Predicting

Level 4

Teacher Edition, Student Edition, and Student Test

Reading Wings 4th Edition

The Savvy Reader

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

25044.1

The Savvy Reader—Predicting

© 2011 Success for All Foundation. All rights reserved.

Produced by the Reading Wings 4th Edition Team

Director of Development:	Nancy A. Madden
Assistant Director of Development:	Kate Conway
Project Manager:	Wendy Fitchett
Rollout Coordinator:	Kate Conway
Developers:	Kathleen Collins, Allison Dower, Richard Gifford, Angie Hale, Allison Hoge, Susan Magri, Brian Sevier
Interactive Whiteboard Developers:	Austin Jones, Chris Jones, Tyler Keen, Adrian Mathenia, Becca Slavin
Editors:	Sara Fisher, Marti Gastineau, Pam Gray, Jodie Littleton, Mary Jane Sackett, Janet Wisner
Project Coordinator:	Kristal Mallonee-Klier
Designers:	Dan Birzak, Debra Branner, Michael Hummel, Susan Perkins
Media:	Tonia Hawkins, Peter Lance, Jane Strausbaugh
Production Artists:	Irene Baranyk, Kathy Brune, Wanda Jackson, Cathy Lawrence, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbor
Proofreaders:	Meghan Fay, Samantha Gussow, Betty Wagner
Online Tools:	Michael Knauer, Victor Matusak, Terri Morrison, Christian Strama, Mary Conway Vaughan

The Success for All Foundation grants permission to reproduce the blackline masters and the student and test sections of this Targeted Treasure Hunt on an as-needed basis for classroom use.

Success *for* All
FOUNDATION®

A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286
PHONE: (800) 548-4998; FAX: (410) 324-4444
E-MAIL: sfainfo@successforall.org
WEBSITE: www.successforall.org

Table of Contents

The Savvy Reader—Predicting Level 4

Teacher Edition

Prince Paul and the Pirates 1
Predicto Gets a Clue!.....61
Go Deep! Exploring the World's Canyons 113

Student Edition

Prince Paul and the Pirates S-1
Predicto Gets a Clue!.....S-5
Go Deep! Exploring the World's Canyons S-11

Student Test

Prince Paul and the Pirates T-1
Predicto Gets a Clue!..... T-3
Go Deep! Exploring the World's Canyons T-5

LITERATURE (6 DAY)

Prince Paul and the Pirates

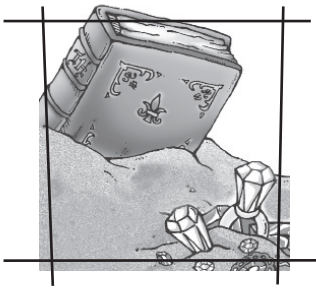
Written by Darnell Parker
Illustrated by Burgundy Beam
The Savvy Reader—Predicting, A Collection of Readings, pages 1–19
Success for All Foundation, 2011

Summary

The seaside village of Waterford is a peaceful place. But when a strange pirate ship shows up offshore, the people of Waterford face a fear they've never faced before—the fear of the unknown!

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	**Predicting (PR)**	**Base word and ending**	**Write a ballad.**
	Students will use the text and background knowledge to make predictions throughout the story.	Students will break words into base words and endings and use the endings *-ing*, *-ed*, *-ly*, and *-ous* to help them read difficult words.	Students will write ballads, or poems, about a heroic deed.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score TP

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **explain your ideas/tell why**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

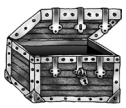
  This cycle we will read *Prince Paul and the Pirates* by Darnell Parker. As we read, we'll make predictions about the story. Good readers use the information they read in the story and think about what might happen next.

- Point out the strategy target on the team score sheet.

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
  - Tell students that the village this story's characters live in is visited by a strange, scary ship. Use **Team Huddle** to have students discuss why the ship might have frightened the whole village. Use **Random Reporter** to select students to share.
  - Explain to students that this story has a character that is looked upon as a hero. Use **Team Huddle** to have students discuss what characteristics they think a hero has. Tell students to think about how a hero acts toward others, how a hero looks, or the kinds of things a hero does. Use **Random Reporter** to select students to share.
  - Use **Think-Pair-Share** to have students discuss whom they consider to be their heros and why. Randomly select a few students to share.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. SR
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-1

Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
depart page 5	chunk: de-part	go away, leave	We waved good-bye as we watched the steamship *depart*.
menacing page 5	base word + ending: menac(e) + ing	seeming dangerous, scary	The spooky old house was so *menacing* that nobody was ever brave enough to go inside.

© 2011 Success for All Foundation

Word and Page Number	Identification Strategy	Definition	Sentence
ceased page 5	c = /s/ base word + ending: ceas(e) + ed	stopped, ended	The rumble of the garbage truck *ceased* when John turned off the engine.
courteously page 9	base word + endings: courte(sy) + ous + ly	with honor and respect, politely	I respect my teachers, so I *courteously* quiet down when they come in the room.
horizon page 10	chunk: hor-i-zon	line in the distance where the land or sea seems to meet the air	In the desert, the faraway tree was a speck against the *horizon*.
tethered page 13	base word + ending: tether + ed	tied together, attached with rope or string	The dog was *tethered* to the tree to keep it from running away.
slight page 14	-ight = /ite/ blend	small, weak, not strong	The *slight* tree snapped in the strong winds.
joyous page 18	base word + ending: joy + ous	happy, fun, full of joy	Spending time with my friends is always a *joyous* occasion for me.

Using the Targeted Skill (Introduction and Definition)

- Use **Think-Pair-Share** to have students make predictions about everyday events. Randomly select a few students to share. Example questions are provided below.

  Let's make a few predictions. Imagine that you heard thunder in the distance. What would you predict might happen with the weather? Share your thoughts with your partners. After partners share, randomly select a few students to share with the class.

  Now suppose that when you woke up one morning, you smelled pancakes cooking. What would you predict you might have for breakfast that day? After partners share, randomly select a few students to share with the class.

- Explain that predictions are guesses we have about the future that are based on information we already know. Point out that our previous experiences tell us that some things will happen. As an example, point out that our previous experiences with the sound of thunder tell us that a storm is likely; when we hear thunder we think that there will probably be a storm.
- Explain that the things we predict will often happen, but sometimes they do not. Continue with the above examples to illustrate this.

The things that we predict sometimes happen. But sometimes they don't. In the thunder example, a storm might strike or it might pass by. In the pancake example, you might have pancakes for breakfast, or you might learn that your upstairs neighbors were making pancakes for their breakfast and that you're going to have eggs and biscuits instead. The predictions you made, however, were strong guesses because you've had a lot of experiences that support what you thought would happen. Storms often follow the sound of thunder. Often what you smell cooking in the morning is what you'll have for breakfast that day.

- Explain that good readers make predictions as they read. Explain that they do this by thinking about what they've read, asking themselves if they have ideas about what's ahead, thinking about the clues that help them make these predictions, and then reading on to see what actually does happen next.

Good readers make predictions as they read. They think about what is happening in the story. Then they ask themselves if they have ideas about what might happen next, and what these ideas might be. Then they think about the clues in the story, or the reasons they make these predictions. After that, good readers read on to see what actually does happen next.

- Remind students that the things good readers predict don't always turn out to happen.
- Display the following sentence, and read it aloud. Do not reveal the other sentences on the blackline master at this time.

Blackline master provided.

> Juan bumped into the dinner table, and the glass of milk began to tumble over.

- Use **Think-Pair-Share** to have students identify what they predict, or what they think will happen next. Randomly select a few students to share. Have students tell why. Discuss these predictions, talking about the fact that many students have the same prediction. If necessary, model a likely prediction *[The milk will spill.]*, and ask how many students think the same thing.
- Display the next sentence, and read it aloud.

Blackline master provided.

> The milk spilled all over the table, making a mess.

- Use **Think-Pair-Share** to have students tell whether what they predicted actually happened. Randomly select a few students to share. Point out that what students predicted actually happened. *The milk spilled.*
- Display the next sentence, and read it aloud.

Blackline master provided.

> The deer didn't see the hungry wolf watching her from the nearby bushes.

© 2011 Success for All Foundation

- Again use **Think-Pair-Share** to have students make predictions about what they think will happen next. Randomly select a few students to share. Have students tell why. Discuss these predictions, talking about the fact that many students have the same prediction. If necessary, model a likely prediction *[The wolf will pounce on the deer.]*, and ask how many students think the same thing.
- Display the following sentence, and read it aloud.

Blackline master provided.

> At the last second, the deer heard the wolf, looked up, and ran to safety.

- Use **Think-Pair-Share** to have students tell whether what they predicted actually happened. Randomly select a few students to share.
- Point out that what students predicted didn't actually happen. Point out that students used clues to make their prediction, so it's surprising that the wolf didn't pounce on the deer.
- Explain that making predictions, and reading on to see what happens, makes stories interesting. Point out that readers often feel satisfied when their predictions are confirmed and surprised when they are not.
- Tell students that they will make predictions as they read *Prince Paul and the Pirates* this cycle. Pass out the Predicting Strategy Cards and review the steps of prediction on the front of the cards. Point out that these steps will remind students to make predictions and read on to see what really happens.

Listening Comprehension

- Explain that previewing a story and thinking about what might happen in it is one kind of prediction.
- Preview the text with students. Point out that there isn't enough information to make a prediction about what the story might be about.
- Tell students that you are about to read pages 3 and 4 aloud. Explain that as you read, you will follow the steps on your Predicting Strategy Card. Tell students that you will stop after each page to ask yourself if you can tell what might happen next, and if you can, then you will make a prediction. Explain that at the end of the passage, you will make a final prediction and write it down.

- Read pages 3 and 4 to students, using a **Think Aloud** after each page to model your thoughts, as shown in the examples that follow.

A Collection of Readings, pages 3 and 4

On most evenings, we could hear the waves lapping against the docks just below the village as we lay in bed. We could taste the salt from the water in the air. We could feel the moisture from the ocean mist. The days when the fishermen came back were the best. The whole village would run down to the piers to await their arrival. We'd watch the fishermen come back from their voyages. I loved the smell of the fish as the fishermen unpacked the holds of their vessels. I would sit on a rum cask and watch. The fishermen would sing sea chanties as they weighed their catches and swabbed the decks of the boats.

Waterford, and all who called it home, depended on the sea. The sea gave us our jobs, it brought us food, and it powered our machines. Everyone in Waterford respected and honored the power of the sea. My father, Richard Barton, owned and operated the stone mill in Waterford. As a young boy, I helped Father build the waterwheel, which pulled water from the sea, up the rocky cliffs, and into the mill. My best friend Jill's parents, Willard and Rebecca Killington, owned the fishmonger's shop. They bought the freshly caught fish from the fishermen and sold it to the villagers who lived and worked in Waterford.

The sea was our playground too. Everyone in Waterford learned to swim at a very young age. Joanna Dinsmoor, the swim instructor and lifeguard, had taught generations of Waterfordians to swim. On warm summer evenings, the entire village would come down to play in the water. Lady Dinsmoor would watch over all of us, her scrimshaw whistle hanging from her neck.

Those were good times. And as a young boy, I thought they might last forever. I was wrong.

One summer evening, after the workday was done, most of the village was down at the rocky shores. We, the children of the village, were playing in the surf. The grownups were there, too, sharing stories about the day. Lady Dinsmoor guarded us as ever with her keen, watchful eye. It was an evening like any other.

All of a sudden, the shrill sound of Lady Dinsmoor's whistle pierced the air. We'd been trained to get out of the water whenever we heard that whistle. Lady Dinsmoor would usually blow it when she spotted some dangerous sea creature, such as a shark or an orca. So when the whistle blew that night, we clambered out of the surf and onto the safety of the beach.

Lady Dinsmoor was standing on a dune, blowing her whistle and pointing out to sea. We followed her gaze. On the horizon, a few furlongs away, was a ship. I ran to my father. "Father," I asked, "what ship is that?"

My father looked out at the strange vessel. He scratched his chin and put his hand on my shoulder. "Jonathan," he said, "that is a pirate ship. And it cannot bring good fortune to our village. For wherever pirates are found, trouble follows."

Read page 3 aloud. **This page told me quite a bit about the setting of this story. Waterford is a happy place. Everyone has a good time living, working, and playing by the sea. The narrator also says that he had thought those good times would last forever, but that he was wrong. Because of that, I predict that something unpleasant is going to happen to the people of Waterford.**

© 2011 Success for All Foundation

Read page 4 aloud. **There's a pirate ship near the shore of Waterford. One of the characters says that pirate ships always bring trouble. So I predict that the pirates from the ship will invade Waterford.** Write and display this prediction on chart paper, and write "page 4" next to it.

- Point out that you used a clue from the story, that according to the story pirates always bring trouble, to make your prediction.

Preview Team Talk

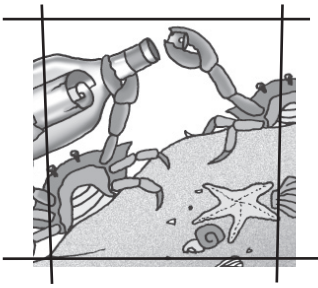
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-2

Team Talk

1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On) |PR|
2. How do the pirate stories that Jonathan has heard make him feel? Why? |CH • CE|
3. How does Jonathan know the strange ship is a pirate ship? |CE|
4. Which of the following best describes the mood in this part of the story? |MD|
   a. safe
   b. anxious
   c. confident
   d. adventurous

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: SR

  page 5 aloud with partners.

  page 6 silently.

- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that Prince Paul will come and tell the villagers what they will do about the strange pirate ship. A clue I used are the words and thoughts of the villagers. They decide to tell Prince Paul about the pirates. They say that Prince Paul will know what to do and that he will save them. Prince Paul must be a good prince. He must help his people often.* **90 points =** *I predict that Prince Paul will come and tell the villagers what they will do about the strange pirate ship. A clue I used are the words and thoughts of the villagers. They say that Prince Paul will know what to do and that he will save them.* **80 points =** *Prince Paul will come and tell the villagers what they will do about the strange pirate ship. The villagers say he will know what to do.*

© 2011 Success for All Foundation

Team Talk continued

2. How do the pirate stories that Jonathan has heard make him feel? Why? |CH • CE|

   100 points = *The pirate stories that Jonathan has heard make him feel frightened. He has heard that pirates storm ashore, attack villages, steal money from the treasuries, and leave the villages ruined.* **90 points =** *The pirate stories that Jonathan has heard make him feel frightened. He has heard that pirates storm ashore and attack villages.* **80 points =** *They make him feel frightened. He has heard how pirates attack villages.*

3. How does Jonathan know the strange ship is a pirate ship? |CE|

   100 points = *Jonathan knows the strange ship is a pirate ship because of the Jolly Roger that flies from the mast. The Jolly Roger is the standard sign of a pirate. It is a black flag with a skull and crossbones on it.*
   90 points = *Jonathan knows the strange ship is a pirate ship because of the Jolly Roger that flies from the mast.* **80 points =** *It is flying a Jolly Roger.*

4. Which of the following best describes the mood in this part of the story? |MD|

   a. safe

   b. anxious

   c. confident

   d. adventurous

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

Strategy-Use Discussion

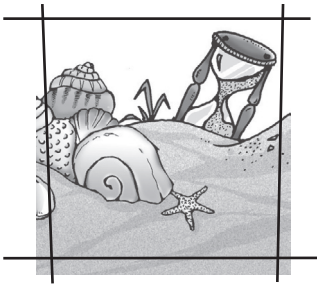
– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.

– Award team celebration points.

Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Do you think the people of Waterford should be afraid of the pirate ship? Why or why not? What do you think the villagers should do to prepare for a pirate attack? Pirates were people who sailed the seas and attacked ships. Do you think there are still pirates today? How might they be different from pirates in the past?
	– Award team celebration points.	

Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

© 2011 Success for All Foundation



FLUENCY IN FIVE TP

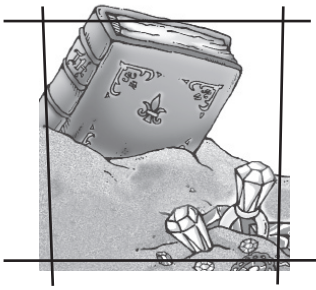
Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

Pages 5 (paragraph 5) and 6 (paragraph 1)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

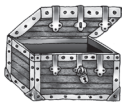
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. TP
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. SR
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.

© 2011 Success for All Foundation

- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

> What does a pirate flag look like?

Listening Comprehension

- Tell students that you are about to read a passage aloud. Remind students that as you read, you will follow the steps of prediction on your Predicting Strategy Card. Remind students that you will stop after each page to ask yourself if you can tell what might happen next, and then make a prediction. Also remind students that at the end of the chapter, you will make a final prediction and write it down.

A Collection of Readings, pages 7 and 8

- Read pages 7 and 8 to students, using **Think Alouds** after every page to model your thoughts, as shown in the examples below.

> Prince Paul, Protector General of the Realm, was the ruler of Waterford and the surrounding villages. Prince Paul's father, King Philip, lived far away in the capital city of Valmora. Each of the king's sons and daughters ruled an area of the kingdom. As the king's eldest son, Prince Paul was responsible for the day-to-day affairs of Waterford and the other nearby villages. Prince Paul had the respect of all of Waterford, for he ruled with a fair hand. He collected taxes when he needed to, and he made sure that all of Waterford was cared for. He was kind, benevolent, and just. We trusted him with our lives.
>
> On the beach, we awaited the prince's arrival. Soon the clarion call rang out, the trumpet blast that announced the prince was near. We turned our gaze from the sea toward the village.
>
> First we saw Jill scamper down the hill. "He's coming! The prince is coming!" she called to us. Then the prince himself appeared. He was clad in the most beautiful purple and gold cloak. It was decorated with the Royal Lion, the sign of his father, King Philip. The young prince had beautiful dark curls that peeked out from under his royal crown. His boots were of the shiniest leather. At his side he carried his royal sword, sheathed in its intricate scabbard. Around his neck hung his own wooden and gold spyglass.
>
> He stood at the top of the hill, his trumpet players and pages directly behind him. "People of Waterford," he called to us, his voice strong and bold, "I have heard of the pirate ship near our shores. I have come to learn more of this strange ship." Bringing his spyglass to his eye, he looked toward the distant vessel.
>
> After a few moments, the prince strode down the hill to the shore. His pages and trumpet players followed. When they reached the shore, the prince again gazed through his spyglass at the ship. Then he closed his spyglass and cleared his throat.
>
> *(continued on next page)*

He began to speak. "We have all heard the legends of pirate ships. So I can understand if you are frightened. However, we must not jump to any conclusions. I shall take a small crew of willing men and row out to the ship. We shall show this ship that we are a peaceful village that means no harm."

Many in the crowd gasped, and others questioned the prince's plan. However, the prince boldly continued. He said, "I need three willing volunteers to accompany me on this journey. I must warn you: I cannot guarantee the safety of those brave souls who shall join me. But you will earn the respect of your fellow villagers."

There was silence in the crowd.

And then my father stepped forward.

Read page 7 aloud. **Now Prince Paul has arrived. He's the protector of the people of Waterford. So I predict that he'll come up with a plan to protect the village from the pirates.**

Read page 8 aloud. **Prince Paul asks for volunteers to go to the ship. Mr. Barton, the narrator's father, steps forward. So I predict that the prince and Mr. Barton will go to the pirate ship.** Write and display this prediction on chart paper, and write "page 8" next to it.

- Point out that you used a clue from the story, that the narrator's father steps forward to volunteer, to make your last prediction.
- Point out that students should write new predictions at the end of the passage. Remind students to include the clues from the text that they used to make the predictions.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-2

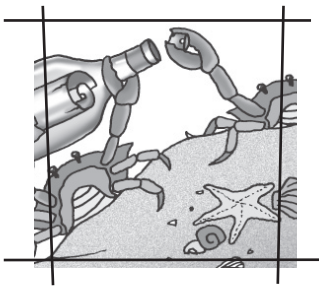
Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. Why does Jonathan's father, Mr. Barton, volunteer to go with the prince? |CE|
3. Does the prince appreciate the volunteers' help? How can you tell? |DC|

© 2011 Success for All Foundation

Team Talk continued

4. Which of the following best describes how Jonathan feels about his father's decision to sail to the pirate ship? |CH|
   a. upset
   b. proud
   c. happy
   d. jealous



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: SR

  page 9 aloud with partners.

  page 10 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that Prince Paul and the other men will be captured by the pirates. I used my knowledge about how pirates usually behave to make my prediction. Jonathan said pirates usually attack villages. I think they would also attack a ship and take four people as prisoners. I think they would want to catch the prince.* **90 points =** *I predict that Prince Paul and the other men will be captured by the pirates. I used my knowledge about how pirates usually behave to make my prediction. They attack towns, but I think they would want to catch the prince and attack his boat.* **80 points =** *Prince Paul and the other men will be captured by pirates. Pirates attack people, and they would want to catch the prince.*

2. Why does Jonathan's father, Mr. Barton, volunteer to go with the prince? |CE|

   100 points = *Mr. Barton volunteers to go with the prince because he wants to learn more about the strange ship, and he wants to help protect the village.* **90 points =** *Mr. Barton volunteers because he wants to learn more about the strange ship.* **80 points =** *He wants to learn more and protect the village.*

3. Does the prince appreciate the volunteers' help? How can you tell? |DC|

   100 points = *Yes. The prince appreciates the volunteers' help. He thanks each of them and says it is an honor. He calls them brave and asks the crowd to appreciate them and wish them a safe return.* **90 points =** *Yes. The prince appreciates the volunteers' help. He thanks them and calls them brave.* **80 points =** *Yes. He thanks the men and calls them brave.*

4. Which of the following best describes how Jonathan feels about his father's decision to sail to the pirate ship? |CH|

   a. upset

   b. proud

   c. happy

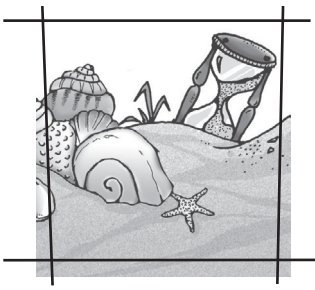
   d. jealous

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

© 2011 Success for All Foundation

Class Discussion TP

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Look at your prediction from day 1. Did what you predicted actually happen? Explain how you know. Put a check mark next to your prediction if it was confirmed. Would you have volunteered to go with Prince Paul? Why or why not? Do you think Prince Paul knows that not everyone will be happy with his plan or with the other men going with him to see the pirates? How can you tell?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

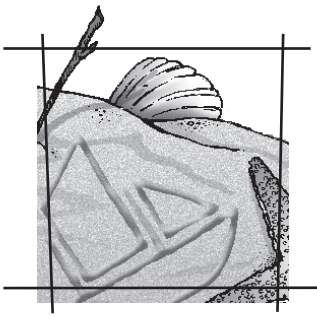
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-1

Page 9 (paragraphs 6–8)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

© 2011 Success for All Foundation

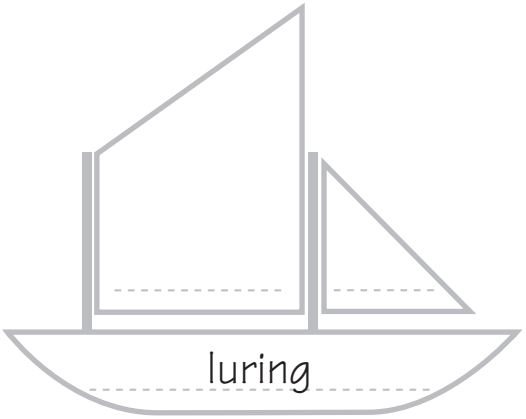


WORD POWER TP

Timing Goal: 10 minutes

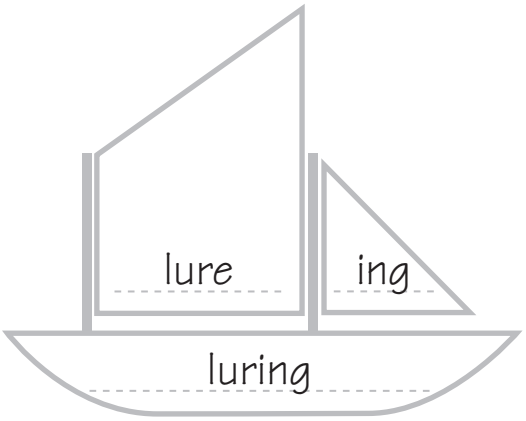
- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill—reading base words with endings. Link the skill to Captain Read More's Word Treasure clue for reading base words with endings.
- Display a sailboat with one big sail and one small sail. Write "luring" on the bottom of the boat.

Blackline master provided.

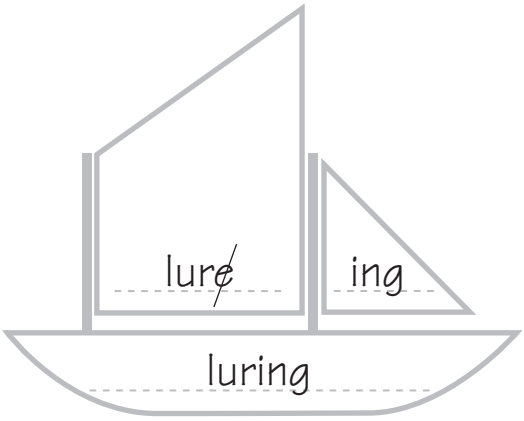


tps

- Point out that there is one main sail and one small sail. Use **Think-Pair-Share** to have students figure out what the clues mean—how the sails can help them read the word—and which word part should go on each sail. Randomly select a few students to share. Write the word parts on the sails. *The word* lure *goes on the big sail; the ending* -ing *goes on the little sail.*



- Use **Think-Pair-Share** to have students identify what should happen to the extra *e* at the end of *lure* on the big sail and which tool should be used. Randomly select a few students to share. *It should be scrubbed using a scrubber.*
- Confirm, or model, by striking out the *e* at the end of *lure* on the big sail.



- Explain to students that an ending changes the meaning of a base word. Tell students that the ending *-ing* usually means that the action described by the word is happening right now.
- Tell students they will learn words with other endings and their meanings this cycle. Tell students the endings they will learn this cycle and their meanings.

  -ed means the action described by the word happened in the past,

  -ly means that an action is happening in a particular way or manner, and

  -ous forms adjectives that mean full of.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Confirm, or model, by reading Captain Read More's treasure note.

Word Treasure	Sometimes words have endings on them. If you're having trouble reading a word like this, read the base word and ending first, and then read the whole word.

- Tell students to look out for words from this cycle's vocabulary list that have base words with endings.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

© 2011 Success for All Foundation

Student Edition, page S-2

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. curved *curve + ed; bent in the past*
2. perfectly *perfect + ly; in a perfect manner*

Building Meaning

depart	menacing	ceased	courteously
horizon	tethered	slight	joyous

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

   100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

4. Choose the word that best fits in the blank.

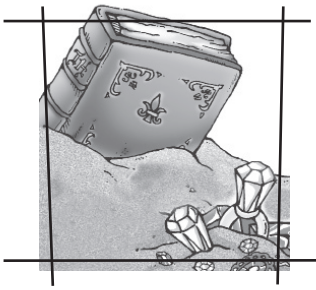
   As the sun dipped below the *horizon*, it created a beautiful orange and red reflection on the ocean.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- **How many points did you earn today?**
- **How well did you use the team cooperation goal and behavior?**
- **How can you earn more points?**



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

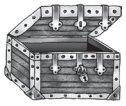
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. TP
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. SR



- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.

© 2011 Success for All Foundation

- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

> How does Prince Paul feel about his volunteers?

Listening Comprehension

- Tell students you are about to read pages 11 and 12 aloud. Remind students that as you read you will follow the steps of prediction on your Predicting Strategy Card. Tell students that you will stop after each page to ask yourself if you can tell what might happen next, and then make a prediction. Also remind students that at the end of the passage you will make and write down a final prediction.

