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# Language Arts 4 B Unit 13: All Fired Up

## Lesson 1: All Fired Up: Genre

#### Learning Goals

1. In “All Fired Up,” your student will read about wildfires and their consequences. Your student will also build their reading comprehension and learn spelling, phonics, grammar, and handwriting skills. There are 14 learning goals:
2. Listen to/identify the type of informational text from chronology, comparison, cause/effect, or problem/solution.
3. Identify and analyze the use of grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being (e.g., quizzed, whined, stammered).
4. Conduct research to build knowledge through the investigation of different aspects of a topic in a research project and presentation.
5. Determine the importance of text features while reading an informational text.
6. Use accurate, grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, and states of being (e.g., quizzed, whined, stammered).
7. Identify a research topic and formulate an open-ended research question for further inquiry and learning in preparation for a research project and presentation.
8. Describe the features of each text structure type, including chronology, comparison, cause/effect, and problem/solution.
9. Read a text that interests you independently or with your Learning Coach and establish the purpose for reading.
10. Differentiate between primary and secondary sources and compare and contrast how concepts are depicted in primary and secondary sources.
11. Compare and contrast the structures of types of informational texts such as chronology, comparison, cause/effect, and problem/solution.
12. Use accurate, grade-appropriate general academic and domain-specific words and phrases that are basic to a topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
13. Gather relevant information from print and digital resources and take accurate notes when conducting short research projects.
14. Describe the overall structure of events, ideas, concepts, or information in an informational text or part of an informational text.
15. Use appropriate facts and relevant, descriptive details to support main ideas or themes when recounting an experience for use in a research project.

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 “All Fired Up” will be assessed with the following items:

1. All Fired Up: Genre Quick Check
2. All Fired Up: Comprehension Quick Check
3. All Fired Up: Speak/Listen Quick Check
4. All Fired Up: Fluency Quick Check
5. All Fired Up: Synthesize Quick Check

#### Spark

1. Have your student read the title aloud. Then, ask your student to read the first paragraph. Clarify that Earth is still getting warmer, and that this change is happening faster than it ever has in the past. If time permits, you may wish to discuss some of the human-made causes of this warming.
2. Ask your student to read the second and third paragraphs. Check that your student understands what warmer air and water mean for natural disasters—more and stronger storms and other disasters, leading to greater damage.
3. Have your student read Question 1. **IF** your student struggles to answer, **THEN** discuss what fires do in general (burn), what happens if a person gets too close to a fire (they get burned), and what fires give off (smoke). Ask your student to think about how these effects would likely increase in a giant, out-of-control wildfire.

Activate Prior Knowledge

1. Have your student read the first two paragraphs. Make sure they understand the activity and have selected a natural disaster (not one caused by humans). In addition to the examples listed, your student may wish to choose an earthquake, tsunami, mudslide, or other natural disaster.
2. Print out a copy of the Draw and Write organizer for your student to use, or have them draw their picture and list the effects in their notebook. **IF** your student struggles to think of effects, **THEN** review the lesson and ask questions: How might this disaster affect where people live? How might it affect where animals live?
3. Review the drawing and list with your student. Discuss why knowing the effects is important and helpful to recovering from a natural disaster.
4. 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 days. 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 listen to identify the structure of an informational text

#### Key Words:

* **cause/effect –** text structure that tells what happened and why something happened as a result
* **chronology –** text structure that tells ideas or events in time order
* **comparison**– text structure that tells how things are alike and different
* **problem/solution –** text structure that explains an issue and how to fix it
* **text structure –** how a text is organized

#### Explain

1. Read the opening paragraph, key words, and definitions with your student. Explain that a text’s structure is the way it is organized and that an author takes into consideration what they hope readers learn from the text before deciding how to organize the text.
2. Talk over the questions and answers that follow with your student.

#### Check-In

1. Read aloud or play the recording of pages 13–14 of *The New Normal*.
2. Have your student answer out loud the questions about text structure. **IF** your student has trouble thinking about cause/effect in Question 3, **THEN** reinforce that a cause comes before an effect. Point out the effect of having to find shelter in a parking lot. Have your student listen again to determine what happens before this that leads to this outcome.

[The New Normal](https://cite-media.pearson.com/legacy_paths/47d44f91-c39d-4573-ac66-7bc2bca88110/TheNewNormal_Rev.pdf)

#### Practice

1. Read aloud or play the recording of pages 15–17 of *The New Normal*.
2. Tell your student to think about how they feel when they listen to this text. Then, have them answer the questions in their notebook. Remind them to write complete sentences.
3. After your student finishes writing their responses, listen as they read aloud their answers. **IF** your student reads incomplete or run-on sentences, **THEN** provide corrective feedback and allow them to rewrite these sentences. Remind them that a complete sentence needs a subject and a verb.

[The New Normal](https://cite-media.pearson.com/legacy_paths/47d44f91-c39d-4573-ac66-7bc2bca88110/TheNewNormal_Rev.pdf)

### Objective: In this lesson, you will analyze academic and domain-specific words and phrases.

#### Key Words:

* **academic words and phrases** – words and phrases that are more precise forms of familiar words
* **domain-specific words and phrases** – words and phrases that relate to a specific topic

#### Explain

1. Have your student read the first paragraph. Talk about why it is important to understand the meaning of words as they read.
2. Ask your student to read the next paragraph about academic words and the examples. Invite your student to act out *walking* and *strolling* so they can demonstrate the difference. Make sure your student understands that *ecstatic* is a more precise form of the more common emotion*happy*. Invite your student to act out the emotion of *happy* and *ecstatic* as well.
3. Then, read the paragraph together about domain-specific words and phrase the example. Point out that *meteor* is defined in the sentence.

#### Check-In

1. Have your student read the directions for the activities.
2. Ask your student to answer the first question. **IF** your student needs help, **THEN** point out that the word *saw* is common and used in everyday language.
3. Have your student answer the next two questions. For the second question, ask your student what *sandstone* refers to (a type of rock formation).

#### Practice

1. Have your student read the directions. Their task is to identify the academic or domain-specific word in each sentence.
2. Ask your student to answer the first question. **IF** your student had difficulty with the first question, **THEN** point out that an *emotion* is a feeling. Read each word in the sentence and ask your student to name the words that describe emotions: *shocked*, *happy*. If necessary, explain that *shocked* means “amazed or really surprised.” Remind your student that *happy* is a common, everyday word, and that academic words are more precise forms of common, everyday words.
3. Have your student answer the remaining two questions. **IF** your student had trouble with the second question, **THEN** ask them to explain the difference between a dinosaur and a theropod. (The word *dinosaur* is a common noun that relates to any type of dinosaur; the word *theropod* names a specific type of dinosaur.) **IF** your student did not answer the last question correctly, **THEN** ask them to name the action words in the sentence (*stopped, hurled*). Ask which word is a common, everyday word (*stopped*) and which word is more precise (*hurled*). Explain that hurled is a more precise form of *threw*. *Hurled* means “threw with great force.”

