Table of Contents

[Language Arts 4 B Unit 5: A Fresh Point of View 2](#_Toc190084662)

[Lesson 1: A Fresh Point of View: Genre 2](#_Toc190084663)

[Objective: In this lesson, you will compare first-person and third-person points of view in literary texts. 4](#_Toc190084664)

[Objective: In this lesson, you will use commas and quotation marks to mark direct speech when writing. 6](#_Toc190084665)

[Objective: In this lesson, you will read an opinion text and think about how the writer grouped ideas within each paragraph. 7](#_Toc190084666)

[Lesson 2: A Fresh Point of View: Comprehension 10](#_Toc190084667)

[Objective: In this lesson, you will ask questions to tell the difference between point of view and perspective. 10](#_Toc190084668)

[Objective: In this lesson, you will analyze how to work with others who have different perspectives. 12](#_Toc190084669)

[Objective: In this lesson, you will use commas before coordinating and subordinating conjunctions in compound sentences. 13](#_Toc190084670)

[Objective: In this section,  you will analyze how grouping ideas in each part of an opinion text helps a writer persuade readers. 14](#_Toc190084671)

[Lesson 3: A Fresh Point of View: Speak/Listen 16](#_Toc190084672)

[Objective: In this lesson,  you will explain how point of view affects central idea and theme in a literary text. 16](#_Toc190084673)

[Objective: In this lesson, you will use listening skills to determine the point of view, central idea, and theme of a story. 18](#_Toc190084674)

[Objective: In this lesson, you will practice reading fluently. 19](#_Toc190084675)

[Objective: In this lesson, you will choose a topic for your opinion essay. 21](#_Toc190084676)

[Lesson 4: A Fresh Point of View: Fluency 23](#_Toc190084677)

[Objective: In this lesson, you will read to improve accuracy, rate, and expression. 23](#_Toc190084678)

[Objective: In this lesson, you will improve reading fluency as you learn about global awareness. 25](#_Toc190084679)

[Objective: In this lesson, you will decide when formal or informal English is appropriate when writing an opinion. 26](#_Toc190084680)

[Objective: In this lesson, you will create reasons for your opinion by thinking about your topic in different ways. 28](#_Toc190084681)

[Objective: In this lesson, you will use multiple sources to support your opinion with evidence. 30](#_Toc190084682)

[Lesson 5: A Fresh Point of View: Synthesize 31](#_Toc190084683)

[Objective: In this lesson, you will compare and contrast differing points of view in literary texts. 31](#_Toc190084684)

[Objective: In this lesson, you will explain how different points of view affect problem-solving. 33](#_Toc190084685)

[Objective: In this lesson, you will write a draft of the introduction to your opinion text. 34](#_Toc190084686)

# Language Arts 4 B Unit 5: A Fresh Point of View

## Lesson 1: A Fresh Point of View: Genre

Introduction

#### Learning Goals:

In “A Fresh Point of View,” your student will read about interactions with others that help a person (or animal) see themselves in a new way. Your student will also build their reading comprehension and learn spelling, phonics, grammar, and handwriting skills. There are 13 learning goals:

1. Listen to/compare first-person and third-person points of view in narration of literary text.
2. Correctly use commas and quotation marks to mark direct speech when writing.
3. Analyze exemplars of opinion writing to describe the organizational structure in which related ideas are grouped to support the writer’s purpose when writing an opinion piece.
4. Ask questions to distinguish between point of view and perspective of characters in literary works.
5. Use commas before coordinating conjunctions in compound sentences.
6. Decide how to group related ideas that support the author’s purpose when writing an opinion piece.
7. Explain how point of view affects the central idea or theme of literary text.
8. Read a text that interests you independently or with your Learning Coach and establish the purpose for reading.
9. Introduce a topic or text clearly when writing an opinion piece, and clearly state the opinion.
10. Read prose with accuracy, appropriate rate, and expression on successive readings.
11. Differentiate between contexts for opinion pieces that call for formal English and situations where informal discourse is appropriate.
12. Explore topics of interest to consider alternate views when writing an opinion piece.
13. Compare and contrast different points of view in literary text.

Each learning goal will be addressed in a multipart lesson. Prior to each lesson section, review the Learning Coach guides for that section.

Your student’s learning within “A Fresh Point of View” will be assessed with the following items:

Seriously Funny: Genre Quick Check

A Fresh Point of View: Comprehension Quick Check

A Fresh Point of View: Speak/Listen Quick Check

A Fresh Point of View: Fluency Quick Check

A Fresh Point of View: Synthesize Quick Check

#### Spark

1. Have your student read the title aloud. Make sure they understand that the expression means a new way of looking at something.
2. Ask your student to read the first paragraph. Ask them to describe their point of view about themselves. Then, ask how another person's point of view about them might be different. Note that different people, such as coaches, friends, family members, and others, might all have different points of view about your student. They might see different traits, strengths, and weaknesses in your student. Interacting with each individual can help your student understand different parts of themselves and change their own point of view.
3. Have your student answer the question. **IF** they struggle to answer the question, **THEN** reread the lesson.

#### Activate Prior Knowledge

1. Have your student read the first paragraph. Make sure they understand the activity.
2. Have a conversation with your student about a time they learned something new from a friend. Make sure they describe what the experience helped them understand about themselves. **IF** your student has trouble connecting the experience with their friend with understanding something about themselves, **THEN** ask questions about their learning to help guide them, such as: How would you describe yourself before the experience? How would you describe yourself after the experience? You may also wish to model sharing one of your own experiences.
3. Read the remaining text and bulleted items with your student. Tell your student that the list explains what they will do and learn about over the next few lessons. Discuss with your student what they are most interested in learning about, what they already know about any of the topics in the list, and which topics are unfamiliar.

### Objective: In this lesson, you will compare first-person and third-person points of view in literary texts.

#### Key Words:

* **first-person point of view** – when a character in the story tells the story
* **narration** – the telling of a story
* **point of view** – the thoughts and feelings of the storyteller
* **third-person point of view** – when a person outside the story tells the story

#### Explain

Get Ready for Learning

Your student will learn about first-person and third-person points of view. To help your student become more familiar with these concepts, have them look at literary texts from other lessons to determine each story’s point of view.

1. Read the opening paragraph, key words, and definitions with your student. Explain that point of view refers to the narration, or storytelling, in fiction and that all stories have a point of view.
2. Read aloud the first paragraph of *The Cave of Tigers* or play the audio recording. Then, have your student answer the questions orally to identify point of view.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

[The Cave of Tigers (A)](https://cite-media.pearson.com/legacy_paths/6857bfcd-1555-4667-9c4a-ae0ed4bc7dfa/TheCaveOfTigers_A.pdf)

[The Cave of Tigers](https://cite-media.pearson.com/legacy_paths/e4531df7-ce05-434a-9ee6-f502f6c3f835/CaveOfTigers-2.pdf)

[The Cave of Tigers (B)](https://cite-media.pearson.com/legacy_paths/b42e310b-ffcd-4755-a0d8-a97444d1825c/TheCaveOfTigers_B.pdf)

#### Check-In

1. Read aloud the rest of *The Cave of Tigers* or play the recording. Direct your student to listen for information about point of view.
2. Listen as your student answers the questions orally.

