Table of Contents

[Language Arts 4 B Unit 14: We Need Trees 2](#_Toc205363420)

[Lesson 1: We Need Trees: Genre 2](#_Toc205363421)

[Objective: In this lesson, you will identify the evidence that support particular points in an informational text. 3](#_Toc205363422)

[Objective: In this lesson, you will analyze formal and informal language in informational text. 5](#_Toc205363423)

[Objective: In this lesson, you will evaluate sources to determine if they are based on facts rather than opinions. 6](#_Toc205363424)

[Lesson 2: We Need Trees: Comprehension 8](#_Toc205363425)

[Objective: In this lesson, you will use a graphic organizer to identify the evidence that an author uses to support points in an informational text. 8](#_Toc205363426)

[Objective: In this lesson, you will analyze the solutions offered in a text about environmental issues. 10](#_Toc205363427)

[Objective: In this lesson, you will recognize when the context calls for formal or informal language when writing. 12](#_Toc205363428)

[Objective: In this section, you will draft the introduction and first body paragraph of your report using the research you have collected. 13](#_Toc205363429)

[Lesson 3: We Need Trees: Speak/Listen 15](#_Toc205363430)

[Objective: In this lesson, you will determine whether to use formal or informal English for a given task. 15](#_Toc205363431)

[Objective: In this lesson, you will tell the difference between situations in which formal or informal English is better to use in speech. 16](#_Toc205363432)

[Objective: In this lesson, you will practice reading fluently. 17](#_Toc205363433)

[Objective: In this lesson, you will recall information from your experiences to help you better support the main ideas [central ideas] in your report. 19](#_Toc205363434)

[Lesson 4 We Need Trees: Fluency 21](#_Toc205363435)

[Objective: In this lesson, you will judge a message in a text. 21](#_Toc205363436)

[Objective: In this lesson, you will identify clues that help you know how to read a text aloud. 23](#_Toc205363437)

[Objective: In this lesson, you will recognize when the situation calls for formal or informal language when speaking. 25](#_Toc205363438)

[Objective: In this lesson, you will conclude your research report by drafting a conclusion. 26](#_Toc205363439)

[Lesson 5: We Need Trees: Synthesize 29](#_Toc205363440)

[Objective: In this lesson, you will identify the audience, claim, and evidence in an argumentative text. 29](#_Toc205363441)

[Objective: In this lesson,  you will evaluate the evidence used to support a claim in an argumentative text. 30](#_Toc205363442)

[Objective: In this lesson, you will compile your rough draft. 32](#_Toc205363443)

# Language Arts 4 B Unit 14: We Need Trees

## Lesson 1: We Need Trees: Genre

#### Learning Goals

1. We Need Trees: Genre Quick Check
2. We Need Trees: Comprehension Quick Check
3. We Need Trees: Speak/Listen Quick Check
4. We Need Trees: Fluency Quick Check
5. We Need Trees: Synthesize Quick Check

#### Spark

1. Have your student read aloud the title. Examine the photograph with your student and have them read the caption. Have them define what a forest is in their own words. Ask them to share anything they know about forests, such as the types of plants that grow there, animals that live there, or what they provide for humans.
2. You may have your student read the first paragraph aloud. Or, as an alternative, you can read the paragraph to your student as they close their eyes and imagine being in the forest. Ask questions after the exercise, such as: What do you see in your mind? How do you feel being in the forest?
3. Continue reading. Then, ask your student to think about what a forest would be like without trees. Ask questions, such as: Where would animals in the forest live? What animals would not be able to live in the forest if there were no trees? Explain that a forest can only exist if it has trees.
4. Have your student read the next two paragraphs out loud. Discuss what *ecosystem* means. Make sure your student understands that an *ecosystem* is all of the living things in a place that live and interact together. Invite your student to explain why a forest is an ecosystem. **IF** they are unsure, **THEN** guide them by asking questions such as: What grows in a forest? What animals live in the forest? What do you think this animal eats? Where does its food come from? Then, invite your student to talk about a time they went on a hike/imagined going on a hike. Allow them to share a mystery or secret they found in the woods.
5. Have your student read the next paragraph and ask them to share other things they use that come from trees.
6. Introduce the video by telling your student they are going to learn about some other ways trees help life on Earth. As they view the content, have them think about why forests are an important ecosystem that humans must preserve and protect.
7. Play the video. You may pause the video if your student hears an unfamiliar term or is confused about information they hear. Following the video, have your student answer Question 1 and Question 2 independently. **IF** they struggle, **THEN** have them watch the video a second time.

Activate Prior Knowledge

1. Have your student read the first paragraph. Give them time to complete a concept web, either in their notebook or on the printout. **IF** they struggle to think of how trees benefit our planet, **THEN** have them view the video again.
2. Allow time for your student to share their concept web. Have your student read the next paragraph to discover what they will read about in this unit. Then, read the bulleted list with your student. Ask if they are familiar with any topics. Have them share what they already know.

### Objective: In this lesson, you will identify the evidence that support particular points in an informational text.

#### Key Words:

* **evidence** – facts or other information that supports an idea
* **points** – ideas that an author presents in a text
* **reasons** – statements that explain why an idea makes sense

#### Explain

1. Read the first two paragraphs of the lesson with your student. Review the meanings of Key Words, as needed.
2. Discuss the two bulleted questions.
3. Make sure your student understands that points are supported by reasons and that reasons are supported by evidence.

#### Explain

1. Introduce your student to *Help! Rain Forests at Risk!* Read aloud pages 40–41, or play the recording for your student.
2. Discuss the questions.
3. **IF**your student has difficulty answering Question 1, **THEN** ask this question: Does the author think that rain forests should be preserved or destroyed? (preserved)
4. **IF**your student struggles to answer Question 2 or Question 3, **THEN** reread or replay the first two paragraphs on page 40.