### Objective: In this lesson, you will identify the purpose of a research report.

#### Key Words

* **audience** – the person or people who will read a text
* **body paragraphs** – the middle of a text with information about a topic
* **conclusion** – the end of a text
* **conduct** – to do or carry out
* **introduction** – the beginning of a text
* **research** – to look for information about a topic
* **research report** – a text with information that answers a question about a topic
* **sources** – people or materials that give information about a topic
* **topic** – what a text is about

#### Explain

During the next lessons, your student will be learning how to write a research report about a problem Earth is facing and what people are doing to solve the problem. In each lesson, your student will learn about the characteristics of a research report. 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:

|  |  |
| --- | --- |
| **All Fired Up** | * Understand the purpose and process of conducting research and writing a research report. * Identify the topic of a research report. * Identify and differentiate primary and secondary sources, gather relevant information, and take notes when conducting research. * **Prewrite:**Use an outline to plan a research report that includes facts and details to support the main ideas (central ideas). |
| **We Need Trees** | * Evaluate the credibility of sources and identify evidence used to support the ideas and information. * Categorize information in a research report. * Review and recall relevant information used in a research report. * Understand how to write a topic sentence and engage readers. * Understand how to state a main idea about a subtopic and support it with details. * **Draft:**Write the draft of an introduction, body paragraphs, and bibliography of a research report. |
| **Controlling Fire** | * **Teacher feedback:**Understand how to improve a research report. |
| **Humans Help Out** | * **Revise:**Make changes to strengthen the content of a research report, including adding audio and visual displays. * **Edit:** Check for grammar, spelling, and punctuation mistakes and determine if an audio recording could be added to a presentation. * **Present:**Share a research report with an audience. * **Publish:**Finalize the research report and share the work with others using an appropriate method of delivery. |

Explain

1. Activate your student’s background knowledge about the world and science writing by reading the opening paragraph with your student. Encourage your student to tell about a text they have read about Earth or what they know about problems the planet is facing.
2. Read the rest of the opening section with your student. Explain that a topic is the subject of a text, or what a text is about. Discuss how writing a research report shares information about a topic with readers. Explain that a writer’s audience is the person or people who will read the text. Discuss why the audience is important to writers as they consider what information they will share with readers. Encourage your student to explain how a research report for young children would be different from a report written for adults.
3. Read the section titled “Parts of a Research Report” with your student. Discuss how writers organize their ideas and information in a research report. Review what writers include in each part of their text. Then, read the model research report. Have your student answer the questions to identify how the student organized the report.

Learning Coach Tip

If possible, print out the model text so that your student can refer to it regularly throughout the instruction on a research report. If you do not have access to a printer, have your student read the model text on the screen and take notes in their notebook or on a blank sheet of paper. As your student examines the model in this lesson, you may want to have them mark the text to identify each part of the research report.

[Solving Climate Change](https://cite-media.pearson.com/legacy_paths/cb28b237-dcb0-416f-8200-48e49e5177a4/ELA_4_0400_N_U14_D1_WP_studentmodel_CE_v2.pdf)

1. Read “How Writers Research a Topic” with your student. Explain that research involves finding and studying information to learn about a topic. Encourage your student to share experiences of conducting research to find information.
2. Have your student watch the video to learn how writers research a topic. After the video, have your student answer the questions to identify the purpose of conducting research. Discuss how writers often begin with a broad topic and narrow their research as they learn more about a topic and identify a specific research question that they want to answer. Make sure your student understands the importance of the research question and how it drives the process—the answers to the question become the basis of the information the report presents.
3. Read the last two paragraphs with your student. Explain that your student will conduct research and write their own research report. Review the prompt and explain that your student will choose one problem that Earth is facing and tell what people are doing to solve the problem. Read the research report rubric with your student, and discuss what it helps your student understand about the information they will include in their research report.

[Research Report Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/8d399cf4-8bf4-4906-8163-8adbd98edc57/ELA_4_0400_N_U14_D1_WP_researchrubric_rev.pdf)

#### Check-In

1. Read the instructions with your student. Explain that they will select the choice that best answers each question.
2. **IF** your student has difficulty identifying the purpose of research, **THEN** review the video with your student. Point out that research involves more than collecting facts—it allows a writer to build knowledge and investigate many aspects of their topic. **IF** your student struggles to answer the questions about the audience or organization of a research report, **THEN** review the information in the first part of the lesson. Guide your student in understanding that writers think about their audience as they decide what information will interest their readers and help them learn about a topic. Work with your student to identify what writers include in each part of their report to inform readers about a topic.

#### Practice

1. Read the instructions with your student. Have them read Sonia’s research report again. Then, have your student write the answers in their notebook.
2. **IF** your student has difficulty answering the questions about Sonia’s research based on the report, **THEN** reread Sonia’s report and the activity questions with your student. Work with your student to identify details in the report that help to answer each question. Allow your student to respond to the questions orally as you discuss Sonia’s research process.

## Lesson 2: All Fired Up: Comprehension

### Objective: In this lesson, you will determine the importance of text features in an informational text

#### Key Word

* **text features** – the elements of a reading selection other than the main text

#### Explain

A Note About This Lesson

Your student will work with text features. The text features in this lesson’s text, *A New Normal*, include headings, charts, photographs, and captions. For examples of other text features, find a nonfiction book or excerpts online that show a table of contents, glossary, and/or an index. Explain that these text features appear at the beginning or end of longer texts.

1. Read the opening paragraph with your student. Explain that text features are any parts of a reading selection that are not the main text. Explain that text features are words or visuals that help readers better understand a topic. Show your student an example of a table of contents, glossary, and/or index in a longer nonfiction text.
2. Watch the video with your student. Have them explain something new they learn about text features.

Read the Text

1. Talk about the vocabulary words and definitions with your student. Explain that many of the words are about the subject of fire. Tell your student to look for context clues as they read to help them learn the meanings of unknown words. Have your student look up any unknown words in the dictionary that they cannot figure out with context clues.
2. Read the Word Parts sidebar with your student. Talk about the word *infographic*.
3. Then, listen as your student answers the questions. **IF** your student cannot figure out the meaning of *infographic* after breaking up the word, **THEN** encourage them to look it up in the dictionary. Have your student add this word and definition to their notebook in case they encounter it again in the future.
4. Access the link as your student previews the informational text *The New Normal*. Listen as they set a purpose for reading.
5. Have your student answer the questions to get them thinking about text features.

