

Teacher Edition

Revised Edition

Performance

Coach



English Language Arts

4



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Analyze Texts Across Genres

Student Edition pages 146–161

LESSON OVERVIEW

Objectives

Students will:

- identify the characteristics of fiction and nonfiction genres.
- read and analyze two texts on the same topic.
- compare and contrast elements found in a fiction and nonfiction text.
- integrate information from two texts on the same topic.
- write sentences using general academic vocabulary.

Discussion Questions

- ▣ What does it mean to analyze information?
- ▣ How are fiction and nonfiction alike?
- ▣ What skills do you need to analyze texts from different genres?

Differentiation

Lesson Support To help students better understand how to compare and contrast, have them pick a movie and a book about the same topic. Remind students that when they compare and contrast, they tell how things are alike and different. Ask students to think about the following when they are comparing and contrasting the movie with the book: theme, characters, and setting. Draw a Venn diagram on the board and record students' responses.

If students have trouble integrating information, ask them questions such as "What is the main idea of each text?" "What kinds of supporting details do they share?" "What kinds of supporting details are different?" Have students work in small groups to highlight information about the date of the explosion in both "The Halifax Explosion" and "A Flash of Light." Then have them use a different color to highlight a new piece of information in "A Flash of Light" about the date that they do not find in the other text (that it occurred during World War I). Have the groups share any similarities and differences in their ideas. Discuss how the information from both texts combines to tell about the time of the event.

Key Terms

academic	main idea
vocabulary	nonfiction
compare	science fiction
contrast	supporting
fiction	detail
historical fiction	theme
literary	
nonfiction	

Lesson Extension Have students draw a picture depicting the boats colliding in the passage "The Halifax Explosion." Have them exchange drawings and tell how the drawings help aid in better understanding the text.

Analyze Texts Across Genres

In this lesson, students compare and contrast fiction and nonfiction texts about the same topic. They identify and differentiate between genre characteristics in order to analyze and integrate information across texts. Students learn that fiction and nonfiction often share commonalities that can aid in the comprehension of a topic.

Explain how a topic, for example, country music, can be explored in multiple ways—such as through a factual article, autobiography, or a short story. Ask students to give other examples from different kinds of texts that could tell about country music.

► Fiction or Nonfiction

Review the characteristics of **fiction** and **nonfiction** using the chart at the bottom of the Student Edition. Point out the narrative elements associated with fiction and the emphasis on facts and information in nonfiction. Then review what both genres have in common. Ask students to name examples of texts or stories they have read for each category and explain the basic characteristics of the work. For example, a student may have read a biography of a football player that gave statistics about his career but also included details about his life.

Discuss the features of genres that include elements of both fiction and nonfiction. Ask: “What do **historical fiction** and **science fiction** have in common?” (The story, characters, and events can be made up, but details like places, science, and some people can be real.) Ask students to give an example of a science fiction book and explain any parts that were real, such as scientific facts. Then ask students if they have ever read **literary nonfiction**. “What were the characteristics of the book? How would a historical fiction book on the same topic be similar and different?” (The historical fiction book might include some of the same facts, people, or places, but there would be made-up details or dialogue.)

► Analyze Texts

Point out that two texts may share a **main idea** and **supporting details**. Review the chart in the Student Edition and discuss how readers can identify the main idea in nonfiction texts and the **theme**, or main message, in a fiction text. Remind students that clues in a text can be used to make an inference when the main idea or theme is not directly stated.

Have students **compare** and **contrast** the sample passages in the Student Edition. Students should circle elements that are similar and underline elements that are different. Allow time for students to share how they marked up the passages. Be sure students recognize that both texts are about the Boston Tea Party and take place in Boston Harbor in 1773. The story tells about two brothers who witness the event, but the article gives factual information about it. When students have completed the activity, review the chart in the Student Edition to continue comparing the two passages.

▲ **Common Errors** *When asked to compare texts, students might identify only common words they see in the text. Remind them to look for similar elements and ideas across texts, such as the main idea, setting, and events. Have them pay close attention to descriptions and text clues to make inferences about elements that are not directly stated. When students are asked to compare texts, suggest they create a Venn diagram and take notes as they read each passage. After reading both passages, they can complete the “Both” section.*

► Integrate Information

Ask students how they can combine information from both passages to tell more about the events of the Boston Tea Party. Accept all reasonable answers, but be sure students include the common information from the texts, including that it was a rebellion, took place in a harbor, and involved participants in disguises throwing tea overboard. Then have students suggest other ways the information might be presented. (Possible responses: It could be first-person historical fiction and written as Sam Adams’s diary, which would tell his direct observations, or as a newspaper article, which would report the events from an objective point of view.)