#### Check-In

1. Read the directions with your student.
2. Read aloud the feature called “Seacology” on page 42 in *Help! Rain Forests at Risk!* You may also play the recording.
3. Have your student respond to Questions 1–3 in their notebook.
4. **IF** your student has difficulty answering Question 1, **THEN** reread or replay the last sentence of the first paragraph.
5. **IF** your student struggles to answer Question 2, **THEN** reread or replay the second paragraph.
6. **IF** your student has difficulty answering Question 3, **THEN** reread or replay the third and fourth paragraphs. Have your student listen for the specific locations mentioned and the types of natural resources found there.
7. Read aloud the feature called “Take a Virtual Expedition to the Peruvian Rain Forest” on page 42 in *Help! Rain Forests at Risk!*You may also play the recording.
8. Have your student respond to Questions 4–5 in their notebook.
9. **IF** your student has difficulty answering Question 4, **THEN** reread or replay the feature’s first paragraph. You may wish to restate the information for your student by explaining that the company wanted to promote the survival of tropical forests and their cultures.
10. **IF** your student has difficulty answering Question 5, **THEN** reread or replay the feature’s second paragraph. Ask this question: What type of program did the company develop? (one that lets students in the United States virtually visit a Peruvian rain forest)

#### Practice

1. Read the directions with your student. Then, read aloud the section “Nosy About Aromatherapy?” on page 43 in *Help! Rain Forests at Risk!* You may also play the recording.
2. Have your student respond to the questions in their notebook.
3. **IF** your student cannot answer Question 1, **THEN** reread or replay the first two paragraphs of the section. Ask this question: Does the author say that aromatherapy definitely does or does not work? (No; she says that it’s hard to tell.)
4. **IF** your student cannot answer Question 2 or Question 3, **THEN** reread or replay the third and fourth paragraphs. Guide your student to understand that because these oils are scented, it’s difficult to keep test subjects from knowing when the oils are being used.

### Objective: In this lesson, you will analyze formal and informal language in informational text.

#### 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
* **formal language** – language used for professional writing and speaking
* **informal language** – casual language used for everyday situations

#### Explain

Remind your student that academic language gives a precise way to say something. Examples include *citizen* or *breathtaking*. Domain-specific words and phrases relate to a specific topic, such as*global warming* and *climate change*.

Explain

1. Have your student read the introduction. Have them explain the difference between formal and informal language.
2. Then, read and discuss the comparisons in the chart. Make sure your student understands each section. If needed, explain the meaning of *casual* (familiar and personal) and*professional* (for academic purposes).
3. Then, have your student read each paragraph about lion whiskers aloud. Discuss the analysis for each text. Note the different audience for each text. Then, discuss the differences.
4. You may choose to have your student find examples in the text for each point. Ask questions such as: Point out a short sentence. Where is a contraction? (*it's*) What is an academic word? (*for example, sensitive, detect*) What is a domain-specific word or phrase? (*for example, follicle, nerves, air current*)

#### Check-In

1. Ask your student to read the directions for the interactive activity. They will be analyzing the use of formal and informal language in informational text.
2. Have your student answer the questions. **IF** your student needs help with the first question, **THEN** talk about the phrases that give a casual tone (*believe it or not, in the kitchen!*)**IF** your student has difficulty with the second question, **THEN** ask your student to name the academic words (*engineer, invention, radio equipment*).

#### Practice

1. Have your student read the directions for the multiple-choice questions.
2. Review your student’s answers. **IF** your student needs support, **THEN** review the information at the beginning of the lesson that compares formal and informal language.
3. Ask your student to explain their answer choices. Discuss what words were clues that the language was formal or informal.

### Objective: In this lesson, you will evaluate sources to determine if they are based on facts rather than opinions.

#### Key Words

* **credible** – believable and trustworthy
* **evaluate** – judge the quality of something

#### Explain

1. Read the opening paragraph with your student. Discuss why writers should use credible sources to collect information for a research report. Explain that a credible source is one that is trustworthy and provides accurate information.
2. Review the list of what makes a source credible with your student. Focus particularly on sources that are written to persuade rather than to inform. Explain that often it can be difficult to distinguish between the two. For example, advertisements and newspaper commentary can appear to be based in fact and often include statistics or other facts to support ideas. However, the purpose of the writing is to convince the reader to think or believe a certain way rather than to simply inform the reader. Have your student respond to Question 1 orally and explain their answer.
3. Discuss why writers should carefully evaluate online sources of information. Point out that unlike published print sources, it is easy for anyone to create a website and populate it with content that meets their own purpose. In addition, many websites do not list authors, and some give information that is outdated or untrue. Invite your student to share a personal experience in which a website or social media posting gave information that was not factual.
4. Review the chart comparing the credibility of different sources with your student. **IF** your student is unfamiliar with one of the sources, **THEN** provide and discuss an example. For instance, you can explain that a source from an educational website might be a website with facts from the Harvard School of Medicine, a respected educational institution. If time permits, you could also find examples of the different types of sources online to compare and contrast the information they provide and the individuals or groups that post the information. Assess your student’s understanding of source credibility by having them respond orally to Question 2.
5. Read the remaining paragraphs and discuss how the credibility of information in a particular source can be confirmed by finding the information in at least one additional source. Point out the authors of credible sources often use at least two additional sources to check their own facts, and have your student explain why that is. Reiterate that all facts in their own research report must come from credible sources, so if they find that the credibility of a particular source is in question, they should replace the source.
6. Have your student watch the video to see an example of how students evaluate a source. Connect the content to the earlier discussion on how the purpose of a text may impact its credibility.

#### Check-In

1. Read the directions with your student. Explain that they will read a topic and then select the choice with the most credible source for information about a topic.
2. **IF** your student has difficulty identifying sources that are more credible than others, **THEN** review the description of credible sources and the examples in the chart earlier in the lesson. Then, review the answer choices with your student. Guide them in recognizing the sources that are credible based on the type of source or the organization or person who published or posted the content.

#### Practice

1. Have your student read the directions. Make sure your student has accessed the page with their notes and sources from their research and the outline your student completed in the previous lesson.
2. Explain that your student will evaluate their sources to make sure they are credible. Reinforce that the information from sources that are not credible should be crossed out and removed from their notes and outline. Discuss how to confirm information from a source by finding the information in other sources that are known to be credible. Provide support as needed if your student needs to confirm or replace information from their notes and outline.
3. When your student has finished, encourage them to share how they evaluated their sources and addressed information from sources that were not credible. Do a final review of your student’s sources and the information in their outline to ensure that the facts and details are accurate.

## Lesson 2: We Need Trees: Comprehension

### Objective: In this lesson, you will use a graphic organizer to identify the evidence that an author uses to support points in an informational text.

#### Key Words

* **evidence** – facts or other information that supports an idea
* **graphic organizer** – a visual tool used to arrange information
* **points** – ideas that an author presents in a text
* **reasons** – statements that explain why an idea makes sense

#### Explain

1. Read the first paragraph with your student. Review the idea that the points an author makes are supported with reasons and that reasons are supported by evidence.
2. Discuss the second and third paragraphs. Invite your student to comment about their experience using graphic organizers (for example, a Venn diagram, a three-column chart, a concept web, or a flowchart).
3. Watch the video together. Invite your student to express the main idea of the video in their own words.

#### Explain

Discuss the vocabulary words with your student.