A Collection of Readings, pages 11 and 12

- Read pages 11 and 12 to students, using **Think Alouds** after each page to model your thoughts, as shown in the examples below.

> Through our spyglasses, we watched the tiny rowboat as it neared the pirate ship. I could hardly breathe. In the rowboat, my father and Mr. Killington were pulling at the oars, their strong muscles propelling the tiny boat through the choppy waves. In the back of the boat, Mr. Harrison waved a white flag he had taken from the village pier. He waved the flag as a sign to the pirates that the Waterford villagers were a peaceful group who meant no harm. Prince Paul stood proudly at the prow, his hand on his revolver in case any trouble arose. No one knew what awaited our brave fellow Waterfordians as they rowed closer and closer to the dark ship.
>
> On the beach, I held tight to my mother's hand. "What shall we do now, Mother?" I asked, looking up at her. "Is there anything we can do to help Father?"
>
> My mother looked upon me, her eyes wet with tears. "No, Jonathan, there is nothing we can do, save hope for the best and pray for a safe return."
>
> As the rowboat neared the ship, a gasp went up from the crowd on the shore. The pirate ship was swiveling its cannons to face the tiny boat! My mother gripped my hand fiercely. Everyone knew that the rowboat could not withstand a blast from the mighty cannons of the pirate ship! Were the cannons to fire, it would spell certain doom for the brave souls in the boat.
>
> Prince Paul must have seen the swiveling cannons, for he reached back and grabbed the white flag from Mr. Harrison. The prince waved it high above his head. I can little imagine what ideas must have been flowing through his head. I could tell that he was shouting something at the pirate ship. Perhaps he was yelling, "Stand down, sirs! Hold fast your cannons! We come in peace, and we mean you no harm!"
>
> *(continued on next page)*

Whatever his words, they seemed to have had an effect, because the cannons did not fire. In fact, as I watched through my spyglass, I saw the pirates toss a rope to the rowboat. My father reached up, caught the rope, and tethered his boat to the mighty ship. Then the pirates dropped a rope ladder overboard. It seemed as though they were inviting Prince Paul, my father, and the others aboard! But why?

Read page 11 aloud. **Oh no! The cannons on the pirate ship have swiveled and aimed at the rowboat! I hope it doesn't happen, but I predict the pirate ship will fire its cannons at the rowboat!**

Read page 12 aloud. **The pirates have thrown a rope ladder down to the rowboat. Whew! It looks like they're not going to fire on the rowboat after all. I do, however, predict that Prince Paul and the others from Waterford will board the pirate ship.** Write and display this prediction on chart paper, and write "page 12" next to it.

- Point out that you used a clue from the story, that the pirate ship throws a rope ladder, to make your last prediction.
- Point out that students should write a new prediction at the end of the passage. Remind students to include the clues from the text that they use to make the prediction.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-3

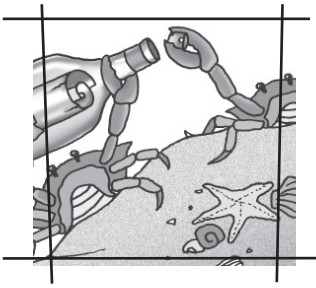
Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. Which of the following best defines the word *scaled* as it's used on page 13? |DC|
   a. climbed
   b. covered in plates
   c. weighed
   d. skipped over

© 2011 Success for All Foundation

Team Talk continued

3. Why does Jonathan suggest that the Killingtons go home with him and his mother? |CE|
4. An optimist is someone who usually thinks things will turn out OK. Is Jill Killington an optimist? How can you tell? |DC • CH|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: SR

  page 13 aloud with partners.

  page 14 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that the Killingtons and Bartons will find a way to keep their minds off their problems. I used events that happen in the story to make my prediction. Jonathan suggests that the Killingtons come over because they are in the same position. Mrs. Barton seems like she is trying to act normally by making tea for everyone. I think they will try to act normal and do something together.* **90 points =** *I predict that the Killingtons and Bartons will find a way to keep their minds off their problems. I used events that happen in the story to make my prediction. They try to act normal even though they have problems.* **80 points =** *The Killingtons and Bartons will find a way to keep their minds off their problems. I used events that happen in the story to make my prediction.*

2. Which of the following best defines the word *scaled* as it's used on page 13? |DC|

   a. *climbed*

   b. covered in plates

   c. weighed

   d. skipped over

3. Why does Jonathan suggest that the Killingtons go home with him and his mother? |CE|

   100 points = *Jonathan suggests that the Killingtons go home with him and his mother because both families are in the same position. Mr. Barton and Mr. Killington are on the pirate ship. Both families have to wait to see what happens on the ship. Both families are afraid and worried.* **90 points =** *Jonathan suggests that the Killingtons go home with him and his mother because both families are in the same position. Mr. Barton and Mr. Killington are on the pirate ship.* **80 points =** *Both families are in the same position. The men are on the pirate ship.*

4. An optimist is someone who usually thinks things will turn out OK. Is Jill Killington an optimist? How can you tell? |DC • CH|

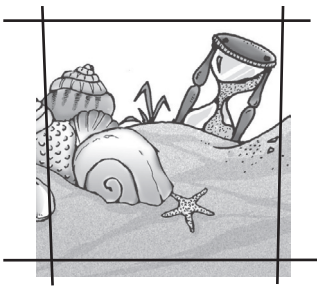
   100 points = *Yes. Jill Killington is an optimist. I can tell because she tells Jonathan that she thinks everything will be fine. She says their fathers are wise and brave. She also thinks Prince Paul will not let anything happen to their fathers.* **90 points =** *Yes. Jill Killington is an optimist. I can tell because she tells Jonathan that she thinks everything will be fine.* **80 points =** *She is an optimist. She thinks everything will be fine.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

© 2011 Success for All Foundation

Class Discussion TP

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Look at your predictions from days 1 and 2. Did anything else that you predicted actually happen? Explain how you know. Put a check mark next to your predictions if they were confirmed. Do you think the Killingtons and Bartons are happy to keep one another company? Why or why not? Jonathan and the rest are very worried about what is happening on the pirate ship. What do you think they should do to keep their minds off their situation? Why?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	



FLUENCY IN FIVE TP

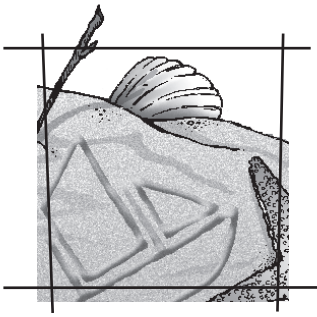
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-1

Page 9 (paragraphs 6–8) or 13 (paragraphs 3–6)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency Rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



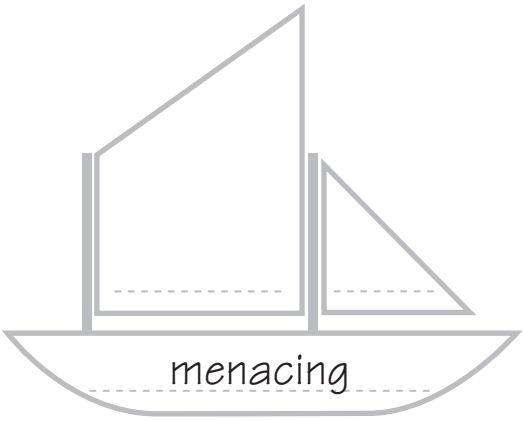
WORD POWER TP

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (base word and ending).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn about base words and endings. Randomly select a few students to share. *Endings change the meanings of base words. For example, the ending* -ing *means the action described by the word is happening right now.*

© 2011 Success for All Foundation

- Point out that there are words from this cycle's vocabulary list that contain base words with endings. Draw, or display, another blank sailboat. Write the word "menacing" on the bottom of the boat.



- Use **Think-Pair-Share** to have students identify which word should go on the big sail and what should be written on the small sail. Randomly select a few students to share. *The word* menace *should go on the big sail; the ending* -ing *should go on the small sail.*
- Point out that there are other words from this cycle's vocabulary list that contain base words with endings. Repeat the previous activity with the words *ceased*, *courteously*, *tethered*, and *joyous*.
- Use **Think-Pair-Share** to have students identify what the base words and endings mean. Randomly select a few students to share. Menacing = *acting threatening or scary right now;* ceased = *stopped in the past;* courteously = *acting in a polite manner;* tethered = *tied together in the past;* joyous = *full of joy or happiness.*
- Use **Think-Pair-Share** to have students identify the words from the vocabulary list that need the scrubber. *The words* menacing *and* ceased.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-3

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. labeling *label + ing; marking with a label or tag right now*
2. thudded *thud + d + ed; fell with a heavy sound in the past*

Building Meaning			
depart	menacing	ceased	courteously
horizon	tethered	slight	joyous

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

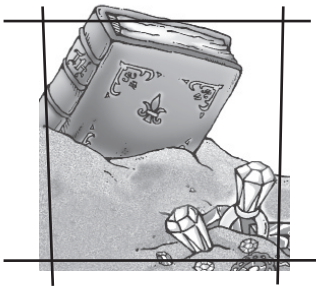
   100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

4. We are going to depart for the beach tomorrow morning at seven o'clock to beat the heavy traffic. *Depart* means—
   a. bring.
   b. receive.
   c. arrive.
   d. leave.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

© 2011 Success for All Foundation



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. TP
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. SR
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.

- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

> Does Jill have a positive outlook on life? How can you tell?

Listening Comprehension

- Tell students that you are about to read pages 15 and 16 aloud. Remind students that as you read you will follow the steps of prediction on your Predicting Strategy Card. Tell students that you will stop after each page to ask yourself if you can tell what might happen next, and then make a prediction. Also remind students that at the end of the passage you will make a final prediction and write it down.

- Read pages 15 and 16 to students, using a **Think Aloud** after each page to model your thoughts, as shown in the examples below.

A Collection of Readings, pages 15 and 16

> As we sipped our tea, our spirits warmed. Still, the time weighed heavily on us. Jill suggested that we play a parlor game to pass the time. "That's a wonderful idea, Jill," said Mrs. Killington. "Shall we play Old Maid?" We all agreed that would be a great idea. "Mrs. Barton," Jill's mother inquired, "have you any playing cards?"
>
> "Why, yes," my mother replied, and went to fetch the cards from our kitchen (for my father and I would often play cribbage at night at the kitchen table). We settled around the parlor table, the four of us, and my mother dealt the cards. She dealt seven cards to each of us, and we began the game. All of a sudden, there was a commotion in the street outside. My mother and Mrs. Killington leaped from the table and ran to the front door. Jill and I followed close behind. Out in the street, a young man was running through the rain. He shouted, "The men are returning! The men are returning!" I looked as the man drew closer. It was Wallace Harrison, the butcher's son. "The men are returning! The rowboat draws near the shore!"
>
> Without stopping even to put on our cloaks, we hustled out the door and down the cobblestone streets toward the hill and the rocky shore beyond. As we ran, the entire village seemed to gather in the streets. They hurried behind us to the shore.
>
> As it had grown late, it was too dark to see much upon the sea. We could scarcely make out the ghostly silhouette of the pirate ship against the horizon, much less the tiny rowboat upon the waves. Still we peered into the blackness for any sign of the men.
>
> *(continued on next page)*

© 2011 Success for All Foundation

"Wallace!" my mother said sharply. "How is it that you have come to know the men are returning? We can see nothing in this darkness."

Wallace Harrison took off his hat and bowed to my mother. He cleared his throat and said, "Mrs. Barton, as you know, my father went in that rowboat with your husband and the prince. I have been sitting on the shore ever since their departure, even though you returned to your home. Only a few minutes ago, I saw a lamp burning against the sky. It grew closer and closer. Hark! There it is!" He pointed toward the darkness of the sea.

Indeed, a dim light bobbed and winked in the blackness: the rowboat returning from the ship! We ran to the dock to await its arrival. When the rowboat drew closer, a gasp went up from the crowd. For when it had departed, there were four men aboard. Now, there were only three.

Who had not returned? Was it the prince? Was it my father? Was it Mr. Killington or Mr. Harrison? I couldn't imagine what might have happened to the man who hadn't returned. Three shadowy shapes in the rowboat. Was my father among them?

The light from the lamp grew stronger. We heard the muffled sound of oars. At last, the faces of the men appeared.

Mr. Harrison and my father were rowing. Mr. Killington stood in the prow, holding the lamp.

But His Highness Prince Paul, our Protector General, was nowhere to be seen.

Read page 15 aloud. **After reading this page, I don't have enough information to make a prediction. I just don't know what will happen next. So at this point I can't make a prediction.**

Read page 16 aloud. **When the rowboat arrives, Prince Paul isn't on it. I know that pirates are dangerous people. I predict that the villagers are going to learn that something bad has happened to Prince Paul.** Write and display this prediction on chart paper, and write "page 16" next to it.

- Point out that you used a clue from the story, that pirates are dangerous people, to make your last prediction.
- Point out that students should write new predictions at the end of the passage. Remind students to include the clues from the text that they used to make the prediction.

Preview Team Talk

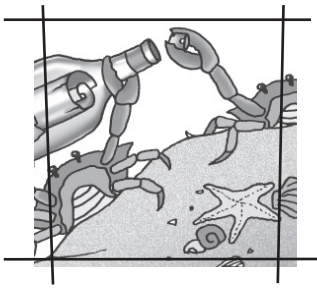
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-4

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|
2. Why is Prince Paul still on the ship? |CE|
   a. He wants to give up being a prince and be a pirate instead.
   b. He beat the pirate captain in a fight and is holding him prisoner.
   c. The pirates captured him and are holding him for ransom.
   d. The ship is manned by people from one of the kingdom's villages.
3. In one or two sentences, tell what happened to the crew from Avalon. |SU|
4. What do you think Mr. Barton is talking about when he says the phrase "when the cock crows"? Support your response. |CL|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: SR

  page 17 aloud with partners.

  page 18 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

© 2011 Success for All Foundation

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that everyone in Waterford will wake up early so they can help the sailors from Avalon make it home safely. I used events in the story to make my prediction. The villagers are happy to learn that the ship has sailors from Avalon on it. They are happy that the prince is safe with the sailors. I think they will want to help their neighbors make it home safely.* **90 points =** *I predict that everyone in Waterford will wake up early so they can help the sailors from Avalon make it home safely. I used events in the story to make my prediction. The villagers are happy to learn that the ship has sailors from Avalon on it.* **80 points =** *Everyone in Waterford will wake up early so they can help the sailors from Avalon make it home safely. I used events in the story to make my prediction.*

2. Why is Prince Paul still on the ship? |CE|

   a. He wants to give up being a prince and be a pirate instead.

   b. He beat the pirate captain in a fight and is holding him prisoner.

   c. The pirates captured him and are holding him for ransom.

   d. The ship is manned by people from one of the kingdom's villages.

3. In one or two sentences, tell what happened to the crew from Avalon. |SU|

   100 points = *The crew from Avalon met pirates while sailing. They fought the pirates and won but lost their ship. They took the pirate ship and sailed for a safe harbor.* **90 points =** *The crew from Avalon fought pirates and won the battle but lost their ship. They took the pirate ship.* **80 points =** *They fought with pirates and took their ship.*

4. What do you think Mr. Barton is talking about when he says the phrase "when the cock crows"? Support your response. |CL|

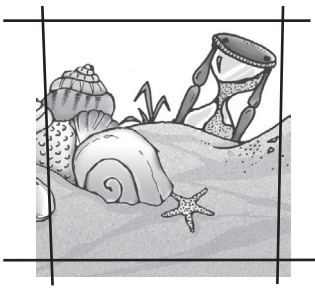
   100 points = *I think Mr. Barton is talking about a rooster crowing in the morning when he says the phrase "when the cock crows." He wants the villagers to meet early in the morning to repair the ship. I know roosters are birds that crow in the morning. People often think of farmers waking up when roosters crow in the morning.* **90 points =** *I think Mr. Barton is talking about a rooster crowing in the morning when he says the phrase "when the cock crows." I know roosters are birds that crow in the morning.* **80 points =** *He is talking about a rooster crowing in the morning. I know that is what roosters do.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Look at your predictions from days 1–3. Did anything else that you predicted actually happen? Explain how you know. Put a check mark next to your predictions if they were confirmed. How do you think Prince Paul and his volunteers feel when they realize the crew is from Avalon? Why? What do you think the Avalonian crew could have done to keep from frightening the villagers?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	

© 2011 Success for All Foundation



FLUENCY IN FIVE TP

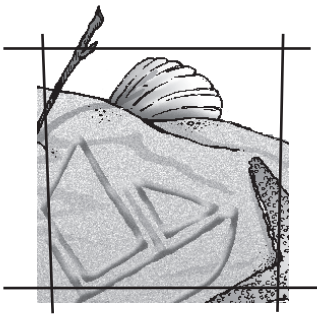
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-1

Page 9 (paragraphs 6–8), 13 (paragraphs 3–6), or 17 (paragraphs 5–8)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER TP

Timing Goal: 10 minutes

- Remind students of the Word Power skill (base word and ending) and the Word Treasure clue that Captain Read More uses for this skill (a sailboat with one big sail and one small sail).
- Use **Think-Pair-Share** to have students explain what each of the endings *-ing*, *-ed*, *-ly*, and *-ous* at the end of a word tells them about the word's meaning. Randomly select a few students to share. *The ending* -ing *means the action described by the word is happening now;* -ed *means the action described by the word happened in the past;* -ly *means the action is happening in a certain way; and* -ous *makes an adjective that means full of.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Preparation: Display the Word Power Challenge.

Word Power Challenge

1. When we lived near the park, we made <u>numerous</u> trips there during the week to play.
2. I am <u>chilling</u> my hot cocoa by adding a little cool milk to it before I drink it.

- Use **Random Reporter** to select students to read each sentence orally and identify the base word, ending, and meaning of each underlined word. Numerous = number + ous*: full of numbers, many;* chilling = chill + ing*: making colder right now.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. SR

Student Edition, page S-4

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. fondly *fond + ly; in an affectionate way*
2. humorous *humor + ous; full of humor, funny*

© 2011 Success for All Foundation

Building Meaning			
depart	menacing	ceased	courteously
horizon	tethered	slight	joyous

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

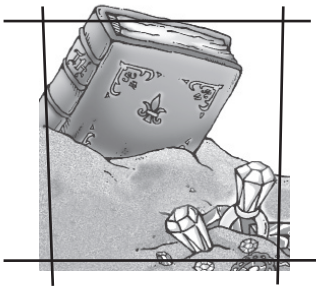
   100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

4. Choose the word that best fits in the blank.

   The dog was <u>*tethered*</u> to the tree by a rope so it couldn't run away from its yard.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.

  In yesterday's reading, we learned that the ship wasn't crewed by pirates after all. It's crewed by people from a village called Avalon. Today we will find out whether the people of Waterford can help the sailors fix their former pirate ship and get home safely.

Vocabulary TP

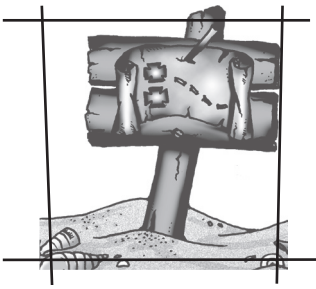
- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. SR

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #6 ask about predicting.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.

© 2011 Success for All Foundation

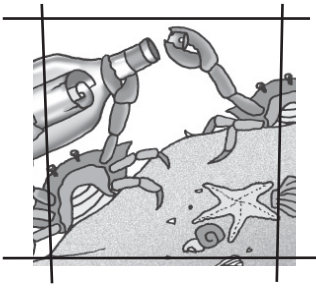
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Team Discussion TP

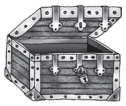
Teacher procedures for Teamwork vary with strategy instruction.

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.

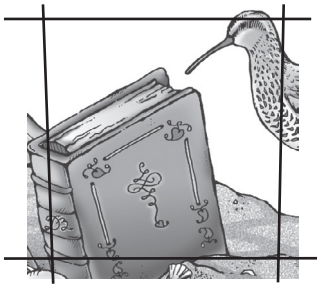
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.



- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.



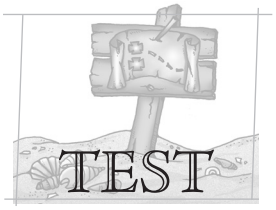
BOOK CLUB

Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

© 2011 Success for All Foundation



Comprehension Questions

Read page 19 of *Prince Paul and the Pirates*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. What was one of your predictions from days 1–4? Did anything else that you predicted actually happen? Explain how you know. |PR|

   20 points = *One of my predictions was that Prince Paul and his volunteers would be captured by the pirates on the ship. This did not happen in the story. The sailors on the ship were not pirates. They recognized Prince Paul and welcomed him aboard their ship.* **15 points =** *One of my predictions was that Prince Paul and his volunteers would be captured by the pirates on the ship. This did not happen in the story. The sailors on the ship were not pirates.* **10 points =** *I said Prince Paul would be captured by pirates. He wasn't because the sailors weren't pirates.*

10 points

2. Jonathan is upset when Prince Paul asks for volunteers because— |CE|

   a. he is too young to fight pirates with Prince Paul.

   b. his mother wants to help the prince stop the pirates.

   c. he wants to get paid to sail out to the pirate ship.

   d. his father volunteers to sail out to the pirate ship.

20 points

3. What do the people of Waterford and the sailors from Avalon do **after** the ship is repaired? |SQ|

   20 points = *After the ship is repaired, the people of Waterford and the sailors from Avalon have a feast together. They share stories about their villages. They dance and eat into the night.* **15 points =** *After the ship is repaired, the people of Waterford and the sailors from Avalon have a feast together.* **10 points =** *They have a feast.*

20 points

4. What does the captain of the crew from Avalon rename the ship? Why? |CE|

   20 points = *The captain of the crew from Avalon renames the ship* Waterford Pirate. *He does this to thank the people of Waterford for their help. With their help, the ship is repaired in four days.* **15 points =** *The captain of the crew from Avalon renames the ship* Waterford Pirate *to thank the people for their help.* **10 points =** *He renames it* Waterford Pirate *to thank the people for helping.*

10 points

5. The mood at the end of the story is best described as— |MD|
   a. nervous.
   b. sorrowful.
   c. gloomy.
   d. joyous.

20 points

6. Read the following passage, which is from another Prince Paul story. Make a prediction about what will happen next. Explain the clues you used to make your prediction. |PR|

   One day, an important letter from King Philip arrived for Prince Paul. The prince read the letter. Then he called for his pages to saddle his horse and pack his bags. When everything was ready, Prince Paul mounted his trusted horse Midnight and rode away.

   20 points = *I predict that Prince Paul is on his way to meet King Philip. He reads a letter from his father and decides to leave as quickly as possible. It must be important that he see his father soon. If it wasn't important, he might have taken his time getting ready for his journey.* **15 points =** *I predict that Prince Paul is on his way to meet King Philip. He reads a letter from his father and decides to leave as quickly as possible. It must be important that he see his father soon.* **10 points =** *Prince Paul will travel to see his father. He leaves after getting a letter from him.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write each word on your paper. Then write the base word and ending. Write a definition for each word. Draw a sailboat if you need help.

5 points

1. gliding *glide + ing; sliding right now*

5 points

2. endured *endure + ed; lasted or held out against something in the past*

5 points

3. famous *fame + ous; full of fame or popularity*

5 points

4. gradually *gradual + ly; in a slow or little-by-little manner*

© 2011 Success for All Foundation

Building Meaning

depart	menacing	ceased	courteously
horizon	tethered	slight	joyous

10 points 5. Write a meaningful sentence for the word *slight*.

10 points = *The small stack of papers only made a slight sound when it fluttered to the ground while the book landed with a thud.* **5 points =** *The small stack of papers only made a slight sound when it fluttered to the ground.* **1 point =** *The falling stack of papers only made a slight sound.*

10 points 6. John's parents always praise him when he acts *courteously* to others and scold him when he is rude.

10 points 7. My dad tethered an old tire to a thick tree branch with rope to make a tire swing. *Tethered* means—

a. cut.
b. loosened.
c. tied.
d. removed.

10 points 8. The grinding sound of the train's wheels finally *ceased*, and Wilber took his fingers out of his ears.

10 points 9. Dinner is always a joyous occasion at our house when all the family sits at the table together. *Joyous* means—

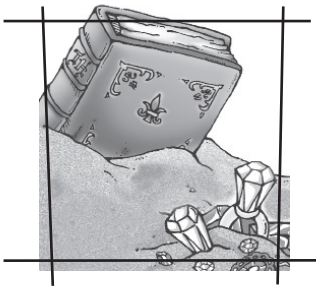
a. pleasant.
b. happy.
c. annoying.
d. tiring.

10 points 10. When the sun came over the *horizon* in the morning, it burned off the fog and warmed the air.

10 points 11. The lion made a menacing roar that let other lions know they were in his territory. *Menacing* means—

a. weak.
b. quiet.
c. happy.
d. scary.

10 points 12. Kevin stood on the curb in front of the house and watched the taxi *depart*, taking his mother to the airport.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

  Today you will write a ballad about a heroic deed to share with your classmates. The people of Waterford believe Prince Paul and his three volunteers do something very brave even though the situation turns out to be quite safe. They risk their lives to approach the pirate ship and find out what the pirates want. Luckily, the ship is crewed by friendly people from the village of Avalon, but that does not stop people from being proud of their prince and the brave men from the village.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a ballad.

  A ballad is a type of poem that tells a story. The story is often about heroic deeds or romance. Originally, ballads were often set to music and were sung by traveling minstrels, who often spread tales of bravery from one place to the next. For example, many ballads were written about Robin Hood, who became a legendary hero. A ballad can be as short as two stanzas or as long as the poet wants. Each stanza is usually four-lines long. Ballads rhyme and usually have a pattern of *abab* or *aabb*.

- Display the following ballad. Read the ballad aloud to students.

© 2011 Success for All Foundation

Blackline master provided.

"Ballad of the Avalonian Crew"

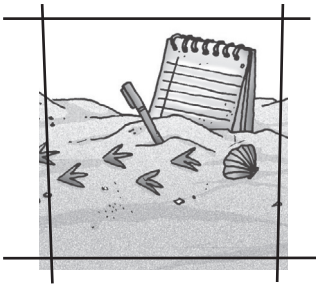
The men of Avalon went sailing,	*a*
Into the wild waters of blue.	*b*
Their wives and children waving,	*a*
Hoping this would not be their last adieu!	*b*
One fateful day, a strange ship appeared,	*c*
Its Jolly Roger flying high!	*d*
"Into the battle, men!" they cheered,	*c*
And those pirates they did defy.	*d*
They boarded the pirate ship,	*e*
Their damaged vessel sinking fast.	*f*
They told those pirates to take a dip,	*e*
And won the battle with a final cannon blast!	*f*

- Use **Think-Pair-Share** to have students identify what story this ballad tells. Randomly select a few students to share. *The ballad tells the story of the sailors from Avalon. It tells what happened when they fought the pirates.*

- Use **Team Huddle** to have students discuss the poem's structure. Use **Random Reporter** to select students to share.