▲ **Journal Prompt** *Would you rather read about a historical event as a fictional story or nonfiction article? Explain.*

Language Spotlight • General Academic Vocabulary

Review the definition of **academic vocabulary**, and have students write sentences using the words *examine* and *identify* in relation to science and social studies. Because students understand from the explanation that *examine* can mean “to look at something closely” and *identify* can mean “to tell what something is,” their sample sentence for science could be, “I used a hand lens to examine the ant’s features and identify the antennae.” The social studies sentence could be, “Examine the diary entries to identify details about the Boston Tea Party.” Remind students to look for context clues when they read to help them determine the meaning of academic vocabulary.

▲ **ELL Support** Emphasize that *examine* and *identify* have slightly different meanings in everyday rather than domain-specific contexts. For example, the word *examine* in everyday use can mean “to test,” but in science it means “to study closely.” Have students use each meaning in oral sentences and discuss the difference in meaning.

Standards Focus

Interpret Information Provide online access to multimedia sources about the Halifax explosion. Have students take notes about what they see and learn. When students have finished viewing the sites, have them compare and contrast the information they learned from these sources to the texts they read in the lesson. Then have students write a paragraph or create a short oral presentation that explains how the new information added to their understanding of the event.

2 COACHED EXAMPLE

Using the Passage

Students will read a nonfiction passage about the Halifax Explosion, which took place in 1917. Encourage students to draw on what they learned in **Getting the Idea** to classify the genre of the text and identify its main idea.



Text Complexity Details

“The Halifax Explosion”

Qualitative

LOW MIDDLE LOW **MIDDLE HIGH** HIGH

Purpose is implied but can be inferred from the text; organization is somewhat complex with some explicit connections between ideas; text and graphic features enhance understanding of events; contains somewhat complex language that is occasionally unfamiliar and domain specific; requires moderate levels of domain-specific content knowledge

Quantitative 830L

Reader-Text-Task Students will be asked to analyze text structure and ideas related to an event in history. They may find the text and graphic features challenging, but they should be able to use context and content for meaning. Students will compare this text with a short story on the same topic.

Answers

1. This item has two parts. Students will identify the type of text. Then they will identify the text features that helped them determine the text type.

Part A C

Part B A

The objective facts and details in the passage and the lack of narrative elements rule out any kind of fiction. The lack of details about a person’s life rules out a biography.

2. Students will identify the main idea of the passage.

B

The details in the passage all support the idea that the explosion could have been prevented.

3. Students will put the events of December 6, 1917, in the order in which they occurred.

From top to bottom: 5, 6, 1, 2, 4, 3

The order of events is indicated by time-order words and identified on the timeline.

4. Students will identify the text structure and explain why they think the author used it.

Possible response: The main structure the author uses is sequence. The author also uses a cause-and-effect structure to explain why some of the events happened and how they could have been prevented. The structure helps readers understand the order of events and how all of the events and their effects led to the outcome that occurred.

3 LESSON PRACTICE

Using the Passage

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



Text Complexity Details “In a Flash of Light”

Qualitative

LOW MIDDLE LOW MIDDLE HIGH HIGH

Single layer of complex meaning; largely simple structure with explicit connections; no shifts in point of view; conversational language makes the complex plot events and unfamiliar setting accessible; explores a single complex theme; requires some historical knowledge

Quantitative 700L

Reader-Text-Task Students may find the point of view and emotions related to the event challenging to integrate with facts and details. They will be asked to draw conclusions about the events in the story and then compare and contrast it with a nonfiction passage about the same topic. They will then integrate information from both passages.

Answers

1. D (DOK 3)
2. **Part A** C
Part B B; C (DOK 3)
3. D (DOK 3)
4. Possible response: Both passages tell about the events of the Halifax Explosion on December 6, 1917. “The Halifax Explosion” is a nonfiction text that presents facts about the event. The timeline indicates that it is a historical article. “In a Flash of Light” is a first-person narrative that includes real facts but made-up characters. The footnotes that define challenging terms in the text could be used in almost any kind of text but do not eliminate the possibility that it is historical fiction. (DOK 4)
5. **Part A** E; F
Part B C; E (DOK 3)
6. Responses will vary. Refer to the Analytic Writing Rubric. Top-scoring student responses should:
 - describe the events of the Halifax Explosion.
 - use information from both passages.
 - include details about what people witnessed and how they responded to the events.
 - use students’ own words.
 - follow a logical pattern of organization.
 - express ideas clearly and concisely.
 - use correct grammar, spelling, capitalization, and punctuation. (DOK 4)