[The New Normal](https://cite-media.pearson.com/legacy_paths/06078709-208c-4b71-96b5-fb9621c0d7df/TheNewNormal_Rev.pdf)

#### Check-In

1. Have your student read *The New Normal*.
2. Then, have them complete the True or False activities. Tell your student to rewrite any false statements so that they are true. Remind them to read the captions as well as the visuals.

[The New Normal](https://cite-media.pearson.com/legacy_paths/06078709-208c-4b71-96b5-fb9621c0d7df/TheNewNormal_Rev.pdf)

#### Practice

1. Have your student think more deeply about *The New Normal*.
2. Have them answer the questions in their notebook. Remind them to write complete sentences in their responses. IF your student has trouble answering Question 1, THEN prompt them to look back through the text and take notes on people who are mentioned by name. Ask these questions:
   1. Who would you most like to learn more about?
   2. Whose story do you think would best complement the information in the text?
3. After your student finishes writing their answers, have them share their responses with you.

[The New Normal](https://cite-media.pearson.com/legacy_paths/06078709-208c-4b71-96b5-fb9621c0d7df/TheNewNormal_Rev.pdf)

### Objective: In this lesson, you will study how text features help you understand informational text about a global problem.

#### Key Words

* **global** – world wide
* **text features** – the elements of a reading selection other than the main text

#### Explain

Get Ready for Learning

Your student will read an article about fires in the western United States during 2020. Find some news articles online about the 2020 fires. Explain to your student that when learning about real events, finding and reading news articles about these events can help them build background about a topic while also teaching them some new information.

1. Read the opening paragraph with your student. Explain that text features often accompany a nonfiction text to help readers better understand a topic.
2. Have your student read the article *A Heated Topic* as well as the caption and glossary terms.
3. Then, have your student answer the questions about text features.

#### Check-In

1. Have your student look back at the article.
2. Tell them to answer the questions out loud.

#### Practice

1. Have your student research climate change to help them think of some practical and also creative solutions.
2. Ask your student to write a paragraph about some possible solutions to the climate-change problem. Remind them to write complete sentences.
3. Tell your student to include in their paragraph a glossary definition about a subject-specific word that will help their audience make more sense of a topic. **IF** your student has trouble thinking of a word and definition to include in their glossary, **THEN** guide them to look up the subject-specific words that they find in their research with which they are not familiar.
4. After your student finishes writing, listen as they read their paragraph aloud. Provide constructive feedback.

### Objective: In this lesson, you will accurately use academic and domain-specific words and phrases.

#### Key Words

* **academic words and phrases** – words and phrases that are more precise forms of familiar words
* **domain-specific words and phrases** – words and phrases that relate to a specific topic

#### Explain

1. Ask your student to read the introduction and the descriptions of different types of words.
2. Then, have your student read the example paragraph and the text about the word explanations. Ask them to describe each word type in their own words.
3. If your student does not know the meaning of any of the example words, invite them to look up the definitions in a print or digital dictionary.

#### Check-In

1. Ask your student to read the directions and complete the first sentence. **IF** your student chooses the incorrect word, **THEN** point out that the word*jumped* and *walked* are common and used in everyday language. Make sure your student knows the definition of *pranced*. Ask this question: Which word is more precise? (*pranced*)
2. Have your student continue with the other questions.**IF** your student had difficulty choosing the domain-specific words for the last two questions, **THEN** remind your student that domain-specific words relate to a specific topic. They are not common, everyday words. Ask your student to eliminate the common, everyday words from the answer choices to guide them toward the domain-specific words *ecosystems* and *lava*.

#### Practice

1. Have your student read the directions. Emphasize that they should choose either an academic or domain-specific word, depending on what is specified. They should not include a common, everyday word.
2. Review your student’s work. **IF** your student needs support, **THEN** ask them to identify the common words in each box. Then, make sure they know the meaning of the remaining words. If needed, invite them to look up any unfamiliar word in a print or digital dictionary.
3. **IF** your student chooses the correct words,**THEN** ask them to substitute other academic words in the last two sentences to replace *whined* and *thrilled*.

### Objective: In this section, you will identify the topic of your research report.

#### Key Words

* **broad** – including many things
* **focused** – specific
* **narrow** – including only a few things
* **research question** – **a** query that a writer does research to answer
* **task** – a type of writing assignment
* **topic sentence** – a sentence that states the central idea of a text

#### Explain

1. Begin the lesson by reviewing what your student has learned about the purpose of a research report. Point out that a research report is a kind of informational or explanatory text because it informs about or explains a topic. Writers of research reports choose a topic that interests them, gather information about it, and share that information with readers.
2. Read the opening paragraph and bulleted text with your student. To help them conceptualize the idea of a focused topic, refer to the story “Goldilocks and the Three Bears.” A focused topic is “just right” because it is neither too wide-ranging nor too limited in scope.
3. Continue to the next section and guide your student to examine how Sonia, the student who wrote “Solving Climate Change,” analyzed her task: to identify a problem and potential solution involving the planet Earth. Discuss how reviewing the task helped Sonia identify the general topic of her report. Then, examine the steps she took to narrow the topic. As needed, have your student reread Sonia’s full report.
4. Review the concept of a research question and discuss how it helps focus the research process. Make it clear that a research question helps writers locate information that is directly related to their topic; if a fact they find does not help answer the question, it is not relevant. Point out that Sonia’s question is open-ended, meaning that it requires more than a yes or no answer. Discuss why this is an important characteristic of a research question.
5. Use the questions to assess your student’s understanding of the process Sonia used to choose her topic and craft a research question. **IF** your student struggles to answer a question, **THEN** review each of the steps with your student and discuss the reason for each. Use the student model to help your student walk through the process of identifying a topic for a research report. Point out that Sonia’s process is one that your student will be able to follow as they choose a topic for their own report.
6. Guide your student to read about the introduction of a research report. Review the bulleted list to help your student identify what the introduction of a research report should include.
7. Then, read the introduction of Sonia’s research report with your student. Use the questions to help them identify how Sonia introduces a topic, sparks readers’ interest about a topic, and provides a sentence that tells readers what they will learn about a topic in the report.

[Solving Climate Change](https://cite-media.pearson.com/legacy_paths/cb28b237-dcb0-416f-8200-48e49e5177a4/ELA_4_0400_N_U14_D1_WP_studentmodel_CE_v2.pdf)

Learning Coach Tip

If you have provided your student with a printout of the student model, have them mark the text as they answer the questions about the introduction. Encourage your student to identify words and phrases that get readers interested. Also, have them underline a topic sentence of the student model.