#### Explain

1. Read the Use Context to Understand Meaning section together. Point out that context is one method that readers can use to determine the meanings of words. Definitions are a type of context clue. (Note, however, that authors do not always include context clues for every unfamiliar word.)
2. Have your student complete the activity. **IF**your student struggles to identify context clues in the sentence, **THEN**point out that the word *placebo*is defined in the sentence as “an inactive substance.“ The word is also contrasted with a “medicine being tested."

#### Explain

1. Help your student preview the text and set a purpose for reading *Help! Rain Forests at Risk!*Talk about the main title, the other titles, and the pictures.
2. Remind your student to pay attention to each author’s points, reasons, and evidence as they read. Encourage them to think about how they could use a graphic organizer to arrange the information.
3. After reading, make sure your student understands the similarity between rain forests and islands that the authors describe: both feature important species and must be preserved.

[Help! Rain Forests at Risk!](https://cite-media.pearson.com/legacy_paths/9a656d9e-b6fc-44db-ae47-84269cf13703/Help%20Rain%20Forest%20at%20Risk_Rev.pdf)

#### Check-In

1. Read the directions with your student and have them return to *Help! Rain Forests at Risk!* Urge your student to write out their answers because they will use that information in the Practice activity that follows.
2. Have your student discuss their answers to the questions with you.
3. **IF** your student struggles to answer Question 3, **THEN**have them focus on the boldfaced text at the top of the second column. Ask this question: What idea is the author trying to get across? (Everyone can protect the rain forest in different ways.)
4. **IF** your student has difficulty finding the text detail needed to answer Question 5, **THEN**direct them to the bottom of the first column on page 43.

#### Practice

1. Read the directions with your student.
2. Help them gather any necessary materials.
3. Have your student complete the chart by listing the points, reasons, and evidence that you discussed in the Check-In activity. Guide your student to understand that a graphic organizer helps a reader easily arrange and review the information in a text.

### Objective: In this lesson, you will analyze the solutions offered in a text about environmental issues.

#### Key Words

* **analyze** – to closely examine a thing or an idea
* **effective** – successful or useful
* **evidence** – facts or other information that supports an idea
* **points**– ideas that an author presents in a text
* **reasons** – statements that explain why an idea makes sense
* **solutions** – suggestions to fix a problem

#### Explain

1. Read the first paragraph of the lesson with your student.
2. In the second paragraph, review the meanings of *points, reasons,* and *evidence*and the relationship among the terms.
3. Discuss the third paragraph. Point out that analyzing the author’s solutions includes thinking about how practical they are and whether most people are likely to support them.

#### Check-In

1. Read the directions with your student.
2. Have your student refer back to the text and answer the questions in their notebook. Urge your student to write out the answers because they will use that information in the Practice activity that follows.
3. **IF**your student struggles to answer Questions 1, 3, or 5, **THEN**point out the orange subheadings in the right-hand column on page 40 and in the left-hand column on page 41. Guide your student to understand that these reflect the author’s solutions.
4. **IF**your student struggles to answer Question 2, **THEN**have them reread the first paragraph of the second column on page 40. Ask this question: What does the author say that cutbacks will do? (“help reduce pressures for cutting rain forest trees”)
5. **IF**your student struggles to answer Question 4, **THEN**have them reread the last paragraph of the second column on page 40. Ask this question: What does the author say that organizations like the World Wildlife Fund and Seacology do? (“work to protect the rain forest”) How does the author use the National Tropical Botanical Garden’s work as evidence of this? (She says that the group sends people to climb cliffs to save plant species.)
6. **IF**your student struggles to answer Question 6, **THEN**have them reread the last paragraph of the first column on page 41. Ask these questions: Does the author say that companies listen to customers or ignore them? (listen to them) What does the author say happened in the early 1980s? (People complained about foam cartons in fast-food restaurants. The restaurants changed their packaging.)

[Help! Rain Forests at Risk!](https://cite-media.pearson.com/legacy_paths/9a656d9e-b6fc-44db-ae47-84269cf13703/Help%20Rain%20Forest%20at%20Risk_Rev.pdf)

#### Practice

1. Read the directions with your student. Then, have them read the question and answer it in their notebook.
2. **IF**your student cannot recall the author’s solutions, **THEN**have them refer back to their answers to Questions 1, 3, and 5 in the Check-In activity.
3. Give your student time to think before responding. **IF**your student cannot determine whether the solutions are effective, **THEN**have them consider whether the solutions have been successful in the past.
4. As you discuss your student’s answer, accept any reasonable response that is supported with text details.

### Objective: In this lesson, you will recognize when the context calls for formal or informal language when writing.

#### Key Words

* **formal language** – language used for professional writing and speaking
* **informal language** – language used for casual situations

#### Explain

**Quick Review**

Remind your student that formal (or academic) language gives a precise way to say something. Examples include *ecstatic* or *stammered*. Domain-specific words and phrases relate to a specific topic, such as *pitch, altitude*, or *endangered*.

Explain

1. Have your student read the introduction. Have them explain the difference between formal and informal language.
2. Then, read and discuss the types of writing, purposes, and types of language. Share examples of each type of writing.
3. Then, have your student answer the question. **IF** they need support, **THEN** point out that people of all ages read the newspaper, but it is mostly read by adults.

#### Check-In

1. Have your student read the directions. Their task is to recognize if a situation calls for formal or informal language when writing.
2. Review your student’s answers. **IF** your student had difficulty with the questions, **THEN** talk about the possible purpose for writing and the audience. For the first statement, the purpose of the text message is to persuade, and the audience is a friend. In this context, informal language is appropriate.
3. Ask your student to explain their answer choices.

#### Practice

1. Have your student read the directions and copy the chart into their notebook. Make sure they understand that they will write the type of writing in the correct list.
2. Review your student’s answers. **IF** your student needs support, **THEN** talk about each type of writing. Decide if the language would be casual with everyday words, or formal. **IF** your student completes the chart correctly, **THEN** talk about other examples that could be in each column.

### Objective: In this section, you will draft the introduction and first body paragraph of your report using the research you have collected.

#### Key Words

* **drafting** – working on an early version of writing
* **topic sentence** – a sentence that states the central idea of a text

#### Explain

**Get Ready for Learning**

In this lesson, your student will write the introduction and first body paragraph of their research report. Before beginning the lesson, make sure that your student has the notes from their research and the outline they completed in earlier lessons.

