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# Language Arts 4 B Unit 8: It Takes Teamwork

## Lesson 1: It Takes Teamwork: Genre

#### Learning Goals

In “It Takes Teamwork,” your student will learn how it might be easier to get things done successfully when they share ideas with others and work as a team. Your student will also build their reading comprehension and learn spelling, phonics, grammar, and handwriting skills. There are 12 learning goals:

1. Listen to and make connections between an oral and a visual representation of text.
2. Identify ways in which use of punctuation affects tone of literary text.
3. Produce clear and coherent writing in which the organization of ideas is appropriate to task, purpose, and audience.
4. Analyze how use of direct quotations affect development of theme in literary text.
5. Identify ways in which the use of punctuation affects mood in literary text.
6. Strengthen writing by revising.
7. Paraphrase information presented in diverse media and formats, including orally.
8. Read a text that interests you independently or with your Learning Coach, and establish the purpose for reading.
9. Strengthen writing by proofreading and editing.
10. Make connections between the text of a drama and an oral presentation of a text, identifying where each version reflects specific descriptions and directions in the text.
11. Use punctuation to achieve effects in writing.
12. Use cursive writing to produce and publish writing.

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 “It Takes Teamwork” will be assessed with the following items:

* Quick Check
* Quick Check
* Quick Check
* Quick Check
* Writing Process Portfolio
* Online Practice
* Unit Test

#### Spark

1. Have your student read aloud the title and first paragraph. Make sure they understand that *role* is a noun meaning “job” and that *teamwork* is the ability to work with others to get something done. Ask your student to share an experience when they have been on a team. Have them talk about what their role was and how their participation showed teamwork. Also, if your student has never participated on a sports team, you may open the experience up to other teams, such as gymnastics, dance, or scouting clubs.
2. Ask your student to read the next paragraph. Point to the word *contribute* and ask your student to define the word in context. **IF** they struggle, **THEN** point to the word *share* as a clue to meaning. After they define the word, have your student roll over the word to check its meaning. Then, help them understand what it means to work well with others. Explain that when people “work well with others,” they listen, use good manners, and help others. Make sure they know that they are actively participating in the team’s tasks toward achieving a goal. Also, they are showing other members of their team patience and respect. Doing all of these things is part of showing teamwork.
3. Have your student read the next two paragraphs. Make sure your student knows the meaning of the word *chores.* Allow them to share a chore that they do in their own home and how they think doing the chore helps their family members. Also, take time to view the photographs with your student and read the captions. Have them talk about what the people in the photographs are doing and describe how the images show teamwork.
4. Introduce the podcast and listen to it with your student. Then, have your student answer the question that follows the podcast. **IF** they cannot answer the question, **THEN** have them listen to the podcast again.

#### Activate Prior Knowledge

1. Have your student read the first paragraph. Give them a minute to list how they engage in teamwork at home. Then, invite them to read their list to you. Ask them how doing the tasks they listed shows teamwork at home. **IF** they cannot answer, **THEN** review the definition of *teamwork* and some examples from the lesson.
2. Discuss with your student what might happen if someone in their home did not show teamwork by refusing to do a job they were responsible for. **IF** they cannot answer, **THEN** ask them questions, such as: Who would have to do this job instead? Would that be more work for that person in your home? How would that person feel? Then, ask the original question again.
3. Have your student read the next paragraph to discover what they will read about the theme of teamwork in this unit. Then, read the bulleted list with your student. Ask if they are familiar with any of the topics. Have them share what they already know.

### Objective: In this lesson, you will make connections between different versions of a text.

#### Key Words:

* **oral presentation** – a version of a text that is performed aloud, often to an audience, such as a play or speech
* **print version** – a version of text that can be read, often includes illustrations, and can be found in a book, newspaper, or magazine
* **stage direction** – a written direction to an actor, telling the actor what to do

#### Explain

**A Note to the Learning Coach**

In this unit, your student will be making connections between two versions of the same text. One version is a print version of a play with illustrations and stage directions; the other version is an oral presentation―specifically, a recording of the play, narrated by one person. Make sure your student understands that texts can be presented in a variety of formats.

1. Read the introduction with your student. Explain that you can make connections between texts and that you can also make a connection between yourself and a text.
2. Help your student make the connection between the sentence with and without the visual. Point out how seeing the sentence illustrated adds to understanding.
3. Introduce your student to *Fern the Mighty*. Explain that the story is in the form of a play. **IF** your student needs help understanding the structure of a play, **THEN** review elements and terms of a play, such as *dialogue*, *cast of characters*, *setting*, *stage directions*, and *script*.
4. Have your student listen to the first page of the play. Then, have them answer the question.
5. Have your student read the first page of the play and then answer the question. **IF** your student has trouble answering, **THEN** return to the play with them to find the answer.

#### Check-In

1. Read the directions and questions with your student. Ensure that your student understands that the setting of a play (or story) is where and when the story takes place.
2. Allow time for your student to listen to pages 17–21 of the recording of *Fern the Mighty*.
3. Have your student answer the question on a sheet of paper. Review their response.
4. Allow time for your student to read the same pages of the print version of the play.
5. Have your student respond to the questions. **IF** your student has difficulty, **THEN** ask clarifying questions, such as:
   1. For Question 2: What is a stage direction? Where are there stage directions on these pages? What do they say? Did you hear these directions said aloud during the recording?
   2. For Question 3: What can you see in the illustration? How is that similar to what you heard? How is it different?