#### Check-In

1. Read the directions with your student. Explain that your student will connect a topic to the research question that a writer would use to find information about a topic.
2. **IF** your student has difficulty identifying which research questions relate to each topic, **THEN** work with your student to identify a topic of each research question and match it with a topic in the activity. Extend the activity by discussing how each research question narrows a topic for the research report. Explain that a topic is a big idea or broad issue and the research question is specific to the information about a topic in the report. Discuss how the research question identifies a problem and solutions related to a larger topic.

#### Practice

A Note to the Learning Coach

Your student may struggle to identify a topic for a research paper. Your student may not have much prior knowledge of global problems or issues, or they might identify a broad topic that would be difficult to research. As you brainstorm topics with your student in the Practice section of the lesson, if your student struggles to think of a topic, provide support by discussing possible topics in the provided list. Give guidance as needed when your student focuses on the topic of their report and writes their research question.

1. Read the directions for the first Practice activity and review the writing prompt with your student. Explain that your student will now choose a topic for their own report.
2. Brainstorm topics with your student by encouraging them to think about what they already know or have read about a global problem. **IF** your student struggles to think of a topic, **THEN** review the list of topics in the lesson. If your student expresses an interest in a topic but knows little about it, help them search for information about a topic on the internet to determine if it holds interest as a research topic.
3. Once your student has identified a general topic, provide support as they search for information. Suggest they make use of any of the texts covered in “Help the Planet,” or guide them to briefly search online for information. Make sure they understand that this initial search is to help them focus the topic of their report and write a research question that they would like to answer through further research. You may need to provide additional support and guidance in accessing sources during this early phase of research.
4. Allow time for your student to search for information about their topic and jot down ideas in their notebook. When they have determined their topic, have them use the sentence frame to write it in their notebook. Ask your student why they believe this is a “just right” topic—neither too broad nor too narrow. **IF** your student’s topic is too broad, **THEN** work with them to narrow it.
5. Continue to the second activity and read the directions with your student. Have your student use the sentence frame to write their research question. **IF** they struggle with this part of the task, **THEN** point out that the first and second parts of the research question mirror each other.
6. Conclude the activity by encouraging your student to consider how the research question can help them write a topic sentence for their report. Guide your student in understanding that the research question will help them find information about a topic that they will then share with readers in their report.

## Lesson 3: All Fired Up: Speak/Listen

### Objective: In this lesson, you will discuss the features of the different types of text structure.

#### Key Words:

* **cause/effect** – text structure that tells what happened and why something happened as a result
* **chronology** – text structure that tells ideas or events in time order
* **comparison** – text structure that tells how things are alike or different
* **problem/solution** – text structure that explains an issue and how to fix it
* **text structure** – how a text is organized

#### Explain

1. Listen as your student reads aloud the opening paragraphs and the bulleted information about text structure. **IF** your student does not read clearly or at an appropriate volume, **THEN** provide helpful feedback and let them try again based on your feedback.
2. Explain that knowing a text’s structure can help readers better understand nonfiction. Also, explain that there are clue words in texts that readers can notice to help them determine a text’s structure.
3. Have your student answer the questions about features of text structures.
4. Watch the video with your student. Instruct them to share something they learn about text structure.

#### Check-In

1. Access the text link as your student reads *The New Normal*.
2. Help your student understand that the text uses different text structures, though a main one is problem/solution. Have your student answer out loud these questions about text structure. Remind your student to incorporate your feedback about speaking clearly and at an appropriate volume. **IF** your student has trouble answering question 3, **THEN** tell them that reading can elicit a specific response based on content in the text. Say: “An event in a text can cause us to feel a certain way. The way that we feel is the effect. It is brought on by the event, or the cause.”

[The New Normal](https://cite-media.pearson.com/legacy_paths/7d8e0dc9-1cfa-4d93-9fa6-2831c62b7ac2/TheNewNormal_Rev.pdf)

#### Practice

1. Have your student take notes to compare the Camp Fire with other fires mentioned in the text.
2. Tell your student to add their notes to a three-column chart, giving details about each of the fires.
3. When your student finishes the activity, have them compare their completed chart with the sample.
4. Then, have your student refer to notes in their chart to write a paragraph that compares the fires from the text.
5. After your student finishes writing their paragraph, listen as they read it aloud. **IF** your student does not speak clearly or at an appropriate volume, **THEN** remind them to incorporate your feedback from the earlier sections.

[The New Normal](https://cite-media.pearson.com/legacy_paths/7d8e0dc9-1cfa-4d93-9fa6-2831c62b7ac2/TheNewNormal_Rev.pdf)

### Objective: In this lesson, you will focus on text structure in audio and visual presentations.

#### Key Words:

* **cause/effect** – text structure that tells what happened and why something happened as a result
* **chronology** – text structure that tells ideas or events in time order
* **comparison** – text structure that tells how things are alike or different
* **problem/solution** – text structure that explains an issue and how to fix it
* **text structure** – how a text is organized

#### Explain

Support Your Student for Success

In this lesson, your student will make an Earth Day poster and write a one-paragraph script about it to deliver as either a video recording or a podcast (audio recording). Before beginning the lesson, it will be helpful to gather art supplies for the poster and have a smartphone or other recording device available.

Explain

1. Read the opening paragraphs, key words, and definitions with your student. Explain that it is important for an author to understand their audience as well as their goals as a writer to help them decide what format they will use to share information and also what organizational structure.
2. Discuss with your student who Cy and Lena’s audiences might be and also the goal of these student authors.
3. Have your student answer the questions about the organization of information.

#### Check-In

1. Tell your student to research a topic about saving the planet that interests them. **IF** your student needs guidance in choosing a topic, **THEN** ask them what concerns them about the environment. Encourage them by naming broad topics, such as air pollution, transportation, clean water, water and energy shortages, and wildfires.
2. Have your student answer the questions to help them begin thinking about their topic, text structure, and purpose as an author/illustrator.
3. Then, tell your student to create their own Earth Day poster. Remind them to cite sources they use in their research.

#### Practice

1. Tell your student they will turn the information from their poster into a podcast or video.
2. Ask your student to write a paragraph. Then, have them read it to make their first audio or video recording. Remind them that video recording requires extra steps of showing the poster, looking into the camera, using hand gestures.
3. After they finish their recording, provide feedback. Then, have them rerecord their paragraph. Remind them to speak smoothly and clearly and at a natural pace both times.
4. After your student has finished both of their recordings, have them answer the questions to evaluate their speaking skills and to tell how their poster and recording differed. **IF** your student has trouble answering Question 1, **THEN** allow them to listen to/watch both recordings back-to-back before they answer.