  Let's take a look at the poem's structure. How many stanzas does this poem have? Remember, a stanza is a group of lines in a poem. A stanza is like a paragraph. *There are three stanzas.* **Good. Does this ballad have the correct number of lines in each stanza?** *Yes. Each stanza has four lines.* **Right. Let's look at the rhyme pattern. What is the pattern of the first stanza?** *It is* abab. **Yes. Lines 1 and 3 rhyme, and lines 2 and 4 rhyme. Does the basic rhyme pattern change in the ballad?** *No. It stays the same in all three stanzas.* **Good. When you choose a rhyme pattern, you need to use it in each stanza of your ballad. You should not change the rhyme pattern in the middle of your ballad. It will throw off the rhythm and flow of your poem! You will notice that the next two stanzas have the rhyme patterns *cdcd* and *efef*. They are the same pattern as *abab* but represented with different letters. Why do you think that is?** Wait for students' responses. **Good. They have different letters because none of the rhyming words are the same. If the second or third stanza used words that rhymed with lines 1 and 3, you would use the letter *a* to represent them. We use a new letter to represent each new rhyme. This is all information that is important for you to know before you write your own ballad.**

- Tell students that they will write three-stanza ballads about a heroic deed.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

  Remember that today you will write a ballad about a heroic deed.

tps

- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page S-4

Writing Prompt
You read about the heroic actions of Prince Paul and the men from Waterford this cycle. Create a short story about a character performing a heroic action. Tell that character's story in the form of a ballad. Your ballad will have at least three stanzas of four lines each. In the first stanza, introduce the character. In the second stanza, tell about the problem he or she faces. In the third stanza, solve the problem. Your ballad should have a rhyme pattern of *abab* or *aabb* throughout all three stanzas. Remember to give your ballad a title. When you have finished, you will share your ballad with your classmates.

Scoring Guide	
You write a ballad about a character performing a heroic action. Your ballad has at least three stanzas of four lines each.	**20 points each stanza (60 points maximum)**
Your first stanza introduces the character.	**10 points**
Your second stanza tells about the problem.	**10 points**
Your third stanza solves the problem.	**10 points**
Your ballad's rhyme pattern is either *abab* or *aabb*.	**5 points**
Your ballad has a title.	**5 points**

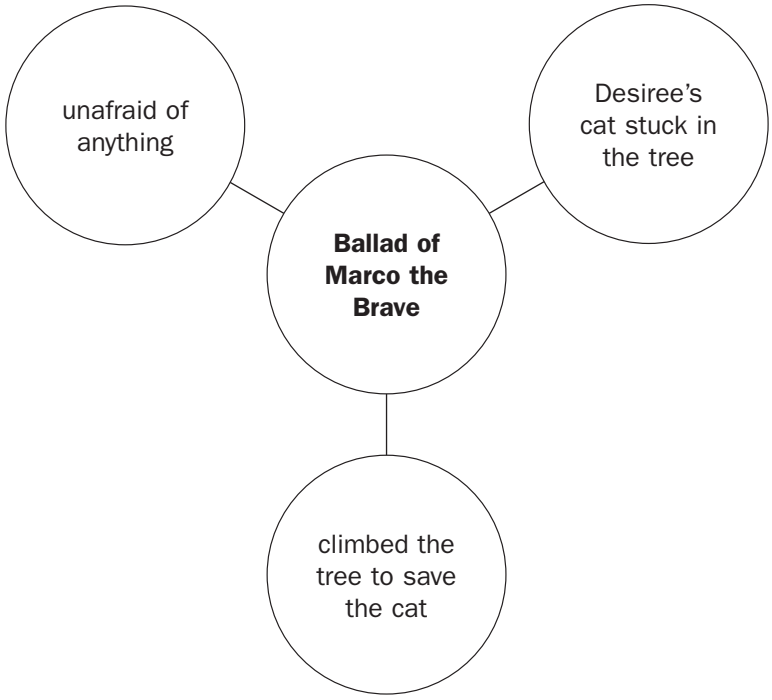
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

© 2011 Success for All Foundation

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our ballads.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.

- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. SR
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. SR
- Tell students to help their partners by pointing out whether their ballads are in the correct format.

Remember that a ballad has a particular format that is mentioned in the writing prompt and scoring guide. It should be at least three stanzas long and have four lines in each stanza, a rhyme pattern of *abab* or *aabb*, and a title. You can help your partner by identifying where his or her ballad may differ from these guidelines.

- Display the following ballad. Read the ballad aloud to students.

Blackline master provided.

Let me share with you the tale
of Marco, the bravest boy who ever lived.
He was courageous and could never fail,
And upon doing dangerous deeds he thrived.

One day poor Desiree Hatcher's kitten
By the tree-climbing bug was bitten.
She climbed and climbed till she reached the top
Then became terrified that to the ground she would drop.

Marco arrived to find Desiree in tears
And promised to fetch her kitten and end her fears.
He climbed to the highest, thinnest limbs of the tree,
And very bravely from terror set the kitten free.

- Use **Team Huddle** to have students identify the missing parts of this ballad. Use **Random Reporter** to select students to share. *The ballad does not have a title. The first stanza has a rhyme pattern* of abab *while the second and third stanzas are* ccdd *and* eeff.

© 2011 Success for All Foundation

- Use **Team Huddle** to have students think of ways to fix the rhyme pattern in the ballad. Use **Random Reporter** to select students to share. *The author could change the first stanza to have* an aabb *rhyme pattern.*
- Tell students to help their partners and make suggestions to improve their ballads.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

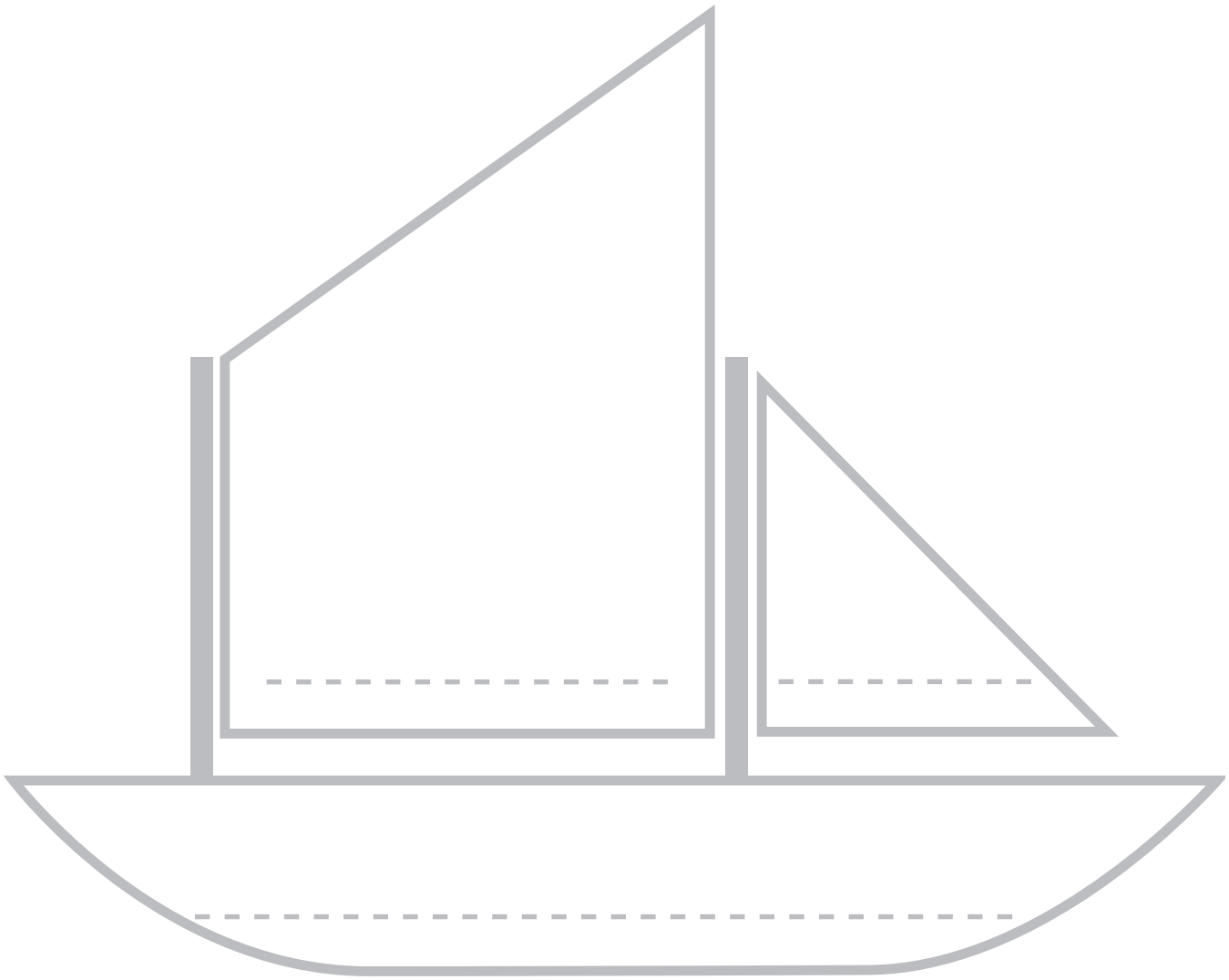
Juan bumped into the dinner table, and the glass of milk began to tumble over.

The milk spilled all over the table, making a mess.

The deer didn't see the hungry wolf watching her from the nearby bushes.

At the last second, the deer heard the wolf, looked up, and ran to safety.

© 2011 Success for All Foundation



"Ballad of the Avalonian Crew"

The men of Avalon went sailing,	*a*
Into the wild waters of blue.	*b*
Their wives and children waving,	*a*
Hoping this would not be their last adieu!	*b*
One fateful day, a strange ship appeared,	*c*
Its Jolly Roger flying high!	*d*
"Into the battle, men!" they cheered,	*c*
And those pirates they did defy.	*d*
They boarded the pirate ship,	*e*
Their damaged vessel sinking fast.	*f*
They told those pirates to take a dip,	*e*
And won the battle with a final cannon blast!	*f*

© 2011 Success for All Foundation

Let me share with you the tale
of Marco, the bravest boy who ever lived.
He was courageous and could never fail,
And upon doing dangerous deeds he thrived.

One day poor Desiree Hatcher's kitten
By the tree-climbing bug was bitten.
She climbed and climbed till she reached the top
Then became terrified that to the ground she would drop.

Marco arrived to find Desiree in tears
And promised to fetch her kitten and end her fears.
He climbed to the highest, thinnest limbs of the tree,
And very bravely from terror set the kitten free.

Story Map

Title: Prince Paul and the Pirates

Characters:

Jonathan Barton

Mr. and Mrs. Barton

Jill Killington

Mr. and Mrs. Killington

Lady Dinsmoor

Prince Paul

Wallace and Mr. Harrison

Setting:

Where: Waterford

When: evening in summer

Problem:

A pirate ship is sighted off the coast of Waterford.

Event: Lady Dinsmoor blows her whistle, and everyone gets out of the water. They see a pirate ship, and Jill goes to alert Prince Paul.

Event: Prince Paul meets the villagers on the beach. Mr. Barton, Mr. Killington, and Mr. Harrison volunteer to go with him to the pirate ship.

Event: The men row out to the ship. The ship points its cannons to the boat, but Prince Paul waves a white flag. The men board the pirate ship.

Event: Jonathan, Jill, and their mothers return to Jonathan's home to wait for news.

Event: The village gathers to welcome the men back. Mr. Barton, Mr. Killington, and Mr. Harrison return without the prince.

Solution:

There are no pirates on the ship, only a crew from a nearby village. Prince Paul stays the night with them, and the village helps the crew rebuild the ship. The ship is renamed the *Waterford Pirate*.

© 2011 Success for All Foundation

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 4 / *Prince Paul and the Pirates*

English Language Arts Standards: *Reading: Literature*

Integration of Knowledge and Ideas

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

English Language Arts Standards: *Writing*

Text Types and Purposes

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INFORMATIONAL (8 DAY)

Predicto Gets a Clue!

The Savvy Reader—Predicting, A Collection of Readings, pages 21–34
Success for All Foundation, 2011

Summary

Adam, Elinor, Amy, and Daniel, the students in the DVD *Predicto Gets a Clue!* will vote on the destination of their class trip. Their choices are the Maryland Science Center or the ship the USS *Constellation*. But how will they know which location will be more interesting and fun to visit? Perhaps they'll find out by reading the brochures that their teacher gave them.

"But this is an informational text," Daniel says, "and I think informational text is hard to read."

So the friends devise a plan; they'll consult The Incredible Predicto, a prognosticator who claims he can predict the content of any informational text. Surely Predicto will be able to predict the content of the brochures.

But it turns out that Predicto is not as incredible as he claims. He doesn't have a predicting strategy; he doesn't even have a clue! So the friends decide to try making predictions themselves.

Will they find clues in the text that give them ideas about the content? Will the clues help them access their background knowledge of the subject? Will predicting help them read and understand the brochures? Will Predicto actually learn how to predict? We predict that your students will learn the answers to these questions—and how to use the predicting strategy to enhance their reading comprehension—by watching *Predicto Gets a Clue!*

Instructional Objectives

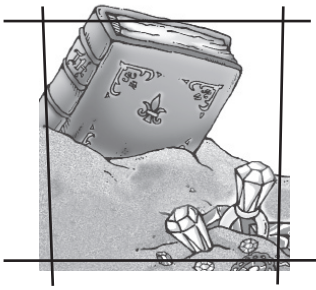
	Reading
CYCLE 1	**Predicting (PR)**
	Students will learn that predicting—using their background knowledge and clues in the text to develop ideas about what's ahead—can improve their understanding of informational texts.

Teacher's Note: Predicto Gets a Clue! is an eight-day lesson cycle that focuses on the predicting strategy. It does not follow the standard structure of Targeted Treasure Hunts.

Preparation

- You will need the Savvy Reader media DVD (print customers only), *The Savvy Reader—Predicting, A Collection of Readings* for each partnership, a Predicting Strategy Card for each partnership, and journals for writing activities.

© 2011 Success for All Foundation



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Success Review and Keeping Score TP

Teacher's Note: This cycle does not contain Fluency in Five, Word Power, meaningful-sentence challenge scores, or Adventures in Writing. Ask students to set goals in other areas.

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Tell students that the questions on the Student Test relate to predicting.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **everyone participates**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the reading objective.

  This cycle you're going to learn what a prediction is and how to use information in the text features to predict what a story is about.

- Point out the strategy target on the team score sheet.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.

- Use the items below to build or activate background knowledge about the text.
  - Use **Team Huddle** to have students discuss a time when they tried to guess something about the future. What did you try to guess? Why were you trying to guess it? Did you guess correctly? Use **Random Reporter** to select students to share.
  - Use **Team Huddle** to have students think of any jobs that people have where they have to guess or make predictions about what will happen in the future. Use **Random Reporter** to select students to share.
  - Use **Think-Pair-Share** to have students discuss what they think it takes to make a good guess or prediction about an upcoming event. Do they think they are good at predicting what happens next? Randomly select a few students to share.

Using the Targeted Skill (Introduction and Definition)

- Introduce predicting. Use **Think-Pair-Share** to have students make predictions about the weather. Randomly select a few students to share.

  We're going to learn a strategy called predicting that can help us read and understand informational texts. An informational text helps us learn about a subject by giving us information about it. When we predict, we use what we already know to make a logical guess about something that will happen in the future. We make predictions all the time. For example, suppose that when you left home this morning, the sky was completely cloudy and you heard a few rumblings of thunder. What might you predict about the weather today? *I might predict that it's going to rain or storm.* **Why would you make this prediction?** *Because of the clues—the cloudy sky and thunder—and my past experience with weather clues. From a weather forecast on television.* **How would predicting that it's going to rain help you get ready for the day?** *I could prepare for the weather. I might decide to take an umbrella or wear a raincoat.* **How would you know if your prediction came true?** *I'd know if it rained or stormed.* **So—if what you expected to happen actually happened, you'd know your prediction had come true. Your prediction would be confirmed.**

  Good readers make predictions too. They look for clues in a text to give them ideas about what's ahead. Thinking about the clues and making predictions helps them get ready to read. And that helps them understand a text and learn more from it.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.

© 2011 Success for All Foundation

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-5

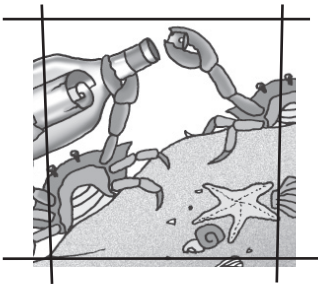
Team Talk

1. Why did their teacher suggest that Adam, Elinor, Amy, and Daniel read the brochures about the USS *Constellation* Museum and the Maryland Science Center?
2. Daniel said that reading informational texts can be hard. What is an informational text? Why do you think Daniel and other students find it hard to read informational texts?
3. Predicto's predictions were just wild guesses. What could he have done to make his predictions more realistic?
4. It was lucky for the friends that Amy had some Predicting Strategy Cards. How do you think the strategy cards will help them make predictions? (Write-On)

- Randomly assign team leaders.
- Introduce the video.

We're about to meet four students—Adam, Elinor, Amy, and Daniel—who have an exciting challenge. They have a chance to vote on where to go for their class trip. They have two choices: the Maryland Science Center or the ship the USS *Constellation*. To help them make the choice, their teacher, Mr. Thompson, gave the students information to read about each place. We have it too. The brochures are on pages 27–32 of A Collection of Readings. Mr. Thompson told the students that making predictions makes it easier to read and understand informational texts. And it makes it more fun. He even gave them these Predicting Strategy Cards. Hand out Predicting Strategy Cards. **Let's find out if predicting helps the four friends decide where to go on their class trip.**

- **Play** "Part 1: Look for Clues" (7½ minutes).



TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Why did their teacher suggest that Adam, Elinor, Amy, and Daniel read the brochures about the USS *Constellation* Museum and the Maryland Science Center?

   100 points = *The teacher suggested that the students look at the brochures for the USS* Constellation *Museum and the Maryland Science Center so they could learn about each place and decide which one they wanted to visit for the class trip.* **90 points =** *The teacher suggested that the students look at the brochures so they could decide which one they wanted to visit.* **80 points =** *So they could decide which place to visit.*

2. Daniel said that reading informational texts can be hard. What is an informational text? Why do you think Daniel and other students find it hard to read informational texts?

   (Answers may vary.) **100 points =** *An informational text is a text that gives information or explains a subject. I think Daniel and other students find it hard to read informational texts because they don't tell a story. They might not be as exciting to read as literature.* **90 points =** *An informational text is a text that gives information. I think Daniel and other students find them hard to read because they don't tell a story.* **80 points =** *It gives information about a subject. They don't tell a story and aren't as exciting.*

© 2011 Success for All Foundation

Team Talk continued

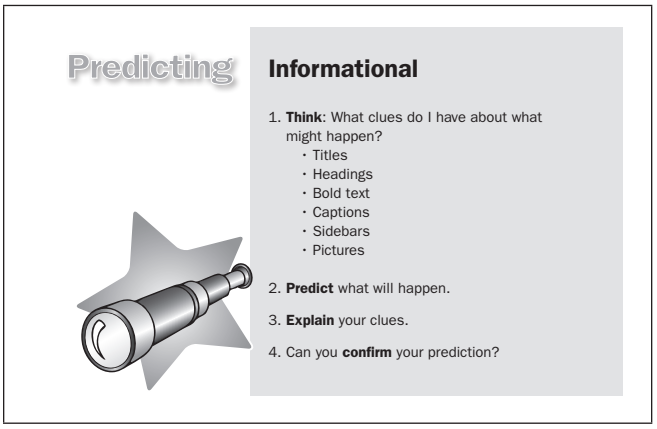
3. Predicto's predictions were just wild guesses. What could he have done to make his predictions more realistic?

   100 points = *Predicto could have used the predicting strategy, previewed the text, or looked for clues about what's ahead to make his predictions more realistic.* **90 points =** *Predicto could have used the predicting strategy to make them more realistic.* **80 points =** *He could have used the predicting strategy.*

4. It was lucky for the friends that Amy had some Predicting Strategy Cards. How do you think the strategy cards will help them make predictions? (Write-On)

   (Answers will vary.) **100 points =** *I think the Predicting Strategy Cards will remind them to use the clues in the text to make a prediction. The cards will also remind them of the clues to look for in informational texts.* **90 points =** *I think the Predicting Strategy Cards will remind them to use the clues in the text.* **80 points =** *They will remind them to use clues.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.
- Hand out the Predicting Strategy Cards. Review the clues for informational texts.



- Introduce Predicto's Challenge. Use this activity to reinforce the concept of predicting what a text is about before reading it by using information in text features as clues.

  Predicto really needs a strategy to improve his predictions. Let's see if we can help him out. Turn to Predicto's Challenge, and read it with me.

- Read Predicto's Challenge aloud.

Student Edition, page S-5

Greetings, Ladies and Gentlemen,

By listening to Adam and his friends, I've learned that I should be using clues in the text to make my predictions. I wish I had one of those Predicting Strategy Cards so I could remember what the clues are. Anyway, I looked at the table of contents for *Outlaws of the Sea* and predicted what I think the topic of the text is.

- Look over the table of contents for *Outlaws of the Sea*, and make a prediction about the topic too.
- Compare predictions and clues with your partners.
- Write your predictions and clues in your journals.

Yours truly,
The Incredible Predicto

- Monitor the partners' discussions for understanding. Check to see that they are using clues to make their predictions, discussing predictions with one another, and writing their predictions and clues. Guide students to make logical predictions based on clues.
- Have partners discuss their predictions and clues with their teammates. Monitor the discussions.

- Use **Random Reporter** to review the team discussions. Accept logical predictions.
- Award team celebration points.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Predicto's Challenge.

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.

© 2011 Success for All Foundation

<table>
<tr><td rowspan="3">Think-and-Connect Discussion</td><td colspan="2">– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
– Allow students time to discuss your questions.
– Use Random Reporter to select students to respond to your questions.</td></tr>
<tr><td>Team Talk Extenders</td><td>Do you think making predictions about an informational text before reading will help you better understand the information in it? Why or why not?

Have you ever tried to predict what an informational text was about before? What was the text about? When you read the text, was your prediction right?</td></tr>
<tr><td colspan="2">– Award team celebration points.</td></tr>
</table>

<table>
<tr><td>Write-On Discussion</td><td>– Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
– Award team celebration points.
– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</td></tr>
</table>

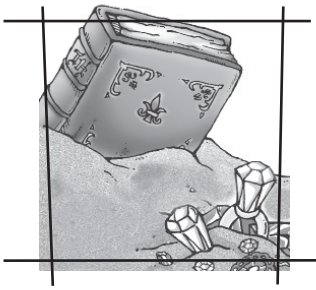
- Summarize the lesson for students.

  Adam, Elinor, Amy, and Daniel have a difficult choice to make. Should they vote to take a class trip to the USS *Constellation* Museum or to the Maryland Science Center? Reading the brochures their teacher gave them could help them make a choice. But the brochures are informational text, and Daniel thought they would be hard to read. So the friends decided to ask The Incredible Predicto to predict what the brochures are about. But Predicto wasn't a very good predictor, was he? So the friends decided to try the predicting strategy themselves. They reviewed the steps on the front of the strategy card. Review the steps on the card. **Next, they looked at the clues for informational text on the back of it.** Review informational clues. **They also agreed on the topic of the first brochure that they're going to read. Who remembers what the topic is?** *The USS* Constellation *Museum.* **If the friends hadn't told us the topic, what clues could we have used to predict it?** *Title, headings, pictures, captions, sidebars, and bold text are possible clues.* **Why do you think it helps us to know the overall topic, or subject, of a text?** *Once we know what the author intends to tell us about, then we can look for information about that topic as we read.*

As the friends talked about predicting the topic of the *Constellation* brochure, somebody was eavesdropping on them. You know who—Predicto! I wonder if listening to them will help Predicto learn how to predict. We'll have to keep watching the DVD to find out.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

© 2011 Success for All Foundation



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Strategy (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have students discuss using text features as clues. Randomly select a few students to share.

  The four friends in the DVD are using text features as clues to help them make predictions. Who can give me an example of a text feature? *Accept responses.* **I'd like you and your partner to look at this page from a magazine and see if you can pick out the text features. You can use your Predicting Strategy Card to remind you of the text features.** List all the text features that students identify on chart paper. **You've done a good job finding the text features on this page. Can you and your partner think of any other examples of text features?** Make as long a list as possible, and post the list as a reminder.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-5

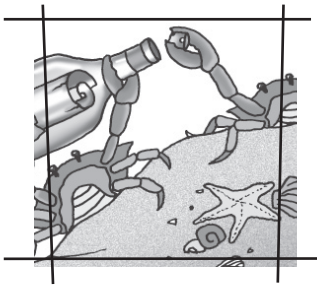
Team Talk

1. What text features did Elinor use to predict that the brochure would be mostly about what visitors to the USS *Constellation* Museum will learn about the ship and sailors?
2. Elinor said that the more clues you look for and think about, the better your predictions will be. Do you agree with her? Why or why not? (Write-On)
3. How will Adam and Elinor find out if their predictions come true?

- Introduce the video.

  Today Adam, Elinor, Amy, and Daniel are going to predict what the brochure on the USS *Constellation* Museum is mostly about. I wonder which text features they will use as clues. Turn to the information about the USS *Constellation*, and have your Predicting Strategy Card handy as we follow along with them.

- **Play** "Part 2: What's it all about?" (3 minutes).
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

© 2011 Success for All Foundation

Team Talk

1. What text features did Elinor use to predict that the brochure would be mostly about what visitors to the USS *Constellation* Museum will learn about the ship and sailors?

   100 points = *The text features Elinor used were the title, headings, such as "Welcome Aboard" and "A Sailor's Day Begins," the illustrations of the ship and sailors, and the sidebar with dates from the ship's history to make her prediction. These are all things visitors will see or learn about on the ship.* **90 points =** *The text features Elinor used were the title, headings, such as "Welcome Aboard" and "A Sailor's Day Begins," the illustrations, and the sidebar.* **80 points =** *She used the title, headings, illustrations, and sidebar.*

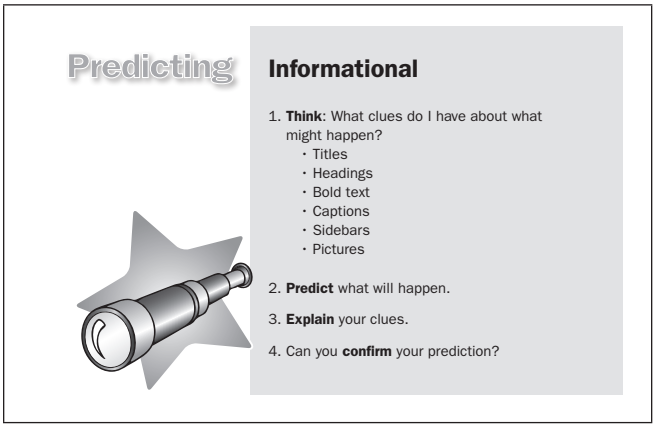
2. Elinor said that the more clues you look for and think about, the better your predictions will be. Do you agree with her? Why or why not? (Write-On)

   (Answers will vary.) **100 points =** *Yes. I agree with Elinor that the more clues you look for and think about, the better your predictions will be. When you look for clues, you might be reminded of something you know or read about before. The more clues you use, the more chances you have of making connections to things you already know.* **90 points =** *Yes. I agree with Elinor that the more clues you look for and think about, the better your predictions will be. When you look for clues, you might be reminded of something you know or read about before.* **80 points =** *Yes. I agree. When you look for clues, you might be reminded of something you know or read about before.*

3. How will Adam and Elinor find out if their predictions come true?

   100 points = *Adam and Elinor will find out if their predictions come true by reading the brochure.* **90 points =** *They will find out if their predictions come true by reading.* **80 points =** *They'll find out by reading.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.



- Review the informational side of the Predicting Strategy Card.

- Introduce Predicto's Challenge. Use this activity to have students practice using clues to make predictions as they read and looking for information that confirms, disproves, or changes a prediction.

  Predicto has another challenge for us. Let's read it.

- Read Predicto's Challenge aloud.

Student Edition, page S-6

Greetings, Ladies and Gentlemen,

Listening to Elinor and Adam helped me figure out how to use clues to predict what a text is mostly about. I think the topic of the text on page 22 is pirates. But what do you think we'll learn about pirates?