1. Have your student read the introductory paragraph and review your student’s progress on their research report—your student has selected and researched a topic, found and evaluated sources, took notes on the information in their sources, and created an outline to plan their report. Explain that your student is now ready to begin writing the first draft of their research report.
2. Have your student read the section titled “Drafting a Topic Sentence.” Review that a topic sentence tells the central idea of a report, and explain that the central idea is the important idea about a topic that the report shares with readers. Discuss how the student used the central idea in her outline to write the topic sentence in her introduction. Point out that the topic sentence is a summary of the central idea statement included in the outline. Discuss how a more concise sentence helps the writer focus on a specific idea about a topic.
3. Work with your student to write their own topic sentence by examining the information about topic and central idea in their outline and summarizing it into a more concise statement. **IF** your student has difficulty writing a topic sentence, **THEN** direct them to use the format of the topic sentence in the student model: “\_\_\_\_\_\_ is a big problem that must be solved.”
4. Continue to the section “Drafting the Introduction.” Review the purpose of an introduction and discuss ways that writers can get readers interested in a topic. Then, talk with your student about how writers use information from their research to help make their introduction engaging and informative.
5. Have your student read the introduction of the student model. Use the questions to help them identify and examine how the writer engages readers, identifies a topic, and states the central idea in a topic sentence. Encourage your student to notice details in Sonia’s writing that could help them as they write their own introduction.

#### Explain

1. Have your student read the section titled “Drafting a Body Paragraph.” Review the steps they can take to write their body paragraph. **IF** your student is confused by the difference between the exact words of a source and using their own words, **THEN** review that attentive writers use a combination of direct quotes and paraphrased ideas from research. Spend some time going over the difference between the two and reviewing how to paraphrase an idea from a source.
2. Have your student review how the student model writer used their outline to write their first body paragraph. Review the steps that the writer took to write a sentence that states the main idea of the paragraph and to support the main idea with facts and details from their research. Then, have them compare the outline and full draft of the paragraph and answer the questions to gauge their understanding of what the student writer did to convert her outline into a full draft.
3. Discuss how writers categorize the information they collected in their research to support the main ideas in their report. Explain that your student is not limited to the information they included on their outline. Make sure that your student understands that they can conduct research to find different or additional facts throughout the writing process.

#### Check-In

1. Read the directions with your student. Explain that they will read each fact and tell which main idea it supports.
2. **IF** your student has difficulty identifying which main idea a fact supports, **THEN** reread the main ideas with your student. Work with them to read each fact and identify what that fact tells about the topic of plastic pollution in the ocean. Guide your student in identifying the main idea that matches the description.

#### Practice

1. Read the directions with your student. Make sure they have the notes from their research and the outline they created in an earlier lesson.
2. Review the bulleted lists with your student and provide support as needed as your student uses their outline to begin writing the draft of their report. Go over the research report rubric to review what the introduction and body paragraphs of a research report should include.

[Research Report Portfolio Rubric](https://cite-media.pearson.com/legacy_paths/301d5831-4907-42d1-a470-707a16ecd199/ELA_4_0400_N_U14_D1_WP_researchrubric_CE.pdf)

## Lesson 3: We Need Trees: Speak/Listen

### Objective: In this lesson, you will determine whether to use formal or informal English for a given task.

#### Key Words:

* **analyze** – to closely examine a thing or an idea
* **slang** – words and phrases that are rather playful and that are more common in speech than in writing

#### Explain

1. Read the objective and the first three paragraphs of the lesson with your student. Encourage your student to explain in their own words the difference between formal and informal English.
2. Read the examples of formal and informal language in the chart. Make sure that your student understands that *a lot of* is the informal version of *many* and that *cool stuff* is the informal version of *many unique species*. Point out that informal language and slang are often less precise than their formal counterparts.
3. Watch the video with your student. Invite comments.

#### Check-In

1. Read the directions with your student.
2. Have your student read the question in the chart. Explain that they will decide whether formal English or informal English is more appropriate for each task. Direct them to click on the correct type of language.
3. **IF**your student struggles to decide between the two language types, **THEN**ask them to consider who would be more likely to read each writing product and for what purpose. Guide them to understand that writing products geared toward friends and family members are generally more casual than other types of writing products. Explain that serious topics usually involve more formal language than funny topics do.

#### Practice

1. Read the directions with your student.
2. Have your student read both passages.
3. Have them answer the questions in their notebook.
4. **IF**your student struggles to answer Question 1, **THEN**point out some of the examples of informal English in Passage A, such as *cool* and *stuff*.
5. **IF** your student cannot answer Question 2, **THEN**explain that an application is generally regarded as a formal document. Ask this question: Which is more formal, Passage A or Passage B? (Passage B)

### Objective: In this lesson, you will tell the difference between situations in which formal or informal English is better to use in speech.

#### Key Word:

* **slang** – words and phrases that are rather playful and that are more common in speech than in writing

#### Explain

1. Read the instructional text with your student. Review the Key Words, as needed.
2. Remind your student that the difference between formal and informal English is not merely a matter of word choice. Point out that informal English often is less precise than formal English (and therefore may be more confusing). Its casual nature may give the impression that the speaker is not serious about a topic.

#### Check-In

1. Read the directions with your student.
2. Have your student read the passage aloud.
3. Have your student answer the questions, either orally or in writing, and discuss their answers with you.
4. **IF**your student has difficulty answering the questions, **THEN**review the information about formal and informal English in the instructional text. Next, point out *stuff, awesome,* and *gotta*in the passage in the Check-In section. Ask guiding questions:Are these examples of formal English or informal English? (informal English) Is it more appropriate to use informal English during presentations or in discussions with friends? (in discussions with friends)
	1. Are these examples of formal English or informal English? (informal English)
	2. Is it more appropriate to use informal English during presentations or in discussions with friends? (in discussions with friends)

#### Practice

1. Read the directions with your student and have your student read the passage again.
2. Read the activity’s instructions with your student.
3. **IF**your student struggles to complete the activity, **THEN**remind them of the examples of informal English in the passage. Have them consider how they might rephrase the wording to make it more formal. Make suggestions as needed.
4. After your student rewrites the passage in their notebook, have them read it aloud to you. Make sure that they have used more formal language in their version and that they understand why this version would be more appropriate for a presentation.

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

#### Explain

This section will help you guide students through their learning.

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.

#### Activities

1. You may wish to provide your student with a journal in which to record responses to the texts that they read independently. Do not plan to grade this journal 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 recall information from your experiences to help you better support the main ideas [central ideas] in your report.

#### Explain

In this lesson, your student will evaluate the information in their body paragraphs to determine if their facts and details fully support the main ideas in their writing. They will use the knowledge they have accumulated from research as well as their previous experiences to identify additional information that could help to explain the main ideas in their writing. Your student will also write the last two body paragraphs in their research report. Before beginning the lesson, make sure that your student has the draft with their introduction and first body paragraph as well as their notes from their research and the outline they completed in earlier lessons.