#### Practice

1. Now read aloud the story “Field Day.” Once again, have your student listen for information about point of view.
2. Tell your student to answer the questions in their notebook about point of view. Remind them to use complete sentences when they write.
3. Review your student’s written responses. **IF** sentences are incomplete or incorrect, **THEN** provide feedback and allow your student to correct fragments and run-ons.

Field Day

Jeremy had been looking forward to Field Day all week, but then a problem popped up. Jeremy and his friend Eli were signed up to compete in the three-legged race. Both boys were fast runners, so they were curious to see how they would do as a team. Before their race, though, Eli twisted his ankle while running the obstacle course. He was disappointed to have to withdraw from the remainder of the day’s events.

Jeremy panicked. “I don’t have a partner for the race,” he told the coach.

Nora overheard and chimed in. “My race partner is feeling sick,” she said. “Why don’t the two of us be a team?”

Jeremy was relieved that he could still compete. “Great suggestion, Nora,” he said.

As they prepared to race, Jeremy thanked Nora for being in the right place at the right time.

### Objective: In this lesson, you will use commas and quotation marks to mark direct speech when writing.

#### Key Word:

* **direct speech** – text that reports the exact words someone says

#### Explain

1. Have your student read the introduction and the first two examples. Then, ask your student to answer the question. Make sure they understand that *direct speech* is text that reports the exact words that someone says using quotation marks. Direct speech is the quoted text.
2. Ask your student to continue reading. Point out the two sets of quotation marks and where they are used. Have your student point out the direct speech inside the quotation marks.
3. Discuss the placement of the comma in the two examples. Ask your student to explain the difference to confirm their understanding.

#### Check-In

1. Have your student read the directions for the activity and answer the first question.
2. **IF** your student has difficulty, **THEN** discuss the answer choices.
   1. Point out where quotation marks are missing or misplaced.
   2. Point out where the comma is placed before the word “said” instead of after it.
   3. Point out where the comma is incorrectly placed after the first set of quotation marks.
   4. After your student completes the third question, review the feedback.

#### Practice

1. Have your student read the directions. Emphasize that they need to use quotation marks and a comma in each sentence.
2. **IF** your student needs support, **THEN** reread just the words in each sentence that are direct speech. Guide them to use quotation marks before and after those words. Then, ask where the comma should be placed.
3. Have your student complete the activities. Then, have them reread the sentences aloud, emphasizing the words that are direct speech.

### Objective: In this lesson, you will read an opinion text and think about how the writer grouped ideas within each paragraph.

#### Key Words:

* **audience** – the people who will read a writer’s work
* **conclusion** – the ending of a piece of writing
* **introduction** – the beginning of a piece of writing
* **opinion** – what someone thinks or feels about a topic
* **opinion text** – writing that tells a writer’s feelings about a topic
* **purpose** – the reason a writer writes a text
* **reasons** – ideas that explain and support a person’s opinion
* **topic** – the subject of a text or opinion

#### Learning Coach Tip:

During the next lessons, your student will be planning and writing an opinion text. In each lesson, your student will spend time learning about the characteristics of an opinion text. Your student will also work through the stages of the writing process: prewriting, drafting, revising, editing, and publishing.

Here’s an overview of what your student will be doing:

|  |  |
| --- | --- |
| **A Fresh Point of View** | * Understand the author’s purpose and audience in an opinion text. * Understand how opinion texts are organized. * Understand how to introduce an opinion text. * **Prewrite:**Consider alternative views when writing an opinion text. * **Draft:** Write the introduction to an opinion text. |
| **You Can Make a Difference** | * Identify the relationships between reasons, opinion, and supporting details. * Understand how to use specific word choice and forms to shape an opinion text. * Understand how to structure body paragraphs effectively. * Understand how to use precise language to persuade the audience. * **Draft:** Draft the body paragraphs and conclusion of an opinion text. |
| **Animal Power** | * **Teacher feedback:** Understand how to improve an opinion text. |
| **It Takes Teamwork** | * **Revise:** Make content changes to an opinion text to improve the organization and strengthen the opinion, reasons, and examples. * **Edit:** Check for grammar, spelling, and punctuation mistakes. * **Publish:** Finalize the opinion text and share it with others using an appropriate method of delivery. |

Explain

Connect to Literature

Throughout this series of lessons, your student will review an exemplar text that contains many elements important to opinion writing. It may also be helpful to provide your student with additional real-world examples. Consider searching online for print or online magazines or newspapers geared toward children, as these often contain editorial features relevant to younger students. As your student reviews the selected text, discuss the elements that make it opinion writing.

1. Read the first section with your student and discuss what an opinion is—a strong feeling or preference that someone has about a certain topic or idea. Discuss categories of opinions with your student; point out, for example, that people give their opinion every time they specify that something is their favorite or that they want something to be or happen a certain way. Explain the difference between an opinion and a fact: A fact can be proved. It is either true or false. Opinions, however, fall into a gray area because there is usually no one “right answer” to an opinion.
2. Discuss the idea of support for an opinion. Explain that while an opinion is not usually considered “right” or “wrong,” some opinions are stronger or weaker than others. Support makes an opinion stronger because it adds validity and makes the option more believable to others. **IF** your student has difficulty with this concept, **THEN** discuss which opinion people are more likely to believe:
   1. Broccoli is the best vegetable.
   2. Broccoli is the best vegetable because it is tasty and full of vitamins.
3. Guide your student to understand that the second opinion is stronger because it includes an explanation. If a person doesn’t want to try broccoli, the first statement is unlikely to change their mind. The second statement might make them consider eating broccoli, however, because it provides a convincing reason to do so.
4. Review the purpose and audience for an opinion text. Discuss the relationship between purpose and audience, guiding your student to understand that to convince readers to believe an opinion, writers need to understand who their readers are and what they are likely to think and believe.
5. Read the section “Organizing an Opinion Text” with your student. Point out that the opinion stated in the introduction is the idea on which the rest of the text is organized. The reasons in the body paragraphs support the opinion, and the conclusion restates it.
6. Watch the video with your student. Discuss the OREO strategy by connecting it back to the description of the ideas conveyed in each part of an opinion text: The opinion is stated in the introduction, reasons and examples are given in the body paragraphs, and the opinion is restated in the conclusion. Have your student answer Question 1 orally and discuss their response.
7. Have your student select the button to access the model text “Grow Your Own Garden.” Tell your student that the text is an opinion text written by another student. It contains all the elements that your student will be studying throughout the next few lessons as they learn to write an opinion text on their own. After your student reads the text, guide them to tell you how they know it is an opinion text and who the writer’s anticipated audience is.
8. Review the information about how the writer of the student model organized the ideas within the text. Discuss how the organization helps the writer achieve his purpose.
9. Review the focus of the opinion text your student will be writing and then help them access the opinion text rubric. Explain that you will use this rubric to evaluate your student’s text, so they should use it as a guide.