### 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 compare and contrast primary and secondary sources of information.

#### Key Words:

* **accurate** – true and factual
* **primary source** – information from something or someone from the time and place of an event
* **secondary source** – information from something or someone who did not directly experience an event
* **sources** – materials that give information about a topic

#### Explain

Get Ready for Learning

In this lesson, your student will identify sources of information for their research report. Before beginning the lesson, you may want to review your student’s topic and research question. Explain that they will identify sources that have information about their topic and are likely to help them to answer their research question.

Explain

1. Read the opening paragraph with your student. Remind them that they have chosen a topic for their research report and written a research question. Encourage your student to review and share their topic and question. Discuss information that will help your student to answer their research question.
2. Read the section titled “Types of Sources” with your student. Discuss why thorough writers choose to use a variety of sources rather than just one. Point out that using a number of sources gives a writer a more well-rounded understanding of a topic. For example, a writer might read an article about an endangered species, and then watch a video clip showing that species in action. Each source provides a different perspective on a topic; by combining the information, a writer gets a more thorough understanding of it.
3. Review the differences between primary and secondary sources with your student before examining the examples of each kind of source listed in the chart. Discuss how the author of each type of primary source might have experienced the events described in the source. Then, discuss how the secondary sources describe or comment on information from primary sources. **IF** your student wonders how to categorize newspapers or magazines, **THEN** explain that these forms of media can be considered both primary and secondary sources, depending on the specific information being referenced. For example, a newspaper article about the history of a town would be considered a secondary source, while a report on an event happening in the town would be a primary source.
4. Direct your student to review the student model and use it to answer Questions 1 and 2. **IF** your student struggles to differentiate the sources, **THEN** explain that primary sources often contain the exact words people say, while secondary sources often contain descriptions of their ideas.
5. Watch the video with your student and encourage them to think about how primary and secondary sources compare.
6. Continue to the next screen and read “Finding Sources” with your student. Discuss how your student could access printed sources in a library and online sources through the internet. Today, most printed books can also be accessed online as e-books, so take time to help your student understand that print sources are published on paper and online or digital sources are posted on the internet.
7. Discuss why writers evaluate sources to make sure they contain information that is useful for their report. Review the bulleted list and explain that information that is accurate and up-to-date is correct and not outdated. For example, a book might state the number of people living in a country. If the book was written in 1980, the information is probably not accurate or up-to-date. Have your student answer Question 3 and discuss their response.
8. Read the final section, “Keeping Track of Sources,” with your student. Explain that writers make a list of sources with useful information for their report. Review the bulleted list and discuss the information that writers record about their sources. Discuss how the information helps writers access the source when they research their topic and begin writing their report. Explain that writing a short note about the information in the source can also be helpful when a writer wants to return to the source later.

#### Check-In

1. Read the directions with your student. Explain that your student will read the description of each source and tell if it is a primary source or a secondary source.
2. Provide time for your student to respond to each activity. **IF** they have difficulty differentiating primary and secondary sources, **THEN** review the description of each type of source and the examples in the chart presented in the lesson. Then, reread the description of the source with your student and compare it to the examples to help your student correctly identify the source.

#### Practice

Learning Coach Tip

In the Practice activity, your student will identify sources of information for their own research report. Your student may use print and online sources. Your student may also use the texts that they have read or will read in this course. Your student can access the texts with the provided links.

1. Read the Practice activity with your student. Explain that your student will now identify primary and secondary sources for their research report. Remind them to evaluate the sources during their search. Review the first bulleted list to identify how your student can determine if a source has useful information for their research report. Suggest that your student write their topic and research question at the top of a new page in their notebook.
2. Direct your student to make a list of the sources with useful information about their topic. Have them write their list below their topic and research question in their notebook. Review the information that your student should include about each source. Encourage your student to reference their research question often as they search for information. Remind them that a mix of primary and secondary sources will give them a more thorough understanding of their topic.
3. Explain that the onscreen links are texts your student will read as part of their reading course. Encourage your student to explore any of the texts that might have information related to their topic.
4. Your student will likely need to locate additional sources; if so, provide support as they identify appropriate print and online titles. Help your student identify key words to use in an internet search and evaluate the sources that are provided. **IF** your student’s online search is resulting in unreliable sources of information, **THEN** encourage your student to include .edu or .gov as a key word in their search. Explain that this can help to narrow the online search to educational or governmental websites with accurate and reliable information.
5. When your student has finished locating sources, review their list. Encourage your student to explain why the information is useful for their research report. **IF** your student only listed secondary sources, **THEN** have them identify the similarities and differences between primary and secondary sources without specifically referencing their list. You may want to extend the exercise by then having your student discuss similarities and differences among their secondary sources.

## Lesson 4 All Fired Up: Fluency

### Objective: In this lesson,  you will compare and contrast text structures to understand a topic covered in two texts.

#### Key Words:

* **cause/effect** – text structure that tells what happened and why something happened as a result
* **chronology** – text structure that tells ideas or events in time order
* **comparison** – text structure that tells how things are alike or different
* **problem/solution** – text structure that explains an issue and how to fix it
* **text structure** – how a text is organized

#### Explain

1. Read the opening paragraph, key words, and definitions with your student. Discuss with them the different types of text structure. Explain that comparing and contrasting texts not only helps readers think more deeply about each text, but it also helps them improve their critical thinking skills.
2. Have your student answer the question about text structure.
3. Watch the video with your student. Talk with them about what they learn about text structure.

#### Check-In

Have your student read *Oceans Under Fire*.

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.

[Oceans Under Fire (A)](https://cite-media.pearson.com/legacy_paths/7b1cd478-2370-4bf0-999a-63461c0a7cb9/OceansUnderFire_A.pdf)

[Oceans Under Fire](https://cite-media.pearson.com/legacy_paths/0cb1681e-89b0-4712-903f-e874e5d22a7e/OceansUnderFire_Rev.pdf)

[Oceans Under Fire (B)](https://cite-media.pearson.com/legacy_paths/42da46a6-a0ed-40d0-84e9-ad1c2ce29da5/OceansUnderFire_B.pdf)

1. Then, have them complete the activity to put the events from the text in chronological order.
2. When your student finishes the activity, have them answer the questions about text structure. **IF** your student needs help answering the questions, **THEN** discuss the text structures defined in the Explain section.

#### Practice

1. Have your student refer back to The New Normal as they compare it to Oceans Under Fire.
2. Tell your student to compare this text with *Oceans Under Fire* and to answer the questions based on their observations.
3. Have your student write their answers in their notebook. Remind them to write complete sentences.
4. When your student finishes writing their answers, have them read aloud their responses. **IF** your student does not read smoothly or at an appropriate rate, **THEN** provide feedback and let them try again. Remind them that fluent readers read with accuracy, at a just-right speed, and with expression.