- Using the clues, like the headings, illustrations, and captions, see if you can predict what the text will be mostly about—what you will learn about pirates.
- Compare predictions with your partners; then write the predictions and clues in your journals.

Good luck!
The Incredible Predicto

- Monitor the discussions for understanding. Prompt students to use the clues to make logical predictions.
- Have students discuss their predictions and clues with their teammates and explain why they made those predictions. What clues did they use? Monitor the discussions.

- Use **Random Reporter** to review the teams' discussions. Accept logical predictions.
- Award team celebration points.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Predicto's Challenge.

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.

© 2011 Success for All Foundation

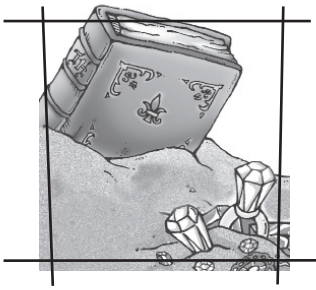
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Elinor and Adam make different predictions even though they see the same clues in the brochure. Why do you think they come up with different predictions? Do you think it would be harder to make a prediction with only one or two clues on a page? Why or why not?
	– Award team celebration points.	

Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

- Summarize the lesson for students.

  Elinor and Adam predicted what they think the brochure on the *Constellation* will be mostly about. They each had a different prediction, but they both used clues in the text to explain their prediction. We'll have to wait until we read the brochure to see whose prediction comes true. It will be fun to find out, won't it?

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have partners review the concepts of main ideas and supporting details. Randomly select a few students to share.

  The students in the DVD, Adam, Elinor, Amy, and Daniel, are going to use clues in the text to predict the main ideas of part one of the brochure about the USS *Constellation*. Let's think about what we know about main ideas. When you summarize, you identify the main ideas in a section of a text. What are main ideas? Think about that…, and then tell your partner. *They're the author's most important points in a section of text.*

  How do you pick out an author's main ideas? What will the author usually provide to help you find the main ideas? *The author will usually provide details to support the main ideas.*

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

© 2011 Success for All Foundation

Student Edition, page S-6

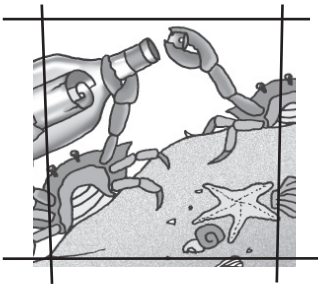
Team Talk

1. What clues did Amy use to predict that part 1 would be about what there is to see on each deck of the USS *Constellation*?
2. Why did Daniel say he predicted that part 1 would tell them what there is to do on the USS *Constellation*?
3. Did you confirm Amy's or Daniel's predictions? Share the notes you and your partner made during your discussion. (Write-On)
4. Amy made a mind movie of the USS *Constellation*. Do you have a mind movie of the ship based on what you've read about it? Describe your mind movie. How do mind movies help you understand what you're reading?

- Introduce the video.

  Amy and Daniel are going to predict the main ideas in part 1 of the brochure about the USS *Constellation* Museum. Have your Predicting Strategy Card handy. Let's find out what Amy and Daniel predict and why. Do you think Predicto will eavesdrop on them so he can learn more about the predicting strategy? I think so too.

- **Play** "Part 3: What's Ahead in *Welcome Aboard*" (4½ minutes).
- Stop the DVD as directed, and have students complete the activities that are presented. Press Play to continue playing the DVD. Predicto will ask partners to read part 1 of the USS *Constellation* brochure, to discuss what it's mostly about, to decide whether they can confirm or deny Amy's or Daniel's predictions and explain why or why not, and to take notes of their discussions to share with their teams.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What clues did Amy use to predict that part 1 would be about what there is to see on each deck of the USS *Constellation*?

   100 points = *The clues Amy used to predict that part 1 would be about what there is to see on each deck of the USS* Constellation *were the headings "Starting at the Top" and "Ready, Aim, Fire" and the illustration that shows each deck of the ship.* **90 points =** *The clues Amy used to predict that part 1 would be about what there is to see on each deck of the USS* Constellation *were the headings and illustration.* **80 points =** *She used the headings and illustration.*

2. Why did Daniel say he predicted that part 1 would tell them what there is to do on the USS *Constellation*?

   100 points = *Daniel said he predicted that part 1 would tell them about what there is to do on the USS* Constellation *because he thought the word* experience *in the bold heading "Experience life aboard a 19th-century naval vessel," meant that there would be things to do on board the ship.* **90 points =** *Daniel said he predicted that part 1 would tell them about what there is to do on the USS* Constellation *because he thought the word* experience *in the heading meant that there would be things to do on board the ship.* **80 points =** *He thought the word* experience *in the heading meant that there would be things to do on board the ship.*

© 2011 Success for All Foundation

Team Talk continued

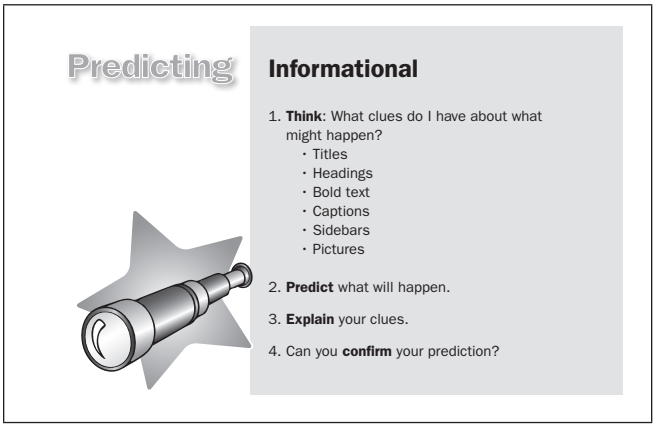
3. Did you confirm Amy's or Daniel's predictions? Share the notes you and your partner made during your discussion. (Write-On)

   (Answers will vary.) **100 points =** *Yes. I can deny Daniel's prediction. He said that part 1 would tell about the things visitors could do on board the ship. Part 1 tells about each deck of the ship and the work sailors did on each deck. It does not give information about what visitors can do when they visit the ship.* **90 points =** *Yes. I can deny Daniel's prediction. He said that part 1 would tell about the things visitors could do on board the ship. Part 1 tells about each deck of the ship and what sailors did.* **80 points =** *I can deny Daniel's prediction. Part 1 tells about each deck of the ship and what sailors did.*

4. Amy made a mind movie of the USS *Constellation*. Do you have a mind movie of the ship based on what you've read about it? Describe your mind movie. How do mind movies help you understand what you're reading?

   (Answers will vary.) **100 points =** *Yes. I have a mind movie of the ship. It is large and has tall masts rising out of the deck. Sailors had to climb the masts. The decks inside the ship seemed cramped and crowded. The ship had to have everything the sailors might need on board. Mind movies help me understand what I'm reading because they help me make a picture of what the text is describing. This helps me see where things are or what they might look like.* **90 points =** *Yes. I have a mind movie of the ship. It is large and has tall masts rising out of the deck. Sailors had to climb the masts. Mind movies help me understand what I'm reading because they help me make a picture of what the text is describing.* **80 points =** *It is large and has tall masts rising out of the deck. Mind movies help me see what the text describes.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.



- Review the informational side of the Predicting Strategy Card as necessary.

- Introduce Predicto's Challenge.

  Predicto has sent us another challenge. Read along with me.

- Read Predicto's Challenge aloud.

Student Edition, page S-6

Greetings, Ladies and Gentlemen,

Finally, my luck is turning! I have a Predicting Strategy Card of my own! Outstanding! I used it right away to help me predict the main ideas of each part of the article on pirates. Why don't you try that too?

- Look for clues.
- Make predictions about the main ideas of each part.
- Discuss your predictions and clues with your partners.
- Write your predictions and clues in your journal.
- Take turns reading each part to see if your predictions come true.
- Check off confirmed predictions.

Good luck!
The Incredible Predicto

- Monitor the discussions for understanding. Are students sharing predictions, explaining clues, and finding information that confirms or departs from their predictions?
- Have partners share their predictions and clues with their teammates and discuss whether they confirmed their predictions. Monitor the discussions for understanding.

- Use **Random Reporter** to review the teams' discussions.
- Award team celebration points.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Predicto's Challenge.

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.

© 2011 Success for All Foundation

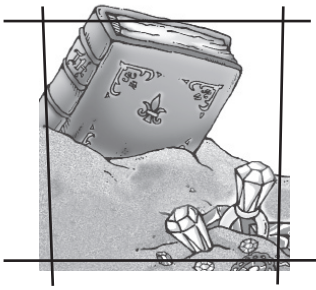
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Daniel's prediction turned out to be wrong. Does that mean Daniel did not read the clues as well as Amy did? Why or why not? Amy makes a mind movie to help her think about the USS *Constellation*. Have you ever made a mind movie when you read information or when a friend told you information? How did doing so help you understand what you read or were told?
	– Award team celebration points.	

Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

- Summarize the lesson for students.

  Today Amy and Daniel predicted the main ideas in part 1 of the USS *Constellation* Museum brochure. They also explained the clues they used to make those predictions. Then they read part 1 to see whether they could confirm their predictions. Predicting seems to be helping the four friends read and learn about the USS *Constellation*. What's one interesting thing you've learned about the *Constellation* so far?
  Responses will vary.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have students clarify words from the brochure. Write the following words on chart paper: "spar deck," "nautical," "watch," "agility," and "hammock."

  In the DVD, Daniel said that he thinks informational text is hard to read because it often has words that he doesn't know. I agree with him. In fact, I found several words in part 1 of the brochure on the USS *Constellation* that I didn't understand. I wrote them down. I'd like you and your partner to see if you can figure out what the words mean. You can use the brochure, which is on page 27 of your Collection of Readings, to help you.

  Ask your students what the words mean and how they figured them out. As a group, define any words that students can't clarify with their partners.

  Spar deck – *top deck of a sailing ship (a spar is a pole used to support the rope rigging on a sailing ship);* nautical – *having to do with ships or sailors;* watch – *a term for a sailor's work shift;* agility – *ability to move quickly, lightly, easily;* hammock – *a hanging bed made of canvas and rope.*

  Figuring out unfamiliar words, like these, makes it a lot easier to understand and enjoy what we read.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.

© 2011 Success for All Foundation

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-7

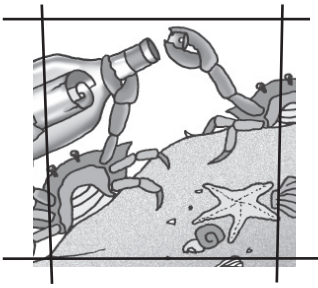
Team Talk

1. Predicto is actually learning to use clues! What clues helped him to predict that *Ahoy, Matey!* would be about what the sailors did to relax?
2. Did Predicto's prediction come true? Explain how you know.
3. Is it okay if a prediction doesn't come true? Why do you think that? (Write-On)

- Introduce the video.

  Adam, Elinor, Amy, and Daniel are about to predict what part 2 of the USS *Constellation* brochure, *Ahoy, Matey!*, is mostly about. I'll bet Predicto is going to ask you to make predictions too. So turn to part 2 of the brochure. Have your Predicting Strategy Card handy so you'll remember the clues. You may need some sticky notes too, in case you run into any unfamiliar words.

- **Play** "Part 4: What's Ahead in *Ahoy, Matey!*" (7 minutes).
- Have students complete the activities that are presented. Predicto will ask students to:
  - look for clues and predict what's ahead—the main ideas—in *Ahoy, Matey!*;
  - compare predictions and clues;
  - read *Ahoy, Matey!* to see if they can confirm their predictions with their teams;
  - explain why they can or cannot confirm their predictions;
  - discuss their predictions about part 2, the clues they used, and whether they confirmed their predictions; and
  - check off confirmed predictions.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Predicto is actually learning to use clues! What clues helped him to predict that *Ahoy, Matey!* would be about what the sailors did to relax?

   100 points = *The clues that helped Predicto predict that* Ahoy, Matey! *would be about what sailors did to relax were the heading "At Ease," his background knowledge of the word* relaxation, *his background knowledge of the phrase "at ease," and the illustration of the sailor relaxing in his hammock.* **90 points =** *The clues that helped Predicto predict that* Ahoy, Matey! *would be about what sailors did to relax were the heading and his background knowledge of the word* relaxation. **80 points =** *The heading and his background knowledge of the word* relaxation *helped him.*

2. Did Predicto's prediction come true? Explain how you know.

   100 points = *Yes. Predicto's prediction was partly correct. He predicted one of the main ideas. He predicted that the section would tell about what sailors did to relax. He did not predict that part 2 would tell us what a day was like for the sailors and the kinds of jobs they had.* **90 points =** *Yes. Predicto's prediction was partly correct. He predicted one of the main ideas. He did not predict that part 2 would tell us what a day was like for the sailors.* **80 points =** *His prediction was partly correct. He didn't predict all the main ideas.*

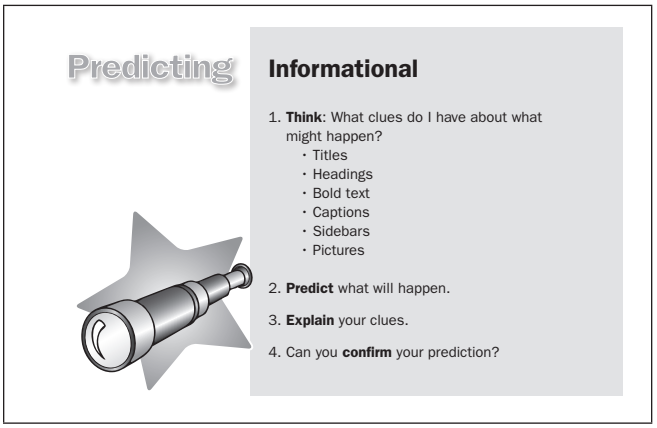
© 2011 Success for All Foundation

Team Talk continued

3. Is it okay if a prediction doesn't come true? Why do you think that? (Write-On)

   (Answers will vary.) **100 points =** *Yes. It is okay if a prediction doesn't come true. You make a prediction based on clues. You make a logical guess about the clues. Sometimes your guess isn't correct. It's okay to be surprised.* **90 points =** *Yes. It is okay if a prediction doesn't come true. You make a prediction based on clues.* **80 points =** *You make a prediction based on clues, so it's okay if they surprise you.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.



- Review the informational side of the Predicting Strategy Card as necessary.
- Introduce Predicto's Challenge.

Predicto has sent us another challenge. Let's read it to find out what he's up to today.

- Read Predicto's Challenge aloud.

Student Edition, page S-7

Greetings, Ladies and Gentlemen,

A customer at the fair paid me 25 cents to predict the main ideas of parts 1 and 2 of the article *Sunken Treasures*. Once again, it's a nautical theme. But that's the only hint I'm going to give you. Test your powers of prediction!

- Using the text features as clues, predict the main ideas of parts 1 and 2.
- Compare predictions and clues with your partners.
- Write the predictions and clues in your journals.
- Then take turns reading parts 1 and 2 to see if you can confirm your predictions.
- Check off confirmed predictions.

Good luck!
The Incredible Predicto

- Monitor the discussions for understanding. Are students using clues to make logical predictions? Are they using information in the text to confirm their predictions? Do they recognize when information departs from or changes a prediction?
- Have partners compare their predictions and clues with their teammates. Did they confirm their predictions? Why or why not? Monitor the discussions.
- Use **Random Reporter** to review the teams' discussions.
- Award team celebration points.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Predicto's Challenge.

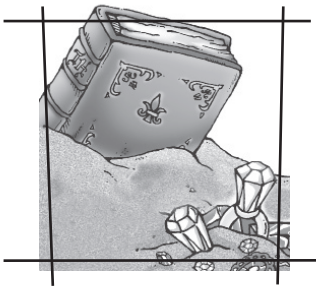
Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	What clues could Predicto have used to correctly predict all the main ideas in part 2? Do you think it's better to make a wrong prediction based on clues and logical guesses than to make a wrong prediction by making a wild guess? Why?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	

© 2011 Success for All Foundation

- Summarize the lesson for students.

  Just like Adam, Elinor, Amy, and Daniel, you did a good job making predictions about *Ahoy, Matey!* And you read the section to find out whether you could confirm your predictions. Who can tell me about a teammate's prediction that was different from yours? Did your prediction or your teammate's prediction come true? How do you know?

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have partners discuss why it helps to work with partners and teams when using the predicting strategy. Randomly select a few students to share.

  Think back to the first part of the DVD. Do you remember why Adam, Elinor, Amy, and Daniel went to see Predicto at the fair? They were looking for a way to make it easier for Daniel to read informational text, weren't they? That's what good partners and teammates do; they help one another learn. Can you think of other things you've seen the friends do when they're working as partners or a team that help one another learn the predicting strategy? *Responses will vary and might include: they remind one another of the steps in the strategy; they ask prompting questions such as, "What were your clues?" and "Why did you predict that?"; they listen to one another's predictions; they share background knowledge; they encourage one another; Amy shared her strategy cards.*

  Do you think being good partners and teammates is helping them all learn more? *Accept responses.* **I think so too.**

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

© 2011 Success for All Foundation

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-7

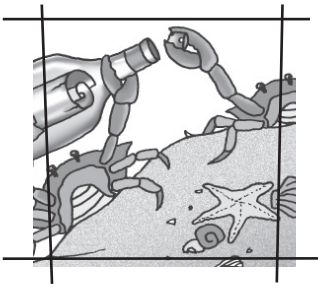
Team Talk

1. What do you think Amy and Daniel did to be good partners for each other?
2. What clues did Elinor use to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared?
3. Did Elinor confirm her prediction? Did she learn anything that she didn't predict? What was it? (Write-On)
4. Did you learn something about dinosaurs that you didn't predict? What was it?

- Introduce the video.

  Making predictions helped Adam, Elinor, Amy, and Daniel learn about the USS *Constellation* Museum. But before they decide whether to vote to go there, they'll need to read the Maryland Science Center brochure. I'll bet making predictions will help them read and understand it. Turn to the brochure for the Maryland Science Center. As we watch the DVD, let's pay attention to the way the friends work together as partners. Maybe we'll learn something we can use to become better partners.

- **Play** "Part 5: The Fascinating Science of…Maryland?" (6 minutes).
- Stop the DVD as directed, and have students complete the activities that are presented. Predicto will ask students to:
  - look for clues and predict what the Maryland Science Center brochure is mostly about;
  - compare their predictions and clues with their partners;
  - write their predictions and clues in their journals;
  - look for clues and predict the main ideas of Part 1. Dinosaurs: Uncover the Mystery!;
  - compare predictions and clues with their partners;
  - write their predictions and clues in their journals;
  - take turns reading the paragraphs in part 1 to see whether they can confirm their predictions; and
  - check off confirmed predictions.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What do you think Amy and Daniel did to be good partners for each other?

   (Answers will vary.) **100 points =** *Amy and Daniel were good partners for each other because they prompted each other to make predictions, and they listened to each other. Amy also added on to Daniel's predictions.* **90 points =** *Amy and Daniel were good partners for each other because they prompted each other to make predictions.* **80 points =** *They prompted each other to make predictions.*

2. What clues did Elinor use to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared?

   100 points = *The clues Elinor used to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared were the heading and the sidebar about when dinosaurs appeared and disappeared. She knew that why they disappeared is a mystery.* **90 points =** *The clues Elinor used to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared were the heading and sidebar.* **80 points =** *She used the heading and sidebar.*

© 2011 Success for All Foundation

Team Talk continued

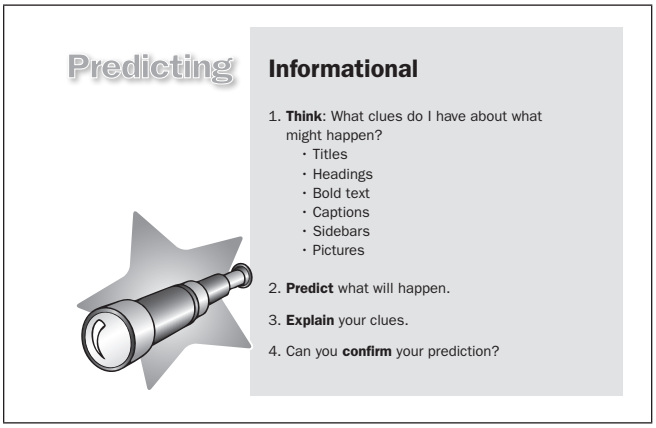
3. Did Elinor confirm her prediction? Did she learn anything that she didn't predict? What was it? (Write-On)

   100 points = *Elinor confirmed her prediction that part 1 would be about the mystery of why dinosaurs disappeared. She also discovered that there are other mysteries to be solved such as how many kinds of dinosaurs there were, how dinosaurs lived, and what the earth was like in the age of the dinosaurs.* **90 points =** *Elinor confirmed her prediction that part 1 would be about the mystery of why dinosaurs disappeared. She also discovered that there are other mysteries to be solved such as how many kinds of dinosaurs there were.* **80 points =** *Yes. She confirmed her prediction. She also learned about other mysteries about the dinosaurs.*

4. Did you learn something about dinosaurs that you didn't predict? What was it?

   (Answers will vary.) **100 points =** *Yes. I learned something about dinosaurs that I didn't predict. I learned that dinosaurs roamed all over North America. I also learned that I am most likely to find dinosaur bones in Montana, Utah, Colorado, and the Connecticut Valley. I learned that the first dinosaur footprints were found in the Connecticut Valley in 1902.* **90 points =** *Yes. I learned something about dinosaurs that I didn't predict. I learned that dinosaurs roamed all over North America. I also learned where I am most likely to find dinosaur bones in the United States.* **80 points =** *Yes. I learned that dinosaurs roamed all over North America.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.



- Review the informational side of the Predicting Strategy Card as necessary.

- Introduce Predicto's Challenge.

  Predicto has another challenge for us. Let's see how well we can work together as partners to respond to it. Read it with me.

- Read Predicto's Challenge aloud.

Student Edition, page S-8

Greetings, Ladies and Gentlemen,

I just happen to know that there's another exciting exhibit at the Maryland Science Center. It's called the *Birth of Aviation*. What do you think that's all about? Let's predict!

- On your own, predict the main ideas of parts 1, 2, and 3 of the information on page 24.
- Discuss your predictions and clues with your partners.
- Write your predictions and clues in your journals.
- Take turns reading the paragraphs.
- Find the main ideas. Do they confirm your predictions? Why or why not?

Wishing I had a partner to work with, I remain,
The Incredible Predicto

- Monitor the discussions for understanding. Are students prompting, supporting, or enhancing one another's predictions? Are they finding the main ideas? Do they recognize when the main ideas confirm or depart from a prediction?
- Have partners share their predictions, explain their clues, share the main ideas they identified, and discuss whether they confirmed their predictions with their teammates. Monitor the discussions.

- Use **Random Reporter** to review the teams' discussions. Accept logical predictions.
- Award team celebration points.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Predicto's Challenge.

© 2011 Success for All Foundation

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	

Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Why do you think it's important to share ideas with a partner when you are making predictions? Do you think you and your partner always have to agree about your predictions? Why or why not? Elinor learned more than she thought she would when she predicted. How do you feel when you learn more information about something than you expected?
	– Award team celebration points.	

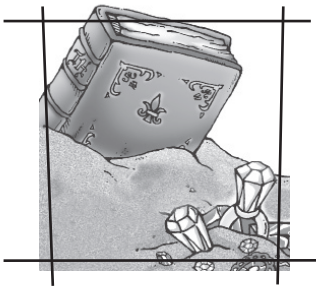
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

- Summarize the lesson for students.

Adam, Elinor, Amy, and Daniel did a good job predicting what the Maryland Science Center brochure would be mostly about and the main ideas of part 1. You did too. I like the way you explained the clues you used. Wasn't it great the way Elinor shared what she'd read about dinosaurs—that no one knows for sure why dinosaurs disappeared? How do you think that helped Adam? *Adam was uncertain about what the* mystery *in the heading meant. Elinor's information reminded him about what he knew about the meteor theory. It made them both excited about reading part 1.* **Sharing background information is one way partners can help each other make, change, or add on to their predictions. Who can tell me another way partners can help each other predict?** *Responses will vary.*

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

© 2011 Success for All Foundation



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

tps

- Use **Think-Pair-Share** to have partners discuss making good predictions about main ideas. Randomly select a few students to share.

  In the first part of the DVD, Predicto predicted what the brochures about the USS *Constellation* Museum and the Maryland Science Center would be about. Who remembers what he predicted about the *Constellation* brochure? *He predicted the friends would learn they'd take a cruise on the* Constellation. **Who remembers what he predicted about the Maryland Science Center?** *He predicted they'd learn about the fascinating science of Maryland.* **Why do you think Predicto's predictions were so off-track?** *Because he just guessed. He didn't use clues in the text.* **Right, if Predicto had used the clues, his predictions might have been more logical. Why do you think using clues helps you predict?** *The clues help you recall what you've read or what you know about the topic.*

  In Predicto's last challenge, we predicted the main ideas of the information on the *Birth of Aviation* exhibit. Who can tell us about some prior knowledge he or she had about the Wright brothers or aviation? *Accept responses. Students may know about airplanes; have flown in a plane; read about the Wright brothers; visited an airport.* **Do you think using your prior knowledge helped you to understand the information on the aviation exhibit? I think so too. Thinking about what you already know about a topic can make it easier to read and understand new information about it.**

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-8

Team Talk

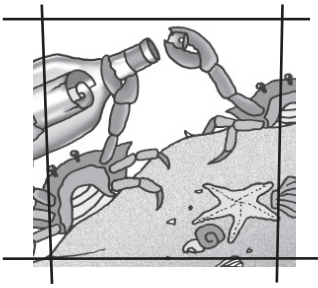
1. Daniel said that it was hard to predict what *Your Body: The Inside Story* was about because there weren't many clues. What clues did he use to come up with the prediction that it's about how to stay healthy?
2. How did you use your background knowledge to predict what *Your Body: The Inside Story* was about? (Write-On)
3. Based on what you read in both brochures, would you have voted to go to the USS *Constellation* Museum or the Maryland Science Center? What did you learn that made you choose this destination? Is this the place you would have chosen before reading the brochures? Why or why not?

- Introduce the video.

  Today you will predict what part 2 of the Maryland Science Center brochure will be about. You'll have a chance to compare your predictions with the ones Adam, Elinor, Amy, and Daniel make. The exhibit is called *Your Body: The Inside Story*. Do you think you have some background knowledge you can use to make your predictions? I'll bet you do.

- **Play** "Part 6: Predict the Inside Story of *Your Body*" (6½ minutes).
- Stop the DVD as directed, and have students complete the tasks that are presented. Continue playing the DVD to hear the four friends' predictions and their team discussion and to find out how *Predicto Gets a Clue!* ends. Predicto will ask students to:
  - predict the main ideas of *Your Body: The Inside Story*;
  - compare predictions and clues with their partners;
  - write their predictions and clues in their journals;
  - read to find out whether they can confirm their predictions;
  - compare their predictions about parts 1 and 2 and the clues they used with their teams;
  - discuss whether predictions were confirmed and why; and
  - check off confirmed predictions.
- Award team celebration points.

© 2011 Success for All Foundation



TEAMWORK

Timing Goal: 35 minutes

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Daniel said that it was hard to predict what *Your Body: The Inside Story* was about because there weren't many clues. What clues did he use to come up with the prediction that it's about how to stay healthy?