[Grow Your Own Garden](https://cite-media.pearson.com/legacy_paths/0b292d71-4629-4b72-b0f8-f73f4cb06ff5/ELA_4_0288_PM_U6_D1_WP_studentmodel_CE.pdf)

Learning Coach Tip

If possible, print out or make a copy of the student model so that your student can refer to it regularly throughout the instruction on opinion texts. Encourage them to annotate the copy as needed with information on the various elements covered in the lessons.

[Opinion Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/4da0245d-fcd2-42b4-906b-c6248fda9809/ELA_4_0288_PM_U6_D1_WP_opinionrubric%20%282%29%20%281%29.pdf)

#### Check-In

1. Read the directions with your student. Give your student time to read each choice in the chart.
2. **IF** your student has trouble identifying the purpose of each element, **THEN** help them look for words or phrases that signal a particular idea. For example, the phrase “I believe” tells readers that an opinion, or belief, is being stated. “In summary” indicates that important ideas that have already been discussed are now being summarized.
3. Review your student’s responses when they have completed the activity and provide any needed feedback.

#### Practice

1. Have your student read the instructions and the passage. Explain that this excerpt contains the introduction and the first body paragraph of a longer text.
2. Provide time for your student to answer each question in their notebook. **IF** your student has difficulty distinguishing the topic from the writer’s opinion, **THEN** point out that the topic is a more general subject area; it does not include what the writer thinks about the subject.
3. Review your student’s responses and discuss any questions they found challenging. Provide feedback as needed.

## Lesson 2: A Fresh Point of View: Comprehension

### Objective: In this lesson, you will ask questions to tell the difference between point of view and perspective.

#### Key Words:

* **narrator** – the person who tells a story
* **perspective** – a character’s attitude or outlook about something
* **point of view** – the thoughts and feelings of the storyteller

#### Explain

1. Read the opening paragraph, key words, and definitions with your student. Explain that point of view and perspective are easy to confuse since both describe someone’s thoughts and feelings. Explain that point of view relates to the narrator and perspective relates to characters. Remind your student that the narrator of a story is not always a character in the story.
2. Watch the video with your student. Encourage them to ask questions to help differentiate between point of view and perspective.

Read the Text

1. Talk about the vocabulary words and definitions with your student. Remind them to look for context clues when they encounter unknown words. Point out that the images in a text can offer clues about unknown words.
2. Read the Context Clues sidebar together. Then, have your student answer the question. They will need to look at page 11 of *The Cave of Tigers*.
3. Have your student preview all the illustrations in *The Cave of Tigers.* Listen as they set a purpose for reading.
4. Have your student answer the question to check their understanding.

[The Cave of Tigers](https://cite-media.pearson.com/legacy_paths/e4531df7-ce05-434a-9ee6-f502f6c3f835/CaveOfTigers-2.pdf)

#### Check-In

1. Have your student read *The Cave of Tigers*.
2. Tell them to complete the true/false activity. Ask your student to rewrite any false statements to make them true. **IF** your student has difficulty deciding the veracity of each statement, **THEN** have them rewatch the video about perspective and point of view.

#### Practice

1. Have your student complete the activity. **IF** your student has trouble thinking of questions to ask, **THEN** have them look at the pictures and ask questions based on what they notice about the main character’s body language.
2. Remind your student to ask and answer the questions in complete sentences.
3. When your student finishes writing, ask them to present their interview to you, playing the parts of the reporter and the story’s main character.

### Objective: In this lesson, you will analyze how to work with others who have different perspectives.

#### Key Word

* **perspective** – a character’s attitude or outlook about something

#### Explain

1. Read the instruction and the opening scenario with your student. Discuss the definition of *perspective*.
2. Explain that characters' perspectives affect how the characters respond to each other and to events in a story. Point out that people have perspective as well, and it affects how they respond to each other and to events in their lives.
3. Discuss the scenario with your student and have them explain each person’s perspective.
4. Have your student answer the question orally.

#### Check-In

1. Ask your student to look back at the scenario.
2. Then, have them answer the questions orally. **IF** your student has trouble answering the questions, **THEN** help them make a personal connection to perspective. Ask a question such as: What would be your perspective about being enrolled in a science camp, and why?
3. Discuss your student’s responses to the questions.

#### Practice

1. Ask your student to imagine spending the day with friends who have different perspectives about what is fun to do.
2. Have your student write a paragraph that explains how they could help their friends compromise and why it’s important to understand other perspectives. Remind your student to write in complete sentences.
3. When your student finishes writing, listen as they read aloud their paragraph. **IF** your student’s reading does not sound natural or smooth, **THEN** provide feedback and let them try again.

### Objective: In this lesson, you will use commas before coordinating and subordinating conjunctions in compound sentences.

#### Key Words

* **compound sentence** – a sentence made up of two simple sentences
* **coordinating conjunction** – a word that connects words, phrases, or sentences
* **simple sentence** – a sentence with a subject and a predicate that expresses one complete thought
* **subordinating conjunction**– a conjunction that connects a clause that cannot stand alone

#### Explain

1. Have your student read the introduction. Ask them to explain what a simple sentence is in their own words.
2. Ask them to read the example sentence. Point out that the sentence has one subject and one predicate. The predicate includes the verb *studied*.
3. Continue with the next paragraph and example. Ask your student to name the subject and predicate in the second simple sentence (*they; asked questions*).
4. Then, ask your student to read the list of coordinating conjunctions. Explain that the acronym *FANBOYS* is a way to remember the coordinating conjunctions. Note that these conjunctions are used often in conversation and in writing, and a comma separates the two simple sentences.

#### Explain

1. Have your student read the text. Ask them to explain what a subordinating clause is in their own words.
2. Ask them to read the example sentence. Point out that the sentence has a main part and a subordinating clause.
3. Ask your student to identify the subordinating clause in the three samples. (*Sleeping soundly, dropping its leaves, after it was painted.)*
4. Then, ask your student to read the list of coordinating conjunctions.
5. Explain that the acronym I SAW A WABUB is a way to remember the subordinating conjunctions.
6. Note that these conjunctions are used often in conversation and in writing, and a comma separates the two sentence clauses.

#### Check-In

1. Have your student read the directions for the activity and answer the first question.
2. **IF** your student has difficulty, **THEN** help them find the conjunction (*but*, or, while ). Remind them that the comma in the sentence should be placed before the conjunction.
3. Continue with the next two questions. **IF** your student answers correctly, **THEN** have them explain the errors in the other sentences (the comma is placed after the conjunction instead of before the conjunction; the comma is placed incorrectly).
4. **IF**your student has difficulty recognizing the simple and compound sentences, **THEN**remind them that the conjunction (*but*) and the use of a comma show that sentence b is a compound sentence.