[The New Normal](https://cite-media.pearson.com/legacy_paths/60dfdabc-f768-4403-8ae8-074e2f4153a3/TheNewNormal_Rev.pdf)

### Objective: In this lesson, you will compare two texts to help you make judgments.

#### Key Words:

* **cause/effect** – text structure that tells what happened and why something happened as a result
* **chronology** – text structure that tells ideas or events in time order
* **comparison** – text structure that tells how things are alike or different
* **problem/solution** – text structure that explains an issue and how to fix it
* **text structure** – how a text is organized

#### Explain

1. Read the opening paragraphs, key words, and definitions with your student. Explain that forming judgments about different ideas lets us make informed decisions. Help your student make a personal connection. Ask these questions:
   1. What was an important decision you’ve made?
   2. What were your choices and judgments about each?
   3. How did you decide what to do?
2. Then, listen as your student answers the questions about making judgments and decisions.

#### Check-In

Access the link to the texts as your student compares them.

[The New Normal](https://cite-media.pearson.com/legacy_paths/60dfdabc-f768-4403-8ae8-074e2f4153a3/TheNewNormal_Rev.pdf)

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.

[Oceans Under Fire (A)](https://cite-media.pearson.com/legacy_paths/7b1cd478-2370-4bf0-999a-63461c0a7cb9/OceansUnderFire_A.pdf)

[Oceans Under Fire](https://cite-media.pearson.com/legacy_paths/0cb1681e-89b0-4712-903f-e874e5d22a7e/OceansUnderFire_Rev.pdf)

[Oceans Under Fire (B)](https://cite-media.pearson.com/legacy_paths/42da46a6-a0ed-40d0-84e9-ad1c2ce29da5/OceansUnderFire_B.pdf)

Listen as your student answers the questions out loud to help them make judgments and decisions.

#### Practice

1. Keep the link to the texts open as your student completes the practice activity.
2. Have your student write a paragraph to tell which of the two texts they would recommend to an environmental club. Tell them to explain in their response how and why they made the choice that they did. Remind your student to compare information from each text and to write complete sentences.
3. When your student finishes the writing activity, have them read it aloud. Tell them to imagine that they are presenting it to the environmental club’s members. Remind them to read fluently and to make eye contact as they speak. **IF** your student does not read fluently, **THEN** ask them what readers can do to read fluently. Let them take their own advice and read aloud their paragraph again.

[The New Normal](https://cite-media.pearson.com/legacy_paths/60dfdabc-f768-4403-8ae8-074e2f4153a3/TheNewNormal_Rev.pdf)

[Oceans Under Fire (A)](https://cite-media.pearson.com/legacy_paths/7b1cd478-2370-4bf0-999a-63461c0a7cb9/OceansUnderFire_A.pdf)

[Oceans Under Fire](https://cite-media.pearson.com/legacy_paths/0cb1681e-89b0-4712-903f-e874e5d22a7e/OceansUnderFire_Rev.pdf)

[Oceans Under Fire (B)](https://cite-media.pearson.com/legacy_paths/42da46a6-a0ed-40d0-84e9-ad1c2ce29da5/OceansUnderFire_B.pdf)

### Objective: In this lesson, you will use academic and domain-specific words and phrases that relate to a topic.

#### Key Words

* **academic words and phrases** – words and phrases that are more precise forms of familiar words
* **domain-specific words and phrases** – words and phrases that relate to a specific topic

#### Explain

1. Have your student read the first three paragraphs. Make sure they understand the difference between academic and domain-specific words.
2. Then, have your student read the next paragraph and the chart of words. Talk about why it is helpful to make a list of topic-related words when doing research.
3. Ask your student to read Gabriella’s paragraph aloud. The boldface words are the academic and domain-specific words listed in the chart.
4. After your student reads the last paragraph, ask them to use context clues to define *independent* (meaning “acting on its own”). Then, have your student use context clues in the photo caption to define *flexible* (meaning “able to bend easily”).

#### Check-In

1. Have your student read the directions and complete the first sentence. Ask them to explain why *intelligent* is an academic word (*smart* is a common word used in everyday language).
2. Ask your student to continue with the next two questions. **IF** your student needs support, **THEN** ask which word is more common. Take time to confirm meanings for any unknown words. Invite your student to look up any words in a print or digital dictionary.

#### Practice

1. Have your student read the directions. Make sure they understand that they will choose the appropriate word for each sentence.
2. Review your student’s answers. **IF** your student needs support, **THEN** read each sentence, one at a time. Discuss the word choices and clarify any meanings. Ask your student to decide which word is a common word, and which word best completes the sentence.
3. When your student is finished, and has confirmed the correct answers, ask them to read the completed paragraph aloud.

### Objective: In this lesson, you will research information about your topic by taking notes.

#### Key Words

* **body paragraphs** – the middle of a text with information about a topic
* **relevant**– directly related to something
* **subtopic** – a smaller area or subject that is part of a larger topic

#### Explain

A Note to the Learning Coach

In this lesson, your student will research their topic and take notes on the information they gather. Make sure your student has the list of sources that they identified in the previous lesson. You may also want to print the research report chart that is provided with the Practice activity as a page for recording your student’s notes. You or your student may also prefer another note-taking tool, such as note cards, a concept web, or even writing their notes in their notebook.

[Research Report Notes](https://cite-media.pearson.com/legacy_paths/eabc7246-262d-4d84-a38a-6979828e726e/ELA_4_0408_N_U14_D4_WP_researchreportnotes.pdf)

Explain

1. Read the opening paragraph with your student and discuss the progress that they have made in their research. Take time to review your student’s list of sources and their research question. Explain that today, your student will research and study their topic. They will also take notes on the information they want to use in their writing.
2. Have your student read the section titled “Taking Notes.” Explain that your student will take notes by writing down facts and details that help them answer their research question. Discuss how the student writer researched her topic. Then, examine the notes in the chart and the information the student included about the sources. You may want to point out that the first source is a reading selection that your student will read in later lessons and the second source is a page from the NASA website. Use the questions to guide your student in examining the student’s notes.

Support Your Student for Success

Taking notes is an important skill for your student, but it can also be challenging for many young writers. Here are some ways to help your student learn how to identify and record information about a topic as they take notes:

* If your student has difficulty knowing what information to find and write down as notes, have them refer back to their research question often as they research. Remind your student that they should look for information about their topic (the problem the planet is facing) and solutions (what people are doing to solve the problem).
* Have your student write down only the facts and details that help to answer their research question. Remind your student to use their own words as they take notes, and discourage them from copying sentences word-for-word from their sources.
* Encourage your student to double check their notes for accuracy as they review each source. Point out that it can be easy to miss an important term or idea, and that doing so may lead to including an incorrect fact or detail in their report.
* Remind your student to write down information about each source. Including source information ensures that your student knows the source of their facts and details and allows your student to easily return to the source as they write their report.