   100 points = *Daniel used the heading* Your Body: The Inside Story *and the illustration of an outline of a human body to make his prediction that the text is about how to stay healthy.* **90 points =** *Daniel used the heading and the illustration of an outline of a human body to make his prediction.* **80 points =** *He used the heading and illustration.*

2. How did you use your background knowledge to predict what *Your Body: The Inside Story* was about? (Write-On)

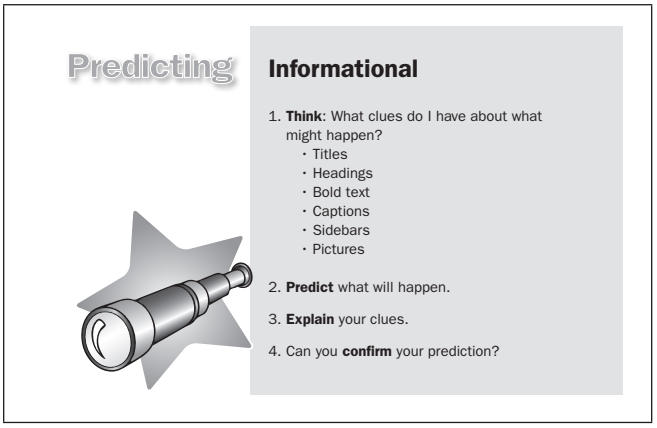
   (Answers will vary.) **100 points =** *I predicted that* Your Body: The Inside Story *would be about what happens inside our bodies. I used my knowledge of the phrase "inside story" to make my prediction. I know that when you read the inside story about something, you learn the innermost secrets about it. I thought that meant I would learn about the inside of the body.* **90 points =** *I predicted that the passage would be about what happens inside our bodies. I used my knowledge of the phrase "inside story" to make my prediction. When you read the inside story about something, you learn the innermost secrets about it.* **80 points =** *I thought it would be about the inside of the body. I used the phrase "inside story" to predict.*

Team Talk continued

3. Based on what you read in both brochures, would you have voted to go to the USS *Constellation* Museum or the Maryland Science Center? What did you learn that made you choose this destination? Is this the place you would have chosen before reading the brochures? Why or why not?

   (Answers will vary.) **100 points =** *I think I would have voted to go to the Maryland Science Center. The brochure for the Maryland Science Center showed me that I would learn about a lot of different things. I would learn about dinosaurs and the human body. I also learned that I could do a lot of activities at the Maryland Science Center. I might have chosen to go to the USS* Constellation *Museum at first because being on a ship would be interesting.* **90 points =** *I think I would have voted to go to the Maryland Science Center. The brochure for the Maryland Science Center showed me that I would learn about dinosaurs and the human body. I might have chosen to go to the USS* Constellation *Museum at first because being on a ship would be interesting.* **80 points =** *I would vote for the Maryland Science Center because there is a lot to do there. I might have gone to the USS* Constellation *Museum first.*

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.



- Review the informational side of the Predicting Strategy Card as necessary.
- Introduce Predicto's Challenge.

  Predicto has one last challenge for us. Let's find out how much *he's* learned about predicting!

© 2011 Success for All Foundation

- Read Predicto's Challenge aloud.

Student Edition, page S-8

Greetings, Ladies and Gentlemen,

Now that I know how to use clues, my powers of prediction have expanded so much that my turban no longer fits on my head. I'd like to test my powers out on you.

I've discovered yet another amazing exhibit at the Maryland Science Center. There's some information about it on page 25 in your copy of A Collection of Readings. I've predicted what I think are the main ideas of each part.

I'd like you to find out if my predictions come true!

- With your partners, take turns reading parts 1, 2, and 3.
- Find the main ideas.
- Compare the main ideas to my predictions.
- Write down which of my predictions came true, which didn't, and why.

With fingers crossed,
The Incredible Predicto

- Monitor the discussions for understanding, prompting students to work together to identify the main ideas and compare them with Predicto's predictions.
- Have partners discuss their predictions and clues with their teammates. Monitor the discussions.

- Use **Random Reporter** to review the team discussions.
- Award team celebration points.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.
- Introduce the strategy-use discussion by telling students they will talk about Predicto's Challenge.

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.

Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Daniel's prediction was partially correct. Do you think he made a logical prediction based on the clues on the page? Why or why not? Imagine that you voted on a field trip location without predicting or reading about the locations. How would you feel if the place wasn't as interesting or fun as you thought it would be? Do you think you would better prepare for future field trips?
	– Award team celebration points.	

Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

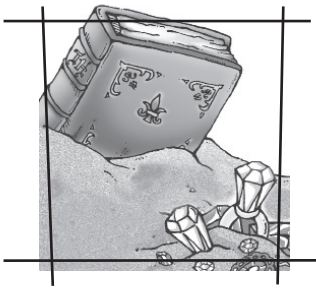
- Summarize the lesson for students.

Daniel said that making predictions helped him read and understand the brochures. He and his friends found out they could learn so much about history at the USS *Constellation* Museum and so much about science at the Maryland Science Center that they convinced their teacher to let them visit both places. Good thinking!

I think predicting has really helped us too. You've done a great job of using the clues and what you already know about a topic to make predictions. It's been fun finding out if your predictions came true. Even Predicto got a clue. Maybe he won't have to look for a new job after all!

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

© 2011 Success for All Foundation



DAY 7

ACTIVE INSTRUCTION

Timing Goal: 45 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Remind students of the reading objective.
- Point out the strategy target printed on the team score sheet.

Using the Targeted Skill (Introduction and Definition)

- Remind students that they have been learning to make good predictions by using clues from the text while watching the video.

  When good readers read, they remember to find clues about what's ahead in a story or text. Once they find clues, they make predictions using the clues and their background knowledge. Good readers remember to explain their clues to tell why their predictions make sense.

- Refer students to the Predicting Strategy Card, and review what they should do when they predict while reading.
- Remind students to use their Predicting Strategy Cards while they partner read today. Tell them to talk to their partners about the clues they use to make their predictions.

Preview Team Talk

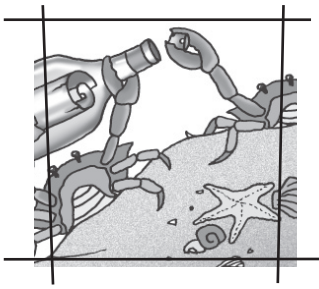
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-9

Team Talk

1. What did you predict before reading the text? What clues helped you make this prediction? (Write-On) |PR|
2. Was your prediction confirmed? Give two details from the text that support your prediction. |PR|
3. Where and when was the first *Velociraptor* fossil found?
4. The word *fierce* means— |CL|
   a. mild.
   b. calm.
   c. gentle.
   d. harsh.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Use the first paragraph of *The Speedy Thief* to model predicting with a student. Read the passage aloud. Model finding the clues that support and confirm your prediction.

  Before reading, I predicted that this text would be about a dinosaur named *Velociraptor*. I made this prediction after reading the headings. After I read, I learned that the text is about this type of dinosaur.

A Collection of Readings, page 33

The Speedy Thief

Part 1:

What is a *Velociraptor*?

You've probably heard of *Tyrannosaurus rex*. Maybe you've even heard of a *Brontosaurus* or a *Stegosaurus*. But have you ever heard of a *Velociraptor*? A *Velociraptor*, whose name means speedy thief, was a fierce dinosaur that lived during the Cretaceous period, about 85–80 million years ago.

(continued on next page)

© 2011 Success for All Foundation

Part 2:
Some Interesting Facts
Velociraptors were small in comparison to many other dinosaurs. They ranged from five to six feet long and were about three feet tall. Scientists estimate that *Velociraptors* weighed anywhere from fifteen to forty pounds. And they were carnivores, which means they ate meat. Due to their smaller size, *Velociraptors* had to be ruthless hunters.

Velociraptor had extremely sharp slashing claws on its hind feet, as well as sharp claws on its hands. They also had about eighty sharp, curved teeth. *Velociraptors* walked on two legs. They were very fast runners. Scientists estimate that they could have run as fast as forty miles per hour in short bursts. *Velociraptor* also had one unique characteristic—its neck. It had an s-shaped neck.

Velociraptors were very smart. They had very large brains. Their intelligence combined with their deadly claws, sharp teeth, and speed, made them fierce predators.

Part 3:
***Velociraptors* Found!**
The first *Velociraptor* fossil was found in Mongolia in 1924. Since then, about twelve fossils have been found in Russia and China. One of the most interesting discoveries was a fossil of a *Velociraptor* who had died in a battle with another dinosaur. This fossil shows the true nature of the *Velociraptor*.

- Tell students that it is important to think about clues that will help them make predictions and to use their Predicting Strategy Cards while they read.

  Before you read, it's important to look for clues that will help you make a prediction about what you're going to read or what will happen in a story. Your Predicting Strategy Card gives you examples of literary and informational clues to look for that will help you make predictions.

  When reading informational texts, you should look at titles, headings, bold text, captions, sidebars, and pictures before making a prediction. You can remember all these elements by looking at your Predicting Strategy Card.

- Have students read:

  ***The Speedy Thief* aloud with partners.**

- Tell students to write their predictions and the clues that help them make these predictions in their journals.
- Circulate and check for comprehension as partners work together. Prompt and reinforce students' efforts to identify clues and make predictions.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What did you predict before reading the text? What clues helped you make this prediction? (Write-On) |PR|

   100 points = *Before reading the text, I predicted that it would be about dinosaurs. I used the headings "What is a* Velociraptor*?" and "*Velociraptors *Found!" and the illustration of a dinosaur on the page to make my prediction.* **90 points =** *Before reading the text, I predicted that it would be about dinosaurs. I used the headings and illustration of a dinosaur to make my prediction.* **80 points =** *I predicted that this text would be about dinosaurs. I used the headings and illustration to make my prediction.*

2. Was your prediction confirmed? Give two details from the story that support your answer. |PR|

   100 points = *Yes. My prediction was confirmed. The text gives information about a specific type of dinosaur called a* Velociraptor*. I read about some characteristics of the dinosaur such as its size, what it looked like, how it hunted, and where its bones have been found.* **90 points =** *Yes. My prediction was confirmed. The text gives information about a specific type of dinosaur called a* Velociraptor*. I read about some characteristics of the dinosaur.* **80 points =** *Yes. I read information about* Velociraptors*. I learned some characteristics about them.*

3. Where and when was the first *Velociraptor* fossil found?

   100 points = *The first* Velociraptor *fossil was found in Mongolia in 1924.* **90 points =** *The fossil was found in Mongolia in 1924.* **80 points =** *It was found in Mongolia in 1924.*

4. The word *fierce* means— |CL|

   a. mild.

   b. calm.

   c. gentle.

   d. harsh.

- Circulate through the classroom, and check for comprehension. Listen to team discussions, and offer hints and suggestions. To encourage further discussion, ask questions such as: What clues did you find before reading?

© 2011 Success for All Foundation

What prediction did these clues help you make? Did other clues help you confirm your prediction? How?

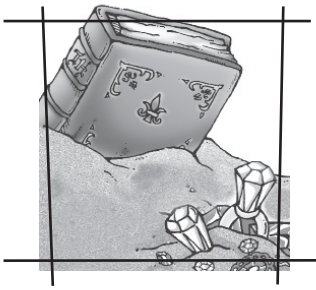
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	What does it mean if a prediction is confirmed? What does it mean if a prediction is not confirmed? Does it mean your prediction was wrong? Why or why not?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**



DAY 8

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

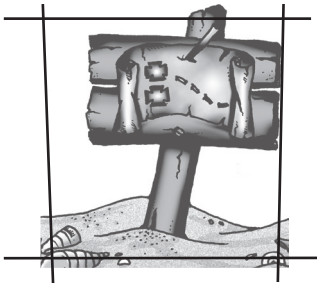
- Tell students that their reading test today includes comprehension questions.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text that students will read for their test. Tell what it is about, but do not give additional information or details.

  Today we will read *Soccer Sense*. We will find clues to help us make predictions. Then we will think about whether our predictions were confirmed and give details to support our predictions.

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1, #2, and #4 ask about predicting.
- Ask students to underline key words or phrases in question #4.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 20 minutes for the test.

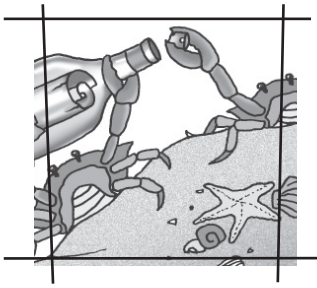
© 2011 Success for All Foundation



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Team Discussion TP

Teacher procedures for Teamwork vary with strategy instruction.

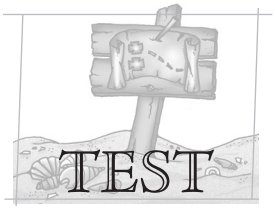
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.

Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions.
- Award team celebration points.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

© 2011 Success for All Foundation



Comprehension Questions

Preview *Soccer Sense* on page 34 of your copy of A Collection of Readings, and answer question #1. Then read *Soccer Sense,* and answer the remaining questions. The total score for comprehension questions equals 100 points.

20 points

1. What do you predict about this reading? Explain the clues you used to make this prediction. |PR|

   20 points = *I predict that this text is about the game of soccer. I used the title,* Soccer Sense, *the heading "Part 2: Changing Rules of the Game," and the pictures of kids playing soccer, the soccer cleats, and the soccer ball on the page to make my prediction.* **15 points =** *I predict that this text is about the game of soccer. I used the title, a heading, and pictures on the page to make my prediction.* **10 points =** *It is about soccer. I used the title, heading, and pictures.*

20 points

2. Was your prediction confirmed? Give two details from the story that support your answer. |PR|

   20 points = *Yes. My prediction was confirmed. The text is about the game of soccer. I learned about the game's history, the rules, and famous soccer player David Beckham.* **15 points =** *Yes. My prediction was confirmed. The text is about the game of soccer. I learned about the game's history and rules.* **10 points =** *It was confirmed. It's about soccer's history and rules.*

20 points

3. Why do the rules of soccer sometimes change? |CE|

   20 points = *The rules of soccer sometimes change to match the age of the players. Younger players or players in special leagues often get special rules. They play on smaller fields.* **15 points =** *The rules of soccer sometimes change to match the age of the players or for special leagues.* **10 points =** *They change to match the age of the players or for special leagues.*

10 points

4. Which of the following clues helped you make a prediction about this reading? |PR|

   a. title and headings
   b. text boxes
   c. bold text
   d. all the above

10 points

5. When was the first American soccer club organized?
   a. 1996
   b. 1891
   c. 1904
   d. 1862

20 points

6. What is the main idea of paragraph 2? How do you know? |MI|

   20 points = *The main idea of paragraph 2 is about the rules of soccer. I know this is the main idea because the heading tells me. The information in the paragraph is about how FIFA organizes the rules of soccer. The rules of soccer can change for younger players or special leagues.* **15 points =** *The main idea of paragraph 2 is about the rules of soccer. I know this is the main idea because the heading tells me.* **10 points =** *It's about the rules of soccer. The heading tells me.*

© 2011 Success for All Foundation

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 4 / *Predicto Gets a Clue!*

English Language Arts Standards: *Reading: Informational Text*

Key Ideas and Details

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INFORMATIONAL (6 DAY)

Go Deep! Exploring the World's Canyons

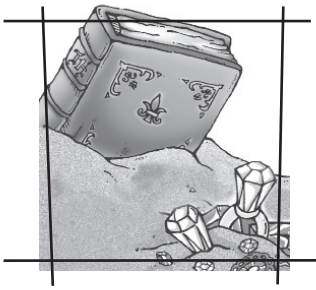
Written by Tanya Jackson
The Savvy Reader—Predicting, A Collection of Readings, pages 35–46
Success for All Foundation, 2011

Summary

The world's canyons are some of the most amazing natural wonders. They are the products of millions of years of wind and water erosion. Learn about how water and wind form canyons. Explore some of the more famous canyons in the world, and learn about some of the dangers that canyons pose.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	**Predicting (PR)**	**Synonyms**	**Write an advertising poster.**
	Students will use their background knowledge and clues from the text to predict what they will learn from the text.	Students will use synonyms to improve their understanding of words.	Students will write posters to advertise a trip to one of the canyons they read about in the text.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score TP

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **complete tasks**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

  This cycle we will read *Go Deep! Exploring the World's Canyons* by Tanya Jackson. Before we read parts of the text, we will predict what we think we will read about and learn. Good readers make predictions to help them have a purpose for reading and to understand the subject of the text.

- Point out the strategy target on the team score sheet.

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.

- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.

  When I read informational texts, I use the TIGRRS process to help me find all the important facts. The first step of TIGRRS tells us we need to find the topic of the text. I can do a few things to figure out the topic of a text. First, I can read the title. *Go Deep! Exploring the World's Canyons*. It sounds like the text will be about canyons around the world. I know a canyon is like a big hole in the ground. It is formed by a river over millions of years. I can also look at the front cover and flip through the pages of the text to see if I find any more clues about the topic. Page through the text. **I see a lot of pictures of canyons and rocks. I see a diagram that shows how erosion works. I think the topic of the text is canyons.**

- Use the items below to build or activate background knowledge about the topic.

  - Use **Team Huddle** to have students discuss what they know about the Grand Canyon, one of the world's largest canyons and the largest canyon in the United States. Use **Random Reporter** to select students to share.
  - Tell students that canyons are formed by erosion. Use **Team Huddle** to have students discuss what they know about the different kinds of erosion and how these forces affect the earth's surface.
  - Share a few interesting or important facts about canyons. For example, canyons can form under water and on land. Fast ocean currents can carve canyons into the seafloor just like rivers carve canyons on land. Sometimes these underwater canyons are formed by rivers flowing out to sea or by currents that dip down to the seafloor.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

  Now that we know the topic of this text, we can move on to the second step of TIGRRS. The step tells us that we need to identify the author's intent. That means we should figure out why the author wrote the text, or what she wants us to learn from reading it. When I looked through the pages of *Go Deep! Exploring the World's Canyons*, I saw a lot of pictures of canyons. The headings give me the names of the canyons. I think the author's intent is to tell me about different canyons around the world. When we read, we should look for information that tells us about canyons.

© 2011 Success for All Foundation

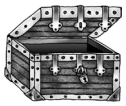
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

  When we read informational texts, we use graphic organizers to help us sort important information. The next step in TIGRRS is to identify which organizer we will use as we read. Let me take a look at the text. I don't see any words telling me to compare or contrast. It doesn't seem like there are a lot of problems or causes and effects either. It seems like the text is full of main ideas and supporting details. We use idea trees for main ideas and supporting details. Display an idea tree. **This is an idea tree. I will use an idea tree as I read to write down the most important information in the book. I know that the section of the idea tree that says "Topic" is where I will write the topic of the text. I will write the main ideas of the text in the circles on the idea tree. Along the small lines that are attached to the circles, I will write the details that support the main ideas. When we are finished reading the text, we will be able to look back at our idea trees and see the most important information that we learned throughout the text.**

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. SR
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page S-11

Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
regions page 38	base word + ending: region + s	areas	Palm trees mostly grow in *regions* where it is hot and sunny.
formed page 39	base word + ending: form + ed	created, made	The baker *formed* a cake that was shaped like a volcano for a birthday party.

Word and Page Number	Identification Strategy	Definition	Sentence
claimed page 41	base word + ending: claim + ed	stated	Johnny *claimed* he did not take a cookie, but he had crumbs on his shirt.
spectacular page 43	chunk: spec-tac-u-lar	amazing	The fireworks show was so *spectacular* that I didn't want it to end.
bask page 43	blend	relax in, enjoy	I like to *bask* in the warm, steamy waters of a hot tub after a long day.
obstructions page 44	chunk: ob-struc-tions	objects that block a path	I tried to get to the phone before it stopped ringing, but there were too many *obstructions* in my way.
cautious page 45	tious = /shus/ chunk: cau-tious	careful	The thief tried to be *cautious* as he crept by the sleeping guard dog.
prevent page 45	chunk: pre-vent	stop	You can *prevent* bug bites by wearing bug spray during the summer.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

  Making predictions about

  texts differs from making predictions about literary texts. When we read literary texts, we use what we have read so far about the events, places, and characters to help us predict future events. When we read informational texts, we have to look for clues, such as titles, headings, pictures, boldface text, captions, and other text features, to predict what we will read or learn. Making predictions about an informational text is a lot like what we do when we use the TIGRRS process to find the topic.

- Use **Think-Pair-Share** to have students make predictions of everyday events. Randomly select a few students to share. Example questions are provided on the next page.

© 2011 Success for All Foundation

Let's make a prediction. Imagine that you woke up in the morning and smelled maple syrup. What would you predict you would have for breakfast? Share your thoughts with your partner. After partners share, randomly select a few students to share with the class.

Let's make another prediction. Suppose you walked into the classroom and instead of your regular teacher, there were another grownup? What would you predict would happen? Share your thoughts with your partner. After partners share, randomly select a few students to share with the class.

- Explain that predictions are guesses we have about the future that are based on information we already have. Point out that our previous experiences tell us that a certain event will happen. As an example, point out that our previous experiences with smelling maple syrup cause us to think about pancakes.
- Explain that after we make predictions, we learn whether what we predicted actually happens or actually does not happen. Use the above examples to illustrate the different possibilities.

After we make predictions, we learn whether what we predicted actually happens or actually does not happen. In the breakfast example, you might have pancakes, or you might have French toast or waffles instead. In the classroom example, you might have a substitute teacher, or you might find that the person was a guest speaker who was going to speak to the class. So we learn whether what we predicted actually happen or actually do not happen. The predictions we made, however, were strong guesses because we've had experiences that support what we thought would happen. Often when we smell maple syrup we think of pancakes. And when an unfamiliar grownup is in a classroom, he or she is usually a substitute teacher.

- Explain that good readers make predictions when they read. Point out that readers do this by thinking about what they've read or what they know, and by asking themselves if they have clues that tell them what is ahead. Explain that once readers make predictions of what will happen or of what they will learn, they read on to see whether their predictions match what they read.
- Tell students that readers' predictions aren't always confirmed. Explain that what they predict does not always happen.
- Display the following passage, and explain that this is a headline and the first part of an article from an old newspaper.

Blackline master provided.

New Store to Open Locally

(August 11, 1987)—Super Foods International, an international grocery store chain, is set to open a new store in town, a spokesperson for the store said in an interview yesterday.

"We are really looking forward to doing business with Pittsburgh," Melanie Harvick of Super Foods International said, "and we hope that our customers find good values, high quality, and a positive shopping experience in the new store…"

- Model making a prediction about the article by using the headline and your background knowledge about newspapers. Write your prediction on chart paper.

  Remember that we should look for clues that will help us predict what we might read about or learn in an informational text. Let me begin reading this article and see if I can make any predictions about what I will learn from it. Read the headline aloud. **This article has a headline. That's a type of text feature. I know that headlines are usually good clues about what I will read in an article. This headline says, "New Store to Open Locally." A new store is news for people who live nearby. I think this article will tell me about a new store where people can shop.** Write this prediction on chart paper.

- Reread the headline and rest of the article aloud. Model reviewing your prediction to see if your prediction is the same as what you learned.

  Now I need to see if my prediction is accurate. I used the headline as a clue to guess that the article would be about a new store opening. My prediction matched what I learned from the article. I read about how the new store will be from an international chain. People will be able to buy high-quality food at a good value. My prediction matched this time, but it's important to remember that sometimes our predictions might not match what is in the text.

- Display the following passage.

Blackline master provided.

> **Venus Flytrap**
>
> Venus flytraps are carnivorous plants. That means they are plants that eat insects. This is unlike other plants, which get nutrients from water and soil. Venus flytraps stand about a foot and a half tall and are found in wet regions around the world.

- Read the heading aloud, and use a **Think Aloud** to model predicting what you will learn in the passage.

  The heading on this passage is "Venus Flytrap." Hmm, I know what Venus is. It's a planet in our solar system. It's also supposed to be considered beautiful because it's named after the Roman goddess of love. I predict that this passage will tell me about a beautiful flower.

- Reread the heading and passage aloud, and model reviewing your prediction to see if your prediction is the same as what you learned.

  This time, I did not make a good prediction based on the clues I had. I said the passage would tell me about a beautiful flower. The passage doesn't do this. I don't learn about what a Venus flytrap looks like, besides that it is tall, but I do learn that these plants eat bugs for nutrients. I don't know whether the flower is very beautiful, but I'm not sure if a flower that eats bugs would be!

© 2011 Success for All Foundation

- Explain that making predictions and then reading to see what the text is about makes texts interesting. Point out that readers often feel satisfied when their predictions match the text and surprised when they do not.
- Pass out the Predicting Strategy Cards, and review the steps for predicting on the informational side of the cards. Point out that these steps will remind students to make predictions, explain their clues, and confirm their predictions.
- Tell students that they will predict as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Preview page 37 by reading the heading and text box aloud and by looking at the photograph. Use a **Think Aloud** to model making a prediction about this page using these clues, and write your prediction on chart paper.

  Let me make a prediction about what I will learn on this page. The heading says, "Introduction: Go Deep!" I know the text is called *Go Deep! Exploring the World's Canyons*. Canyons must be deep holes in the ground. There is also a text box on the page. Read the text box aloud. **This gives me the Latin root for *canyon*. It says the word *canyon* comes from the Latin word *canna*, which means tube or reed. I think I will get an introduction to canyons on this page.**

- Read page 37 aloud, stopping to ask questions, make points, or focus students' attention as needed. Model pointing out other clues you read that helped you make your prediction.

A Collection of Readings, page 37

Introduction: Go deep!

With your toe, you kick a loose rock off the rim. You listen as it bounces off the walls and tumbles down toward the rocks below. You'd like to see just how far it falls, but be careful! You don't want to fall off the edge. Luckily, there's a guardrail, so you can lean against that. But don't lean over it!

Now you shout "Hello!" into the air and listen carefully. Before you know it, you hear your voice again, in an echo. It's as if the canyon is shouting "Hello!" right back at you!

(continued on next page)

Canyons are some of the most fascinating places nature has to offer, and you can find them all over the world. There's the Olduvai Gorge in Tanzania, Africa, and the Vikos Gorge in Greece. In Idaho, you'll find the deepest canyon in North America, Hells Canyon. And who could forget the mighty Grand Canyon in Arizona? These are some of the world's deepest and most amazing canyons. But how are canyons formed? What makes canyons so interesting, fascinating, and even dangerous? Let's explore these natural wonders and learn all about them.

Did you know?
The word canyon *comes from the Latin word* canna*, meaning tube or reed!*

- Explain to students that you will review your prediction when you reread the page on day 3 to identify more details about the text.
- Summarize the main ideas, and add them to the idea tree.
- Tell students that they will make predictions about the text using clues, such as text features, before they read during Partner Reading.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

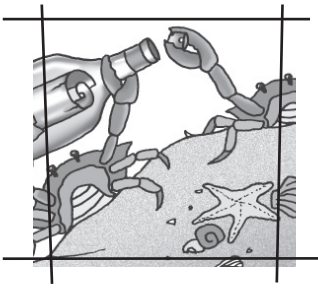
Student Edition, page S-12

Team Talk

1. What prediction do you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|
2. What does the graphic on page 38 show? |TF|
3. Why is the Olduvai Gorge one of the most famous in the world? |CE|
   a. It is full of fossils, including ones of human ancestors.
   b. It is the deepest canyon in the world.
   c. It is the longest canyon in the world.
   d. It is the only canyon found in Africa's Serengeti Plain.
4. Why is it difficult to determine the depth of a mountain canyon such as the Vikos Gorge? |CE|

- Randomly assign team leaders.

© 2011 Success for All Foundation



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

Teacher's Note: The Partner Reading routine is different for the predicting strategy.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS. Remind students that they will make a prediction about the text that will be used to answer question #1 in Team Talk. Tell students to record their predictions in their journals before they read and restate: SR

  pages 38–41 aloud with partners.

- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What prediction do you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that I will learn about two ways that canyons are formed by erosion on page 39. The clues I used to make this prediction are the headings for the paragraphs on the page. The headings say "Water Erosion" and "Wind Erosion." Those must be ways that canyons are formed.* **90 points =** *I predict that I will learn about two ways that canyons are formed by erosion on page 39. The clues I used to make this prediction are the headings for the paragraphs on the page.* **80 points =** *Page 39 will be about how erosion forms canyons. The headings are clues.*

Team Talk continued

2. What does the graphic on page 38 show? |TF|

   100 points = *The graphic on page 38 shows how water carves out canyons. It shows how water carves through layers of rock to make deep, wide canyons.* **90 points =** *The graphic on page 38 shows how water carves out canyons.* **80 points =** *It shows how water carves out canyons.*

3. Why is the Olduvai Gorge one of the most famous in the world? |CE|

   a. *It is full of fossils, including ones of human ancestors.*

   b. It is the deepest canyon in the world.

   c. It is the longest canyon in the world.

   d. It is the only canyon found in Africa's Serengeti Plain.

4. Why is it difficult to determine the depth of a mountain canyon such as the Vikos Gorge? |CE|

   100 points = *It is difficult to determine the depth of a mountain canyon such as the Vikos Gorge because it is difficult to tell where the rim of the canyon is to measure its depth. Mountain canyons are surrounded by tall mountains and other high terrain.* **90 points =** *It is difficult to determine the depth of a mountain canyon such as the Vikos Gorge because it is difficult to tell where the rim of the canyon is to measure its depth.* **80 points =** *It is difficult to tell where the rim of the canyon is because of the mountains and high terrain.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

Strategy-Use Discussion

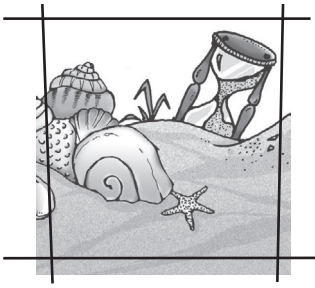
– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.

– Award team celebration points.

© 2011 Success for All Foundation

Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Think about the landscape around your city or town. Are there likely to be more desert canyons, mountain canyons, or neither where you live? Why? Early humans and their ancestors would have lived near rivers. How do you think the Olduvai Gorge was formed over millions of years?
	– Award team celebration points.	

Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

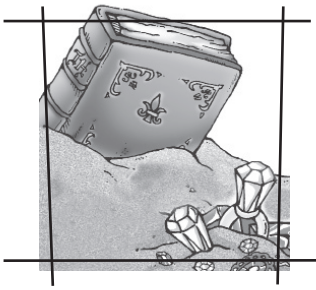
- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppily, and finally without expression to show a lack of fluency skills.

Page 39 (paragraph 2)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

© 2011 Success for All Foundation



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. TP
- Use **Random Reporter** to check corrections.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. SR
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

> What makes the Olduvai Gorge famous?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

  Yesterday we began reading about canyons. We learned what helps to form canyons. We learned about the Olduvai Gorge and Vikos Gorge.

- Tell students that you will continue to record important ideas on the graphic organizer.

- Preview page 42 of the text. Use a **Think Aloud** to point out clues such as the heading, text box, and photograph. Model making a prediction about this page using these clues, and write your prediction on chart paper.

  Let's see what predictions I can make about this section of the text using clues on the page. I see that the heading is "Hells Canyon." I will probably read about a canyon by this name. The text box on the page tells me how American Indians settled the area around the canyon, so I think this canyon is in the United States. I used clues on the page to make a prediction.

- Read page 42 aloud, stopping to ask questions, make points, or focus students' attention as needed.

A Collection of Readings, page 42

> **Hells Canyon**
>
> As we continue on our journey through some of the world's canyons, we return to the United States. Our next stop is the Snake River plain in Idaho, where we visit the deep Hells Canyon. Hells Canyon is one of the deepest canyons in the world. In fact, it is the deepest canyon in North America. Hells Canyon is so deep that the depths of the Olduvai and Vikos gorges can't compare. The Devil's Peak is the highest rim of the canyon. It's a whopping 8,000 feet above the Snake River!
>
> Hells Canyon's depth has attracted thousands of visitors for years, and in 1975, Congress established the Hells Canyon Recreation Area. But Hells Canyon has another claim to fame, and that's because of a daredevil, or stuntman, named Robert "Evel" Knievel (KUH-nee-vul). In September of 1974, Evel Knievel attempted to jump his special rocket-powered motorcycle across Hells Canyon.
>
> *(continued on next page)*

© 2011 Success for All Foundation

His attempt failed. His parachute accidentally opened, which pulled him off his motorcycle. As Evel Knievel drifted safely to the canyon's floor thousands of feet below, the motorcycle smashed into the far wall of the canyon and exploded. It's a good thing he wasn't on that bike! If you actually travel to Hells Canyon, you can see the site where Knievel tried his stunt.

Did you know?
American Indians were the first people to settle in Hells Canyon. The Nez Perce and other tribes lived in and traveled through the canyon, leaving petroglyphs and pictographs on the walls.

- Explain to students that you will review your prediction when you reread the page on day 4 to identify more details about the text.
- Summarize the main ideas, and add them to the idea tree.
- Tell students that they will make predictions about the text using clues, such as text features, before they read during Partner Reading.

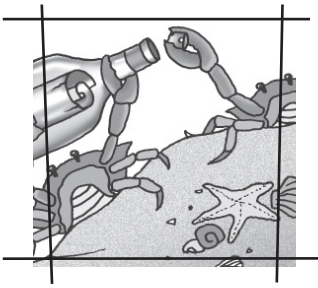
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-12

Team Talk

1. What prediction do you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|
2. Is the Grand Canyon a popular vacation place? How can you tell? |DC|
3. Sound travels well through canyons because— |CE|
   a. you need dry desert air to make sound travel.
   b. there are few objects in the way to stop the sound waves.
   c. there are many trees and rocks and a lot of dust to move sound.
   d. you can stand in an open place and shout as much as you want.
4. How are the dangers of desert canyons during the day different from those at night? |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

Teacher's Note: The Partner Reading routine is different for the predicting strategy.

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS. Remind students that they will make a prediction about the text that will be used to answer question #1 in Team Talk. Tell students to record their predictions in their journals before they read and restate: SR

  pages 43–46 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What prediction do you make about the text before reading? What clues did you use to make this prediction? (Write-On) |PR|

   (Answers will vary.) **100 points =** *I predict that page 44 will tell me how echoes work. One clue I used to make this prediction is the heading "Sound in Canyons: The Echo Effect." You must be able to make echoes in canyons. Another clue is the photograph. It has the word "Hello!" repeated on the photo several times, which makes me think about how an echo sounds. The text box is another clue because it tells me where the best echoes are made at the Grand Canyon.* **90 points =** *I predict that page 44 will tell me how echoes work. One clue I used to make this prediction is the heading "Sound in Canyons: The Echo Effect." You must be able to make echoes in canyons.* **80 points =** *Page 44 will be about echoes in canyons. The heading is a clue.*

© 2011 Success for All Foundation

Team Talk continued

2. Is the Grand Canyon a popular vacation place? How can you tell? |DC|

   100 points = *Yes. The Grand Canyon is a popular vacation place. I read that more than 5 million people visit the Grand Canyon each year. I also read about all the different things people can do at the Grand Canyon. People can hike, camp, ride mules, go whitewater rafting, and fish. People probably wouldn't vacation at the Grand Canyon if there weren't all these activities to do while there.* **90 points =** *Yes. The Grand Canyon is a popular vacation place. I read that more than 5 million people visit the Grand Canyon each year. I also read about all the different things people can do at the Grand Canyon.* **80 points =** *Yes. More than 5 million people visit it each year.*

3. Sound travels well through canyons because— |CE|

   a. you need dry desert air to make sound travel.

   b. there are few objects in the way to stop the sound waves.

   c. there are many trees and rocks and a lot of dust to move sound.

   d. you can stand in an open place and shout as much as you want.

4. How are the dangers of desert canyons during the day different from those at night? |DC|

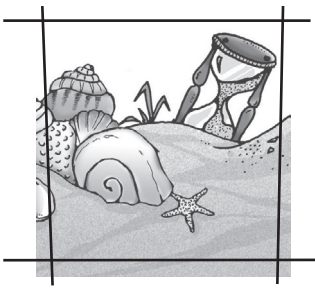
   100 points = *The dangers of desert canyons during the day are different from those at night because during the day, the temperature in a desert canyon can get over 100 degrees Fahrenheit, and people can get dehydrated if they don't drink enough water. At night, temperatures can drop below freezing, and people can get frostbite or hypothermia if they don't dress warmly.* **90 points =** *The dangers of desert canyons during the day are different from those at night because during the day, the temperature in a desert canyon can get over 100 degrees Fahrenheit, and people can get dehydrated. At night, temperatures can drop below freezing, and people can get frostbite or hypothermia.* **80 points =** *The temperature gets over 100 degrees Fahrenheit during the day and below freezing at night.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	What do you think you should do to stay safe from the weather before you go on a trip to a desert canyon? The Grand Canyon receives more than five million visitors each year. Do you think the other canyons mentioned in the text receive that many visitors? Why or why not?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	

© 2011 Success for All Foundation



FLUENCY IN FIVE TP

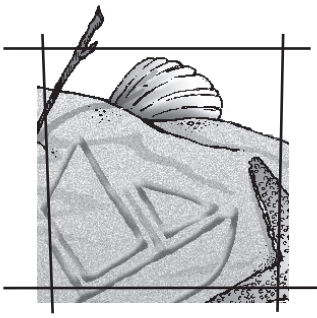
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page S-11

Page 43 (paragraphs 1 and 2)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER TP

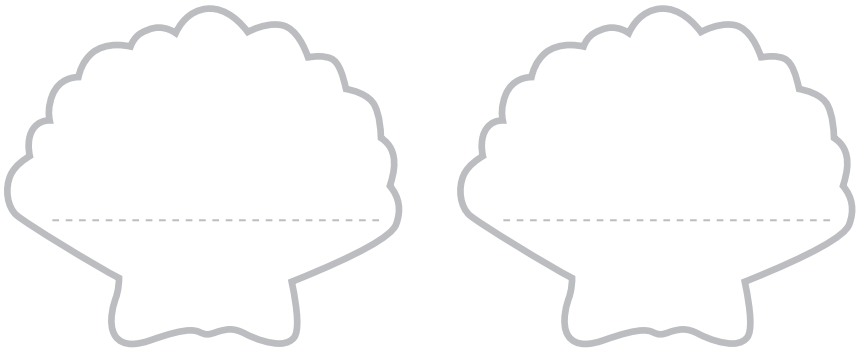
Timing Goal: 10 minutes

Preparation: Display the following words: ***crease, fizz, rugged, tomb.***

tps

- Direct students to the four words you have displayed. Use **Think-Pair-Share** to have students think of a word that means the same, or almost the same, for each of the words. Randomly select a few students to share. Accept any reasonable answer. Crease*: fold;* fizz*: bubble;* rugged*: tough;* tomb*: grave.*
- Remind students that words with the same, or almost the same, meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for synonyms. Display the Word Treasure clue for synonyms (two shells that look the same).

Blackline master provided.



- Review the Word Treasure (skill). Review why Captain Read More thinks it is important to know synonyms by explaining that they help us define words and make connections among words we know. It also helps us become better speakers and writers because we can use more advanced words.

Word Treasure	Sometimes more than one word can mean the same, or almost the same, thing. These words are called synonyms. Learning synonyms helps us define words, make connections among words we know, and become better speakers and writers because we can use more advanced words.

- Tell students to look out for words from this cycle's vocabulary list that have synonyms.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. SR

© 2011 Success for All Foundation

Teacher's Note: Accept reasonable responses for skill-practice and test answers; most words have more than two synonyms.

Student Edition, page S-12

Skill Practice

Write a synonym for each of the following words.

1. mild *cool*
2. gobble *eat*
3. diary *journal*
4. sleek *smooth*

Building Meaning

regions	formed	claimed	spectacular
bask	obstructions	cautious	prevent

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

   100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

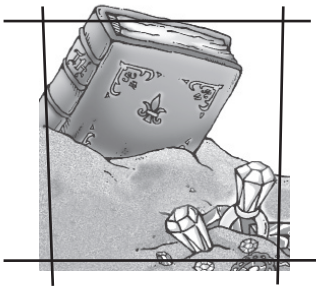
6. Which of the following is a situation where you might be <u>cautious</u>?
   a. putting together a scrapbook
   b. reading a book
   c. walking alone at night
   d. eating a snack

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

© 2011 Success for All Foundation



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. TP
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. SR
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

> Why can canyons make good echoes?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we continued reading about canyons. We read about Hells Canyon and the Grand Canyon in the United States. We read about echoes in canyons. We also read about some of the dangers of canyons.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Remind students that you made a prediction about page 37 when you read it on day 1.

When I first read this section, I made a prediction about it using clues on the page. I said it would be an introduction to canyons. I used the heading and text box on the page to make that prediction.

- Reread page 37 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying details from the text that either support or do not support your prediction.

A Collection of Readings, page 37

Introduction: Go deep!

With your toe, you kick a loose rock off the rim. You listen as it bounces off the walls and tumbles down toward the rocks below. You'd like to see just how far it falls, but be careful! You don't want to fall off the edge. Luckily, there's a guardrail, so you can lean against that. But don't lean over it!

Now you shout "Hello!" into the air and listen carefully. Before you know it, you hear your voice again, in an echo. It's as if the canyon is shouting "Hello!" right back at you!

Canyons are some of the most fascinating places nature has to offer, and you can find them all over the world. There's the Olduvai Gorge in Tanzania, Africa, and the Vikos Gorge in Greece. In Idaho, you'll find the deepest canyon in North America, Hells Canyon. And who could forget the mighty Grand Canyon in Arizona? These are some of the world's deepest and most amazing canyons. But how are canyons formed? What makes canyons so interesting, fascinating, and even dangerous? Let's explore these natural wonders and learn all about them.

(continued on next page)

© 2011 Success for All Foundation

Did you know?
The word canyon *comes from the Latin word* canna*, meaning tube or reed!*

When we reread during the TIGRRS process, we're supposed to look for more details to help us better understand the text. Looking for more details can help us see whether our predictions were good ones. Let's see if my prediction matches what I learned. I read a description of what being near a canyon would be like. I could kick a rock into the canyon to see how far it falls into the deep hole. I could shout to hear my voice echo. I learned the names of the canyons in the text. I think my prediction does match what I learned. I was introduced to canyons and what I would learn about them.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Tell students that they will discuss whether their predictions match what they learned from the text.

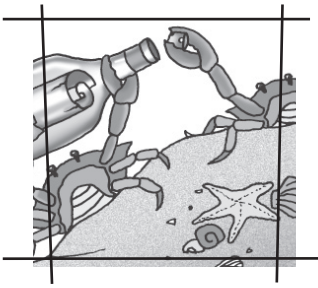
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-13

Team Talk

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) |PR|
2. What does the text box on page 40 tell you about? |TF|
   a. It defines what *Olduvai* means.
   b. It tells about the fossils found in the Olduvai Gorge.
   c. It explains what you need to be an archaeologist.
   d. It defines and explains *archaeology*.
3. The Vikos Gorge is described as one of Greece's best kept secrets. Why? |CE|
4. How are the Olduvai and Vikos gorges different? |CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: SR

  pages 38–41 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) |PR|

   (Answers may vary.) **100 points =** *On day 1, I predicted that I would learn about how there are two kinds of erosion that make canyons. What I learned matches what I predicted. There are two sections on the page. The section titled "Water Erosion" tells me how rivers slowly wear away rocks and the banks of the river until a steep canyon is formed. It can take more than 60 million years to make a canyon. The section titled "Wind Erosion" tells me how wind, especially in desert canyons, grinds down on rocks, just like water does. It takes a long time, just like water erosion.* **90 points =** *On day 1, I predicted that I would learn about how there are two kinds of erosion that make canyons. What I learned matches what I predicted. I learned how rivers carve through rocks in the section titled "Water Erosion" and how wind wears down rocks in the section titled "Wind Erosion."* **80 points =** *I predicted that I would learn about erosion. I learned about water erosion and wind erosion.*

© 2011 Success for All Foundation

Team Talk continued

2. What does the text box on page 40 tell you about? |TF|
   a. It defines what *Olduvai* means.
   b. It tells about the fossils found in the Olduvai Gorge.
   c. It explains what you need to be an archaeologist.
   d. *It defines and explains* archaeology.

3. The Vikos Gorge is described as one of Greece's best kept secrets. Why? |CE|

   100 points = *The Vikos Gorge is one of Greece's best kept secrets because it is a good place to see a canyon and explore it without crowds of people. It is not one of Greece's most popular tourist spots. There aren't a lot of people to disturb the wildlife.* **90 points =** *The Vikos Gorge is one of Greece's best kept secrets because it is a good place to see a canyon and explore it without crowds of people. It's not a popular tourist spot.* **80 points =** *It's not a popular tourist spot.*

4. How are the Olduvai and Vikos gorges different? |CC|

   100 points = *The Olduvai and Vikos gorges are different because the Olduvai Gorge is a desert canyon. The Vikos Gorge is a mountain canyon. You can easily tell how deep the Olduvai Gorge is because it is in the desert. It is hard to tell how deep the Vikos Gorge is because it is surrounded by mountains.* **90 points =** *The Olduvai and Vikos gorges are different because the Olduvai Gorge is a desert canyon. The Vikos Gorge is a mountain canyon. It is harder to tell how deep the Vikos Gorge is because it is surrounded by mountains.* **80 points =** *The Olduvai Gorge is in the desert, and the Vikos Gorge is in the mountains.*

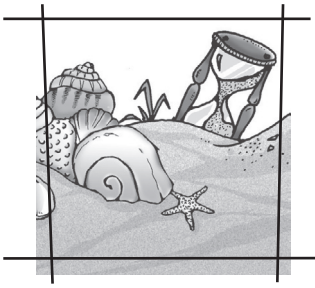
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.

Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	Is there a river near your home? Do you think it could one day form a canyon or gorge in your area? How many more years do you think it would take, and why? Do you think erosion has an effect on anything besides the earth's surface? How do you think water and wind erosion affect buildings, statues, or other man-made objects?
	– Award team celebration points.	

Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

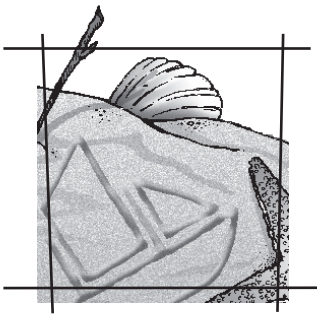
Student Edition, page S-11

Page 43 (paragraphs 1 and 2) or 41 (paragraphs 1 and 2)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

© 2011 Success for All Foundation

- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



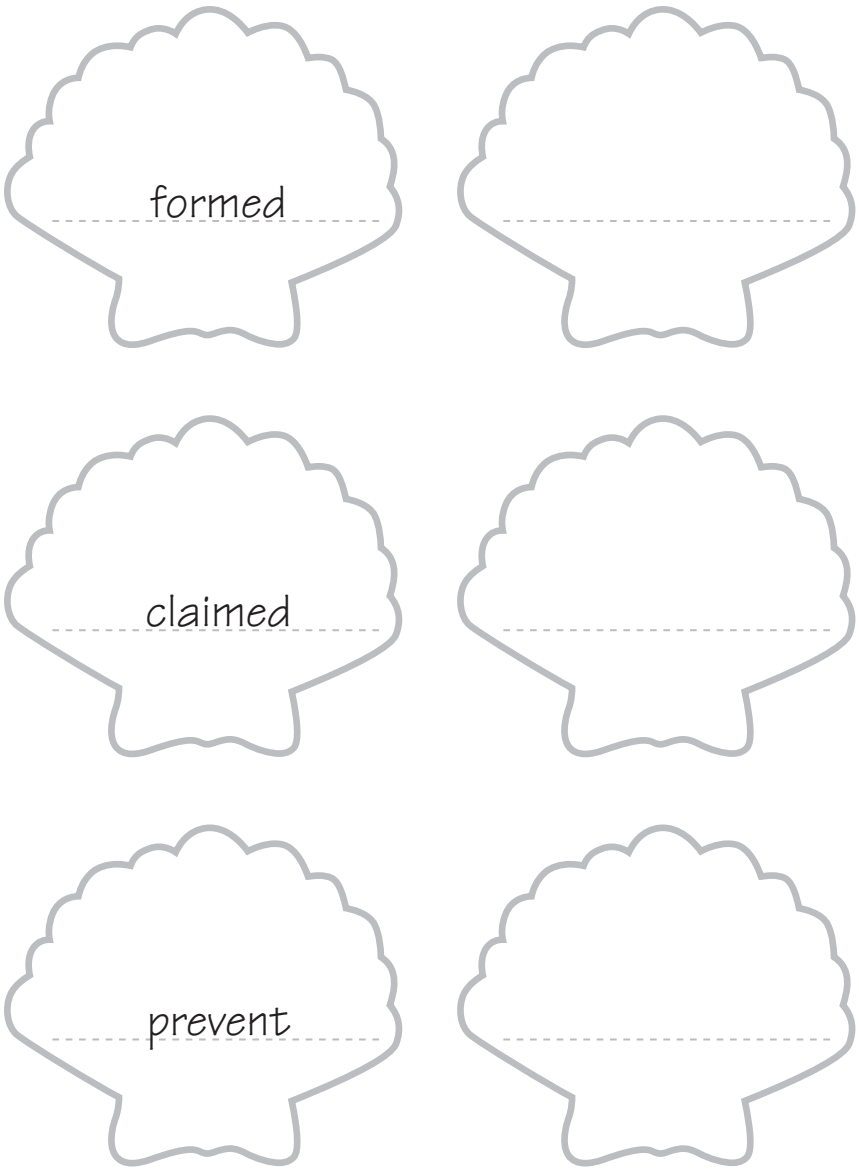
WORD POWER TP

Timing Goal: 10 minutes

tps

Preparation: Display four sets of shells. On the first shell of each set, write "regions," "formed," "claimed," and "prevent."

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms.
- Use **Think-Pair-Share** to have students identify the words that have synonyms in this cycle's vocabulary list. Randomly select a few students to share. *The words* regions, formed, claimed, *and* prevent *have synonyms.*
- Confirm, or model, by displaying four sets of shells on the board. On the first shell of each set, write one of the following words: "regions," "formed," "claimed," and "prevent." Leave the matching shells blank.



- Use **Think-Pair-Share** to have students identify a synonym for each word. Accept any reasonable answer. Write the synonyms on the matching shells as you randomly select a few students to share their responses. Regions*: areas;* formed*: made;* claimed*: said or stated;* prevent*: stop*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

© 2011 Success for All Foundation

Student Edition, page S-13

Skill Practice

Write a synonym for each of the following words.

1. prefer *like*
2. spark *fire*
3. bury *cover*
4. seize *take*

Building Meaning

regions	formed	claimed	spectacular
bask	obstructions	cautious	prevent

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

   100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

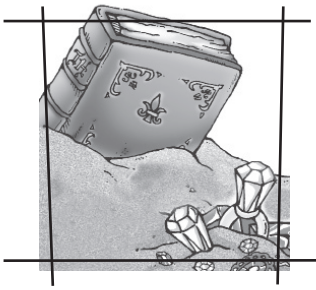
6. Which of the following is a not situation where you might be <u>cautious</u>?
   a. *sleeping at night*
   b. camping in the woods
   c. riding a bike
   d. walking across a busy street

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- **How many points did you earn today?**
- **How well did you use the team cooperation goal and behavior?**
- **How can you earn more points?**



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

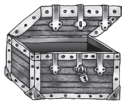
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. TP
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the text, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary TP

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. SR



- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will reread today and predict that ideas will become more clear. Model this if necessary. Use **Random Reporter** to share the predictions with the class.

© 2011 Success for All Foundation

- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

> What makes the Vikos Gorge one of the best kept secrets in Greece?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

  Yesterday we read more details about how canyons are formed. Whether canyons are formed by water erosion, wind erosion, or a combination of both, the process takes millions of years. The water and wind wear away the rock to create steep canyon sides and deep holes. The Olduvai Gorge in Tanzania in Africa is very old and is famous because many fossils have been found there. Archaeologists found fossils of early human ancestors, such as *Australopithecus*, *Homo habilis*, and *Homo ergaster*, there. It has helped uncover mysteries about the human species. The Vikos Gorge in Greece was formed by the Voidomatis River and is the deepest and largest canyon in Europe. It is the deepest canyon outside North America. It is a mountain canyon, so its true depth is hard to measure. It is a popular hiking spot because not many tourists visit it.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Remind students that you made a prediction about page 42 when you read it on day 2.

  When I first read this section, I made a prediction about it using clues on the page. I said that I would read about a canyon named Hells Canyon and that it would be in the United States. I used the heading and text box on the page to make that prediction.

- Reread page 42 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying details from the text that either support or do not support your prediction.

A Collection of Readings, page 42

Hells Canyon

As we continue on our journey through some of the world's canyons, we return to the United States. Our next stop is the Snake River plain in Idaho, where we visit the deep Hells Canyon. Hells Canyon is one of the deepest canyons in the world. In fact, it is the deepest canyon in North America. Hells Canyon is so deep that the depths of the Olduvai and Vikos gorges can't compare. The Devil's Peak is the highest rim of the canyon. It's a whopping 8,000 feet above the Snake River!

Hells Canyon's depth has attracted thousands of visitors for years, and in 1975, Congress established the Hells Canyon Recreation Area. But Hells Canyon has another claim to fame, and that's because of a daredevil, or stuntman, named Robert "Evel" Knievel (KUH-nee-vul). In September of 1974, Evel Knievel attempted to jump his special rocket-powered motorcycle across Hells Canyon. His attempt failed. His parachute accidentally opened, which pulled him off his motorcycle. As Evel Knievel drifted safely to the canyon's floor thousands of feet below, the motorcycle smashed into the far wall of the canyon and exploded. It's a good thing he wasn't on that bike! If you actually travel to Hells Canyon, you can see the site where Knievel tried his stunt.

Did you know?
American Indians were the first people to settle in Hells Canyon. The Nez Perce and other tribes lived in and traveled through the canyon, leaving petroglyphs and pictographs on the walls.

When we reread during the TIGRRS process, we're supposed to look for more details that help us better understand the text. Looking for more details can help us see whether our predictions were good ones. Let's see if my prediction matches what I learned. I read that Hells Canyon was made by the Snake River and is in Idaho. It is not only one of the deepest canyons in the world, it is the deepest in North America. The highest point is Devil's Peak, which is more than 8,000 feet higher than the river below. Daredevil Evel Knievel tried to jump across Hells Canyon on a motorcycle in 1974. He didn't make it all the way across and had to jump off his bike using a parachute. I also read that American Indians settled the area a long time ago. You can still see their petroglyphs and pictographs on the canyon walls. I think my prediction does match what I learned. I learned about Hells Canyon.