#### Practice

1. Have your student read the directions. Emphasize that they will add the missing comma to write the sentence correctly.
2. **IF** your student needs support, **THEN** read the sentence aloud and have your student point out the coordinating conjunction. Ask your student where the comma should be placed (before the conjunction).
3. Have your student complete the activities. Review their work. You may wish to have them read the sentences aloud, pausing slightly at the comma.

### Objective: In this section,  you will analyze how grouping ideas in each part of an opinion text helps a writer persuade readers.

#### Key Word

* **persuade** – cause someone to believe a certain way

#### Explain

1. Read the introductory section with your student. Review the concept of purpose as it applies to the organization of an opinion text. Remind your student that what makes an opinion text different from an explanatory or narrative text is that it is meant to persuade, or convince, readers to believe an opinion held by the writer. As such, the ideas within each part of a text—introduction, body paragraphs, and conclusion—must not only be relevant to the topic of the text but must also work to convince readers that the writer’s opinion is correct.
2. Discuss why it is so important that each part of an opinion text accomplishes its purpose. Ask your student to imagine how it might affect an opinion text if, for example, one of the body paragraphs described an unrelated topic or did not give a particular reason for the opinion. Discuss how that would affect the writer’s ultimate goal—to convince readers that the writer’s opinion is correct. **IF** a brief review of the parts of an opinion text would benefit your student, **THEN** return to the previous lesson and go over the purpose of an introduction (to identify a topic and state the writer’s opinion and why they hold it), body paragraphs (to explain each reason for the writer’s opinion and support it with details), and conclusion (to restate the opinion and leave readers with a final thought).
3. Continue to the section titled “Grouping Ideas in an Introduction” and have your student read the introduction to the student model text. **IF** your student would benefit from a contextual review, **THEN** access the model text and help your student summarize the opinion and reason the writer conveys.
4. To focus on how ideas in the introduction are grouped, read each bullet point while your student focuses on the introduction. Have your student point out each sentence that is described. Then, discuss how the ideas work together to help the writer convey a topic and opinion to readers and “plant the seed” for what readers will need to think about to be persuaded that the opinion is correct. Have your student respond to Question 1 orally and discuss their response.
5. Continue to the section titled “Grouping Ideas in Body Paragraphs.” Have your student read the first body paragraph and look for ideas that contribute to persuading readers that the writer’s opinion is correct. Then, have your student read the bullet points describing the ideas and point out each one in the text.
6. Continue to the section on grouping ideas in the conclusion. Ask your student to respond to Question 2 by summarizing how each idea contributes to the writer’s purpose.
7. Review the chart comparing and contrasting the organization of the introduction and conclusion. Point out that these parts of the opinion text are more general or “big picture,” while the body paragraphs go into more detail. Then, have your student answer Question 3 orally and discuss their response.

[Grow Your Own Garden](https://cite-media.pearson.com/legacy_paths/54cc7bfa-e5e7-4ab1-9917-3f473978ef17/ELA_4_0288_PM_U6_D1_WP_studentmodel_CE.pdf)

#### Check-In

1. Have your student read the instructions and paragraph. Point out that this is one paragraph from the body of a student’s opinion essay about why people should play soccer.
2. Provide time for your student to answer the questions in their notebook. Review their responses when they have finished. Discuss why it is important not to include ideas that are unrelated to the reason that is the focus of the body paragraph.

#### Practice

1. Have your student read the instructions and Jorge’s second body paragraph. Point out that this is a paragraph from the model text that they read in the lesson.
2. Provide time for your student to answer the questions in their notebook. Discuss your student’s responses. Ask your student if they think this is a well-organized paragraph and to explain their opinion.

## Lesson 3: A Fresh Point of View: Speak/Listen

### Objective: In this lesson,  you will explain how point of view affects central idea and theme in a literary text.

#### Key Words

* **central idea** – what a text is mostly about
* **narrator** – the person who tells a story
* **perspective** – a character’s attitude or outlook about something
* **point of view** – the thoughts and feelings of the storyteller
* **theme** – a lesson about life that is taught in a text
* **third-person point of view** – when a person outside the story tells the story

#### Explain

1. Read the opening paragraph, key words, and definitions with your student. Explain that the point of view an author uses to tell a story reveals information about the story, including the central idea, theme, and story elements. Give your student context by explaining what some common themes are in stories.
2. Have your student answer the questions. **IF** your student has trouble answering Question 1, **THEN** help them make a personal connection. Ask what they learn when they work as part of a team.
3. Watch the video with your student. Have them explain what they learn about how point of view affects a story’s central idea and theme.

#### Check-In

Have your student read the story *Wheels for the Dragon*.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

1. Tell your student they will need to look back in the story for text evidence to answer the questions.
2. Have your student answer the questions in their notebook, using complete sentences.
3. When your student finishes answering the questions, have them orally share their ideas and responses with you. **IF** your student does not speak clearly or at a reasonable volume, **THEN** provide feedback and have them try again.
4. To help your student practice listening and speaking skills, ask these questions about the story’s point of view. Be sure your student listens carefully to the questions and answers clearly.
   1. How do you know that this story is told from a third-person point of view? (The narrator is outside the story and tells how the main character Pu Yi feels throughout the story.)
   2. Could the point of view show a different character's perspective? If so, give an example. (Yes. The narrator could describe the thoughts and feelings of Mr. Johnston, Pu Yi’s father, or one of the Americans.)
   3. Could the narrator express the theme of independence as well if they told the story from Pu Yi’s father's perspective? Why do you think so? (Probably not; Pu Yi’s father did not seem to care about Pu Yi’s self-reliance and independence. But maybe readers would have learned why Pu Yi’s father behaved the way he did.)

[Wheels for the Dragon (A)](https://cite-media.pearson.com/legacy_paths/e2184931-14d6-41bc-a584-3dce0dcd175f/WheelsForTheDragon_A.pdf)

[Wheels for the Dragon](https://cite-media.pearson.com/legacy_paths/f17e9b7a-c7ad-44b8-bb48-5b58f615ea4a/Wheels%20for%20the%20Dragon-1.pdf)

[Wheels for the Dragon (B)](https://cite-media.pearson.com/legacy_paths/a1a87f0e-3327-464b-88ce-c9fdcc8ff3ad/WheelsForTheDragon_B.pdf)

#### Practice

1. Have your student refer back to *Wheels for the Dragon*. Ask them to look for evidence that the third-person narrator knows Pu Yi’s feelings about events.
2. Discuss with your student how the story would be different if the narrator told it from another character’s perspective.
3. Then, have your student write a paragraph that shows a scene from the story from another character’s perspective as told from a third-person point of view. Remind them to include lines of dialogue.
4. When your student finishes writing, listen as they read aloud their paragraph. Ask them to read with expression at an appropriate rate. **IF** your student’s reading sounds choppy or slow-paced or they don’t read with expression, **THEN** provide corrective feedback and let them try again.

### Objective: In this lesson, you will use listening skills to determine the point of view, central idea, and theme of a story.

