

Teacher Edition

Revised Edition

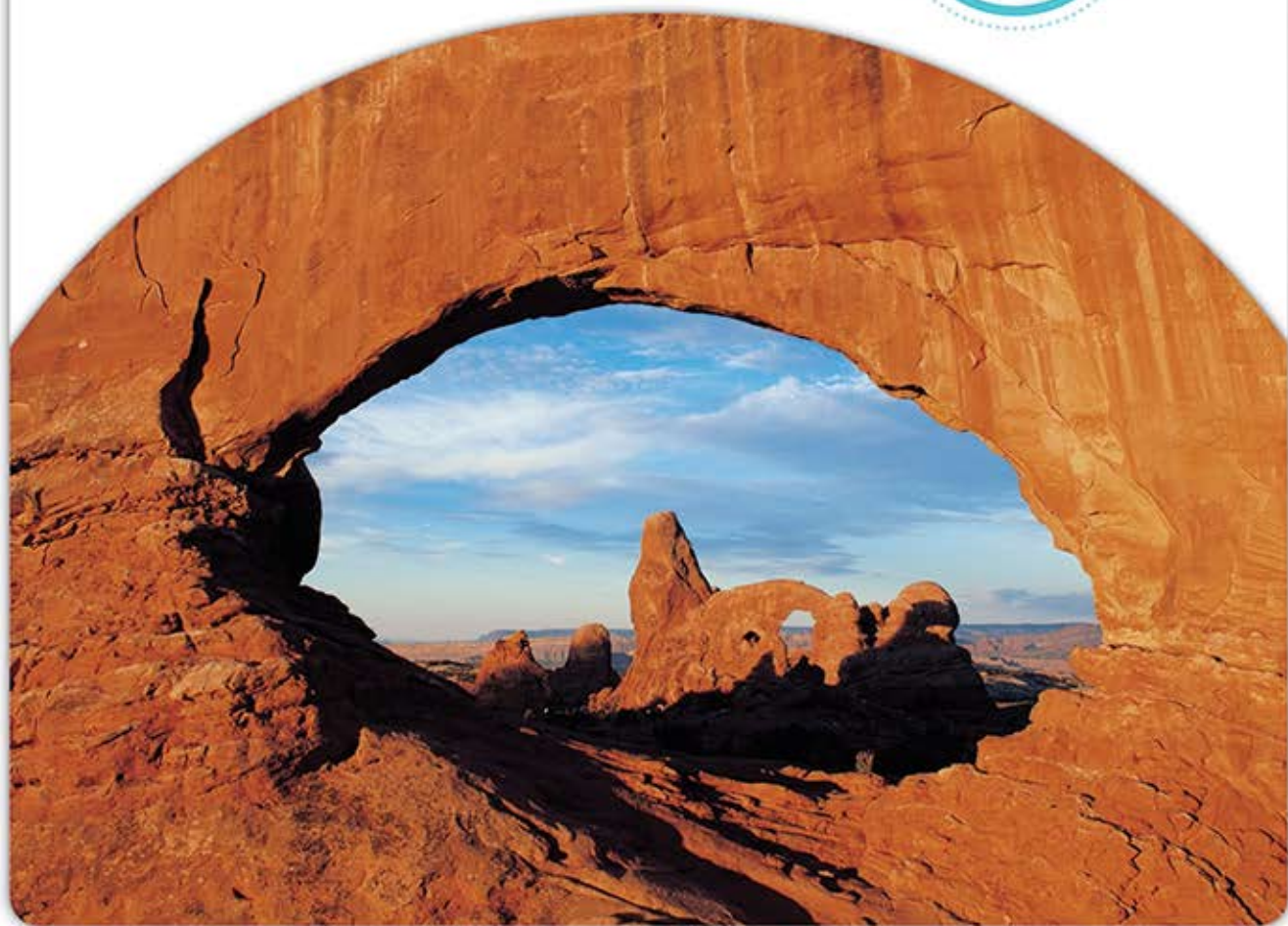
Performance

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English Language Arts

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Articles

Student Edition pages 70–83

LESSON OVERVIEW

Objectives

Students will:

- determine main ideas of a text and identify evidence that supports the main idea.
- draw on text evidence to make inferences.
- examine the structure of information in texts.
- use affixes and roots to define words.