1. Have your student read the opening paragraphs and discuss why writers review the information in their writing as they draft the body paragraphs of their research report. Encourage your student to explain how they can tell if the facts and details in their writing accurately explain a main idea or if the main idea is not fully supported. Guide your student in understanding that a main idea is fully supported if the text includes specific facts and details that tell readers why the idea is true. If a main idea is stated but supporting details are not given or do not explain the idea for readers, then the writer should conduct more research and add information that better supports the idea.
2. Discuss how writers can recall information from their research experience to help them better support the ideas in their writing. Invite your student to share the information from their research that helped them to better understand important ideas about their topic. Then, discuss how writers can use what they have learned about their topic from other experiences. Invite your student to share what they have learned about their topic from other experiences, such as readings in other courses or information they learned from a TV show or documentary. Explain that writers can use all their research and life experiences to help them research and write about their topic.
3. Have your student read the section titled “Connecting an Experience.” Read the paragraph of the student model and have your student answer the question to identify the idea that is not fully supported. **IF** your student struggles to understand why the idea in the last sentence needs better support, **THEN** examine how the writer uses facts and details to support the idea that protecting forests is one way of removing heat-trapping gases from the air. Then, ask your student to identify the facts and details the writer uses to support the idea that people are also finding new ways to remove gases. Help your student recognize that the writer did not provide supporting facts or details, so she needs to research and include information to support the idea.
4. Continue by discussing how the writer connected information she learned from the TV show to the idea in her report. Use the questions to identify how the writer uses information from her experience to conduct research and find facts and details that support the idea in her writing. Help your student recognize that writers can use what they have learned from their experiences to think of ways to better explain their topic in their report, but they should conduct research to find facts and details to use in their report. Discuss why Sonia did not add details that she remembered from the TV show, but instead researched the information she remembered from the show and used facts and details from her research to support the idea in her writing.

#### Check-In

1. Read the directions with your student. Explain your student will match the additional information that Lashawn recalls from his research with the main idea that the information supports.
2. **IF** your student has difficulty identifying the main idea that is supported by each fact, **THEN** reread the main ideas with your student. Then, examine each fact that Lashawn identifies. Guide your student in identifying details in the information that connect to the main idea it supports.

#### Practice

1. Have your student read the instructions. Explain that your student will evaluate the information in the body paragraph they have already written and then write the last two body paragraphs of their research report.
2. Have your student complete the first activity by evaluating the facts and details in their first body paragraph. If your student determines that the main idea needs to be better supported, discuss what facts or details are needed for readers to understand the main idea. Allow time for your student to research any additional facts that are needed to support the main idea. If your student adds information to their report, remind them to write the information and record the source in their notes.
3. Then, have your student complete the second activity by writing the last two paragraphs of their research report. Review the bulleted list to review what the body paragraphs should include. When your student has finished writing, have them evaluate the information in the body paragraphs just as they did with their first body paragraph.
4. When your student has completed their review, read the second row and first half of the third row of the research report rubric with your student. Discuss how your student’s writing meets the criteria in the rubric and help your student decide if any additional information should be added to their body paragraphs.

## Lesson 4 We Need Trees: Fluency

### Objective: In this lesson, you will judge a message in a text.

#### Key Words:

* **judgment** – a decision about an idea or an action
* **message** – an important idea for the audience to remember

#### Explain

1. Read the first paragraph with your student. Discuss the difference between a topic of a presentation and its message, noting that the “message” aspect is stronger in some presentations than in others. Emphasize that messages can appear in texts that your student reads (for example, a magazine article or an internet blog), in videos or other images that your student sees (for example, a TV commercial or a powerful newspaper photograph), or in messages that your student hears (for example, a speech or a podcast).
2. Discuss the concept of making a judgment. Note that in this lesson the word judgment is used in the general sense of responding to an idea or action but that it sometimes can be used to express approval or disapproval of the values expressed in an idea or action. Watch the video with your student. Invite them to share one idea from the conversation between the student and the Learning Coach. Read Rainforests in Peril with your student.

[Rainforests in Peril (A)](https://cite-media.pearson.com/legacy_paths/ce2a6efd-7840-4026-a5d9-a273eb1b64e7/RainforestsInPeril_A.pdf)

[Rainforests in Peril](https://cite-media.pearson.com/legacy_paths/9fa7a1d8-e9e6-45b7-a78e-c71a41397b6f/Rainforests%20in%20PerilRev.pdf)

[Rainforests in Peril (B)](https://cite-media.pearson.com/legacy_paths/cd1052cb-3506-4ed3-9a64-2996bebb3f47/RainforestsInPeril_B.pdf)

#### Explain

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.

After reading, make sure your student understands that the text is about threats to rain forests. IF your student doesn’t understand this, THEN explain that the word peril in the text’s title means “serious danger.”

[Rainforests in Peril (A)](https://cite-media.pearson.com/legacy_paths/ce2a6efd-7840-4026-a5d9-a273eb1b64e7/RainforestsInPeril_A.pdf)

[Rainforests in Peril](https://cite-media.pearson.com/legacy_paths/9fa7a1d8-e9e6-45b7-a78e-c71a41397b6f/Rainforests%20in%20PerilRev.pdf)

[Rainforests in Peril (B)](https://cite-media.pearson.com/legacy_paths/cd1052cb-3506-4ed3-9a64-2996bebb3f47/RainforestsInPeril_B.pdf)

#### Check-In

1. Read the directions with your student.
2. Have your student return to the text.
3. Instruct your student to answer the questions in their notebook. Explain that having written responses will help them with the Practice activity that follows.
4. **IF** your student struggles to answer Question 1, **THEN** have them reread the introduction on page 30.
5. **IF** your student cannot answer Question 2, **THEN** have them reread the first paragraph on page 30. Direct them to the photos on page 30. Ask this question: What do you see? (trees being cut down)
6. **IF** your student has difficulty answering Question 3, **THEN** have them reread the second paragraph about losing rain forests. Ask guiding questions:
	1. What happens to the plants and animals in the rain forest? (Fewer can survive.)
	2. What happens to the climate? (It gets hotter and drier.)
	3. What happens to oxygen and carbon dioxide? (There’s less oxygen and more carbon dioxide.)
	4. What else is lost as rain forests are cut down? (foods, spices, and medicines)
7. **IF** your student struggles to identify the author’s message in Question 4, **THEN** have them reread the author’s question at the bottom of page 30. Guide your student to understand that the author’s message is that it is very important to save the rain forests from disappearing.
8. **IF** your student cannot answer Question 5, **THEN** have them reread the items on page 31. Point out that the first letters of each item spell out “Trees.”