#### Practice

1. Read the directions and question with your student.
2. Allow time for your student to listen to and read the last pages of *Fern the Mighty*.
3. Have your student respond to the question on a sheet of paper. **IF** your student has difficulty, **THEN** ask your student to explain how the play ends.
4. Next, have them support their understanding of the ending with details from the oral presentation. Prompt them with sentence starters, such as: When I listened to the ending, I heard \_\_\_\_\_\_\_\_\_.
5. Then, have them add details that they learned from the printed version.
6. Finally, have them make a connection. Prompt them with additional sentence starters, such as:
   1. When I read the stage direction, I learned \_\_\_\_\_\_\_\_\_.
   2. The illustration showed me \_\_\_\_\_\_\_\_\_.
   3. I understood the ending better because \_\_\_\_\_\_\_\_.

[Fern the Mighty (A)](https://cite-media.pearson.com/legacy_paths/ea4e65ca-a953-45eb-bbc7-bd965b781260/FernTheMighty_A.pdf)

[Fern the Mighty](https://cite-media.pearson.com/legacy_paths/74cfc37e-dfb4-4520-9498-d4a7f63f16cf/FerntheMighty-1.pdf)

[Fern the Mighty (B)](https://cite-media.pearson.com/legacy_paths/0b06282b-92cf-4511-866b-c59fffc781a9/FernTheMighty_B.pdf)

### Objective: In this lesson, you will identify how punctuation affects the tone of literary text.

#### Key Word:

* **punctuation**– marks used in sentences, such as commas, periods, exclamation points, and parentheses
* **tone**– an author’s attitude about a topic

#### Explain

1. Have your student read the introduction. Make it clear that tone is an author’s attitude about a topic or subject. Explain that punctuation helps an author express ideas and set the tone.
2. Have your student read the literary text paragraph. Discuss how punctuation affects tone with the example sentence “She hoped so!” Discuss the difference between how “She hoped so.” and “She hoped so!” might be read. Discuss how the exclamation point shows more emotion.
3. Ask your student to read the explanations and the list of punctuation marks. Discuss how each punctuation mark can affect the tone of a literary text.

#### Check-In

1. Have your student read the directions and answer the questions. Remind your student that tone is an author’s attitude about a subject.
2. Review your student’s answers. **IF** your student did not answer correctly, **THEN** review the bullet points in the introduction and discuss the ways certain punctuation marks can help show an author’s tone.

#### Practice

1. Have your student read the directions and sample paragraph before answering the questions. Your student needs to identify how the punctuation shows the writer’s tone. Remind them that authors use punctuation to show their attitudes about ideas.
2. Read your student’s answers. **IF** your student did not answer correctly, **THEN** review how different types of punctuation marks can be used to show tone. Then, read the paragraph, sentence by sentence, and talk about how the punctuation affects the writer’s tone about the ideas.

### Objective: In this lesson, you will revise your opinion text to address task, purpose, and audience.

#### Key Words

* **audience** – the person or people who will read your writing
* **purpose** – the reason you are writing
* **revise** – make changes to improve and strengthen your writing
* **review** – closely examine
* **task** – a type of writing you have been assigned

#### Get Ready for Learning

Before beginning the lesson, review what your student has accomplished to date with their opinion text. Remind them that they have completed the first draft of their text and received feedback on it. Explain that in the following lessons, your student will do the following:

* review and revise their text by making changes that improve their writing
* edit and proofread their text by fixing mistakes in their writing
* publish their opinion text
* present their opinion text

Take time to review any feedback provided on your student’s draft. Incorporate specific feedback into the revising and editing lessons as needed.

#### Explain

1. Have your student read the opening paragraphs and review the steps they have taken in writing their opinion text. Remind them that their draft is only the first version of their final text and that they will go through several rounds of changes before it is final. Then, discuss how writers review their draft and revise it to improve their writing. Help your student understand that revising is about making larger, more significant changes to the content of a text. Explain that they will fix smaller mistakes, such as spelling errors, when they edit and proofread their text in a later lesson.
2. Read the Reviewing for Task, Purpose, and Audience section with your student. Review the bulleted list, and then discuss how your student structured their opinion text by organizing their ideas in their writing. Explain that writers review each part of their writing to make sure it addresses their task, purpose, and audience. **IF** your student would benefit from a more in-depth review of these elements, **THEN** revisit the opinion-writing lessons.
3. Discuss why writers think about their task, audience, and purpose as they review and revise their opinion text. Guide your student in understanding that all three elements are essential to their writing. Talk with them about how their text would be impacted if one or more of these elements was not addressed in their writing.
4. Review the bulleted questions and explain that your student can ask these questions as they read to ensure that they have addressed each element in their writing. If their text does not address one of the elements, then they will revise. **IF** your student does not understand the purpose of a specific question, **THEN** guide them in using the question to review a section of the student model. Demonstrate by asking the question and examining the text to determine if the criteria is met in the text. Work with your student to identify the specific details in the text that allow you to answer yes to the question. Discuss the kinds of changes your student would make if you answered no to the question.
5. Introduce the revising checklist to your student and explain that it is another tool they can use to check their writing. Briefly review the items and discuss how they might help a writer revise their work.

#### Check-In

1. Have your student select the Let’s Practice button to show what they have learned about revising to address task, purpose, and audience. Have your student read the directions.
2. Provide time for your student to complete the activity. **IF** your student has difficulty identifying the revisions that address each element of writing, **THEN** reread the answer choices with them. Explain that the first sentence identifies the writer’s reason for the revision, and the sentence in italics shows the revision she made to her text. Read the hint with your student to review each writing element. Then, work with them to identify the revision that addresses each element using key words in the answer choices, such as *states her opinion*, *more convincing*, and *interesting for readers*.

#### Practice

In the Practice activity, your student will reread the draft of their opinion text to identify revisions that can improve their writing. You may want to make a copy of the revising checklist for your student to reference as they review their text. If they used a word processing program to write their draft, consider printing a copy of the draft for them. Having a printed draft will allow your student to mark the text as they review their writing. If they wrote their draft by hand, encourage them to mark their changes in their notebook.