#### Key Words

* **central idea** – what a text is mostly about
* **point of view** – the thoughts and feelings of the storyteller
* **theme** – a lesson about life that is taught in a text

#### Explain

1. Listen as your student reads aloud the opening paragraph. Explain the meanings of the bold words. Then, explain that themes are lessons in stories. They often apply to everyday life and can help people be better human beings. Discuss with your student some examples of theme and how story themes can apply to real life.
2. Have your student answer the questions.

#### Check-In

1. Read aloud “Taking the Plunge.” Tell your student to listen for the central idea, theme, and point of view.
2. Have your student answer the questions orally.

Taking the Plunge

Joel spent most summer days at the pool with his mom and his friend Kyle. The boys had swim races from one end of the pool to the other, and they had contests to see who could hold their breath the longest underwater.

To Joel’s dismay, one day Kyle suggested they jump off the high diving board. Joel’s stomach dropped. As much as he loved swimming, he had no desire to jump off the high dive. He saw other people doing it, though, and they seemed to be having fun. Besides, Joel didn’t want to disappoint Kyle. Nor did he want to admit he was afraid.

Joel took a deep breath and climbed the ladder. Wow, it was a long way down! As he climbed higher, people in the pool turned into ants.

“You can do this, Joel,” he told himself. “Plus, your only options are climbing down or jumping in.”

He anticipated the embarrassment of going down the ladder, and the next thing he knew, he was flying through the air into the pool.

#### Practice

1. Discuss how “Taking the Plunge” might be different if readers knew Kyle's thoughts and feelings. Talk about how Kyle might feel about Joel and the diving board. How might the theme be different if the story were told from Kyle’s point of view?
2. Ask your student to come up with a new theme for “Taking the Plunge” based on Kyle’s point of view. Then, have them write the new story.

### Objective: In this lesson, you will practice reading fluently.

#### Explain

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

Simultaneous Oral Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

Repeated Readings

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

Partner Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
   1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

### Objective: In this lesson, you will choose a topic for your opinion essay.

#### Key Words

* **fact** – an idea or information that can be proved
* **opinion statement** – a sentence or two that states a writer’s feelings about a topic
* **topic** – the subject of a text or opinion

#### Explain

1. Read the first paragraph with your student and review the prompt. Discuss how Jorge’s essay approached the prompt.**IF** your student has difficulty connecting the prompt to the model text, **THEN** access the text and review each section with your student, reminding them of the purpose of each paragraph and how the parts work together to accomplish the task put forth by the prompt.
2. Guide your student to use the bulleted text to examine each component of the prompt more closely. Discuss why it is important for your student as a writer to understand not only the topic and opinion their text will convey but also the purpose for which they will write it.
3. Continue to the section titled “Choosing a Topic” and read the information with your student. Point out that although identifying a topic for their essay will likely not be difficult, there are a few considerations to take into account that can help them whittle down their list. Remind your student that they will need to provide clear and specific reasons for their opinion, so choosing an activity that they can discuss with some knowledge is important. Then, discuss the advantages of focusing on a manageable topic. **IF** your student is confused by this idea, **THEN** ask them which is easier to choose—their favorite food or their favorite ice cream flavor. Choosing a favorite ice cream flavor is a bit easier because the overall size of the topic is much more limited.
4. Have your student respond to the question orally and discuss their answer. Challenge them to think of a few ideal topics for an opinion essay and explain why the topics work well.
5. Read the first few paragraphs of the section titled “Stating an Opinion” with your student. Discuss the bulleted tips for writing a strong opinion statement, guiding your student to explain how each tip helps support the writer’s purpose.
6. Review the list of opinion words and phrases with your student, making sure they understand the purpose of the words. Connect back to the discussion on fact versus opinion at the start of the section, and discuss how opinion language helps a writer signal to readers that the writer is stating an opinion rather than a fact. Challenge your student to add a few more examples of opinion language to the chart.
7. Read the scenario about Carly’s opinion text with your student. Discuss her original opinion statement and the qualities that make it a weak example. Point out that these qualities indicate that Carly’s opinion statement would not be likely to convince readers and discuss why. Then, guide your student to read Carly’s revised statement and explain what she did to fix her work. Discuss how Carly’s revisions make her statement more recognizable as an opinion and, consequently, more likely to convince readers.

[Grow Your Own Garden](https://cite-media.pearson.com/legacy_paths/54cc7bfa-e5e7-4ab1-9917-3f473978ef17/ELA_4_0288_PM_U6_D1_WP_studentmodel_CE.pdf)

Learning Coach Tip

If possible, print out or make a copy of the chart with examples of opinion language and post it so your student can easily view it. The chart may provide your student with ideas for words and phrases they can incorporate into their own opinion statement.

#### Check-In

1. Read the instructions with your student and have them summarize the task.
2. Go through each question together and have your student identify which sentence in the pair states an opinion. **IF** your student struggles, **THEN** discuss whether a particular statement could be proved true or not. For example, someone could prove that kickball is a popular game by taking a survey of students or counting the number of people who play it.
3. When your student has completed the activity, provide any needed feedback to ensure that they can recognize a statement of opinion.

#### Practice

1. Have your student read the instructions. Then, provide time for them to go through each step to form their opinion. Have them write their ideas in their notebook.
2. **IF** your student has difficulty choosing a topic, **THEN** have them list reasons for supporting each idea they have. Encourage them to brainstorm by jotting down whatever reasons come into their head. Point out that the best reasons are ones that would be relevant to lots of people.
3. Discuss your student’s choice with them, verifying that they have an opinion that they could write an essay about. **IF** your student’s topic is too broad, **THEN** help them narrow it by thinking of a more specific part of the topic. For example, if your student chose the topic “Everyone should play sports,” have them choose a specific sport. Remind your student that this is the opinion that they will be writing an essay about in the coming lessons.
4. When your student has completed a draft of their opinion statement, review it with them and provide any necessary feedback. As needed, work with them to annotate each part of the statement (first-person pronouns, opinion language, etc.) to ensure that they have written a complete and valid opinion.

## Lesson 4: A Fresh Point of View: Fluency

### Objective: In this lesson, you will read to improve accuracy, rate, and expression.

#### Key Words

* **accuracy** – how correctly a reader reads
* **expression** – the feeling a reader puts into their reading
* **fluency** – the ability to read well
* **rate** – the speed at which a reader reads

#### Explain

Have your student read aloud page 5 of *Wheels for the Dragon*.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

1. Explain that fluency is how well a person reads. It is based on correctness (accuracy), speed, and expression.
2. Now read with your student the opening paragraph, key words, and definitions. Point out that strategies such as using context clues can help readers build their skills.
3. Have your student answer the questions about fluency.
4. Watch the video with your student. Ask them to tell you what they learned about reading with expression.