#### Practice

1. Read the directions with your student.
2. Instruct your student to look back at their answers to the questions in the Check-In section.
3. Have your student answer the question in their notebook, either by writing a paragraph or by making some notes to bring to a discussion.
4. Accept any reasonable response that addresses the question.

### Objective: In this lesson, you will identify clues that help you know how to read a text aloud.

#### Key Words:

* **expression** – the use of the voice to convey feeling
* **message** – an important idea for the audience to remember

#### Explain

1. Read the first three paragraphs with your student.
2. Check your student’s understanding of the Key Words. **IF** your student struggles to understand the meaning of expression, **THEN** orally provide some examples of questions and exclamations so that they can hear the difference in the sound of your voice. Explain that authors use clues in a text to convey these differences.
3. Discuss the examples of textual clues that help someone read aloud with expression. Demonstrate how a sentence sounds different when it is meant as a statement, as a question, or as an exclamation. Point out that some word choices result in words that seem more exciting, more sad, and so on.

#### Check-In

1. Read the directions with your student.
2. Have them read the excerpt and then answer the questions, either orally or in writing.
3. **IF** your student doesn’t know how to answer Question 3, **THEN** ask a guiding question: What types of emotions are usually associated with exclamation points? (excitement, anger, fear) Guide your student to understand that the exclamation point reflects the author’s strong feeling—perhaps even desperation—about saving the rain forests.

#### Practice

1. Read the directions with your student.
2. Have them return to Rainforests in Peril.
3. Direct your student to read aloud the first sentence of each paragraph that follows the introduction on page 30. Instruct your student to pay attention to the end punctuation of each of those sentences and to read each one as a question.
4. **IF** your student doesn’t know how to alter their voice as they read the questions, **THEN** model by reading a question aloud. Demonstrate how your voice changes when you read a question versus a statement.
5. Have your student complete the activity.
6. **IF** your student cannot explain why the author used questions in the paragraphs, **THEN** point out that the questions highlight the author’s main points and message: why the rainforests are disappearing, why their disappearance matters, and what can be done to save them.
7. Guide your student to understand that questions help draw readers and listeners in by making them think about a topic.

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.

[Rainforests in Peril (A)](https://cite-media.pearson.com/legacy_paths/ce2a6efd-7840-4026-a5d9-a273eb1b64e7/RainforestsInPeril_A.pdf)

[Rainforests in Peril](https://cite-media.pearson.com/legacy_paths/9fa7a1d8-e9e6-45b7-a78e-c71a41397b6f/Rainforests%20in%20PerilRev.pdf)

[Rainforests in Peril (B)](https://cite-media.pearson.com/legacy_paths/cd1052cb-3506-4ed3-9a64-2996bebb3f47/RainforestsInPeril_B.pdf)

### Objective: In this lesson, you will recognize when the situation calls for formal or informal language when speaking.

#### Key Words

* **formal language** – language used for professional writing and speaking
* **informal language** – language used for casual situations

#### Explain

1. Have your student read the introduction. Ask them to explain the difference between formal and informal language.
2. Then, read and discuss the chart which compares the differences between the two types of language.
3. Clarify meanings of words as needed, such as proper (following accepted rules) and slang (playful speech, such as “What’s up?”).

#### Check-In

1. Have your student read the directions. Their task is to recognize if a situation calls for formal or informal language when writing.
2. Review your student’s answers. **IF** your student needs help, **THEN** talk about the types of words that people use in everyday conversation. You may wish to role play a conversation about the first or last situation (two friends making plans for lunch, Stella talking to her father about chores).
3. Ask your student to explain their answer choices. Discuss why Tomas would use formal language for his science presentation.

#### Practice

1. Have your student read the directions and copy the chart into their notebook. Make sure they understand that they will write the type of language in the correct list.
2. Review your student’s answers. **IF** your student needs support, **THEN** talk about each situation. Decide if the language will include everyday words and phrases, or if it will be more proper and professional.**IF** your student completes the chart correctly, **THEN** talk about other situations that could belong in each column.

### Objective: In this lesson, you will conclude your research report by drafting a conclusion.

#### Key Words

* **bibliography**– a list of sources used in the research and writing of a text
* **citation** – reference to the author of a text used as a source for another writer’s work
* **cite** – specify or refer to
* **conclusion** – the end of a text

#### Explain

Get Ready for Learning

In this lesson, your student will write the conclusion of their research report and make a bibliography to cite the sources they used in their research and writing. Before beginning the lesson, make sure that your student has the introduction and body paragraphs that they wrote in previous lessons. Your student will review their writing as they write their conclusion. Also, have your student locate the notes with the information from their research and their sources. Your student will use the source information to create their bibliography.

1. Have your student read the opening paragraph. Review that they have written the introduction and body paragraphs of their research report. Explain that your student will now write their conclusion and a bibliography for their report.
2. Discuss the bulleted list with your student to review what the conclusion of their research report should include. Have your student read the following paragraphs and discuss how the conclusion reminds readers of the central idea and main ideas of the report. Then, discuss how writers end their conclusion—and their report—with a final thought about a topic. Review the list of examples of final thoughts that writers might want to share with readers.
3. Have your student read the conclusion of the student model “Solving Climate Change” and answer the questions to examine the writer’s conclusion. Encourage your student to identify details in the text that restate the central idea, remind readers of the main ideas, and convey a final thought about a topic to readers.
4. Continue to the next screen and have your student read about the bibliography of a research report. Review the purpose of a bibliography. Explain that a bibliography lists details about the writer’s sources that allow readers to find the sources and gives credit to the authors and organizations who originally produced the information the writer used in their research and report.
5. Have your student watch the video to learn why writers cite their sources. After watching the video, discuss what it means to plagiarize. Explain that using information from sources without giving credit to the writer or source is plagiarizing. Discuss how taking someone’s ideas or words is considered stealing and discuss how citing sources avoids plagiarism—it gives the authors and sources credit for the information and ideas that the writer included in their writing. Then, discuss how writers should paraphrase information from their sources or use quotation marks to identify what another person or source has said or written. Have your student answer Question 4 to summarize the reasons why writers cite sources in a bibliography.
6. Have your student continue reading and explain that a bibliography has a standard format, or a certain way in which the information is to be listed. Review the chart to examine the formatting of citations for common types of sources.
7. Have your student select the button to review the bibliography prepared by the writer of the student mode. Use the questions to guide your student in identifying the information that is included in a bibliography and the formatting of the citation. Point out that the sources are listed in alphabetical order by the author’s last name or by the name of the organization that posted or published the information.

#### Check-In

A Note to the Learning Coach

There are different styles and types of citations that writers can use to cite the sources they use in their writing. The formatting style used in this lesson is the Chicago Manual of Style, but other styles, such as the Modern Language Association (MLA), are also commonly used in academic writing.

