

Teacher Edition

Revised Edition

Performance

Coach



English Language Arts

3



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Historical Texts

Student Edition pages 88–101

LESSON OVERVIEW

Objectives

Students will:

- read, identify, and analyze different types of historical texts.
- identify main ideas and details in a historical text.
- analyze text structures.
- examine the purposes of graphic features used in historical texts.
- apply vocabulary strategies to determine the meanings of domain-specific words.

Discussion Questions

- ▣ What can you learn from reading a historical text?
- ▣ What do historical texts have in common with other nonfiction texts?
- ▣ Why is identifying the organization of a historical text important to understanding its content?

Differentiation

Lesson Support Guide students who have difficulty identifying main idea and supporting details to draw an organizer by tracing their hand on a sheet of paper. Using the paragraph about Neil Armstrong, have students write the main idea in the “palm” of the hand and supporting details in each “finger.” Discuss how the hand makes a good model because the palm holds the most important idea while the fingers provide separate, supporting details.

Students may have trouble identifying cause-and-effect relationships. Provide additional practice by writing sentence strips for students to circle the cause, underline the effect, and explain their work. For example:

- The snow was heavy, so many roads were closed.
- Since it was cold, we wore heavy coats.
- My sister is in bed because she has a cold.

Key Terms

| | |
|------------------|------------|
| caption | main idea |
| cause and effect | map |
| domain-specific | photograph |
| vocabulary | sequence |
| graphic feature | supporting |
| historical text | detail |
| illustration | timeline |

Lesson Extension Based on pictures and descriptions from the passages and other print and online resources, have students create a diorama of a scene from the Oregon Trail. They can then write a description of the diorama or make a presentation to the class.

Historical Texts

The two **historical texts** in this lesson describe aspects of travel on the Oregon Trail. As you review this lesson with students, help them identify elements of each text, such as main idea and details, text structures, and graphic features, so they can make connections across the texts.

Have students page through their social studies textbooks for pictures of how people lived long ago. Discuss how the text accompanying the pictures represents an example of historical text because it describes how people lived and how the past connects to life today. Refer to the examples during the lesson as you develop the purpose of historical texts.

► Types of Historical Texts

Review the types of historical texts in the chart in the Student Edition—speech, document, nonfiction book, and biography. Provide examples of each, such as a biography of inventor Thomas Edison, a speech by a U.S. president, or the Declaration of Independence. Then ask students to classify the following items by text type: birth certificate (document), *Abraham Lincoln: A Life* (biography), *The Pilgrims: A Talk* (speech).

► Main Idea and Details

Review **main idea** and **supporting details** using the paragraph about Neil Armstrong. Have students read the paragraph and follow the instructions. They should circle the main idea (“Neil Armstrong’s love of flight”) and underline the supporting details (“began ... when he was six,” “flew model airplanes,” “learned to fly a real plane,” “was a Navy pilot, an airplane designer, and an astronaut,” “flew ... on a trip to the moon”).

► Text Structure

To illustrate **cause-and-effect**, give this example: It started to rain, so I opened my umbrella. Ask students which event is the **cause** and why (the rain; it makes something happen) and which event is the **effect** (“I opened my umbrella”). Then have students read the sample sentences. Ask:

- “What is the cause? That is, what makes something else happen? Underline it.” (The Declaration of Independence was signed.)

- “What is the effect? In other words, what happened because the Declaration of Independence was signed? Circle it.” (We celebrate Independence Day on July 4.)
- “What signal words show the cause-and-effect relationship? Draw a box around the words.” (As a result.)

▲ **Common Errors** Students might think that a cause always comes before an effect in a text. While it is true that the cause happens before the effect, the text might state the effect before the cause. In the sentence “We turned back because the trail ended,” the cause (“the trail ended”) follows the effect (“We turned back”).

After reviewing **sequence** structure, have students read the boxed paragraph about the California Gold Rush and circle the time-order words (“On January 24, 1848,” “At first,” “Then,” “Soon,” “By the end of 1849”). To confirm understanding, have students number the key events in the paragraph. (1. Gold was discovered. 2. A newspaper printed the story. 3. People rushed to California. 4. The number of settlers grew.)

► Graphic Features

Ask questions to develop understanding of the **graphic features** that can appear in historical texts. Explain that a **map** sometimes has a title, caption, or other clue to indicate what it shows. Ask, “What place is shown on this map? How do you know?” (Missouri; the state name is shown in bold print on the map)

Point out that most **timelines** read from left to right, like the text in a book, but some read from top to bottom. Ask, “Where would you find the first event on this timeline? The last?” (on the left; on the right)

Ask students to compare and contrast a **photograph** and an **illustration**. Explain that both are pictures and can include **captions** (point out the brief caption below the illustration of the wagon). A photograph, however, shows a person, place, or event as it actually is or was. An illustration is a drawing that shows an artist’s version of what something looks like. Ask students to find examples of each kind of graphic feature posted around the classroom or in a newspaper, magazine, or social studies textbook.