1. Read the directions with your student and make sure they understand the task. Explain that they will first examine their draft to gauge how well it addresses their task, purpose, and audience.
2. Review the checklist with your student and discuss how it can help them identify necessary revisions. You may also want to return to the first part of the lesson to review the focus questions your student can use to determine how well they’ve addressed task, purpose, and audience.
3. Then, review the opinion text rubric with your student. Direct their attention to the first three rows in the rubric. Guide them in evaluating their text to determine if additional changes are needed based on the criteria in the rubric. Discuss any additional revisions with your student.
4. Encourage your student to mark their draft as they review their text, such as underlining and rewriting text they want to change and crossing out text they want to remove. Provide guidance for using the track changes or comment feature if your student is reviewing their document on the computer rather than with a printed version of their text.
5. **IF** your student has difficulty identifying ways to improve their writing, **THEN** reread the draft aloud with them. Pause after each paragraph and discuss each question in the revising checklist. Discuss the details in your student’s text that relate to each question, and guide them in identifying words or sentences that can be changed to better address task, purpose, and audience. Encourage your student to mark the text as you discuss ways to revise and strengthen the text.
6. When your student has identified specific revisions they want to make, conference with them to discuss their ideas and provide any needed feedback. After the conference, have your student make the changes in their text.
7. When your student has completed their revisions, have them read their opinion text aloud. Discuss how the changes improved their writing.
8. **IF** your student worries that they do not have enough time to complete revisions, **THEN** reassure them that revising is an ongoing process and that they don’t need to address every single weakness in their draft today. Let them know they will have several additional opportunities to revise before submitting their final work for grading.

[Opinion Text Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/0df7032e-58f7-41ee-b9c5-52cfca864ee2/ELA_4_0288_PM_U6_D1_WP_opinionrubric.pdf)

## Lesson 2: It Takes Teamwork: Comprehension

### Objective: In this lesson, you will analyze quotes from the text to help explain a theme.

#### Key Words

* **quotations (or quotes)** – things that an author writes that have been said by someone else
* **theme** – the life lesson or message that the author wants you to know

#### Explain

1. Read the introduction with your student. Explain that a theme develops over the course of the story. Often a character will change his or her behavior from the beginning to the end of a story. This change will reflect the theme.
2. Watch the video with your student.

#### Check-In

1. Direct your student to *Fern the Mighty* to answer the questions.
2. **IF** your student has difficulty identifying that it was not a storm but a giant squid that has attacked the captain, **THEN** reread relevant passages on pages 19–20.
3. **IF** your student has difficulty identifying how the problem was solved, **THEN** reread pages 22–24 and ask questions such as: What does Fern do? (She suggests throwing lemons at the squid’s eyes.) What does the crew do? (throw lemons) Does it help? (Yes. The squid lets go of the captain.)

#### Practice

1. Read the directions with your student.
2. Have your student use *Fern the Mighty* to answer the questions. **IF** your student has difficulty finding a quotation to support the theme, **THEN** ask questions to guide them:
   1. How does Fern feel about herself at the beginning of the play?
   2. How does Fern feel about herself toward the end of the play?
   3. Where in the text do we learn that Fern feels she can help?

[Fern the Mighty (A)](https://cite-media.pearson.com/legacy_paths/8cf9d1fc-208b-4000-a0a1-3ce35164e807/FernTheMighty_A.pdf)

[Fern the Mighty](https://cite-media.pearson.com/legacy_paths/74cfc37e-dfb4-4520-9498-d4a7f63f16cf/FerntheMighty-1.pdf)

[Fern the Mighty (B)](https://cite-media.pearson.com/legacy_paths/bacf3b54-1ec0-4f75-876e-9fec70529395/FernTheMighty_B.pdf)

### Objective: In this lesson, you will analyze a text to look for quotations that support a theme.

#### Key Words

* **quotations (or quotes)** – things that an author writes that have been said by someone else
* **theme** – the life lesson or message that the author wants you to know

#### Explain

1. Read the introduction with your student. Discuss the scenario portrayed in the photograph. Explain that analyzing is a skill that can be applied in many situations.
2. Help your student to understand that careful readers analyze texts for themes, or life lessons the author hopes to teach.
3. Review how to use quotations when responding to a question. Point out that it is important to use quotation marks when quoting exact words.
4. Your student should be able to answer the question. **IF** they need help, **THEN** reread the Explain section together to locate the answer.

#### Check-In

1. Read the directions with your student. Be sure that they understand that they are to read the passage in order to complete the activity.
2. **IF** your student has difficulty identifying the correct quotation, **THEN** reread the passage together. Guide them with questions, such as:
   1. Does this quotation talk about how someone can make a difference?
   2. Does this quotation have enough information to support the theme?
   3. If you read the quotation by itself, does it explain the theme? Or would you need more information?

#### Practice

1. Read the directions with your student.
2. Allow time for your student to read or listen to a recording of the play *Fern the Mighty.*
3. Read the quotations with your student. If necessary, locate them in the text and analyze the context.
4. **IF** your student has difficulty identifying a theme based on the text and quotations, **THEN** ask questions to guide understanding:
   1. What do all the quotations have in common?
   2. What important value do the quotations talk about?
   3. What did you learn from the quotations?