[Wheels for the Dragon (A)](https://cite-media.pearson.com/legacy_paths/9ff61604-8948-404e-a314-e6797c2f1392/WheelsForTheDragon_A.pdf)

[Wheels for the Dragon](https://cite-media.pearson.com/legacy_paths/f17e9b7a-c7ad-44b8-bb48-5b58f615ea4a/Wheels%20for%20the%20Dragon-1.pdf)

[Wheels for the Dragon (B)](https://cite-media.pearson.com/legacy_paths/bdbe3c8c-64ab-48f6-b19b-9ad7c04aa656/WheelsForTheDragon_B.pdf)

#### Check-In

1. Listen as your student reads aloud page 5 of *Wheels for the Dragon* again. Now that your student has watched the video, have them practice reading with expression. **IF** your student does not read with expression, **THEN** have them rewatch the video. If necessary, point out how the actors read with expression.
2. Have your student complete the activity.
3. After your student finishes the activity, discuss with them what they might do to read with expression for each of these characters.

#### Practice

1. Listen as your student reads aloud page 11 of *The Cave of Tigers*. Help your student record their reading.
2. Now have your student orally answer the questions about reading rate. **IF** your student has trouble answering the questions, **THEN** model by stating your own ideas and opinions about one of the questions.
3. After your student has answered the questions, have them read aloud page 11 again and record their reading. Invite them to listen to both recordings and then tell you their observations about each of the readings.

[The Cave of Tigers (A)](https://cite-media.pearson.com/legacy_paths/d15c0b92-969e-415d-b213-7f1dc50713d4/TheCaveOfTigers_A.pdf)

[The Cave of Tigers](https://cite-media.pearson.com/legacy_paths/e4531df7-ce05-434a-9ee6-f502f6c3f835/CaveOfTigers-2.pdf)

[The Cave of Tigers (B)](https://cite-media.pearson.com/legacy_paths/2974f365-c49b-4248-b1d1-08d19223feaa/TheCaveOfTigers_B.pdf)

### Objective: In this lesson, you will improve reading fluency as you learn about global awareness.

#### Key Words:

* **accuracy** – how correctly a reader reads
* **expression** – the feeling a reader puts into their reading
* **fluency** – the ability to read well
* **rate** – the speed at which a reader reads

#### Explain

1. Read the opening paragraph with your student and talk about the definitions of the bold words. Explain that fluency is the ability to read well and that it is determined by how quickly, correctly, and expressively a person reads.
2. Have your student answer the questions to begin thinking about other cultures.

#### Check-In

Have your student preview the cover and illustrations for *Wheels for the Dragon* and read the Author’s Note on page 9. Listen as your student answers Questions 1 and 2 orally.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

1. Listen as your student reads aloud page 5 of the text. Provide feedback on their accuracy and expression. Then, have them read aloud page 5 again to improve their fluency. **IF** your student still does not read with expression, **THEN** model expression by reading aloud a section of the text with feeling.
2. Have your student answer Questions 3 and 4 orally.

[Wheels for the Dragon (A)](https://cite-media.pearson.com/legacy_paths/9ff61604-8948-404e-a314-e6797c2f1392/WheelsForTheDragon_A.pdf)

[Wheels for the Dragon](https://cite-media.pearson.com/legacy_paths/f17e9b7a-c7ad-44b8-bb48-5b58f615ea4a/Wheels%20for%20the%20Dragon-1.pdf)

[Wheels for the Dragon (B)](https://cite-media.pearson.com/legacy_paths/bdbe3c8c-64ab-48f6-b19b-9ad7c04aa656/WheelsForTheDragon_B.pdf)

#### Practice

1. Listen as your student reads aloud the Author’s Note on page 9. Provide feedback on how quickly they read. Then, have them read aloud page 9 again to try to improve their reading rate or speed. **IF** your student’s reading still sounds stiff or choppy, **THEN** model reading at an appropriate rate.
2. Have your student answer the questions in their notebook. Remind them to use complete sentences. **IF** your student struggles to answer Question 2, **THEN** explain that stories in the realistic fiction genre are made up but can include real people.
3. When your student finishes writing their answers, listen as they share their ideas aloud.

### Objective: In this lesson, you will decide when formal or informal English is appropriate when writing an opinion.

#### Key Words

* **discourse** – an exchange of ideas
* **formal English** – language used when casual language is not suitable
* **informal English** – casual language that is used in everyday conversations

#### Review

Before the lesson, discuss with your student what an *opinion* is (a belief or judgment that someone has about a particular topic). Talk about the different ways that people share opinions, such as daily conversations, posts on social media, editorial pages in newspapers, or essays about movies or books.

Explain

1. Have your student read the introduction and example. Discuss why people usually talk to each other using short sentences, contractions, and slang. Point out that in conversation, people take turns listening and responding.
2. Have your student read the rest of the text and discuss the examples in the chart. Talk about how the formal and informal language differs in each example (types of words used, contractions, sentence lengths).
3. Make sure your student understands the difference between formal and informal English and the context in which they are used when sharing an opinion.

#### Check-In

1. Have your student read the directions and answer the first question.
2. **IF** your student needs support, **THEN** ask questions such as: When you write a text, are your sentences long or short? Do you use contractions? Is that formal or informal English?
3. Continue with the next two questions. **IF** your student has difficulty answering the questions, **THEN** review the difference between formal and informal English.

#### Practice

1. Have your student read the directions. Make sure they understand that they will write each choice under the correct heading.
2. **IF** your student needs help, **THEN** read the choices in the box aloud. Talk about the purpose for writing each opinion and how language would affect that purpose. For example, ask questions such as: When you write to a business, do you want to use longer sentences and clearer vocabulary? Would you use contractions? Is that formal or informal English?
3. **IF** your student answers correctly, **THEN** ask them if they can add another example to one of the lists.

### Objective: In this lesson, you will create reasons for your opinion by thinking about your topic in different ways.

#### Key word

* **details** – specific information that supports a main idea (central idea) or reason

#### Explain

1. Read the first section with your student. Ask your student to restate the opinion they formed in the previous lesson. Review that reasons are ideas that explain why someone supports an opinion. Encourage your student to name one or two reasons that support their opinion.
2. Read the section “Thinking About Your Reasons” with your student. Ask your student if they agree with Winston’s opinion about bikes and if they think it is a strong opinion to make the focus of an opinion text. Then, ask if they think the reasons he lists are strong.
3. Before reading the next section, explain to your student that details are used to support a reason. Details can include facts, explanations, and examples that help readers understand reasons. Lead your student to realize that the information about muscles used to ride a bike is a fact that can prove that riding a bike is effective exercise.
4. Discuss the next reason given, that riding a bike is fun. Talk about why this is not a strong reason, pointing out that some people enjoy riding a bike, but others do not. Encourage your student to think of a reader who has different interests and views than them when they evaluate their reasons.
5. Ask your student to give their own opinion about the third reason, that most places are within biking distance. Point out that this is another case where the writer has not taken into account the whole audience. This reason only applies to readers who live within biking distance of many places. People who live in more rural areas or who must cross highways won’t agree that most places are within biking distance.
6. Have your student answer Question 1 orally.
7. Read the section on rewriting an opinion statement. Point out that your student can decide to revise their opinion at any point in the process if they realize that they are unable to think of strong reasons to support it.
8. Have your student read the original and revised opinion statements and answer Question 2 orally. **IF** your student has difficulty with the question, **THEN** have them focus on the audience that will be reading each opinion.
9. Review the additional reasons Winston brainstorms, and ask your student to explain why they think these reasons are or are not strong. Encourage your student to think about what kinds of facts or other details could be used to support these reasons.
10. Watch the video together. Explain that it reviews the ideas that were covered in the lesson. After watching the video, discuss what it said about how to choose reasons to support an opinion.