Citing sources can be challenging for young writers. Provide support as your student locates information about their sources and cites the sources in their bibliography. If your student used a source that is not shown in the chart, then use an online reference for how to format the source, such as the “Notes and Bibliography: Sample Citations” page of the Chicago Manual of Style Online. You may also want to familiarize your student with online citation formatting tools such as Citation Machine or EasyBib, as well as any citation tool available as part of the word processing program they are using.

1. Read the directions with your student. Have your student use what they have learned from the lesson to complete the sentences.
2. **IF** your student struggles to complete a sentence, **THEN** review the definition of a bibliography and the information about its purpose and format on the previous page of the lesson. Work with your student to identify the information that helps them complete the sentences. Discuss each completed sentence with your student to confirm your student’s understanding of how and why writers create a bibliography for their research report.

#### Practice

1. Read the directions with your student. Review the portions of the research report rubric that apply to conclusions and bibliographies with your student to examine the criteria for these features of their research report.
2. Have your student complete the first activity by writing a draft of the conclusion of their research report. **IF** your student struggles with writing a final thought about a topic, **THEN** review the examples provided in the lesson. Help your student brainstorm ideas by asking what they found most interesting about a topic or by reviewing their notes to identify quotes or facts about a topic that could help to share a final thought about a topic with readers.
3. When your student has completed their conclusion, have them continue to the second activity and write their bibliography. Review the list with your student to identify what their bibliography should include. **IF** your student is unsure how to format a citation in their bibliography, **THEN** guide them in using the formatting shown in the lesson chart or in the bibliography of the student model.
4. When your student has finished, review the research rubric with your student again to ensure that their conclusion and bibliography are complete and meet the criteria in the rubric.

## Lesson 5: We Need Trees: Synthesize

### Objective: In this lesson, you will identify the audience, claim, and evidence in an argumentative text.

#### Key Words

* **argumentative text** – writing that states and defends an opinion
* **audience** – the people for whom an author writes a text
* **claim** – the opinion expressed in an argumentative text
* **evidence** – facts or other information that supports an idea

#### Explain

1. Read the first paragraphs of the lesson with your student.
2. Review the meanings of the terms *argumentative text* and *evidence*, as needed. **IF** your student is confused by the meaning of *argumentative text*, **THEN** point out that the term does not refer to fighting. Explain that when authors present an argument, they are trying to convince others that their opinion or idea for action makes sense. Anyone who might disagree with the author should be able to present evidence for their own opinion.
3. Explore the concept of an author’s audience. Ask your student to explain why an author should care who their audience is. Make sure your student understands that the term *general public* means “the average reader”—people who may have heard of a topic and may know a little about it but are not experts. Discuss the kinds of decisions that an author would make based on an understanding of the audience.
4. Watch the video with your student. Invite comments.

#### Check-In

1. Read the directions with your student. Then, have your student answer the questions, either orally or in writing.
2. **IF** your student struggles to answer Question 1, **THEN** ask this question: Do all texts make arguments, or do some inform instead? (Some texts inform, and some tell stories.)
3. **IF** your student has difficulty answering Question 2, **THEN** have them go back to the instructional text and focus on the Key Words *claim* and *evidence*.
4. **IF** your student cannot answer Question 3, **THEN** remind them that people have different levels of knowledge about topics. Also, ask them to consider how an author might write differently for adults than for children.

#### Practice

1. Read the directions with your student.
2. Instruct your student to read the passage, preferably twice, and then answer the questions in their notebook.
3. **IF** your student struggles to answer Question 1, **THEN** have them focus on the passage’s title and first paragraph.
4. **IF** your student is unsure about how to answer Question 2, **THEN** remind them that evidence consists of information, such as facts. Reiterate that the evidence supports the author’s claim.
5. **IF** your student struggles to answer Question 4, **THEN** ask this question: Does population growth affect everyone or just some people? (everyone)

### Objective: In this lesson,  you will evaluate the evidence used to support a claim in an argumentative text.

#### Key Words

* **argumentative text** – writing that states and defends an opinion
* **claim** – the opinion expressed in an argumentative text
* **evaluate** – to form an idea of the value of a thing or an idea
* **evidence** – facts or other information that supports an idea
* **source** – a person, place, or thing that gives information

#### Explain

1. Read the first two paragraphs with your student, drawing the comparison between using evidence to solve a criminal case and using evidence to support an opinion. Challenge your student to start thinking about what constitutes accurate evidence.
2. Review the bulleted list of questions with your student. Clarify their understanding of *evaluate* by explaining that they will be judging the quality of the evidence. You may wish to use the term *accurate* to describe evidence that is correct (and that can be proved so) and the term *credible* to describe evidence that can be trusted.

#### Check In

1. Read the directions with your student.
2. Have your student complete the sentences in their notebook.
3. **IF** your student has difficulty completing Sentence 1, **THEN** give an example of a related fact and opinion, such as the following:
	1. Golden retrievers are a breed of dog that originated in Scotland in the 1800s. (fact)
	2. Golden retrievers are the cutest dogs. (opinion)

 Guide your student to understand why facts are generally more reliable than opinions.

1. **IF**your student struggles to complete Sentence 2, **THEN**remind them of the meaning of *source*. Ask guiding questions:
	1. Do some people know more about a topic than other people do? (yes)
	2. Do you think these people are better sources of information on that topic than others might be? (yes)
2. **IF**your student cannot complete Sentence 3, **THEN**ask a guiding question:
	1. Which is a better amount of evidence for an author’s claim: one fact or three facts? (three facts)

#### Practice

1. Read the directions with your student. Point out that this passage appeared in a previous lesson but that this time your student will focus on evaluating the use of evidence in it. You may wish to have your student read the questions first to set a purpose for reading.
2. Have your student read the passage and answer the questions in their notebook.
3. **IF** your student has difficulty answering Question 1, **THEN** remind them that a source is a person, place, or thing that gives information. A newspaper, an organization, a website, an expert, and a book are all examples of sources.
4. **IF** your student doesn’t know how to answer Question 2, **THEN** remind them that when they don’t know where the information came from, they can’t verify that it’s true.
5. **IF** your student is unsure about how to answer Question 4, **THEN** explain that they should indicate areas where they think the author could make improvements.

### Objective: In this lesson, you will compile your rough draft.

#### Key Words

* **domain-specific words** – words that have a specific meaning within a certain field or subject
* **linking words** – words that show how ideas are connected
* **precise** – exact or specific
* **vague** – unclear or inexact

#### Show What You Know

**A Note to the Learning Coach**

In this lesson, your student will finalize the rough draft of their research report. They will review their writing for language, including the use of linking words and phrases, precise language, and a clear explanation of the meanings of domain-specific terms. Before beginning the lesson, make sure your student has the rough draft that they completed in previous lessons, including their bibliography. If your student typed their rough draft using a word processing program, you might want to print a copy of your student’s draft for them to review and mark up during the lesson. If you do not have access to a printer, read your student’s rough draft on a computer screen or monitor.