### Objective: In this lesson, you will identify how punctuation affects mood in literary text.

#### Key Words

* **mood** – the way a text makes a reader feel
* **punctuation**– marks used in sentences, such as commas, periods, exclamation points, and parentheses

#### Explain

1. Have your student read the introduction. Explain that mood is the way the reader perceives the text. Explain that different readers can experience different moods when reading the same text. However, many readers will often perceive a text in a similar way because the author wrote the text to create a specific mood.
2. Have your student compare the sentences that are punctuated in two different ways. Talk about how they differ. For example, discuss how “Lilly was the first one to reach the park.” states neutral, factual information. Compare that to “Lilly was the first one to reach the park!” which creates a mood of excitement about Lilly being the first at the park.

#### Check-In

1. Have your student read the directions before answering each question. Point out that sentences like these can be found in longer works of fiction, such as books or fictional passages. Your student must choose the sentence that uses punctuation to achieve a mood. Remind them that mood is the way a reader feels about a piece of writing.
2. Review your student’s answers. **IF** they did not answer correctly, **THEN** ask them to reread the sentences and identify the punctuation used. Then, have them express how the punctuation might impact the reader’s experience and feelings while reading.

#### Practice

1. Have your student read the directions and sample paragraph before answering the questions. Your student needs to identify ways the punctuation affects the mood of the text.
2. Read your student’s answers. **IF** they do not answer correctly, **THEN** go through the paragraph, sentence by sentence, and talk about how the punctuation adds to the mood of the passage.

### Objective: In this section, you will make final revisions to strengthen your opinion text.

#### Key Word

* **revisions** – changes that improve and strengthen your writing

#### Explain

1. Have your student read the introductory paragraph. Review the revisions that they previously made to address the task, audience, and purpose of their opinion text. Explain that they will now take a last look at their text to better support their opinion and make their writing more convincing.
2. Have your student read the first draft of Marta’s opinion statement. Discuss how effective your student thinks the statement is in expressing an opinion and convincing an audience of it. Then, read Marta’s analysis of the statement and discuss each point. Use the discussion to guide them in comparing the sentences and explaining why the revised statement is stronger and more convincing.
3. Continue by having your student read the Adding a Detail section. Discuss how Marta focused on different aspects of her writing as she reviewed her text. Then, have your student compare the rough draft of her body paragraph with her revision. Encourage them to explain why the revised paragraph is stronger and more convincing than the one in the first draft. Then, use the questions to help your student identify Marta’s revisions and how they improved her writing. Review Marta’s use of linking words and phrases, supporting details, and domain-specific words, and then guide your student in recognizing how these types of revisions can strengthen their own opinion text.
4. Have your student read Marta’s review and revision of her conclusion. Have them compare the paragraph in her rough draft with the one in her revision. Then, have your student respond to Question 5 by identifying how Marta’s revisions improve the final thought she gives to readers at the end of her text. Take time to identify the words that Marta added and how she structured her sentence to add interest and make the ending of her text more engaging and convincing. Guide your student in understanding that they can make these types of revisions to add interest and improve their own conclusion.

#### Check-In

1. Read the directions with your student. Explain that they will read sentences from a draft and revise each one according to the criteria given in the item.
2. Have your student read and answer the questions. **IF** your student has difficulty identifying ways that each sentence could be revised, **THEN** work with them to identify specific options.
   1. For Activity 1, brainstorm linking words, phrases, and clauses that clearly express an opinion and identify it as belonging to the writer, as well as opinion language that indicates the writer is describing something that they think the audience should believe or do. You can review prior writing process and grammar lessons for lists of linking words and opinion phrases.
   2. For Activity 2, reread the sentence with your student and brainstorm details that might support it. For example, they can name a fact about juggling, describe a way it helps people focus, or make up an example the writer might use to support the reason.
   3. For Activity 3, suggest that your student consider other aspects of juggling that a reader might find interesting or that might convince an audience to try juggling themselves.
3. Use your student’s responses to gauge their proficiency in making revisions on their own. **IF** your student struggled with the activities, **THEN** provide additional support as needed as they revise their opinion text in the Practice activity.

#### Practice

Practice

1. Have your student read the directions. Explain that they will now make their final revisions to their opinion text. Review the revising checklist with your student and discuss how they will use the questions to help them review and revise their writing. Then, direct your student to review their opinion text and mark the revisions they want to make in their writing.
2. When finished, conference with your student to discuss their changes and provide any needed feedback. Then, review the opinion text rubric with your student and discuss whether their text meets the criteria in the first three rows, or if additional changes are needed.
3. After the conference, have your student make the changes in their text. When the revisions are complete, have them read their opinion text aloud. Encourage your student to explain how their revisions made their opinion text stronger and more convincing.

## Lesson 3: Explaining the It Takes Teamwork: Speak/Listen

### Objective: In this lesson, you will paraphrase information from different story formats.

#### Key Words

* **format** – the way something is organized for a particular purpose, such as a book, movie, or recording
* **paraphrase** – to say something in your own words

#### Explain

1. Read the introduction with your student. Discuss the words in bold.
2. Have your student explain the ways Jonah paraphrases the movie. (He tells about the main idea, supports the main idea with details, and keeps it simple.)
3. Point out that a movie is a visual format for storytelling. Discuss other visual formats, such as comics or graphic novels. Explain that other formats might rely more on oral storytelling, such as speeches, plays, and poems.
4. Watch the video with your student. Encourage them to think about the different formats paraphrased by the student.
5. Have your student answer the question. **IF** your student has trouble answering, **THEN** return to the Explain section with them to find the answer.

#### Check-In

1. Read the directions and sentence stems with your student.
2. Allow time for your student to read the comic.
3. Have your student answer the questions on a sheet of paper. Review their response.
4. **IF** your student has difficulty, **THEN** ask clarifying questions, such as:
   1. For Question 1: What do you see in this first frame? Tell me about what is going on in the next frame.
   2. For Question 2: What do you think the cartoonist wants you to understand after looking at the comic?
   3. For Question 3: What details helped you to understand what the comic was mainly about?