Language Spotlight • Domain-Specific Vocabulary

Have students use what they know about **domain-specific vocabulary** to circle examples of Native American homes. In general, unfamiliar words preceded by context clues about shelters, such as “dome-shaped” and “covered with sheets of tree bark,” clue students that a word should be circled. (Students should circle *wigwams*, *longhouse*, and *tepees*.) Remind students to look for domain-specific vocabulary in their reading and to use context clues and reference materials to learn what the words mean.

▲ **Journal Prompt** Which historical topic would you like to read more about: astronaut Neil Armstrong, the signing of the Declaration of Independence, or the California Gold Rush? Write a few sentences explaining your choice.

Standards Focus

Use Search Tools Model performing an online key word search for “Oregon Trail” to locate more information. Show how to use hyperlinks and sidebars that appear in one or more of the results. Then provide students online access to perform their own search on “covered wagons” or another Oregon Trail–related topic and present three new pieces of information they learned to the class.

2 COACHED EXAMPLE

Using the Passage

Students will read a historical text about the Oregon Trail. Encourage students to draw on what they learned in **Getting the Idea** to identify main ideas and details, and to determine causes and effects.



Text Complexity Details “Wagons West”

Qualitative

LOW MIDDLE LOW **MIDDLE HIGH** HIGH

Implied purpose but can be inferred; the graphic is important to understanding of text; uses somewhat complex language that is domain specific; requires moderate levels of domain-specific content knowledge

Quantitative 580L

Reader-Text-Task Students might find the abundance of dates, place names, and numerical information, as well as the domain-specific vocabulary, overwhelming. Students will need to identify cause-and-effect relationships and cite supporting evidence for main ideas.

▲ **ELL Support** To help students deal with the many place names in the passage, remind them that place names are proper nouns that begin with capital letters. Write and preview the following words from the passage “Wagons West” on the board: East Coast, Oregon Territory, Oregon Trail, Oregon Valley, and Independence, Missouri. Have students underline these words in the passage or label them with self-stick notes on the accompanying map and read each one aloud. Remind students to look for these names in their reading, recall that these names are places, and refer to the map as necessary while reading.

Answers

1. Students should identify if an event is a cause or an effect.

Causes: Only the East Coast was settled. Traders told stories that excited people. All supplies had to fit in the wagons.

Effects: Families packed up and moved west. Families had to sell some of their belongings. Cities and towns were overcrowded.

Students should be able to infer each cause and effect from information in the text. For example, for the cause, "Only the East Coast was settled," the second and third sentences in paragraph 1 say, "It was the only settled part of our country. As a result, the area was crowded."

- Students should underline a context clue for the meaning of *pioneers*.

First settlers is a context clue for *pioneers*.

Students should underline the words *first settlers* in sentence 2. The word *These* preceding *first settlers* indicates that the subject of this sentence (*first settlers*) is the same as that of the one before it (*pioneers*), and therefore functions as a synonym.

- This item has two parts. Students should identify the main idea and then the details that support it.

Part A B

Several paragraphs in the passage describe the work that families did to prepare for the trip.

Part B B, D, E

Each selected fact describes a specific need that families addressed as they packed, such as food, bedding, clothing, and farming equipment.

- Students should tell where the Oregon Trail ended and identify how they know this information.

Possible response: The text explains that the Oregon Trail followed a path west, so it makes sense that the trail ends in Oregon. The map shows that the western end of the trail ends in Oregon City.

Students should review where the pioneers started their journey (Independence, Missouri), and then follow the map from this point on.

3 LESSON PRACTICE

Using the Passage

Students will complete the **Lesson Practice** independently. The **Reading Guide** helps students monitor their comprehension while they read and apply the skills and strategies they learned in this lesson. Students can take notes in the margins, mark up the text, or think about key ideas.

Text Complexity Details "Children on the Oregon Trail"

Qualitative

LOW MIDDLE LOW MIDDLE HIGH HIGH

Implied purpose but easy to identify based on context; largely explicit connections between ideas; simple graphic that supplements understanding of the text; uses some domain-specific language

Quantitative 570L

Reader-Text-Task Students may have little prior knowledge about the topic, yet they will grasp the main idea. Students will need to identify text structures and use details from the text and the photograph to summarize the text.

Answers

- Part A** A
Part B D (DOK 2)
- D (DOK 2)
- Part A** C
Part B B; C (DOK 3)
- Possible response: The phrase that explains the meaning of *permanent* is "never again see the friends and family they left behind." The word *permanent* means "lasting forever." (DOK 3)
- Possible response: Families on the Oregon Trail taught their children. Parents brought books along so they could teach the younger children to read. Mothers also taught their children math and history. Children wrote in journals. (DOK 3)
- Responses will vary. Refer to the Analytic Writing Rubric. Top-scoring student responses should:
 - describe children's daily life and experiences on the Oregon Trail.
 - include details from both the text and the illustration to support the response.
 - express ideas clearly and concisely.
 - use correct spelling, grammar, capitalization, and punctuation. (DOK 4)