

American Journeys: Notes From the Midwest

Written by Kathleen Rhodes

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Informational

American Journeys: Notes From the Northeast

Written by Damon Butler

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Informational

**Reading
Wings** 4th
Edition

TARGETED Treasure Hunt

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.

***Targeted Treasure Hunt:
American Journeys: Notes From the Midwest and
American Journeys: Notes From the Northeast***

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INFORMATIONAL (6 DAY)

American Journeys: Notes From the Midwest

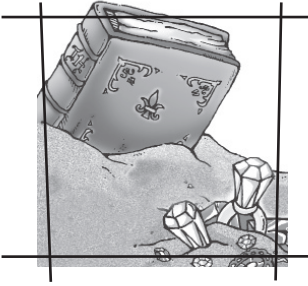
Written by Kathleen Rhodes

Summary

Many important agricultural, industrial, and historical locations are found in the American Midwest. The Midwest produces most of the country's corn and dairy products and is home to Detroit, "the Motor City," and the amazing presidential monument at Mount Rushmore. In *American Journeys: Notes From the Midwest*, Kathleen blogs about this vital region as she travels through with her family.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Main idea and supporting details (MI)	Homophones	Write a persuasive paragraph.
	Students will determine the main ideas and supporting details in an informational text.	Students will identify the correct homophone based on their knowledge of the word and sentence context.	Students will write persuasive paragraphs for a travel brochure.

**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 **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 text, author, and reading objective.

This cycle we will read *American Journeys: Notes From the Midwest* by Kathleen Rhodes. As we read, we'll find the main ideas and supporting details in different sections. Good readers identify main ideas to better understand the important information in 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.
- Prompt students to identify the topic for the first step of TIGRRS by paging through the text. Use **Think-Pair-Share** to have them point to various text features and identify the text structure. Randomly select a few students to share.



When we read informational texts, we use the TIGRRS process. What is the first step of TIGRRS? Wait for the students' responses. **That's correct. It's identifying the topic. How do we identify the topic?** Wait for students' responses. **Great. Let's do those things to identify the topic.** Allow students one to two minutes to survey the book. **What is the topic of this book?** Wait for students' responses. **That's right. The topic is the American Midwest. What helped you to identify this as the topic?** Listen to students' responses.



- Use the items below to build or activate background knowledge about the topic.
 - Show pictures of cornfields, prairies, and other midwestern settings. Use **Think-Pair-Share** to have students describe these settings. Randomly choose students to share their responses.
 - Use **Team Huddle** and **Random Reporter** to have students name some of the major cities in the Midwest. Assist students as necessary. Display these cities on the board. *Examples include Chicago, Omaha, Indianapolis, Detroit, Columbus, and Oklahoma City.*
 - Display a map of the United States. Explain that the Midwest refers to the area between the Rocky Mountains and the Ohio Valley. Tell students that a lot of the Midwest is very flat, and it has very rich soil for farming. It is known for its cattle ranches and corn production.
- Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them identify the author's intent. Randomly select a few students to share.



Now that we've identified the topic, what is the next step of TIGRRS? Wait for students' responses. **Right. We need to identify the author's intent, or the reason the author wrote the book. When you previewed the text, what did you see? Why do you think the author wrote *Notes from the Midwest*?** Wait for students' responses. **Excellent. When we read, we should look for information that describes what the Midwest is like, information about the places and people found there.** Point out that this text is a blog. Explain a blog. **You noticed that page 1 looks a lot like a web page. You may have also noticed the word *blog* above the picture of Kathleen on that page. A blog is like a journal, that is written online for others to read. People can write blogs about any topic, and readers comment on the authors' blogs.**

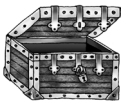
- Refer to the next step in TIGRRS. Use **Think-Pair-Share** to have students identify the graphic organizer they will use to record information from the text. Randomly select a few students to share. Display an idea tree. Use **Think-Pair-Share** to have students tell what will be written in each part, and randomly select a few students to share.