#### Practice

1. Read the directions and question with your student.
2. Allow time for your student to listen to the recording of *Fern the Mighty.*
3. Your student might want to take notes as they listen. Additionally, they might need to listen to the play more than one time.
4. Have your student respond to the question on a sheet of paper. **IF** your student has difficulty paraphrasing the main idea, **THEN** ask your student to focus on the most important details of the play. Have them tell you what happens. Then, ask them to write down what they told you. Point out that they have now paraphrased the text.

### Objective: In this lesson, you will paraphrase portions of a text read aloud.

#### Key Words

* **paraphrase** – to say something in your own words
* **portion** – a part of a larger amount of something

#### Explain

1. Read the introduction with your student. Explain that you can paraphrase different kinds of texts, including visual texts such as movies and cartoons, and oral presentations such as speeches, poems, and plays.
2. Discuss how small portions of text, like small portions of food, are easier to understand, or digest and enjoy.
3. Have your student listen to the first page of the play.
4. Have your student answer the question by reading aloud the excerpt. **IF** they have trouble answering the questions, **THEN** return to the passage together to find the answer.

#### Check-In

1. Read the directions and questions with your student.
2. Allow time for your student to listen to you read aloud pages 17–21 of *Fern the Mighty* or play the recording.
3. Help your student copy the graphic organizer into their notebook, if necessary.
4. Read aloud the passages with your student.
5. Have your student paraphrase the two passages from the text. **IF** your student has difficulty, **THEN** guide them with questions, such as:
   1. What is the main idea of this portion of text?
   2. Which details support the main idea?
   3. How can you say that more clearly?

#### Practice

1. Read the directions and question with your student.
2. Allow time for your student to listen to you read aloud pages 22–24 of *Fern the Mighty* or play the recording.
3. Have your student select the Let’s Practice activity.
4. **IF** your student has trouble completing the activity, **THEN** discuss each choice with them. Encourage them to read aloud each choice. Then, have your student paraphrase aloud what they read. Finally, have them find a paraphrased text which best matches their own.

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

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.

#### Explain

**A Note to the Learning Coach**

In addition to reading with you, your student should read independently all year long. These lessons, which appear in each unit, serve as reminders to begin and continue that outside reading. Use the lessons to check in on your student and to see how your student’s independent reading is progressing.

1. Share with your student your own preferences in independent reading materials. Discuss purposes for reading independently—to learn new things, for fun, to expand your mind, and so on.
2. Review the Tips for Choosing a Book. Explain that people choose reading material for different purposes. They might read directions to understand how to do or make something, or they might read stories to be entertained.
3. Point out the photograph and explain that the boy is choosing a book from a little library that suits his personal preferences and interests.
4. Help your student to select a book. You may wish to guide your student to read a book in the genre that you are currently studying.
5. Provide time for your student to test readability using the Five-Finger Test. **IF** your student is unprepared to read at this level, **THEN** ask a librarian to help you find a simpler book to start with.

#### Activities

1. You may wish to provide your student with a notebook in which to record responses to the texts that they read independently. Do not plan to grade this notebook, but check in from time to time to see how your student is progressing.
2. Depending on the book your student chooses, you may assign one or more of the independent reading activities or allow your student to select from the activities listed.

### Objective: In this lesson, you will edit your opinion text.

#### Key Words

* **edit** – fix mistakes in how you use language
* **proofread** – read a text closely to find and fix writing errors

#### Explain

1. Have your student read the introductory paragraph and bulleted descriptions of editing and proofreading. Encourage them to reflect on how they have developed their writing, and discuss the revisions that they have already made to improve their opinion text. Explain that writers revise by making changes to the content of a text, and that they edit and proofread by fixing mistakes in the text.
2. Guide your student in understanding that errors, such as misspelled words, could make the information in the text seem less credible, or trustworthy, to readers. Discuss how fixing mistakes helps to make the text more trustworthy and convincing.
3. Read and review the chart with your student to identify the types of mistakes that writers typically look for when editing and proofreading a text. **IF** your student struggles to remember the language, grammar, punctuation, or spelling rules in the list, **THEN** review the rules with them.
4. Explain that your student can use the editing and proofreading checklist to help them find and fix mistakes in their writing. Briefly review the items and discuss how they might help your student edit their work. Remind them that the checklist identifies just a few of the many items that they can look for as they review their writing. Explain that they should fix any mistakes they find as they review their opinion text.
5. Have your student read the Editing a Draft section and then examine how Nathan edited a body paragraph in his draft. Discuss each aspect of the student’s writing that was problematic. Have your student compare the original draft with the edited version. Use the questions to help them identify how Nathan’s edits corrected the mistakes and improved his writing.
6. On the next screen, have your student read each example containing an error in grammar, punctuation, and spelling. **IF** your student struggles to identify why the writer needed to make a specific change, **THEN** review the error and the corresponding grammar, punctuation, or spelling rule with them. Work with your student to answer each question by identifying the mistake and suggesting a way to fix it.

#### Quick Review

Encourage your student to apply what they have learned in their grammar and spelling lessons as they edit and proofread their opinion text. You may want to review the following definitions and examples with your student:

* The *connotative meaning* of a word is the feeling that a word expresses beyond its dictionary definition. The words *odor* and *scent* mean “the smell produced by something,” but *odor* has a negative connotative meaning and *scent* has a positive connotative meaning.
* A *coordinating conjunction* is a word that can be used to connect words, phrases, and sentences: *Hiking is an activity that gets you active,* and *it also helps you enjoy nature*.
* A *compound sentence* is made up of two independent clauses joined with a coordinating conjunction: *He likes to hike, and his sister enjoys hiking too.*
* *Homophones* are words that sound the same but have different spellings and meanings: *their/there/they’re, hear/here, would/wood.*

#### Check-In

1. Read the directions with your student. Explain that they will read each sentence and identify the answer choice that corrects the problem or mistake in the sentence.
2. **IF** your student struggles to correct the mistake in the sentence, **THEN** read the sentence and help them identify the mistake. Go back in the lesson to review the information and example that is related to the mistake in the activity. Then, return to the sentence and help your student identify the correction.