1. Continue to the next screen and read the section titled “Information in Body Paragraphs” with your student. Review the parts of a research report, reminding your student that writers introduce their topic in the introduction; they also include a topic sentence that tells readers what they will learn about a topic by reading the research report. Then, discuss the information the body paragraphs contain: a main idea (central idea) about a subtopic related to the overall topic, and facts and details that support the main idea of the paragraph. Explain that the main idea in each body paragraph supports the central idea conveyed by the topic sentence. **IF** your student confuses the main idea with the central idea, **THEN** remind them that a central idea is the general idea their research report will inform readers about. The main idea is a smaller piece of the central idea. It might help your student to remember the difference by keeping in mind that *central* is a longer word than *main,* just as a central idea is a bigger idea than a main idea. Have your student respond orally to Question 5 and explain their response.
2. Read the first body paragraph of the student model with your student and discuss the information from her research that Sonia included in the paragraph. Guide your student in recognizing how the facts and details from the student’s notes support the subtopic and main idea of the body paragraph.

#### Check-In

1. Read the directions with your student. Explain that your student will read Martin’s research question and notes, and then answer the questions.
2. Provide time for your student to respond to the questions in their notebook. **IF** your student struggles to identify how the information in the notes helps to answer the research question, **THEN** review the research question and each bulleted fact and detail in the notes. Have your student tell if the fact gives information about the problem or how people are solving the problem. Use this routine with each fact to guide your student in identifying that these notes provide an answer to the first part of the research question, that the student needs additional information to identify what people are doing to solve the problem, and that the fact about monkeys should be removed from the notes because it does not help to answer the research question.
3. If time permits, you may want to read the first page of *Help! Rain Forests at Risk!* with your student to examine the facts and details in the source and the notes that the student took. You can use the text and notes as a teaching tool to guide your student in how to record facts and details in their own notes.

[Help! Rain Forests at Risk!](https://cite-media.pearson.com/legacy_paths/519c2ad3-f396-498b-9262-6fbc286f1641/Help%20Rain%20Forest%20at%20Risk_Rev.pdf)

#### Practice

1. Read the directions with your student. Explain that they will now research the topic of their report. Review the steps of conducting research and taking notes with your student. Have your student access the research report notes chart and write their research question at the top. **IF** your student would prefer a different note-taking tool, **THEN** explore other options, such as an online note-taker or a series of note cards. Allow your student to take notes in their notebook if they are comfortable with that format. Make sure they have another way to display their research question for easy access.
2. Discuss how your student can check their notes to determine if they need to find more information or if they need to remove information they have included in their notes. **IF** your student is unsure about how to check their notes, **THEN** review the Check-In activity with your student. Guide your student in using the answers to the questions as a model for how your student can assess their own notes.
3. When your student has finished, review their notes. Encourage your student to explain how the information in their notes helps them to answer their research question. **IF** you notice that your student’s notes do not fully answer their research question, **THEN** review their question and the facts and details in their notes. Guide your student in recognizing the part of the research question that is not answered by the information in their notes. Work with your student to find additional information that helps to fully address their research question.
4. Your student may not complete their research during the allotted period, or may find that they need to identify additional research sources. Reassure them that they will not begin writing immediately, and that there is plenty of time for them to complete any additional research needed.
5. Read the directions with your student. Explain that they will now research the topic of their report. Review the steps of conducting research and taking notes with your student. Have your student access the research report notes chart and write their research question at the top. **IF**your student would prefer a different note-taking tool, **THEN**explore other options, such as an online note-taker or a series of note cards. Allow your student to take notes in their notebook if they are comfortable with that format. Make sure they have another way to display their research question for easy access.

[Research Report Notes](https://cite-media.pearson.com/legacy_paths/eabc7246-262d-4d84-a38a-6979828e726e/ELA_4_0408_N_U14_D4_WP_researchreportnotes.pdf)

## Lesson 5: All Fired Up: Synthesize

### Objective: In this lesson, you will describe the structure of events in an informational text.

#### Key Words

* **cause/effect** – text structure that tells what happened and why something happened as a result
* **chronology** – text structure that tells ideas or events in time order
* **comparison** – text structure that tells how things are alike or different
* **problem/solution** – text structure that explains an issue and how to fix it
* **structure** – how something is organized

#### Explain

1. Read the opening paragraph, key words, and definitions with your student. Explain that understanding structure can help readers better understand texts. Then, explain that when readers know a text’s structure, it helps them set a purpose for reading. Explain that cause/effect tells *what* happens and *why*. Chronology tells *when* something happens. Comparison tells *how* things are alike or different. And problem/solution tells *how* to fix, change, or improve something. Then, explain that signal words may sometimes, though not always, appear in texts and that they can also give clues about a text’s structure, too.
2. Have your student answer the questions aloud.
3. Watch the video with your student. Have them explain something they learn about structuring ideas.

#### Check-In

Have your student read the informational text *Oceans Under Fire*. Ask them to think as they read about how concepts and events are structured.

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.

[Oceans Under Fire (A)](https://cite-media.pearson.com/legacy_paths/7caab071-c943-45c6-bc8f-733899af3b7a/OceansUnderFire_A.pdf)

[Oceans Under Fire](https://cite-media.pearson.com/legacy_paths/f8cd8c9a-9beb-4fda-ae78-b68a72b4e162/OceansUnderFire_Rev.pdf)

[Oceans Under Fire (B)](https://cite-media.pearson.com/legacy_paths/c70f4dce-f941-41f7-920a-06c118bb45a3/OceansUnderFire_B.pdf)

Then, have them answer the questions out loud. Discuss how the author uses the structures of cause/effect and comparison in these sections.

#### Practice

1. Have your student refer back to *Oceans Under Fire*. Tell them to take notes about problems and solutions they see in the text.
2. Then, have your student create a two-column chart with *Problems* in the first column and *Solutions or Possible Solutions* in the second column and to add their notes about problems and solutions to the appropriate columns.
3. Ask your student to compare their two-column chart with the sample. Discuss with them their observations about how their charts are alike and different.
4. Tell your student to use their completed chart, the text, and information they already know to write a paragraph about some of these problems and solutions. Remind them to write using complete sentences.
5. When your student finishes writing their paragraph, look at what they wrote. **IF** your student has incomplete or run-on sentences, **THEN** provide corrective feedback and let them rewrite sentences to fix mistakes.
6. Then, listen as your student reads aloud what they wrote. Provide feedback on their speaking and fluency skills.