When we read informational texts, we use graphic organizers to help us record the important information that we read. We know the topic of this text is the American Midwest. Let’s preview the text and find clues to tell us which organizer we should use for this text. When I look at the table of contents, I see information about different places in the Midwest, but it doesn’t seem like this book will compare them or tell about causes and effects. With your partner, page through the text to find other clues. What kind of organizer is best for the information in this text? *An idea tree.* Yes. Idea trees help us organize the main ideas and supporting details that we read. Display an idea tree. Let’s practice completing an idea tree. In the trunk of the tree, we write the topic of the text. What should we write for *American Journeys: Notes From the Midwest*? *The American Midwest.* What do we write in the circles at the ends of the longer branches? **Where do our supporting details go? *We will write main ideas in the circles at the ends of the longer branches. We will write supporting details next to the lines coming out of the circles.***

- 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 1
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
legend page 5	chunk: le-gend	a story handed down over time	Pecos Bill is an American <i>legend</i> about a cowboy in the Old West.
monument page 7	chunk: mon-u-ment	something built to honor a person, an event, or a special act	The city council voted to build a <i>monument</i> to honor soldiers who served in foreign wars.
facility page 7	chunk: fa-cil-i-ty	a building used for a particular activity	Tomas met his team at the new soccer <i>facility</i> .
ferry page 9	chunk: fer-ry	boat or ship that carries people or cargo on short crossings	We had to drive our car onto the <i>ferry</i> to cross to the island.
pioneer page 9	chunk: pi-o-neer	first person to explore a place	The <i>pioneer</i> built a log cabin next to a stream.
orphanage page 12	base word + ending: orphan + age	home for children without parents	Melissa lived in an <i>orphanage</i> for two years until she was adopted.
modern page 19	chunk: mo-dern	having to do with the present day	<i>Modern</i> cars can travel much farther on a gallon of gas than older cars.
telegraph page 25	prefix + base word: tele + graph	system for sending coded messages electronically over wires	Before telephones, people used the <i>telegraph</i> to send messages over long distances.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in informational text.

This cycle we will focus on finding the main ideas and the details that support them in our text. Remember that main ideas are the most important ideas in a passage or section of text. Supporting details are details that give additional information about the main ideas. Finding main ideas and supporting details helps us understand the important information in informational texts.
- Use **Think-Pair-Share** to have students turn to their partners and tell, in one sentence, their favorite television show. Then have them tell one or two details about the show, such as the main character or setting. Randomly select a few students to share with the class.

- Tell students that when they told what their favorite television show is, they told a main idea. Tell students that the details they shared gave more information about the activity, so the details supported the main idea. Point out that what they just did is similar to how they can find main ideas in informational text.
- Remind students of the strategies they can use to help them find main ideas when they read.

One strategy that we can use to help us find main ideas is to look for key words or phrases. Key words are usually those that are repeated, or they are several words whose meanings are alike. Pictures and other text features can also give us clues to the main idea. Another strategy we can utilize this cycle is using the headings to help us predict a main idea. Often headings can be great clues to main ideas, but we still need to read the whole section of text to see what it is really about.

- Tell students that they will find main ideas and supporting details in each section of *American Journeys: Notes From the Midwest*. Tell them to think about what the author most wants them to know as they read.
- Tell students that they will identify main ideas and supporting details as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them that 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.
- Display a blank idea tree. Remind students that you will only read for main ideas as you read the text the first time.
- Read pages 1 and 2 aloud. Identify the main idea of page 2 and the clues that led you to it. Use **Team Huddle** to have students discuss how the clues led you to the main idea. Use **Random Reporter** to select students to share their responses.

This page is all about things to see and do in the city of St. Louis. Because this is what the page is mostly about, I think it is the main idea. There are several clues that lead me to this main idea. The heading is a major clue. Why is the heading a clue? Wait for students' responses. Right. The heading is Meet Me in St. Louis. This tells me the section will be about St. Louis. The pictures on the page are also clues. How are the pictures clues to the main idea? Wait for students' responses. That's right. The pictures show places you can visit in St. Louis.

- Continue reading to the end of page 3. Summarize pages 1–3, and add the main ideas to the idea tree.

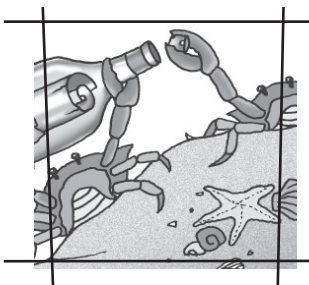
Preview Team Talk

- 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 2

Team Talk
<ol style="list-style-type: none"> 1. What question is answered on page 4? QU <ol style="list-style-type: none"> a. Where is the biggest park in the U.S.? b. What is the tallest building in the U.S.? c. When was the city of Chicago founded? d. Who is the most famous actor from Chicago? 2. What is the main idea on page 5 of the text? How did you figure it out? (Write-On) MI 3. Why did the Great Chicago Fire destroy much of the city? Explain. DC • CE 4. What can you learn about the city of Indianapolis from the map on page 7? TF