#### Practice

1. Have your student read the directions. Review the editing/proofreading checklist with them and discuss how they can use the questions to help them identify mistakes and errors in their writing.
2. Have your student edit and proofread their text by rereading it several times, with each reading targeting a different type of mistake. **IF** your student struggles to identify errors in their writing, **THEN** work with them to review their text, focusing on one paragraph at a time. Model reading the paragraph several times, looking first for language and grammar mistakes, then for mistakes in punctuation and spelling in subsequent readings.
3. When your student has finished, review the changes they made in their writing. Encourage them to discuss the errors they identified and how they corrected the errors in their writing. Review the opinion text rubric with your student to ensure that your student’s writing meets the writing criteria.

## Lesson 4 It Takes Teamwork: Fluency

### Objective: In this lesson, you will make connections between stage directions and tone in the text.

#### Key Words:

* **script** – the written version of a play
* **stage direction** – a set of words that tell you about the setting and character actions in a play
* **tone** – the feeling expressed by the words that someone uses in writing or speaking

#### Explain

1. Read the introduction with your student. Explain that people also listen to tone to understand directions. **IF** they need another example, **THEN** ask them about a time in which they were being praised or punished by someone.
2. Have them explain that person’s tone and how it made them feel. Have your student answer the question about the owner and his dog in the photo.
3. Help your student to understand that stage directions give clues about tone. Explain that stage directions are usually written in italics and parentheses.
4. Read and discuss the example of a stage direction with your student.
5. Share that reading aloud—whether for school or for a play—is an effective way to practice reading fluency. Talk about how reading with expression and at the appropriate speed can help with the tone of a line. Explain that understanding the words and saying them correctly, or with accuracy, also helps the audience understand what has been said.
6. Have your student answer the question. Point out how clues in the text, such as capitalization and punctuation, can also give direction.
7. Watch the video with your student.
8. Review how stage directions help the student know what to do and how to read the lines.

#### Check-In

1. Read the directions with your student.
2. Have your student read the passage. **IF** they come across unknown words, **THEN** work with them until they can read with accuracy.
3. Have your student answer the question. **IF** they have difficulty finding the stage direction, **THEN** remind them that stage directions are usually in italics and parentheses.
4. Listen as your student reads the lines aloud to you. Encourage them with positive feedback.
5. Have them answer the questions. **IF** your student needs help answering the questions, **THEN** return to the Explain section to review how stage directions inform the reader.

#### Practice

1. Read the directions with your student.
2. Listen as your student reads the lines from page 19 of *Fern the Mighty.* Take note of how fluently they read.
3. Have your student respond to the questions. **IF** your student has difficulty identifying the stage directions, **THEN** return to the passage together to look for them.
4. Have your student listen to the same lines in the recording of the play. They begin at the 1:08 marker and run until the 1:32 marker.
5. Accept any answer to the question, so long as your student can support it with details from the passage that demonstrate how stage directions connect the script to the performance.

### Objective: In this lesson, you will evaluate the information you find in stage directions.

#### Key Words:

* **playwright** – the writer of a play
* **prop** – an object needed during a play
* **script** – the written version of a play
* **stage direction** – a set of words that tell you about the setting and character actions in a play

#### Explain

1. Read the introduction with your student. If necessary, define the words *rehearsal* and *play.*
2. Help your student understand the role of a director. **IF** they need help, **THEN** explain that when they read a script, they are like a director of a play. They make connections between what is written and the pictures they make in their mind.
3. Review the information that stage directions can offer.
4. Have your student return to the photograph to answer the question. **IF** they have difficulty, **THEN** guide them with questions, such as:
   1. What are some things that directors do?
   2. What are some things that actors do?
   3. What are the people on the left doing?
   4. What are the people on the right doing?

#### Check-In

1. Read the directions and questions with your student.
2. Have your student answer the questions on a sheet of paper.
3. Review your student’s response. **IF** they have difficulty answering any question, **THEN** return to the Explain section and work with them to find the answers.

#### Practice

1. Read the directions with your student. Point out that they are taking on an imaginary role as director of a play.
2. Allow time for your student to read the passage.
3. Have your student respond to the questions in their notebook.
4. **IF** your student has difficulty finding details in the passage, **THEN** read the passage together. Ask clarifying questions, such as:
   1. Where are the stage directions in this scene?
   2. What do the stage directions say?
   3. How do the stage directions help form a picture in your mind?
   4. How would you say Captain Brash’s lines? What directions from the playwright help you to know how to say them?

### Objective: In this lesson, you will use punctuation for effect when writing.

#### Key Words:

1. **mood** – the way a text makes a reader feel
2. **punctuation** – marks used in sentences, such as commas, periods, exclamation points, and parentheses

#### Explain

In previous lessons, your student learned that punctuation can affect the way readers interpret the author’s attitude about the subject, which is called tone. They also learned that punctuation can affect the mood of a piece, which is the way the reader feels when reading. Ask your student to recall the ways the different types of punctuation can affect tone and mood. In this lesson, your student will explore how to use punctuation for effect when writing.