- Summarize the supporting details for the main ideas, and add them to the idea tree.
- Tell students that they will discuss whether their predictions match what they learned from the text.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

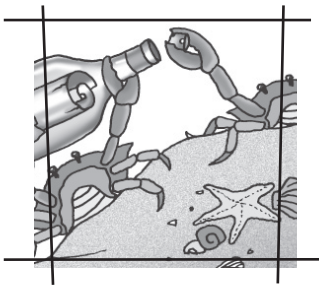
© 2011 Success for All Foundation

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page S-14

Team Talk

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) |PR|
2. The text states that the Grand Canyon is the most spectacular canyon of all. Do you think this is a fact or an opinion? Support your response. |FO|
3. Which of the following is a symptom of vertigo? |CE|
   a. being sick from a lack of water
   b. having too low a body temperature
   c. frostbitten toes or limbs
   d. feeling faint and lightheaded
4. Use information from your idea tree to write a summary about *Go Deep! Exploring the World's Canyons*. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: SR

  pages 43–46 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On) |PR|

   (Answers may vary.) **100 points =** *On day 2, I predicted that I would learn about echoes on page 44. What I learned matches what I predicted. I learned how that at a canyon, you can shout and hear your voice bounce off the canyon walls. There are few obstructions in canyons, so sound waves can travel really far. You might be able to hear your voice bounce off several walls. The Grand Canyon's best echo spot is called Echo Cliff.* **90 points =** *On day 2, I predicted that I would learn about echoes on page 44. What I learned matches what I predicted. I learned how that at a canyon, you can shout and hear your voice bounce off the canyon walls.* **80 points =** *I predicted that I would learn about echoes. I learned how canyons make echoes.*

2. The text states that the Grand Canyon is the most spectacular canyon of all. Do you think this is a fact or an opinion? Support your response. |FO|

   100 points = *I think this is an opinion. You cannot prove that the Grand Canyon is the most spectacular canyon of all. This is how the author feels about it. Someone else might not agree that the Grand Canyon is the most spectacular. Someone might think another canyon is more spectacular for another reason.* **90 points =** *I think this is an opinion. You cannot prove that the Grand Canyon is the most spectacular canyon of all. This is how the author feels about it.* **80 points =** *It's an opinion. It is how the author feels about it.*

3. Which of the following is a symptom of vertigo? |CE|

   a. being sick from a lack of water

   b. having too low a body temperature

   c. frostbitten toes or limbs

   d. feeling faint and lightheaded

© 2011 Success for All Foundation

Team Talk continued

4. Use information from your idea tree to write a summary about *Go Deep! Exploring the World's Canyons*. |SU|

   100 points = *Canyons are large holes in the ground formed by water and wind erosion over time. Canyons are usually found in deserts and mountains and are formed by rivers at first. The Olduvai Gorge is in Africa and is famous for its fossils of early human ancestors. The Vikos Gorge in Greece is a deep mountain canyon that is good for hiking because it is not full of tourists. Hells Canyon is the deepest canyon in the United States. It was home to tribes of American Indians. Daredevil Evel Knievel tried to jump across it on a motorcycle. The Grand Canyon is one of the largest canyons in the world and a popular vacation spot. Canyons are famous for making echoes. Canyons can also be dangerous, with dizzying heights, loose rocks, and extreme weather.* **90 points =** *Canyons are large holes in the ground formed by water and wind erosion over time. Canyons are usually found in deserts and mountains. The Olduvai Gorge is in Africa and is famous for its fossils of early human ancestors. The Vikos Gorge in Greece is a deep mountain canyon that is good for hiking. Hells Canyon is the deepest canyon in the United States. It was home to tribes of American Indians. The Grand Canyon is one of the largest canyons in the world and a popular vacation spot. Canyons are famous for their echoes. Canyons can also be dangerous.* **80 points =** *Canyons are large holes in the ground formed by water and wind erosion over time. Canyons are usually found in deserts and mountains. There are canyons all over the world. Canyons are popular to visit, but they can be dangerous.*

- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

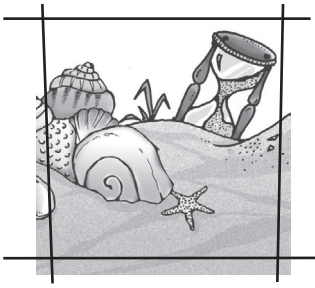
Class Discussion TP

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.

<table>
<tr><td rowspan="3">Think-and-Connect Discussion</td><td colspan="2">– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
– Allow students time to discuss your questions.
– Use Random Reporter to select students to respond to your questions.</td></tr>
<tr><td>Team Talk Extenders</td><td>Think about what you read about tourism at the Vikos Gorge and at the Grand Canyon. How do you think the Vikos Gorge would change if it had the same number of visitors as the Grand Canyon?

Do you think you would like to visit any of the canyons discussed in the text? Which would you like to visit most, and why?</td></tr>
<tr><td colspan="2">– Award team celebration points.
– Allow students time to discuss their summaries.
– Use Random Reporter to select students to share their summaries.</td></tr>
<tr><td>Write-On Discussion</td><td colspan="2">– Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board.
– Award team celebration points.
– Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.</td></tr>
</table>

© 2011 Success for All Foundation



FLUENCY IN FIVE TP

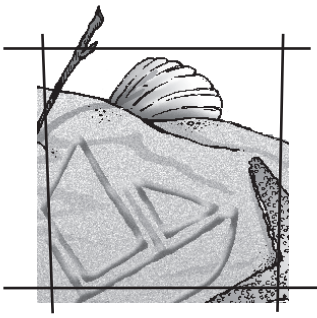
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-11

Page 43 (paragraphs 1 and 2), 41 (paragraphs 1 and 2), or 45 (paragraphs 1 and 2)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER TP

Timing Goal: 10 minutes

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms.

tps

- Use **Think-Pair-Share** to have students explain why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us define words and make connections among words; synonyms helps us become better speakers and writers.*

Preparation: Display the Word Power Challenge.

- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify a synonym for each of the underlined words. Point out that the underlined words are simple, and challenge the teams to find more advanced words to replace them. Explain to students that they might be able to find more than one synonym for each underlined word.

Word Power Challenge	Juan helped Mrs. Rodriguez <u>carry</u> the heavy box up the attic stairs. Katrina's comment about his new boots really <u>angered</u> Nate.

- Use **Random Reporter** to select students to read the sentences aloud, replacing the underlined word with their synonyms. *(Answers will vary.)* Carry*: shift;* angered*: annoyed.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. SR

Student Edition, page S-14

Skill Practice

Write a synonym for each of the following words.

1. adventure *journey*
2. rouse *awaken*
3. reserve *save*
4. startle *scare*

© 2011 Success for All Foundation

Building Meaning			
regions	formed	claimed	spectacular
bask	obstructions	cautious	prevent

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

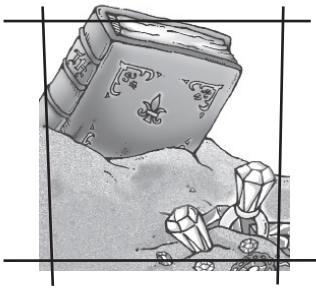
   100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

6. Choose the word that best fits in the blank.

   The beautiful web was *formed* by a spider during the night.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Introduce the text that students will read for their test. Relate it to their cycle text by telling what it is about, but do not give additional information or details.

  Today you will read about an undersea canyon. You read about canyons on land earlier in the cycle.

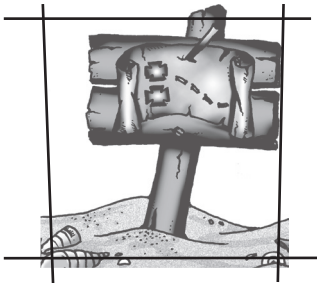
Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. SR

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1 and #3 ask about predicting.
- Ask students to underline key words or phrases in question #3.
- Tell students they will make a prediction about the test passage before reading or filling out their graphic organizers.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.

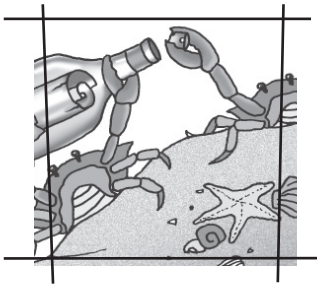
© 2011 Success for All Foundation



TEST

Timing Goal: 35 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test and graphic organizers.



TEAMWORK

Timing Goal: 35 minutes

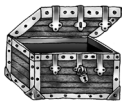
Team Discussion TP

Teacher procedures for Teamwork vary with strategy instruction.

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.

Class Discussion TP

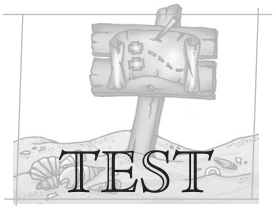
- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and graphic organizers.



- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– **How many points did you earn today?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

© 2011 Success for All Foundation



Test Passage

Preview the test passage, and answer the following question.

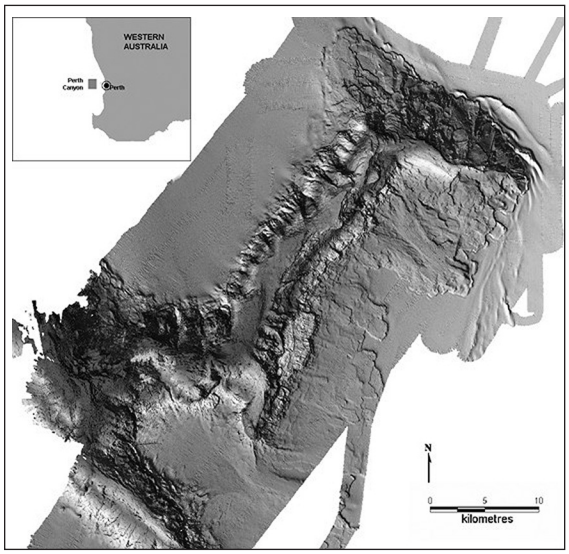
20 points

1. What prediction can you make about the passage before reading? What clues helped you make this prediction? |PR|

   20 points = *I predict that this passage will be about a canyon called Perth Canyon. A clue that helped me make this prediction is the heading. It says "Perth Canyon." I think the canyon is in Australia. There is a map of Australia. I see that Perth is in Australia. This is another clue that tells me the canyon is in Perth.* **15 points =** *I predict that this passage will be about a canyon called Perth Canyon. A clue that helped me make this prediction is the heading. It says "Perth Canyon."* **10 points =** *It will be about a canyon named Perth Canyon. The heading tells me.*

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Perth Canyon



Just as on land, there are canyons under the water. Perth Canyon was formed above ground millions of years ago. The canyon was formed by the Swan River. As ocean levels rose, the canyon was covered by water. This canyon is about the same size as the Grand Canyon in the United States.

Undersea canyons are hotspots for life in the oceans. Perth Canyon is famous because it is one of the main feeding grounds of the blue whale in Australia. The whales visit the canyon each summer. They feed on the swarms of krill that gather there. The canyon is also home to the Bight redfish. This fish can live to be more than seventy years old.

There is so much life at the canyon because of something called *upwelling*. Winds and deep currents cause nutrient-rich water from deep in the ocean to rise to the surface. This attracts many fish and other sea creatures to the area. Scientists study the canyon to learn more about the habits of sea creatures.

Sources: www.environment.gov.au/about/publications/annual-report/05-06/outcome1-coasts.html

www.news.uwa.edu.au/201006042549/research/perths-grand-canyon-revealed-deep-beneath-waves

www.australiangeographic.com.au/journal/video-reveals-australias-largest-deep-sea-canyon.htm

Comprehension Questions

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

30 points

2. What is the author's intent? |AP|

   a. to compare undersea canyons and mountain canyons

   b. to tell me about the formation of and life around an undersea canyon

   c. to persuade me to explore an undersea canyon

   d. to describe how many krill blue whales eat at Perth Canyon

   How do you know?

   20 points = *I know this is the author's intent because I read information about Perth Canyon. I learned how it was formed and what sea creatures live there. I didn't read information about how the canyon is different from a mountain canyon, I wasn't persuaded to explore it, and I didn't learn how many krill blue whales eat.* **15 points =** *I know this is the author's intent because I read information about Perth Canyon. I learned how it was formed and what sea creatures live there.* **10 points =** *I read information about Perth Canyon.*

20 points

3. Does what you learned from the passage match your prediction? Support your answer. |PR|

   20 points = *Yes. What I learned from the passage matches my prediction. I learned about Perth Canyon, which is an underwater canyon near Perth, Australia. I learned how it was formed by the Swan River millions of years ago. I learned about the sea creatures that live there or visit there to feed. I learned why so many sea creatures go there.* **15 points =** *Yes. What I learned from the passage matches my prediction. I learned about Perth Canyon, which is an underwater canyon near Perth, Australia. I learned how it was formed by the Swan River millions of years ago.* **10 points =** *It does match my prediction. I read about the undersea Perth Canyon near Perth, Australia.*

20 points

4. Summarize the text using information from your graphic organizer. |SU|

   20 points = *Perth Canyon is an undersea canyon off the coast of Australia. It is about the same size as the Grand Canyon in the United States. Perth Canyon was formed on land by the Swan River but was later covered by the ocean. Many different sea creatures live near the canyon. Blue whales visit the canyon to eat krill. Upwelling brings nutrients to the water near the canyon, which attracts many sea creatures to the area.* **15 points =** *Perth Canyon is an undersea canyon. It is about the same size as the Grand Canyon. Perth Canyon was formed on land but was later covered by the ocean. Blue whales visit the canyon to eat krill. Upwelling brings nutrients to the water near the canyon, which attracts many sea creatures.* **10 points =** *Perth Canyon is about the same size as the Grand Canyon. It was formed on land but was later covered by the ocean. Blue whales visit the canyon to eat. Upwelling brings nutrients to the water near the canyon.*

© 2011 Success for All Foundation

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write a synonym for each of the following words.

5 points 1. steed *horse*

5 points 2. wobble *shake*

5 points 3. attacker *enemy*

5 points 4. harmless *safe*

Building Meaning

regions	formed	claimed	spectacular
bask	obstructions	cautious	prevent

10 points 5. Write a meaningful sentence for the word *cautious*.

10 points = *Jodi was a very cautious child, so she always looked both ways before crossing the street and waited for the walking symbol at lights.*
5 points = *Jodi was a cautious child, so she looked before crossing the street.*
1 point = *Jodi was a very cautious child.*

10 points 6. Jill tries to *prevent* injury by wearing a mouth guard when she plays field hockey.

10 points 7. One of Alonso's favorite things to do at the beach was bask in the sun on the warm sand. *Bask* means—

a. relax in.
b. run away.
c. escape.
d. pursue.

10 points 8. Rattlesnakes live in dry *regions* such as deserts and arroyos.

10 points 9. The spectacular sunset was full of bright colors. *Spectacular* means—

a. dulled.
b. dark.
c. amazing.
d. quiet.

10 points

10. Joe *claimed* that he was at soccer practice when the cookie jar broke, but his parents didn't believe him.

10 points

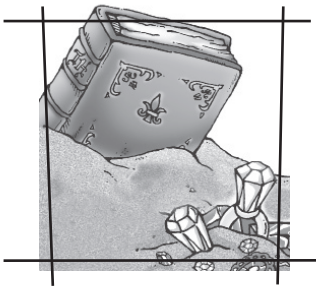
11. The trees formed a welcome shelter for people looking to get out of the hot sun. *Formed* means—

    a. made.
    b. lost.
    c. broke.
    d. moved.

10 points

12. There were so many *obstructions* in the hallway that the dog couldn't get to his water bowl in the kitchen.

© 2011 Success for All Foundation



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

  Today you will write an advertisement poster for one of the canyons you read about in the text this cycle. You will pretend that you work for a travel agency that advertises trips to the canyons of the world. What information do you think someone would like to read about when deciding on a vacation destination? Your class will display your posters when they are finished.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing an advertisement.

  You probably see advertisements every day. They are on television, on the radio, in magazines, and even on the sides of busses. Advertisements try to persuade you to buy certain products. Advertisers use persuasive techniques to make their products look beautiful, delicious, or fun.

- Display the following advertisement. Read the advertisement aloud to students.

Blackline master provided.

Sundae Sweets Bakery
invites you to the unveiling of its newest sweet treat:

The Great Pumpkin!

The Great Pumpkin is a spicy and sweet pumpkin cupcake swirled with a hint of cinnamon. The bottom of the cupcake is a delicious layer of graham crackers that will make you feel like you're eating a flavorful pumpkin pie. The Great Pumpkin is topped with decadent vanilla frosting that will melt in your mouth.

The Great Pumpkin is the perfect autumn treat on a chilly day and is available for the fall season only!

Make sure you stop by Sundae Sweets Bakery to buy your Great Pumpkin cupcake soon!

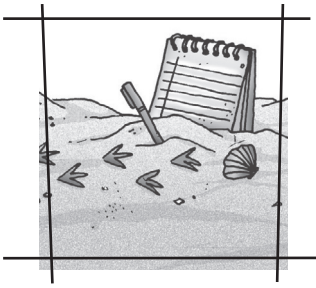
- Use **Think-Pair-Share** to have students identify what is being advertised. Randomly select a few students to share. *The Great Pumpkin cupcake at Sundae Sweets Bakery.*

- Use **Team Huddle** to have students discuss how the advertisement tries to persuade people to buy the Great Pumpkin cupcake. Use **Random Reporter** to select students to share.

  This advertisement is for a new treat at a bakery. How do you think the bakery wants potential customers to think of their Great Pumpkin cupcake? *They want customers to think the cupcake will taste delicious.* **Yes! We are attracted to food that sounds delicious, not food that sounds disgusting. The bakery tries to attract customers using descriptive language to make the cupcake sound delicious. What kinds of descriptive details are in the ad?** *The ad describes the cupcake as spicy and sweet. It has a hint of cinnamon. It has a delicious layer of graham crackers. It is flavorful. It has decadent frosting that melts in your mouth.* **Good! They want it to sound tasty. The bakery also wants you to think this cupcake is special. How does it do this?** *It says it is the perfect autumn treat. It is available for the fall season only.* **Right. This makes it seem like there is a limited number of the cupcakes available, and you need to rush out and buy one now! You will not be able to buy this cupcake when fall is over. These are good ways to persuade someone to try your product.**

- Point out to students that they will have to persuade potential tourists that a visit to one of the canyons mentioned in the text would be fun and interesting.

© 2011 Success for All Foundation



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

  Remember that today you will write information for an advertisement poster about one of the canyons you read about this cycle.

- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page S-14

Writing Prompt
Imagine that you work for a travel agency that offers many trips to the world's canyons. Create an advertisement poster for one of the canyons you read about this cycle: the Olduvai Gorge, the Vikos Gorge, Hells Canyon, or the Grand Canyon. You should provide at least three descriptive details about the canyon you choose. Remember to make the details persuasive to convince people that visiting the canyon will be fun, exciting, or educational. Give your poster an attention-grabbing heading. If you have time, use construction paper, markers, colored pencils, and other supplies to make your poster look attention grabbing. Your class can display your advertisements together when they are finished.

Scoring Guide	
You write an advertisement poster for one of the canyons in the text.	**25 points**
You provide at least three descriptive details about the canyon.	**15 points each (45 points maximum)**
You use persuasive details to make a trip to your canyon seem fun, exciting, or educational.	**20 points**
Your poster has an attention-grabbing heading.	**10 points**

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our advertisement posters.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer

Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.

© 2011 Success for All Foundation

- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Tell students to think about how they can make their posters grab the attention of potential customers.

  Think about the posters you might see around town. They try to grab your attention in a variety of ways. They might be colorful or have big pictures on them. They might also have clever or attention-grabbing headings. A heading on your poster for one of the canyons discussed in the text should make the canyon seem like a great place to visit. Think about why you want people to be attracted to that canyon. Why should people want to go there? What will get people excited about visiting there?

- Display the following list of headings.

Blackline master provided.

> Visit the Olduvai Gorge!
>
> Uncover history in the Olduvai Gorge fossil beds!
>
> See Africa's Olduvai Gorge!
>
> The secrets of human history revealed at the Olduvai Gorge!
>
> The desert canyon of Olduvai Gorge is 300 feet deep!

- Use **Team Huddle** to have students identify which of these headings might attract more people to the Olduvai Gorge and why. Use **Random Reporter** to select students to share. *The second and fourth headings might attract more people. They give people a hint about what they might see or do at the Olduvai Gorge. People who are interested in history might be attracted to learning more about fossils and human history there.*
- Point out to students that the first and third headings are dull and do not provide a reason or hint of why the Olduvai Gorge would be a good place to visit. Explain that the fifth heading just states facts that may be important, but they are not necessarily why someone would visit the Olduvai Gorge.
- Tell students to think about how they can attract tourists to the canyons they chose.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. SR
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. SR
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**

© 2011 Success for All Foundation

New Store to Open Locally

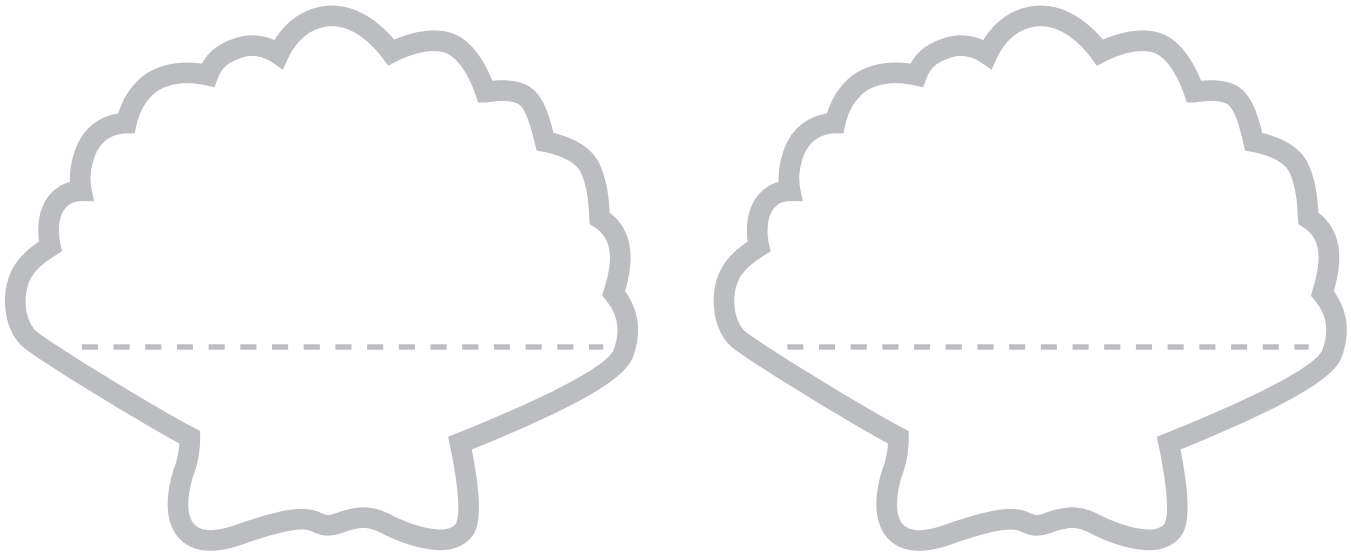
(August 11, 1987)—Super Foods International, an international grocery store chain, is set to open a new store in town, a spokesperson for the store said in an interview yesterday.

"We are really looking forward to doing business with Pittsburgh," Melanie Harvick of Super Foods International said, "and we hope that our customers find good values, high quality, and a positive shopping experience in the new store…"

Venus Flytraps

Venus flytraps are carnivorous plants. That means they are plants that eat insects. This is unlike other plants, which get nutrients from water and soil. Venus flytraps stand about a foot and a half tall and are found in wet regions around the world.

© 2011 Success for All Foundation



Sundae Sweets Bakery

invites you to the unveiling of its newest sweet treat:

The Great Pumpkin!

The Great Pumpkin is a spicy and sweet pumpkin cupcake swirled with a hint of cinnamon. The bottom of the cupcake is a delicious layer of graham crackers that will make you feel like you're eating a flavorful pumpkin pie.

The Great Pumpkin is topped with decadent vanilla frosting that will melt in your mouth.

The Great Pumpkin is the perfect autumn treat on a chilly day and is available for the fall season only!

Make sure you stop by Sundae Sweets Bakery to buy your Great Pumpkin cupcake soon!

© 2011 Success for All Foundation

Visit the Olduvai Gorge!

Uncover history in the Olduvai Gorge fossil beds!

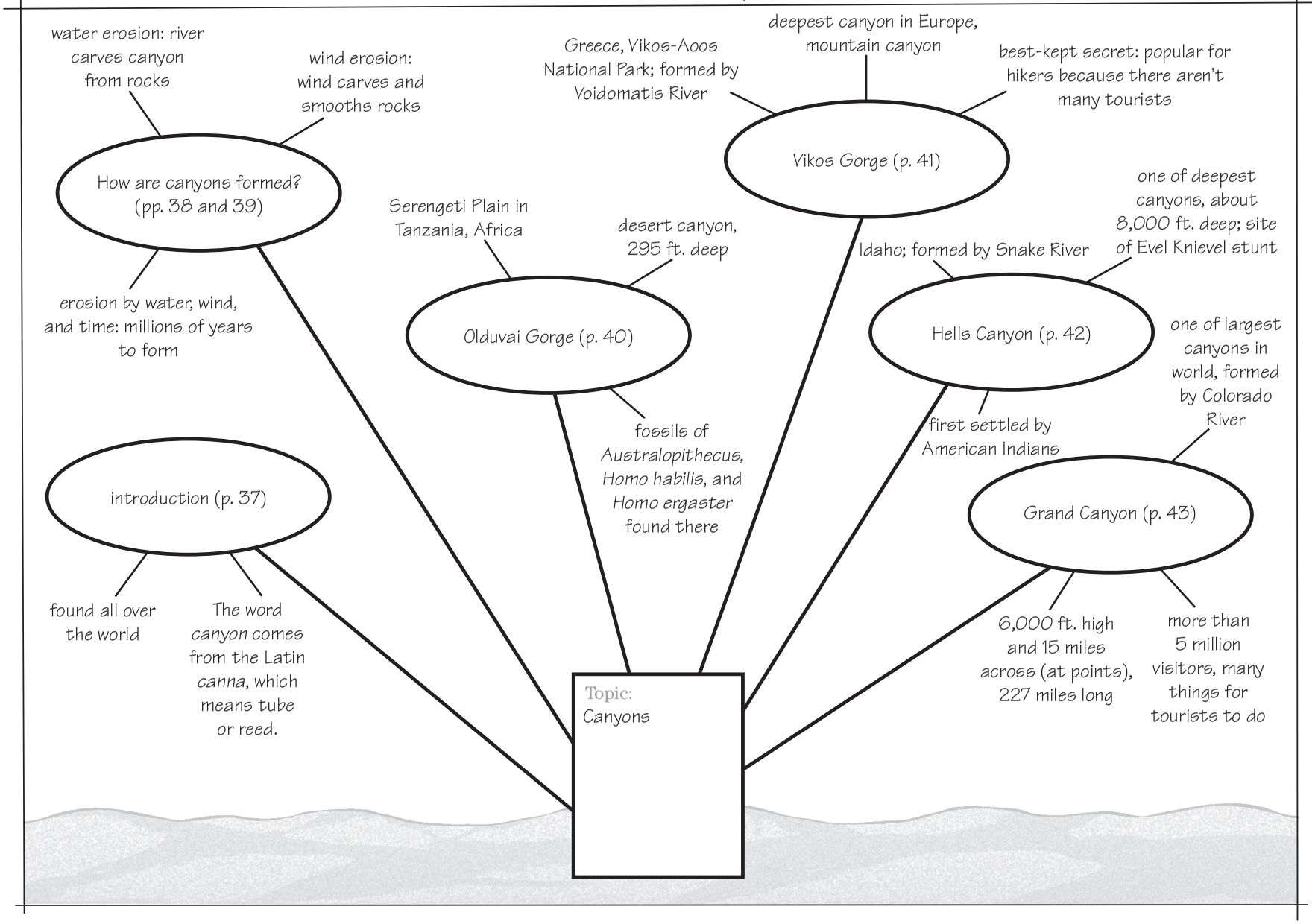
See Africa's Olduvai Gorge!

The secrets of human history revealed at the Olduvai Gorge!

The desert canyon of Olduvai Gorge is 300 feet deep!