Discussion Questions

- Why do people read articles?
- What kinds of information do articles contain?
- How is the information in an article organized?

Key Terms

affix	main idea
article	nonfiction
cause	prefix
chronological order	problem
compare	root
contrast	sequence
effect	solution
evidence	structure
graphic feature	suffix
inference	summarize
informational text	text feature

Differentiation

Lesson Support If students struggle with identifying text evidence that supports main ideas or inferences, suggest that they reread sentences near the main idea. Text evidence adds details, facts, and examples to the main idea.

Remind students that when completing two- or three-part items, they should read all parts of the question before responding.

Lesson Extension To extend students' understanding of text structure, have them consider how the Coached Example or Lesson Practice passage could be structured differently. Ask them to explain a purpose the author might have for using a different text structure.

1 GETTING THE IDEA

Articles

Ask students to suggest examples of **nonfiction** they have read, such as biographies, essays, books or **articles** about science or history topics, and **informational text** found in their textbooks. If students have not suggested articles published in newspapers, magazines, and on the Internet, guide them to consider the informational text found in these sources.

Explain that the **main idea** is the most important thing an author wants readers to know, while **evidence** supports the main idea. An author often directly states the main idea of a passage or paragraph near the beginning. Point out that sometimes readers need to make **inferences** about what the author means but does not directly say. Readers must then use information the author provides along with personal knowledge about the topic or related topics to determine the author's meaning. Invite volunteers to **summarize** the main ideas of nonfiction texts they have read in the past.

▲ **ELL Support** Some English language learners may have trouble understanding the relationship between main idea and evidence. Use the sample text in the Student Edition to help students fill in a web graphic organizer. Draw the web so that the center circle is significantly larger than the outer circles to reinforce the main idea as the most important part of the information.

► Text Structure

Explain that understanding **structure** is crucial to understanding nonfiction since the topic and the text structure are closely related. When readers know the structure, they can predict what information will be presented next. Identifying text structure in reading will also provide students with models for when they write nonfiction.

Chronological Order

After students read the information about **chronological order** and **sequence**, discuss the difference between the two. Point out that sequence often involves steps, and chronology is associated with the passage of time. Then, direct students to read the passage about Pluto and circle the sequence clues. (*once, Then, 2006, Today*) Have volunteers explain how the text structure helps them anticipate new information. (Possible response: The word *then*, after the sentence with *once*, provides a clue that the next piece of information is about some kind of change for Pluto.)

Cause and Effect

Have students read the passage about Earth's crust. Be sure they can identify the sentence that explains the **cause**. ("Temperatures are very high beneath Earth's crust.") If students cannot identify the **effect**, ask: "What happens when the temperature is very high?" (rock melts)

Problem and Solution

Point out that many informational articles about history show **solutions** that were found for difficult **problems**. Have students read the passage about sod houses and underline the pioneers' problem. ("the prairie lacked standard building materials") Discuss why the lack of typical building materials was a problem for pioneers. Then have students identify the solution. ("lived in sod houses built from thick-rooted prairie grasses") Discuss how the pioneers might have discovered that sod could be used as a building material.

Compare and Contrast

Review the difference between **comparing** and **contrasting** with students. Then have them read the passage about reptiles. Ask students to identify what is being compared. (eggs) Then ask, "What feature of the eggs is being compared?" (the shell's texture) "Is the author making a comparison or a contrast between the reptile and bird eggs?" (a contrast)

► Text and Graphic Features

Have students read the information about **text** and **graphic features**. Ask them to flip through their books and describe any features they see, such as headings, photographs, and captions. Discuss with them how these features help them understand the text.

▲ **Journal Prompt** If you were a journalist reporting on the most important event of your week, what text structure would you use? Explain how your choice of structure would help readers connect ideas.

Language Spotlight • Affixes and Roots

Have students identify the **roots** and **affixes** in *biologists* and *submarines*. (roots: *bio, ology, mar*; **prefix**: *sub-*; **suffixes**: *-ist, -ine, -s*) Explain the meaning of each root and affix, as needed, and have students use the meanings to define the words as they are used in the passage. (Possible response: *Biologists* are people who study life; *submarines* are vehicles used under the sea.) Then have students look up the words in dictionaries and compare meanings.