- 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 and TIGRRS before having students read and restate: **SR** pages 4–12 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 question is answered on page 4? |QU|
 - a. Where is the biggest park in the U.S.?
 - b. *What is the tallest building in the U.S.?*
 - c. When was the city of Chicago founded?
 - d. Who is the most famous actor from Chicago?
2. What is the main idea on page 5 of the text? How did you figure it out? (Write-On) |MI|

(Answers may vary.) **100 points** = *The main idea on page 5 is that Chicago has a rich history. I figured this out because most of the page is about historical places in Chicago and the history of the city.*
90 points = *The main idea on page 5 is that Chicago has a rich history. Most of the page is about historical places in Chicago.*
80 points = *Chicago has a rich history.*
3. Why did the Great Chicago Fire destroy much of the city? Explain. |DC • CE|

100 points = *The Great Chicago Fire destroyed much of the city because most of the buildings and roads were made of wood. Also, it was a windy night, and the fire spread quickly.* **90 points** = *The Great Chicago Fire destroyed much of the city because most of the buildings were made of wood.* **80 points** = *Most of the buildings were made of wood.*
4. What can you learn about the city of Indianapolis from the map on page 7? |TF|

100 points = *From the map, you can learn which highways cross in Indianapolis. You can also learn that the city is located in the middle of Indiana.* **90 points** = *From the map, you can learn which highways cross in Indianapolis.* **80 points** = *You can learn which highways cross in the city.*

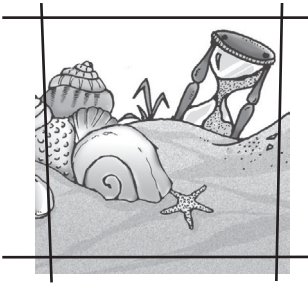
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>How would the city of Chicago be different if the Great Chicago Fire in 1871 had never occurred? Explain.</p> <p>If a drought killed most of the corn in the Midwest, how would that affect the rest of the United States?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>How would the city of Chicago be different if the Great Chicago Fire in 1871 had never occurred? Explain.</p> <p>If a drought killed most of the corn in the Midwest, how would that affect the rest of the United States?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – 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. – 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.

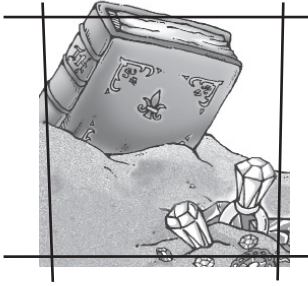
Page 10

- 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.

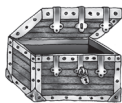
Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the 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.

Why did the Great Chicago Fire spread so fast?

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 to read about the American Midwest. We found main ideas as we read. We learned about the cities of St. Louis and Chicago. We also learned about the states Indiana, Iowa, and Nebraska.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 13 and 14 (paragraphs 1–4) aloud. Stop reading when you mention Toledo. Use **Team Huddle** to have students identify the main idea. Ask students about the clues on the page. Use **Random Reporter** to select students to share their responses.



The text just mentioned Toledo, which is another city. What is this section that I just read mostly about? With your teams, find the main idea of this page. Wait for students’ responses. **Right. The main idea of this section is that Detroit is a great place for music lovers and history buffs. What clues in this section lead you to the main idea?** *The text is mostly about musical and historical places in Detroit.*

- Continue reading to the end of page 18. Summarize pages 13–18, and add main ideas to the idea tree.

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.

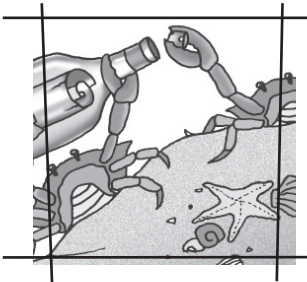
Student Edition, page 2

Team Talk

1. Do you think Minnesota would be a good place for water sports? Explain. |DC|
2. Why is Mount Rushmore famous? Explain. |DC • CE|

Team Talk *continued*

3. What is the main idea on page 24 of the text? Tell how you figured it out. (Write-On) |MI|
4. Why did the Pony Express go broke? |CE|
 - a. Bandits robbed the riders.
 - b. Feeding the horses was expensive.
 - c. The telegraph was invented.
 - d. The radio was invented.