#### Check-In

Have your student read the instructions. Point out the word bank and note that your student should fill in each blank with one of these choices. **IF** your student has difficulty completing one of the sentences, **THEN** encourage them to go on to the next sentence to eliminate answer choices.

#### Practice

1. Have your student read the instructions. Have them complete the steps using their notebook. Guide them to think of this as a brainstorming session, so it is not necessary to write neatly.
2. **IF** your student lists reasons that are not relevant to a wide audience, **THEN** encourage them to think of their reader as someone very different from them, such as an adult or a person from another town.
3. **IF** your student is unsure whether a reason can be supported with details, **THEN** encourage them to ask themselves: Why is this true? How can I prove it? How can I explain it? If they can’t generate supporting details by answering the questions, the reason may not be strong.
4. **IF** your student decides that they need to revise their opinion, **THEN** encourage them to think of opinions that are similar, with some differences. For example, Winston’s revised opinion still related to biking, but it was stated differently. **IF** your student is unable to think of a related opinion that they can support with strong reasons, **THEN** suggest that they think of an entirely new opinion.
5. When your student has decided on two strong reasons, review them together. Ask your student to explain how the reasons support the opinion statement and appeal to a wide audience. Provide any needed feedback.

### Objective: In this lesson, you will use multiple sources to support your opinion with evidence.

#### Key words

* **evidence**– facts and details used to support an opinion or claim
* **source**– the person, text, or information used as evidence to support an opinion or claim
* **support**– evidence used to help make your opinion or claim stronger
* **transition**– a word, phrase, or sentence that connects one idea to another

#### Explain

1. Read the first two sections with your student. Discuss why websites from known sources such as universities, governments, and museums are more reliable than websites from unknown sources. Explain that Winston found websites from reliable sources. Ask your student why it is important to use evidence from reliable sources.
2. Read the Using Evidence section with your student. Review the table and discuss how the evidence Winston found supports his strong reasons. Remind your student that using evidence from known sources can strengthen their reasons and persuade their audience.

#### Explain

1. Read the introduction with your student. Discuss transition words and offer more examples if needed, such as *once upon a time*, *however*, and *in conclusion*.
2. Review the steps with your student. Remind your student that direct quotations need quotation marks.
3. Read Winston’s organization with your student. Explain how Winston followed the three steps by introducing the evidence with his reasons, presenting the evidence, and then explaining how the evidence supports his reasons.
4. Ask your student to identify the transition words Winston used.

#### Check-In

1. Have your student read the instructions. Point out the word bank. Tell your student they should fill in each blank with one of the choices.
2. **IF**your student has difficulty completing one of the sentences, **THEN**encourage them to go on to the next sentence to eliminate answer choices.

#### Practice

1. Have your student read the instructions. Have them complete the steps using their notebook. Guide them to think of this as a brainstorming session, so it is not necessary to write neatly.
2. **IF**your student finds evidence from unknown, unreliable sources, **THEN**encourage them to try again and help them find sources from known sources such as universities, governments, and museums.
3. **IF**your student is unsure whether their evidence supports their reasons, **THEN**encourage them to ask themselves: Does the evidence provide a fact or detail that helps prove my reason?
4. **IF**your student decides they need to revise their evidence, **THEN**encourage them to review the three steps. Remind them to use transition words.
5. When your student has finished drafting their organization of the evidence, review it together. Ask your student to explain how the evidence supports their reasons and strengthens their opinion essay to persuade their audience. Provide any needed feedback.

## Lesson 5: A Fresh Point of View: Synthesize

### Objective: In this lesson, you will compare and contrast differing points of view in literary texts.

#### Key Words

* **first-person point of view** – when a character in the story tells the story
* **narrator** – the person who tells a story
* **point of view** – the thoughts and feelings of the storyteller
* **third-person point of view** – when a person outside the story tells the story

#### Explain

1. Read the opening paragraph, key words, and definitions with your student. Now that your student has a better understanding of point of view, explain that there are different types of third-person point of view. When a narrator knows and relays thoughts and feelings of only one character, that narration is called limited point of view. But when a narrator knows and relays all the characters’ thoughts and feelings, that narration is called omniscient point of view.
2. Have your student read page 10 of *The Cave of Tigers* and then answer the questions about point of view.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

Watch the video with your student. Ask them to explain what they learn about point of view.

[The Cave of Tigers (A)](https://cite-media.pearson.com/legacy_paths/4b374899-27c4-4188-b68b-91d72353710d/TheCaveOfTigers_A.pdf)

[The Cave of Tigers](https://cite-media.pearson.com/legacy_paths/e4531df7-ce05-434a-9ee6-f502f6c3f835/CaveOfTigers-2.pdf)

[The Cave of Tigers (B)](https://cite-media.pearson.com/legacy_paths/4cb882fc-527d-4363-90af-d1e39a8fb21b/TheCaveOfTigers_B.pdf)

#### Check-In

1. Have your student read the rest of *The Cave of Tigers*.
2. When your student finishes reading, have them answer the questions orally. **IF** your student is reluctant to share their thoughts and opinions, **THEN** assure them that there is more than one correct answer, but they should be able to support their thinking with information from the text.

#### Practice

1. Have your student read Wheels for the Dragon.
2. Have your student answer the questions. **IF** your student has difficulty comparing and contrasting, **THEN** remind them that when they compare, they look at how things are alike, and when they contrast, they look at how things are different.
3. Ask your student to speak in complete sentences to answer the questions. **IF** your student speaks in fragments or run-on sentences, **THEN** provide feedback and allow them to try again.

[Wheels for the Dragon (A)](https://cite-media.pearson.com/legacy_paths/9ff61604-8948-404e-a314-e6797c2f1392/WheelsForTheDragon_A.pdf)

[Wheels for the Dragon](https://cite-media.pearson.com/legacy_paths/f17e9b7a-c7ad-44b8-bb48-5b58f615ea4a/Wheels%20for%20the%20Dragon-1.pdf)

[Wheels for the Dragon (B)](https://cite-media.pearson.com/legacy_paths/bdbe3c8c-64ab-48f6-b19b-9ad7c04aa656/WheelsForTheDragon_B.pdf)

### Objective: In this lesson, you will explain how different points of view affect problem-solving.

#### Key Words

* **first-person point of view** – when a character in the story tells the story
* **narrator** – the person who tells a story
* **point of view** – the thoughts and feelings of the storyteller
* **third-person point of view** – when a person outside the story tells it

#### Explain

1. Read the opening paragraphs with your student. Talk about the rollover definitions of the bold words. Explain that perspective is about a character’s thoughts and feelings, and point of view is about the narrator’s thoughts and feelings.
2. Talk about the idiom in *Vance has a lot on his plate this week.* Explain that an *idiom* is an expression that cannot be understood from the meanings of the individual words. Help your student understand that this idiom means “has a lot that he needs to do.”
3. Explain to your student that what they think about different things is their perspective, and the way people feel about things determines how people act or react.
4. Listen as your student answers the questions.