Explain

1. Have your student read the introduction. Explain that mood in a piece of writing is how a reader feels. Authors can use punctuation to affect the mood of their own writing. Read the examples of how different punctuation marks can affect writing.
2. Have your student answer the questions about how to use punctuation for effect. Make sure they reveal and understand the answers before moving on.

#### Check-In

1. Have your student read the directions before answering each multiple choice question. The questions ask your student to choose the sentences that best use punctuation to achieve certain effects in writing.
2. Review your student’s answers. **IF** they do not answer correctly, **THEN** ask them to refer to the Explain section to identify which punctuation marks achieve different effects in writing. These examples should give your student a clue about how to use punctuation for effect.

#### Practice

1. Have your student read the directions. Your student needs to add the appropriate punctuation to each sentence to give the sentence the right effect.
2. Review your student’s responses. **IF** they do not answer correctly, **THEN** discuss the various ways that punctuation can be used for effect in sentences. As you discuss each punctuation mark (exclamation point, question mark, period, and comma), ask your student to think about which activity sentence can benefit most from adding that punctuation mark.

### Objective: In this lesson, you will publish your opinion text.

#### Key Words

* **publish** – make a final copy of a written work to share with others
* **title page** – a page that identifies the title and author of a written work
* **visual** – an image or graphic that shows information

#### Explain

**A Note to the Learning Coach**

In this lesson, your student will produce the final copy of their opinion text. Their final copy will include all of the revisions and edits they have made to their writing. If your student wrote their revisions and edits on a printed copy of their text or in their notebook in earlier lessons, make sure that they have their revisions and edits available during the lesson. In addition, your student will be instructed to handwrite their final draft using cursive writing. Prior to the lesson, you may want to review cursive lettering with them.

Explain

1. Have your student read the introductory paragraphs. Discuss how they have developed their opinion into a written text and then improved their writing through their revisions and edits. Explain that your student will now complete their writing by producing a final copy of their text.
2. Review the second paragraph to give your student an overview of what they will do during the lesson to publish their writing. Review the purpose of an opinion text—to share an opinion and persuade others to agree with that opinion. Discuss how publishing allows your student to achieve the purpose of their writing.
3. Read the Give Your Text a Title section and use the examples to discuss how the title of an opinion text should reflect the writer’s feeling about a topic or opinion that is shared in the text. Talk with your student about how a title conveys a topic and purpose of a text to readers before they begin reading.
4. Have your student read the Add Features to Your Text section. Explain that writers can decide whether or not they want to add features, such as a title page and visuals, to their writing. Invite your student to discuss other features that writers could add to their writing, such as charts, graphs, or a glossary. Discuss how a title page can potentially impress readers by adding a sense of formality to a text, and how a visual can be used to support a writer’s opinion. Talk with your student about whether or not they would like to add a feature to their writing, and if so, what feature they would like to include. Guide them in understanding that their feature should support the topic and purpose of their opinion text.
5. Have your student read the next screen. Review the bulleted list and discuss each step in producing the final copy of an opinion text. Explain that your student will use cursive to write their final copy.
6. **IF** your student is apprehensive about using cursive writing skills, **THEN** provide support for them. Supply them with a cursive alphabet or other reference source that shows how each letter is formed in cursive. Review the lettering with your student and provide time for them to practice forming the letters they struggle with most. Remind them to refer to the visual or their practice page as they write their final copy.
7. Have your student read the Share Your Opinion Text section. Discuss why your student might want to share their opinion text with people who will and will not likely agree with their opinion. Guide your student in understanding that it can be fun and rewarding to share their writing and then get feedback from others. Talk with them about how a survey or opinion party could be a helpful way to find out whether or not their writing convinced readers to agree with their opinion, as well as a fun way to celebrate their published work and the opinions that people share with one another.

#### Check In

1. Read the directions with your student. Explain that they will read the steps in publishing an opinion text, but that the steps are not in the correct order. Direct your student to write the steps in the correct order in their notebook.
2. **IF** your student struggles to order the steps correctly, **THEN** review the Make a Final Copy section. Provide support by helping your student identify the steps they will take to publish their writing and why they will want to complete each activity in the correct sequence.

#### Practice

1. Have your student read the directions. Tell them to follow the steps that they outlined in their notebook to produce the final copy of their opinion text. Observe as your student completes each step and provide support as needed. **IF** your student decides to include a visual with their text, **THEN** talk with them about what the visual will show and how it supports the topic and purpose of their writing. Have your student determine where they will place their visual in their text, such as on a title page or on a page that they add to the end of their text.
2. When your student is ready to handwrite their text, provide them with a blank sheet of paper. Remind them to leave a space between their text and the edges of the paper—you can suggest a one-inch margin and guide your student as to where their text should be positioned on the page. Also, remind your student to indent the first line of each paragraph—you can suggest that your student leave two finger spaces, or about half an inch, for their indentation.
3. After your student has written their final copy, review their writing. Provide feedback if their text is missing words or sentences, or if they have not formed some of their cursive letters correctly. Help your student make the corrections to their writing.
4. Then, review the opinion text rubric with your student. Encourage them to determine if their text meets the criteria in the rubric or if there are additional changes that your student would like to make in their writing.
5. After the review, celebrate your student’s accomplishment. Take time to recognize their hard work. Talk with your student about the people with whom they would like to share their opinion text and how they will find out their readers’ opinions of their text.

## Lesson 5: It Takes Teamwork: Write

### Objective: In this lesson, you will present your opinion text.

#### Key Words

* **audience** – the person or people who watch and listen to a presentation
* **presentation** – a speech that shares information about a topic with an audience
* **tone** – the feeling expressed by the words that someone uses in writing or speaking

#### Show What You Know

**Learning Coach Tip**

In this lesson, your student will finish this sequence of writing process lessons by giving a presentation of their opinion essay. They will prepare and practice their presentation, and then present it to you. Prior to the lesson, you may want to make a copy of your student’s handwritten final copy of their text. They will benefit from having a printed version of their text to read during their presentation and to use as they mark and take notes in their text. Be sure to preserve a clean final copy of your student’s handwritten text to submit to their Drop Box at the end of the lesson.