1. Read the opening paragraphs to review the parts of a research report that your student has written. Explain that your student will finish the rough draft of their report by rereading it and adding other elements to make their writing clear and easy for readers to follow.
2. Make sure that your student understands that their rough draft is the first version of their completed research report. Explain that it has all of its parts, but that your student will continue to work on their report to add elements and improve their writing. Have your student read the section titled “Linking Ideas.” Explain that writers add linking words and phrases to connect ideas in their writing.
3. **IF** your student has difficulty understanding how linking words connect ideas, **THEN** provide an example: “The wildfire burned acres of forest. As a result, many wildlife habitats were destroyed.” Discuss how the linking phrase *as a result* connects the wildfire with the habitats that were destroyed. The linking phrase shows how the ideas are connected. It also helps readers better understand how wildfires affect habitats. Then, discuss the different types of connections that the examples in the chart help to show between information and ideas in a report.
4. Have your student read the paragraph of the student model to examine how the writer used linking words and phrases in her writing. Discuss the explanation of the two purposes for the use of the linking word *Another.* **IF** your student would benefit from a review of the central idea of the student model, **THEN** reread the introduction with them and discuss the idea being conveyed.

[Solving Climate Change](https://cite-media.pearson.com/legacy_paths/173af7b2-a4c8-4e70-95d0-52946abae675/ELA_4_0400_N_U14_D1_WP_studentmodel.pdf)

Have them answer Question 1 to analyze a second example of a linking word used in the paragraph and how it connects ideas that support the paragraph’s main idea.

1. Continue to the following screen and have your student read the section titled “Using Precise Words.” Discuss why writers review their word choices as they reread their rough draft. Explain that precise words have clear, specific meanings that help to clarify the ideas in a report.
2. Use the example sentences to examine how adding precise words make writing specific and clear for readers. Have your student compare the words that are different in the two sentences and discuss how the precise words provide a better explanation of the idea expressed in the sentence: The verb *burn* better explains how people produce power than *use*. The nouns *factories, homes,* and *cars* better describe how people use power than *things in their lives*.
3. Have your student then read “Using Domain-Specific Words.” Explain that these words relate to a topic or subject. **IF** your student struggles to understand, **THEN** provide examples: *carbon dioxide, heat-trapping gases,* and *fossil fuels* are all domain-specific words related to the topic of climate change, whereas *congress, free speech,* and *civil rights movement* are domain-specific words related to the topic of American history. Help your student understand that domain-specific words relate to a topic, but precise words can relate to any topic—they are vivid words with specific meanings.
4. Talk with your student about how domain-specific words, while helpful in writing knowledgeably about a topic, are often unfamiliar to readers. Discuss why writers support domain-specific words by defining or explaining them in their writing. Use the question to help your student understand how supporting domain-specific words helps readers understand the words and the ideas the writer wants to share about a topic.
5. Have your student continue to the next screen to apply what they have learned in the Show What You Know activity. Read the directions with your student and discuss the steps that your student will follow to complete the activity. When your student is finished with the activity, review the introduction and body paragraph. Have your student identify the words or phrases they added and the reason for their additions.

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

* **Very Successful** – My student was able to review the rough draft and identify words that were unclear or confusing. My student was able to add linking words that connected ideas, precise words, and domain-specific words with meaning clues in their writing and made their writing clear and easy for readers to follow.
* **Moderately Successful** – My student was able to review the rough draft and identify words or phrases that were unclear or confusing. My student had difficulty identifying, adding, or supporting precise and domain-specific words to make their writing clear. My student was able to add some linking words to connect ideas in their writing but used some linking words incorrectly in their writing.
* **Less Successful** – My student had difficulty reviewing the rough draft and identifying words that were unclear or confusing. My student also had difficulty adding linking words, precise words, and domain-specific words because they were unsure where the words could be added or which words they could include in their writing.

#### 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 your student to identify vague or confusing words in their writing. Discuss precise words or domain-specific words that could be added and supported as needed to make the ideas specific and clear for readers. Also, help your student identify sentences in which linking words and phrases can be added to show connections between ideas, such as how the main idea of each body paragraph connects to the central idea and how facts and details connect to the main idea of the paragraph.
* **Moderately Successful** – Review the “Show What You Know” sections of the lesson. Help your student identify and support precise or domain-specific words that could replace the vague words in their writing. Help your student identify the linking words they used incorrectly and guide your student in using the chart to identify linking words and phrases that can be used to show different kinds of connections between words. Observe as your student adds linking words and phrases in the Try This activity and provide support as needed.
* **Very Successful** – Have your student complete the Try This activity as independently as possible. Reread the instruction from “Show What You Know” as necessary.
1. Have your student read the “Try This” activity and finish the rough draft of their research report. Have them review the remaining portion of their rough draft and add linking words and phrases as well as precise and domain-specific words to their writing. Remind them to support all domain-specific terms with a definition or explanation of the meaning of the words.
2. Have your student continue by completing a quick review for content, making sure they have supported all important ideas and completed any additional citations needed. Then, guide them to produce a clean copy of their work, either handwritten or produced digitally.
3. Review the draft with your student as they explain any elements they added to their writing. Make sure to include their bibliography in this final check. Then, review the rubric with your student and discuss if any additional elements are needed in the report.
4. When your student is finished making any last additions to their rough draft, help them convert it to a digital format as needed by 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 handwritten draft. Then, guide your student in submitting the draft of their research report and bibliography to their Drop Box.

#### Review

1. Review each learning goal with your student.
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 a topic. Your student can review the concept webs when it is time to take the unit test.

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

1. **IF** your student struggles with certain topics, **THEN** review the lessons that cover topics. Be sure to revisit all the activities, including Check-In and Practice items.
2. 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. drawing a picture of a new vocabulary word
	3. setting a goal for each learning session
	4. quizzing yourself using a graphic organizer to show an author’s reasons and evidence
	5. thinking about when to use informal and formal language
	6. categorizing information to organize research
	7. watching a video

#### 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.

Example Reflection

I wasn’t sure how to figure out if the author was using informal or formal language. Then, I learned how to check a text to see. I can think about who the speaker or author is talking to. If it’s a student, like me, the language is probably formal. That is because they want me to know about something important. I can also look to see if the words are precise. For example, an author would say they “observe” instead of “I see.”