#### Check-In

1. Have your student refer back to the scenario at the beginning of the lesson.
2. Then, have your student answer the questions orally based on the scenario. **IF** your student has trouble thinking of a question to ask, **THEN** model the activity by asking a question of your own, such as: I would ask Vance, “Why are you reluctant to ask for help?”

#### Practice

1. Have your student write a paragraph in first-person point of view about a problem they encountered.
2. Tell your student to include in their paragraph their perspective, solution(s), and questions they asked to help them solve their problem.
3. Have your student compare their perspective or problem-solving approach to Vance or Javi. Challenge them to include an idiom in their paragraph.
4. Listen as your student reads aloud their completed paragraph. **IF** your student does not speak clearly or at an appropriate volume, **THEN** provide feedback and let them read their paragraph again.

### Objective: In this lesson, you will write a draft of the introduction to your opinion text.

#### Key Word

* **draft** – an early version of a piece of writing

#### Show What You Know

Learning Coach Tip

In this lesson, your student will begin writing a draft of the introduction to their opinion text. They will use the ideas and planning they generated in previous lessons, so make sure they have that information available. They should also refer to the opinion text rubric.

[Opinion Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/4da0245d-fcd2-42b4-906b-c6248fda9809/ELA_4_0288_PM_U6_D1_WP_opinionrubric%20%282%29%20%281%29.pdf)

Show What You Know

1. Read the first Show What You Know section with your student. Have your student summarize the main points of this section: an introductory paragraph should state a topic clearly and include any information that readers need to know about it; it should state the writer’s opinion and briefly describe why they hold this opinion; and it should grab the reader’s attention in some way. Discuss other opinion texts your student has read and how well the introductions to these texts have accomplished the various purposes.
2. Remind your student that they have already written an opinion statement that expresses their opinion, and review the criteria for an effective statement of an opinion (for example, the use of first-person pronouns and words that allude to feelings or beliefs).
3. Discuss why it is important to “grab” a reader’s attention. Remind your student that the purpose of an opinion essay is to persuade the reader; to do that, a writer must make sure readers are interested in a topic. Ask your student to tell what might happen if an introduction did not grab a reader’s attention (they would likely not keep reading).
4. Have your student read the model essay introduction and answer the questions orally. Discuss their responses. Talk about why Jorge might have chosen to use a personal story instead of another tactic to interest readers. Ask your student to think of additional ways he might have built reader interest.
5. Read the section on planning the introduction with your student. Provide time for your student to complete the steps in their notebook. Explain that they will use their ideas to help them get started on writing their introduction. Review their ideas with them when they are finished and offer suggestions and feedback as needed.

Assess how successful your student was in completing the activity by considering the following:

* **Very Successful** – My student was able to plan the introduction to their opinion text by developing a strong idea that will grab the reader’s attention. My student can preview their reasons clearly and briefly.
* **Moderately Successful** – My student was able to plan the introduction to their opinion text by developing an idea that will somewhat grab the reader’s attention, but they have room for improvement. My student can state their reasons but may need to preview them in a more succinct way.
* **Less Successful** – My student struggled to plan the introduction to their opinion text and did not develop a strong idea that will grab the reader’s attention. My student has difficulty stating their opinion and previewing the reasons for it.

#### Try This

Since this is an open-ended activity, use your assessment of your student’s performance in the Show What You Know activity to guide your student’s approach to completing the Try This activity.

* **Less Successful** – Review the lessons. Return to some of the Check-In and Practice exercises to reteach how to draft an opinion and think of strong reasons. Review different ways of grabbing the reader’s attention in an introduction. Provide support as your student drafts their introduction, helping them with wording and organizing their ideas.
* **Moderately Successful** – Have your student review the instruction from “Show What You Know,” focusing on the elements of an introduction that they have difficulty applying. Discuss your student’s plan for their introduction and help them improve it where needed.
* **Very Successful** – Have your student complete the Try This activity as independently as possible. Reread the instruction from “Show What You Know” as necessary.

1. Have your student read the directions in the Try This activity. Discuss what it means to keep the audience in mind. Point out that writing an opinion essay is like speaking to someone. It is important for a writer to think about the audience’s perspective to make sure they will be interested in what the writer wants to tell them.
2. Provide time for your student to write a draft of their introduction. Encourage them to look back at the notes they took for how to grab their reader’s attention. **IF** they have difficulty using this idea to write a strong opening, **THEN** encourage them to try a few other ideas and use the one that they think works best.
3. Have the opinion text rubric available and encourage your student to check the expectations for a strong introduction.
4. When your student has completed their draft, review it together. Ask your student to explain their choices and assess how well they think their introduction meets its various purposes.

#### Review

1. Review each learning goal with your student.
2. Read the information on the page with your student. For each skill area, suggest your student go back into the lessons they’ve completed and make a list for each strand (core reading, grammar, etc.). In each list, your student should write the title of each related lesson and the important information about the strand that the lesson contains. Your student can review the lists when it is time to take the unit test.
3. **IF** your student struggles with certain topics, **THEN** together with your student, review the lessons that cover the topics. Be sure to revisit all the activities, including Check-In and Practice items.
4. Encourage your student to think about the strategies that were most helpful in learning the new skills. If your student needs prompting, ask about examples from the following list:
   1. connecting new material to previously learned material
   2. drawing a picture of a new vocabulary word
   3. making a list
   4. quizzing yourself
   5. reading an explanation
   6. setting a goal for each learning session
   7. talking through the answer to a question
   8. trying a new way to solve a problem when you are stuck
   9. viewing a flipbook

#### Reflect

Guide your student to write a reflection using the sentence starters provided on the slide. **IF** your student has trouble identifying an area of difficulty or an area where more practice is needed, **THEN** refer back to earlier practice activities and scored assignments. **IF** your student struggles with the writing portion of the activity, **THEN** work with them to choose a sentence starter and complete it together. Have your student write the rest of the sentences independently. Read their paragraph and give praise for their effort and thoughtful work.

Example Reflection

At first, I was confused about how to write an opinion piece. I didn’t know what to include or where to put the information. Then, I learned that I can start by naming the topic I am writing about. I should find reasons for the opinion. Then, I can group those ideas with each other. Finally, I can make sure to use formal language. I think I still need more practice. But following these steps will help me write an opinion piece.