Idea Tree

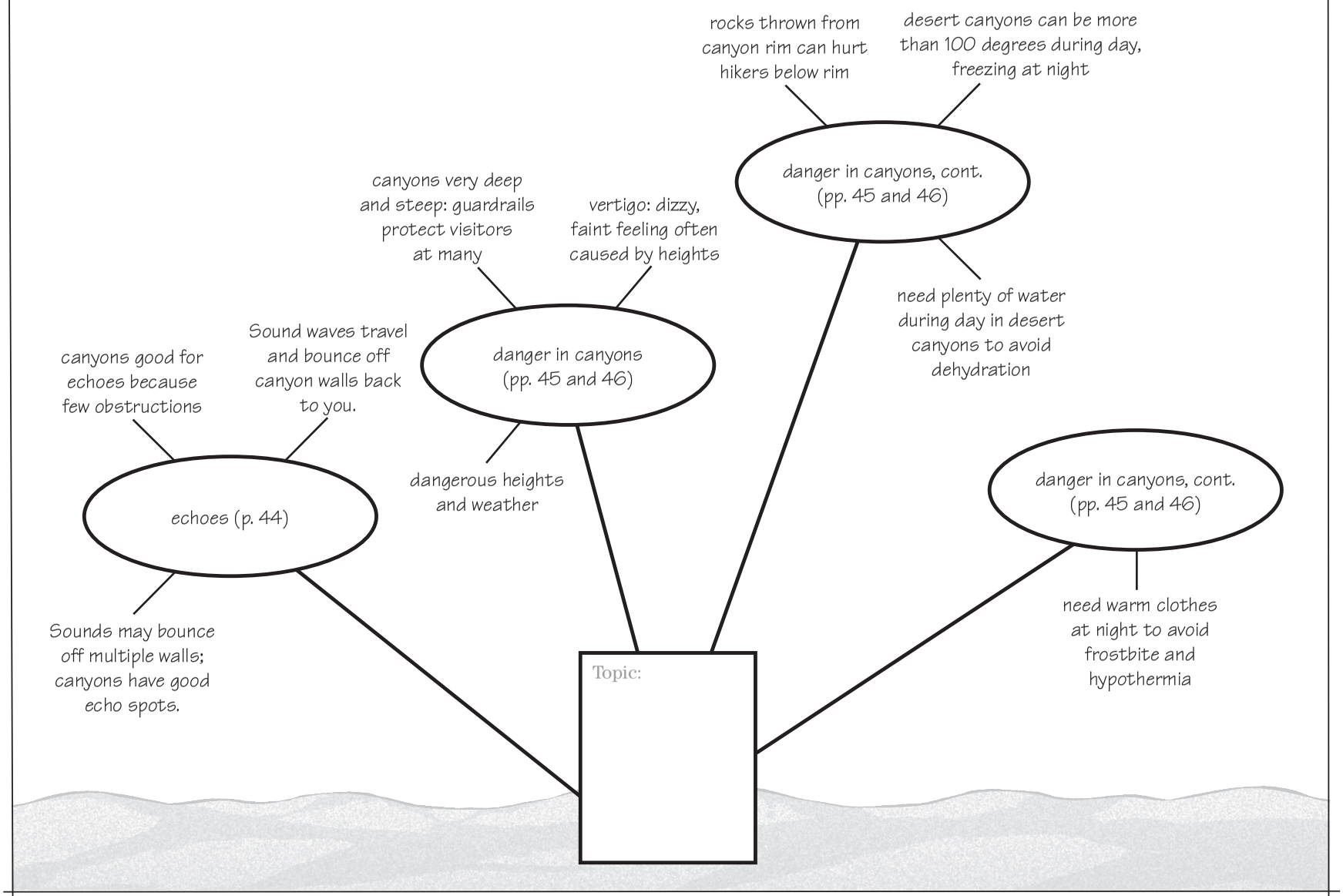
Title: *Go Deep! Exploring the World's Canyons*



© 2011 Success for All Foundation

Idea Tree

Title: Go Deep! Exploring the World's Canyons, cont.



Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 4 / *Go Deep! Exploring the World's Canyons*
English Language Arts Standards: *Reading: Informational Text*
Key Ideas and Details
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
English Language Arts Standards: *Language*
Vocabulary Acquisition and Use
L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
English Language Arts Standards: *Writing*
Text Types and Purposes
W.4.1b Provide reasons that are supported by facts and details.

© 2011 Success for All Foundation

Table of Contents

The Savvy Reader—Predicting Level 4

Student Edition

Prince Paul and the Pirates S-1
Predicto Gets a Clue! S-5
Go Deep! Exploring the World's Canyons S-11

Prince Paul and the Pirates

Word	Identification Strategy	Definition	Sentence
depart	chunk	go away, leave	We waved good-bye as we watched the steamship *depart*.
menacing	base word + ending	seeming dangerous, scary	The spooky old house was so *menacing* that nobody was ever brave enough to go inside.
ceased	c = /s/ base word + ending	stopped, ended	The rumble of the garbage truck *ceased* when John turned off the engine.
courteously	base word + endings	with honor and respect, politely	I respect my teachers, so I *courteously* quiet down when they come in the room.
horizon	chunk	line in the distance where the land or sea seems to meet the air	In the desert, the faraway tree was a speck against the *horizon*.
tethered	base word + ending	tied together, attached with rope or string	The dog was *tethered* to the tree to keep it from running away.
slight	-ight = /ite/ blend	small, weak, not strong	The *slight* tree snapped in the strong winds.
joyous	base word + ending	happy, fun, full of joy	Spending time with my friends is always a *joyous* occasion for me.

Fluency in Five	DAY 2	DAY 3	DAY 4
	Page 9 (paragraphs 6–8)	**Page 9 (paragraphs 6–8) or 13 (paragraphs 3–6)**	**Page 9 (paragraphs 6–8), 13 (paragraphs 3–6), or 17 (paragraphs 5–8)**

© 2011 Success for All Foundation

DAY 1

Team Talk

1. Predict what will happen in the story. What clues did you use to make this prediction? (Write-On)
2. How do the pirate stories that Jonathan has heard make him feel? Why?
3. How does Jonathan know the strange ship is a pirate ship?
4. Which of the following best describes the mood in this part of the story?
    a. safe
    b. anxious
    c. confident
    d. adventurous

DAY 2

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. Why does Jonathan's father, Mr. Barton, volunteer to go with the prince?
3. Does the prince appreciate the volunteers' help? How can you tell?
4. Which of the following best describes how Jonathan feels about his father's decision to sail to the pirate ship?
    a. upset
    b. proud
    c. happy
    d. jealous

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. curved
2. perfectly

Building Meaning

depart	menacing	ceased	courteously
horizon	tethered	slight	joyous

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
4. Choose the word that best fits in the blank.

    As the sun dipped below the _____, it created a beautiful orange and red reflection on the ocean.

 © 2011 Success for All Foundation

DAY 3

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. Which of the following best defines the word *scaled* as it's used on page 13?
   a. climbed
   b. covered in plates
   c. weighed
   d. skipped over
3. Why does Jonathan suggest that the Killingtons go home with him and his mother?
4. An optimist is someone who usually thinks things will turn out OK. Is Jill Killington an optimist? How can you tell?

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. labeling
2. thudded

Building Meaning

depart	menacing	ceased	courteously
horizon	tethered	slight	joyous

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. We are going to depart for the beach tomorrow morning at seven o'clock to beat the heavy traffic. *Depart* means—
   a. bring.
   b. receive.
   c. arrive.
   d. leave.

© 2011 Success for All Foundation

DAY 4

Team Talk

1. Make a new prediction about the story. What clues did you use to make this prediction? (Write-On)
2. Why is Prince Paul still on the ship?
   a. He wants to give up being a prince and be a pirate instead.
   b. He beat the pirate captain in a fight and is holding him prisoner.
   c. The pirates captured him and are holding him for ransom.
   d. The ship is manned by people from one of the kingdom's villages.
3. In one or two sentences, tell what happened to the crew from Avalon.
4. What do you think Mr. Barton is talking about when he says the phrase "when the cock crows"? Support your response.

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. fondly
2. humorous

Building Meaning

depart	menacing	ceased	courteously
horizon	tethered	slight	joyous

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
4. Choose the word that best fits in the blank.

   The dog was _____ to the tree by a rope so it couldn't run away from its yard.

DAY 6

Writing Prompt

You read about the heroic actions of Prince Paul and the men from Waterford this cycle. Create a short story about a character performing a heroic action. Tell that character's story in the form of a ballad. Your ballad will have at least three stanzas of four lines each. In the first stanza, introduce the character. In the second stanza, tell about the problem he or she faces. In the third stanza, solve the problem. Your ballad should have a rhyme pattern of *abab* or *aabb* throughout all three stanzas. Remember to give your ballad a title. When you have finished, you will share your ballad with your classmates.

Scoring Guide

You write a ballad about a character performing a heroic action. Your ballad has at least three stanzas of four lines each.	**20 points each stanza (60 points maximum)**
Your first stanza introduces the character.	**10 points**
Your second stanza tells about the problem.	**10 points**
Your third stanza solves the problem.	**10 points**
Your ballad's rhyme pattern is either *abab* or *aabb*.	**5 points**
Your ballad has a title.	**5 points**

 © 2011 Success for All Foundation

Predicto Gets a Clue!

DAY 1

Team Talk

1. Why did their teacher suggest that Adam, Elinor, Amy, and Daniel read the brochures about the USS *Constellation* Museum and the Maryland Science Center?
2. Daniel said that reading informational texts can be hard. What is an informational text? Why do you think Daniel and other students find it hard to read informational texts?
3. Predicto's predictions were just wild guesses. What could he have done to make his predictions more realistic?
4. It was lucky for the friends that Amy had some Predicting Strategy Cards. How do you think the strategy cards will help them make predictions? (Write-On)

Predicto's Challenge

Greetings, Ladies and Gentlemen,

By listening to Adam and his friends, I've learned that I should be using clues in the text to make my predictions. I wish I had one of those Predicting Strategy Cards so I could remember what the clues are. Anyway, I looked at the table of contents for *Outlaws of the Sea* and predicted what I think the topic of the text is.

- Look over the table of contents for *Outlaws of the Sea*, and make a prediction about the topic too.
- Compare predictions and clues with your partners.
- Write your predictions and clues in your journals.

Yours truly,
The Incredible Predicto

DAY 2

Team Talk

1. What text features did Elinor use to predict that the brochure would be mostly about what visitors to the USS *Constellation* Museum will learn about the ship and sailors?
2. Elinor said that the more clues you look for and think about, the better your predictions will be. Do you agree with her? Why or why not? (Write-On)
3. How will Adam and Elinor find out if their predictions come true?

© 2011 Success for All Foundation

Predicto's Challenge

Greetings, Ladies and Gentlemen,

Listening to Elinor and Adam helped me figure out how to use clues to predict what a text is mostly about. I think the topic of the text on page 22 is pirates. But what do you think we'll learn about pirates?

- Using the clues, like the headings, illustrations, and captions, see if you can predict what the text will be mostly about—what you will learn about pirates.
- Compare predictions with your partners; then write the predictions and clues in your journals.

Good luck!
The Incredible Predicto

DAY 3

Team Talk

1. What clues did Amy use to predict that part 1 would be about what there is to see on each deck of the USS *Constellation*?
2. Why did Daniel say he predicted that part 1 would tell them what there is to do on the USS *Constellation*?
3. Did you confirm Amy's or Daniel's predictions? Share the notes you and your partner made during your discussion. (Write-On)
4. Amy made a mind movie of the USS *Constellation*. Do you have a mind movie of the ship based on what you've read about it? Describe your mind movie. How do mind movies help you understand what you're reading?

Predicto's Challenge

Greetings, Ladies and Gentlemen,

Finally, my luck is turning! I have a Predicting Strategy Card of my own! Outstanding! I used it right away to help me predict the main ideas of each part of the article on pirates. Why don't you try that too?

- Look for clues.
- Make predictions about the main ideas of each part.
- Discuss your predictions and clues with your partners.
- Write your predictions and clues in your journal.
- Take turns reading each part to see if your predictions come true.
- Check off confirmed predictions.

Good luck!
The Incredible Predicto

 © 2011 Success for All Foundation

DAY 4

Team Talk

1. Predicto is actually learning to use clues! What clues helped him to predict that *Ahoy, Matey!* would be about what the sailors did to relax?
2. Did Predicto's prediction come true? Explain how you know.
3. Is it okay if a prediction doesn't come true? Why do you think that? (Write-On)

Predicto's Challenge

Greetings, Ladies and Gentlemen,

A customer at the fair paid me 25 cents to predict the main ideas of parts 1 and 2 of the article *Sunken Treasures*. Once again, it's a nautical theme. But that's the only hint I'm going to give you. Test your powers of prediction!

- Using the text features as clues, predict the main ideas of parts 1 and 2.
- Compare predictions and clues with your partners.
- Write the predictions and clues in your journals.
- Then take turns reading parts 1 and 2 to see if you can confirm your predictions.
- Check off confirmed predictions.

Good luck!
The Incredible Predicto

DAY 5

Team Talk

1. What do you think Amy and Daniel did to be good partners for each other?
2. What clues did Elinor use to predict that part 1 would be about uncovering the mystery of why dinosaurs disappeared?
3. Did Elinor confirm her prediction? Did she learn anything that she didn't predict? What was it? (Write-On)
4. Did you learn something about dinosaurs that you didn't predict? What was it?

© 2011 Success for All Foundation

Predicto's Challenge

Greetings, Ladies and Gentlemen,

I just happen to know that there's another exciting exhibit at the Maryland Science Center. It's called the *Birth of Aviation*. What do you think that's all about? Let's predict!

- On your own, predict the main ideas of parts 1, 2, and 3 of the information on page 24.
- Discuss your predictions and clues with your partners.
- Write your predictions and clues in your journals.
- Take turns reading the paragraphs.
- Find the main ideas. Do they confirm your predictions? Why or why not?

Wishing I had a partner to work with, I remain,
The Incredible Predicto

DAY 6

Team Talk

1. Daniel said that it was hard to predict what *Your Body: The Inside Story* was about because there weren't many clues. What clues did he use to come up with the prediction that it's about how to stay healthy?
2. How did you use your background knowledge to predict what *Your Body: The Inside Story* was about? (Write-On)
3. Based on what you read in both brochures, would you have voted to go to the USS *Constellation* Museum or the Maryland Science Center? What did you learn that made you choose this destination? Is this the place you would have chosen before reading the brochures? Why or why not?

Predicto's Challenge

Greetings, Ladies and Gentlemen,

Now that I know how to use clues, my powers of prediction have expanded so much that my turban no longer fits on my head. I'd like to test my powers out on you.

I've discovered yet another amazing exhibit at the Maryland Science Center. There's some information about it on page 25 in your copy of A Collection of Readings. I've predicted what I think are the main ideas of each part.

I'd like you to find out if my predictions come true!

- With your partners, take turns reading parts 1, 2, and 3.
- Find the main ideas.
- Compare the main ideas to my predictions.
- Write down which of my predictions came true, which didn't, and why.

With fingers crossed,
The Incredible Predicto

 © 2011 Success for All Foundation

DAY 7

Team Talk

1. What did you predict before reading the text? What clues helped you make this prediction? (Write-On)
2. Was your prediction confirmed? Give two details from the text that support your prediction.
3. Where and when was the first *Velociraptor* fossil found?
4. The word *fierce* means—
    a. mild.
    b. calm.
    c. gentle.
    d. harsh.

© 2011 Success for All Foundation

Go Deep! Exploring the World's Canyons

Word	Identification Strategy	Definition	Sentence
regions	base word + ending	areas	Palm trees mostly grow in *regions* where it is hot and sunny.
formed	base word + ending	created, made	The baker *formed* a cake that was shaped like a volcano for a birthday party.
claimed	base word + ending	stated	Johnny *claimed* he did not take a cookie, but he had crumbs on his shirt.
spectacular	chunk	amazing	The fireworks show was so *spectacular* that I didn't want it to end.
bask	blend	relax in, enjoy	I like to *bask* in the warm, steamy waters of a hot tub after a long day.
obstructions	chunk	objects that block a path	I tried to get to the phone before it stopped ringing, but there were too many *obstructions* in my way.
cautious	tious = /shus/ chunk	careful	The thief tried to be *cautious* as he crept by the sleeping guard dog.
prevent	chunk	stop	You can *prevent* bug bites by wearing bug spray during the summer.

Fluency in Five	DAY 2	DAY 3	DAY 4
	Page 43 (paragraphs 1 and 2)	**Page 43 (paragraphs 1 and 2) or 41 (paragraphs 1 and 2)**	**Page 43 (paragraphs 1 and 2), 41 (paragraphs 1 and 2), or 45 (paragraphs 1 and 2)**

© 2011 Success for All Foundation

DAY 1

Team Talk

1. What prediction do you make about the text before reading? What clues did you use to make this prediction? (Write-On)
2. What does the graphic on page 38 show?
3. Why is the Olduvai Gorge one of the most famous in the world?
   a. It is full of fossils, including ones of human ancestors.
   b. It is the deepest canyon in the world.
   c. It is the longest canyon in the world.
   d. It is the only canyon found in Africa's Serengeti Plain.
4. Why is it difficult to determine the depth of a mountain canyon such as the Vikos Gorge?

DAY 2

Team Talk

1. What prediction do you make about the text before reading? What clues did you use to make this prediction? (Write-On)
2. Is the Grand Canyon a popular vacation place? How can you tell?
3. Sound travels well through canyons because—
   a. you need dry desert air to make sound travel.
   b. there are few objects in the way to stop the sound waves.
   c. there are many trees and rocks and a lot of dust to move sound.
   d. you can stand in an open place and shout as much as you want.
4. How are the dangers of desert canyons during the day different from those at night?

Skill Practice

Write a synonym for each of the following words.

1. mild
2. gobble
3. diary
4. sleek

Building Meaning

regions	formed	claimed	spectacular
bask	obstructions	cautious	prevent

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
6. Which of the following is a situation where you might be <u>cautious</u>?
   a. putting together a scrapbook
   b. reading a book
   c. walking alone at night
   d. eating a snack

 © 2011 Success for All Foundation

DAY 3

Team Talk

1. What prediction did you make about the text on day 1? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)
2. What does the text box on page 40 tell you about?
    a. It defines what *Olduvai* means.
    b. It tells about the fossils found in the Olduvai Gorge.
    c. It explains what you need to be an archaeologist.
    d. It defines and explains *archaeology*.
3. The Vikos Gorge is described as one of Greece's best kept secrets. Why?
4. How are the Olduvai and Vikos gorges different?

Skill Practice

Write a synonym for each of the following words.

1. prefer
2. spark
3. bury
4. seize

Building Meaning

regions	formed	claimed	spectacular
bask	obstructions	cautious	prevent

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. Which of the following is a not situation where you might be <u>cautious</u>?
    a. sleeping at night
    b. camping in the woods
    c. riding a bike
    d. walking across a busy street

© 2011 Success for All Foundation

DAY 4

Team Talk

1. What prediction did you make about the text on day 2? Does what you learned match your prediction? Support your answer. Put a check mark next to your predictions if they were confirmed. (Write-On)
2. The text states that the Grand Canyon is the most spectacular canyon of all. Do you think this is a fact or an opinion? Support your response.
3. Which of the following is a symptom of vertigo?
   a. being sick from a lack of water
   b. having too low a body temperature
   c. frostbitten toes or limbs
   d. feeling faint and lightheaded
4. Use information from your idea tree to write a summary about *Go Deep! Exploring the World's Canyons*.

Skill Practice

Write a synonym for each of the following words.

1. adventure
2. rouse
3. reserve
4. startle

Building Meaning

regions	formed	claimed	spectacular
bask	obstructions	cautious	prevent

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. Choose the word that best fits in the blank.

   The beautiful web was _____ by a spider during the night.

DAY 6

Writing Prompt

Imagine that you work for a travel agency that offers many trips to the world's canyons. Create an advertisement poster for one of the canyons you read about this cycle: the Olduvai Gorge, the Vikos Gorge, Hells Canyon, or the Grand Canyon. You should provide at least three descriptive details about the canyon you choose. Remember to make the details persuasive to convince people that visiting the canyon will be fun, exciting, or educational. Give your poster an attention-grabbing heading. If you have time, use construction paper, markers, colored pencils, and other supplies to make your poster look attention grabbing. Your class can display your advertisements together when they are finished.

Scoring Guide

You write an advertisement poster for one of the canyons in the text.	**25 points**
You provide at least three descriptive details about the canyon.	**15 points each (45 points maximum)**
You use persuasive details to make a trip to your canyon seem fun, exciting, or educational.	**20 points**
Your poster has an attention-grabbing heading.	**10 points**

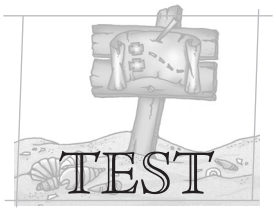
 © 2011 Success for All Foundation

Table of Contents

The Savvy Reader—Predicting Level 4

Student Test

Prince Paul and the Pirates T-1
Predicto Gets a Clue! T-3
Go Deep! Exploring the World's Canyons T-5



Comprehension Questions

Read page 19 of *Prince Paul and the Pirates*, and answer the following questions.

1. What was one of your predictions from days 1–4? Did anything else that you predicted actually happen? Explain how you know.
2. Jonathan is upset when Prince Paul asks for volunteers because—
   a. he is too young to fight pirates with Prince Paul.
   b. his mother wants to help the prince stop the pirates.
   c. he wants to get paid to sail out to the pirate ship.
   d. his father volunteers to sail out to the pirate ship.
3. What do the people of Waterford and the sailors from Avalon do **after** the ship is repaired?
4. What does the captain of the crew from Avalon rename the ship? Why?
5. The mood at the end of the story is best described as—
   a. nervous.
   b. sorrowful.
   c. gloomy.
   d. joyous.
6. Read the following passage, which is from another Prince Paul story. Make a prediction about what will happen next. Explain the clues you used to make your prediction.

   One day, an important letter from King Philip arrived for Prince Paul. The prince read the letter. Then he called for his pages to saddle his horse and pack his bags. When everything was ready, Prince Paul mounted his trusted horse Midnight and rode away.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write each word on your paper. Then write the base word and ending. Write a definition for each word. Draw a sailboat if you need help.

1. gliding
2. endured
3. famous
4. gradually

© 2011 Success for All Foundation

Building Meaning

depart	menacing	ceased	courteously
horizon	tethered	slight	joyous

5. Write a meaningful sentence for the word *slight*.

6. John's parents always praise him when he acts _____ to others and scold him when he is rude.

7. My dad tethered an old tire to a thick tree branch with rope to make a tire swing. *Tethered* means—
   a. cut.
   b. loosened.
   c. tied.
   d. removed.

8. The grinding sound of the train's wheels finally _____, and Wilber took his fingers out of his ears.

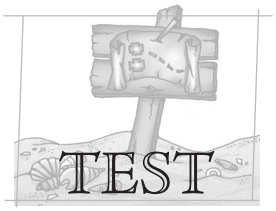
9. Dinner is always a joyous occasion at our house when all the family sits at the table together. *Joyous* means—
   a. pleasant.
   b. happy.
   c. annoying.
   d. tiring.

10. When the sun came over the _____ in the morning, it burned off the fog and warmed the air.

11. The lion made a menacing roar that let other lions know they were in his territory. *Menacing* means—
   a. weak.
   b. quiet.
   c. happy.
   d. scary.

12. Kevin stood on the curb in front of the house and watched the taxi _____, taking his mother to the airport.

 © 2011 Success for All Foundation



Comprehension Questions

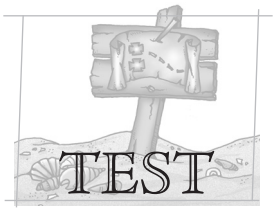
Preview *Soccer Sense* on page 34 of your copy of A Collection of Readings, and answer question #1. Then read *Soccer Sense,* and answer the remaining questions.

1. What do you predict about this reading? Explain the clues you used to make this prediction.
2. Was your prediction confirmed? Give two details from the story that support your answer.
3. Why do the rules of soccer sometimes change?

4. Which of the following clues helped you make a prediction about this reading?
   a. title and headings
   b. text boxes
   c. bold text
   d. all the above

5. When was the first American soccer club organized?
   a. 1996
   b. 1891
   c. 1904
   d. 1862
6. What is the main idea of paragraph 2? How do you know?

© 2011 Success for All Foundation



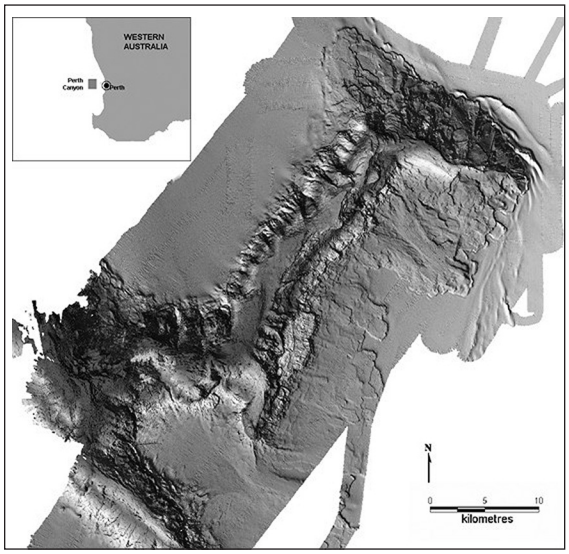
Test Passage

Preview the test passage, and answer the following question.

1. What prediction can you make about the passage before reading? What clues helped you make this prediction?

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Perth Canyon



Just as on land, there are canyons under the water. Perth Canyon was formed above ground millions of years ago. The canyon was formed by the Swan River. As ocean levels rose, the canyon was covered by water. This canyon is about the same size as the Grand Canyon in the United States.

Undersea canyons are hotspots for life in the oceans. Perth Canyon is famous because it is one of the main feeding grounds of the blue whale in Australia. The whales visit the canyon each summer. They feed on the swarms of krill that gather there. The canyon is also home to the Bight redfish. This fish can live to be more than seventy years old.

There is so much life at the canyon because of something called *upwelling*. Winds and deep currents cause nutrient-rich water from deep in the ocean to rise to the surface. This attracts many fish and other sea creatures to the area. Scientists study the canyon to learn more about the habits of sea creatures.

Sources: www.environment.gov.au/about/publications/annual-report/05-06/outcome1-coasts.html
www.news.uwa.edu.au/201006042549/research/perths-grand-canyon-revealed-deep-beneath-waves
www.australiangeographic.com.au/journal/video-reveals-australias-largest-deep-sea-canyon.htm

© 2011 Success for All Foundation

Comprehension Questions

Use your graphic organizer to answer the following questions.

2. What is the author's intent?
   a. to compare undersea canyons and mountain canyons
   b. to tell me about the formation of and life around an undersea canyon
   c. to persuade me to explore an undersea canyon
   d. to describe how many krill blue whales eat at Perth Canyon

   How do you know?

3. Does what you learned from the passage match your prediction? Support your answer.

4. Summarize the text using information from your graphic organizer.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write a synonym for each of the following words.

1. steed
2. wobble
3. attacker
4. harmless

Building Meaning

regions	formed	claimed	spectacular
bask	obstructions	cautious	prevent

5. Write a meaningful sentence for the word *cautious*.
6. Jill tries to _____ injury by wearing a mouth guard when she plays field hockey.
7. One of Alonso's favorite things to do at the beach was bask in the sun on the warm sand. *Bask* means—
   a. relax in.
   b. run away.
   c. escape.
   d. pursue.
8. Rattlesnakes live in dry _____ such as deserts and arroyos.

 © 2011 Success for All Foundation

9. The spectacular sunset was full of bright colors. *Spectacular* means—
    a. dulled.
    b. dark.
    c. amazing.
    d. quiet.

10. Joe _____ that he was at soccer practice when the cookie jar broke, but his parents didn't believe him.

11. The trees formed a welcome shelter for people looking to get out of the hot sun. *Formed* means—
    a. made.
    b. lost.
    c. broke.
    d. moved.

12. There were so many _____ in the hallway that the dog couldn't get to his water bowl in the kitchen.

© 2011 Success for All Foundation