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### Objective: In this lesson, you will examine structure across media advertisements.

#### Key Words

* **cause/effect** – text structure that tells what happened and why something happened as a result
* **chronology** – text structure that tells ideas or events in time order
* **comparison** – text structure that tells how things are alike or different
* **problem/solution** – text structure that explains an issue and how to fix it
* **structure** – how something is organized

#### Explain

1. Read the opening paragraph with your student and discuss the different types of advertisement (written, auditory, and visual). Explain that advertising is a way a company communicates about its products that helps the company make money. Mention that sometimes an organization will advertise to get people to support a cause.
2. Then read about different media messages and the purposes of each type.
3. Read the paragraphs with your student and discuss the different types of text structure.
4. Then, explain that, just as all texts have an organizational structure, advertisements also have a structure.
5. Have your student answer the questions out loud.

#### Check In

1. Instruct your student to look back at the beginning of the lesson.
2. Then, have them answer the questions about which structure works best with each scenario.

#### Practice

1. Tell your student to think like someone who works at an ad agency and let them know they’ll get to create their own ad.
2. Have your student answer the question to tell what type of media and format they will use to create their ad and to explain why they chose it.
3. Now, have your student write the script to create their ad. Tell them to combine two different structures in their ad.
4. When your student finishes writing their script, have them read it aloud. Remind your student to be both expressive and creative, as these are two important aspects of advertising. **IF** your student does not read with expression, **THEN** provide feedback and let them try again. Emphasize that the goal of advertising is to persuade. And an expressive speaker is more convincing than a reader who speaks with a flat, monotonous tone.
5. After your student has read aloud their ad, have them answer the questions out loud based on the ad they created. Have a discussion with them about their responses.

### Objective: In this lesson, you will identify the central ideas and details that support your research topic.

#### Key Word

* **outline** – a list that organizes ideas and information in a text

#### Show What You Know

A Note for the Learning Coach

In this lesson, your student will plan their report by completing an outline. You may want to print the research report outline prior to the lesson so that it is available for your student to use during the lesson, or your student can copy and complete the outline in their notebook.

[Research Report Outline](https://cite-media.pearson.com/legacy_paths/a779274e-9df8-424e-8349-97fea1395826/ELA_4_0410_N_U14_D5_WP_outline_CE.pdf)

1. Begin with a review of your student’s progress with their research report. Remind them that they have researched their topic and recorded information that supports their central idea. They have also written a topic sentence for their introduction. Explain that your student will now review their research to identify the most important ideas about their topic and to plan their writing. Read the opening section and bulleted text with your student and review the structure of a research report body paragraph. Discuss how the paragraph’s subtopic, main idea (central idea), and supporting facts are related to each other and to the central idea the report conveys.
2. Have your student watch the flipbook to learn how writers use their research to identify the important ideas that their writing will share with readers. Afterward, discuss why writers think about their task, purpose, and audience as they analyze their research. Explain that writers consider the task, purpose, and audience throughout the writing process. As writers plan their writing, they make sure it fulfils the task, informs readers about a topic, and provides information that will be appropriate and interesting for their readers.
3. Continue to the next section and read the paragraphs that follow with your student to examine how an analysis of her research helped the writer of the student model identify the most important ideas about her topic. Discuss how the student decided which ideas in her research were most important to share with readers. Guide your student in recognizing that the student thought readers would need to know facts and details about the problem. She also identified similarities among the solutions in her research. They then grouped the solutions according to how they were alike, and identified each type of solution as an important idea to share with readers. Reinforce that the writer will use these ideas as the main ideas in her research report and that each body paragraph will focus on one idea.
4. Continue to the next screen and read the section titled “Using an Outline” with your student. Review the student model writer’s complete outline. Discuss how an outline gives writers a “map” they can follow by noting the specific ideas and details that will appear in each paragraph. With your student, examine how the writer of the student model created the outline for her report on climate change. Discuss how the main ideas the student model writer developed earlier provide structure for each body paragraph. Then, guide your student to answer Question 3 and discuss their response.
5. IF your student is unclear about the difference between the central idea and a main idea of a body paragraph, THEN explain that the central idea is the big idea about a topic that the report conveys to readers. In contrast, the main idea tells the important idea that an individual paragraph shares with readers. Help your student to understand that the main ideas in the paragraphs support the central idea that is stated in the introduction of the report.

[Sonia’s Research Report Outline](https://cite-media.pearson.com/legacy_paths/bab394e0-c3b9-4bc4-931c-52f8079bfb1b/ELA_4_0410_N_U14_D5_WP_outline_Sonia.pdf)

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

* **Very Successful** – My student was able to analyze their research and identify the three most important ideas about their topic. My student was able to complete the outline on their own by writing a central idea, identifying the main idea of a body paragraph, and using facts and details from their notes to strongly support the main idea.
* **Moderately Successful** – My student struggled with analyzing their research but was able to identify at least one or two important ideas about their topic. My student was able to write a central idea and identify a main idea for the paragraph, but struggled to identify supporting facts and details from their notes to support the main idea.
* **Less Successful** – My student had difficulty analyzing their research and was unable to identify three important ideas about their topic. My student struggled to complete the outline, write a central idea, identify a clear main idea, or identify supporting details from their notes.

#### 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 your student by working with them to examine their research and identify three important ideas to share with readers. Guide your student in identifying main ideas (central ideas) about the problem they have chosen and how people are solving the problem. Assist your student in writing a central idea by providing a sentence frame: \_\_\_\_\_\_ *is a problem that people are solving by* \_\_\_\_\_\_ *and* \_\_\_\_\_\_. Then, guide your student in completing the outline by listing the important ideas as the main ideas of each paragraph. Work with your student to review their notes and identify facts and details that can be used to support the main idea of each paragraph.
* **Moderately Successful** – Review the “Show What You Know” sections of the lesson and the flipbook with your student. Help your student examine their notes to identify three important ideas about their topic, guiding your student to identify ideas that relate to the world problem and/or people’s solutions to the problem. Then, provide support as your student completes the outline by helping them identify facts and details from their research that support each main idea.
* **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 “Try This” activity. Then, have your student finish planning their report by completing the last two body paragraph sections of the outline.
2. When your student has finished, review the outline together with your student. Read the questions aloud and have your student examine the outline to respond to the questions. Work with your student as they evaluate their outline. IF your student is missing information or needs to strengthen their outline, THEN discuss changes that your student can make. Allow time for your student to make changes to their outline so that it will serve as a guide as your student writes their report.