 252–253.

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#### PUBLISH AND ASSESS OPTIONS:
- **Instruction Coach**
  - Benchmark Assessment 4
  - Skills
    - ✔️ Write an Opinion Piece
    - ✔️ Formal Language
    - ✔️ Punctuation

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

#### DIFFERENTIATION OPTIONS
- **Instruction Coach**
  - Have students complete and present the Speaking and Listening Project, TM pp. 186–189.
  - Review answers to Benchmark Assessment 4 with students.
- **Performance Coach**
  - Have accelerating students do item 6, SE pp. 260–263.