Remind students to use what they know about roots and affixes when they come across unfamiliar words while reading.

▲ **Common Errors** Some students may confuse the term root with the term base word. Explain that they are different. A root is a portion of a word that has been adopted from another language, most often Greek or Latin. A base word is a complete word that does not have any affixes. For example loud is a base word. Louder and loudly have affixes attached to the base word loud.

Standards Focus

Internet Research Have students use the Internet to research bicycle safety and answer the question “What is the most important part of bicycle safety?” Ask students to suggest keywords to use in their research, such as *bicycle safety* or *bicycle safety tips*. Remind them that sites ending with “.gov” and “.org” are usually appropriate for students to visit and have reliable information. Encourage students to gather information from more than one site. When they complete their research, have students present their responses to the question. As a class, explore similarities and differences in students’ ideas, encouraging them to defend their conclusions about the topic.

2 COACHED EXAMPLE

Using the Passage

Students will read an article about Ben Oppenheimer, an astrophysicist, and his research on extrasolar planets. Encourage students to draw on what they learned in **Getting the Idea** to identify main ideas and to make inferences.



Text Complexity Details

“Ben Oppenheimer: Planet Hunter”

Qualitative

LOW MIDDLE LOW MIDDLE HIGH HIGH

Implied meaning but easy to identify, overall structure is simple; largely explicit and familiar language; requires some domain-specific content knowledge

Quantitative 870L

Reader-Text-Task The text will require the reader to visualize natural phenomena and use evidence to determine the main idea.

Answers

1. This item has two parts. Students should find the main ideas of the passage, and then identify details from the text that **best** support those main ideas.

Part A A; C

Students should understand that the passage is mostly about Oppenheimer’s interest in and study of exoplanets, and ways he’s developed to study these faraway objects.

Part B B; D

These two choices support the main idea that Oppenheimer invents many of his tools.

2. Students should identify by letter which statements are problems and which are solutions.
S; P; P; S; P; S

Students may need to go back to the passage to locate each problem. Once they locate a problem, they should read the information that comes after. This information offers details on how Oppenheimer solved the particular problem.

3. This item has two parts. Students should identify the meaning of *exo* before identifying the meaning of the word *exoplanet*, as it is used in the passage.

Part A D

Students should be able to use context to determine that *exo* means “outside.”

Part B D

Students may need to go back to the passage to determine the meaning of *exoplanet*. The author explains that an exoplanet circles a star other than our own, so it is outside of our solar system.

4. This item has two parts. Students should identify the text and graphic features found in the passage and then which details from the text support the answer to Part A.

Part A A; B; D

Students should recognize the heading, illustration, and caption in the article.

Part B A; D; E

Students should understand that the heading tells what the article is about, the illustration gives more information about something in the text, and the caption explains what the illustration shows.

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**
“Music from Garbage”

Qualitative

LOW MIDDLE LOW MIDDLE HIGH HIGH

Purpose is implied but easy to identify; connections between ideas are largely explicit; follows the conventions of the genre; conversational language

Quantitative 910L

Reader-Text-Task The text will require the reader to make inferences about the author’s viewpoint and identify and compare the text structures of two passages.

Answers

1. D; E (DOK 2)
2. A; D (DOK 3)
3. Possible response: I can make the inference that the author is impressed by the recycled orchestra because the author mentions several times that the instruments are made from garbage, but the musicians make great music with them. For example, “his cello is constructed from an oil can and wood that were thrown out,” “a violin is made from a bowl and a block of wood,” and “a flute is made from a metal pipe and a spoon.” (DOK 3)
4. **Part A** A
Part B A (DOK 2)
5. Possible response: In the section “Why Trash?” the author describes how grim the children’s world is. By including that quote, I can make the inference that the author wants readers to know just how important the recycled orchestra is to Cateura’s children. (DOK 3)
6. Responses will vary. Refer to the Analytic Writing Rubric. Top-scoring student responses should:
 - identify the structure of each passage, and compare and contrast the structures.
 - include relevant evidence from the passages.
 - follow a logical pattern of organization.
 - express ideas clearly and concisely.
 - use correct spelling, grammar, capitalization, and punctuation. (DOK 4)