#### Show What You Know

1. Read the introductory paragraph and encourage your student to tell about their experience of sharing their written opinion text with others. Discuss how sharing a written work with someone compares to orally presenting the work to an audience. Then, read the following paragraphs to give an overview of what your student will do during their presentation. Discuss how writers can use their presentation to share their work with others and to persuade their audience to agree with the opinion given in their text.
2. Review the tips in the bulleted list to identify what your student should do during their presentation. Then, have them listen to the podcast to learn how they can use their voice effectively as they present their opinion text. Have your student answer the questions to reflect on the information in the podcast. Discuss other aspects of their presentation that they should keep in mind, such as rate, accuracy, and volume.
3. Continue by having your student read the Show What You Know activity on the next screen. Review the steps that your student will complete, and discuss any questions they have about the activity. If needed, provide guidance for how they can record their voice on a computer or smartphone. Walk through making an audio recording with your student. Then, have your student complete the activity.
4. When finished, review your student’s questions, answers, and recording. Discuss the questions your student anticipates from the audience and their responses. Provide feedback as needed. Allow time for your student to listen to the recording, and provide their own evaluation of their reading of the text. Encourage them to identify the strengths of their reading and areas for improvement. As you discuss what your student might change, have your student take notes or mark their changes on their text. Then, have them practice reading their text again.

#### Quick Review

Discuss the speaking skills that your student has learned in their reading lessons, and encourage them to apply these skills as they present their opinion text. You may want to review these terms and definitions with your student:

* *rate* – the speed at which you read or speak
* *accuracy* – how correctly you read and pronounce written words
* *tone* – the feelings expressed by the words that someone uses in writing or speaking
* *volume* – how loudly or softly a sound is produced

Discuss the importance of rate, accuracy, tone, and volume as your student presents their opinion text. **IF** your student struggles to recall or apply these concepts, **THEN** you can model reading a passage of your student’s writing with accuracy, at a steady rate, with an expressive tone, and at an appropriate volume. Have your student practice the skills by reading the same passage on their own.

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

* **Very Successful** – My student was able to prepare for their presentation with little support and used the tone of their voice effectively to add feeling to their reading.
* **Moderately Successful** – My student needed some help preparing for their presentation and sometimes struggled with their reading and using their voice to add feeling.
* **Less Successful** – My student struggled to prepare for the presentation and had difficulty reading their text aloud.

#### 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 in the unit to reteach the concepts that your student did not master. Provide additional support for them by making an outline of the steps that they will follow as they give their presentation. Provide extra time for your student to practice reading their presentation. Give additional support by reading the text together with them, and model reading at a steady rate and with accuracy and expression. Then, have your student read the text on their own.
* **Moderately Successful** – Review the Show What You Know sections of the lesson and the podcast with your student. Walk through the presentation together with them before they give their presentation. Discuss how your student can use tone to add feeling to the reading of their text, and work with them as they practice reading their text again.
* **Very Successful** – Have your student complete the Try This activity as independently as possible. Reread the instruction from the Show What You Know section as necessary.

1. Have your student read the Try This activity. Review the last row of the opinion text rubric with your student, and encourage them to explain how their presentation will meet the elements identified in the rubric.
2. Have your student complete the activity. If possible, make an audio recording of your student’s presentation using a smartphone or other audio recording device. **IF** your student loses their place while reading or makes a mistake, **THEN** encourage them to continue where they left off. Provide encouragement for them during their presentation by smiling and listening attentively. At the end of the presentation, ask a question about their opinion or topic. Pose your questions in a pleasant tone, and help to make your student’s experience presenting their text a positive one.
3. When your student is finished, praise them for all of the time and hard work they have devoted to writing and presenting their opinion text. Encourage them to share what they have enjoyed most about their experience.
4. Afterward, assist your student in submitting the final copy of their opinion text. Help them convert it to a digital format by scanning their handwritten text and saving the document in a pdf format, or by using a smartphone or digital camera to take a clear .jpg or .png image of their text. Then, guide your student in submitting their opinion text in their Drop Box. You may also want to submit a digital file of the audio recording of your student’s presentation.

#### Review

1. Review each learning goal with your student. For each grammar rule, suggest your student go back into each lesson and create a bulleted “cheat sheet” of important points with examples. Suggest that your student review these points and examples before taking the Online Practice.
2. Read the information on the page with your student. For each skill area that your student struggles with, suggest they go back into the lesson and create a concept web. In the inner square, have your student write a topic. In each outer square, your student should write important information about the topic. Your student can review the concept webs when it is time to take the online practice.
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 what they learned before
   2. setting a goal for each learning session
   3. quizzing yourself
   4. listening to a text read aloud and then reading the same text
   5. retelling information from a text or other source in your own words
   6. writing texts in which you use pronunciation to express a range of feelings
   7. practicing writing in cursive
   8. listening to a podcast and summarizing the main ideas

[Concept Web](https://cite-media.pearson.com/legacy_paths/74d6cb3c-0bcc-4702-88de-0b7347499c38/GO_Concept_Web_4_Square.pdf)

#### Reflect

1. 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.
2. Review the results of the online practice with your student. Identify areas that your student has mastered and areas that require more practice. Review relevant lessons; then, have your student re-attempt items that were missed during the online practice.

## Lesson 6: It Takes Teamwork: Unit Test

This lesson is a test. There is no Learning Coach Guide.