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 read and restate: **SR** **pages 19–26 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. Do you think Minnesota would be a good place for water sports? Explain. |DC|
(Accept supported answers.) 100 points = Minnesota would be a good place for water sports because there are more than 10,000 lakes in the state. Minnesota also has more shoreline than Hawaii, Florida, and California combined. 90 points = Minnesota would be a good place for water sports because there are more than 10,000 lakes in the state. 80 points = Yes. There are more than 10,000 lakes in the state.
2. Why is Mount Rushmore famous? Explain. |DC • CE|
(Accept supported answers.) 100 points = Mount Rushmore is famous because the faces of four U.S. presidents have been carved into it. Each head is six stories tall. 90 points = Mount Rushmore is famous because the faces of four U.S. presidents have been carved into it. 80 points = The faces of four U.S. presidents have been carved into it.
3. What is the main idea on page 24 of the text? Tell how you figured it out. (Write-On) |MI|
100 points = The main idea on page 24 is that Kansas is in Tornado Alley. I figured it out because the first sentence on the page says this. Also, most of the page is about tornadoes in Kansas and Tornado Alley. 90 points = The main idea on page 24 is that Kansas is in Tornado Alley. I figured it out because the first sentence on the page says this. 80 points = Kansas is in Tornado Alley.
4. Why did the Pony Express go broke? |CE|
 - a. Bandits robbed the riders.
 - b. Feeding the horses was expensive.
 - c. *The telegraph was invented.*
 - d. The radio was invented.

- 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.

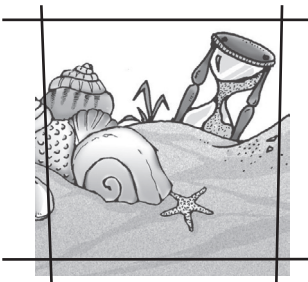
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions.
	Team Talk Extenders

Look at the pictures on page 19. What conclusion can you draw about the cities of Minneapolis and St. Paul? Explain your answer.

Why did the Pony Express go broke after the telegraph was invented?

- Award team celebration points.

Write-On Discussion	<ul style="list-style-type: none"> - 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.
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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.

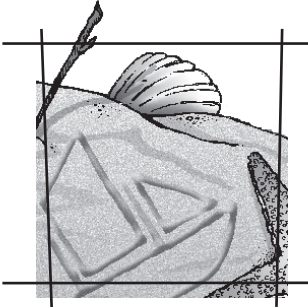
Student Edition, page 1

Page 22

- 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**

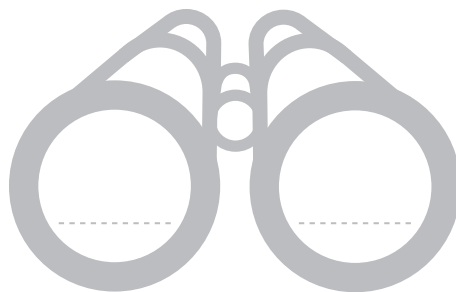
Timing Goal: 10 minutes

Preparation: Display the following words.



- Display the following words: *right* and *write*.
- Use **Think-Pair-Share** to have students identify what they notice about the two words. Randomly select a few students to share. *The words sound the same. They have different spellings. The first word, right, means correct. The second word, write, means to put words on paper.*
- Remind students that words that sound alike are called homophones. Explain that homophones can have the same or different spellings. Use **Think-Pair-Share** to have students recall the Word Treasure clue that Captain Read More uses for homophones. Randomly select a few students to share. Display the Word Treasure clue (binoculars).

Blackline master provided.



- Reveal the Word Treasure (skill).

Word Treasure

Some words sound the same, but they are not spelled the same, and they have different meanings.

If you come across a word that sounds like a word you know, but isn't spelled like it, stop and think about how the word is used in the sentence.

Preparation: Display the following sentences.

- Review why Captain Read More thinks it is important to know homophones by explaining that they help us to identify the meaning of the word so we are not confused.
- Display the following sentences. Read the sentences aloud, or have students read them aloud. Display the words *chews* and *choose*.

I had to _____ which shirt I wanted to wear today.
 Laura always _____ gum when she is pitching.
 chews choose

- Use **Think-Pair-Share** to have students identify which word belongs in each sentence and how they know. Randomly select a few students to share. Choose *is the act of picking something and goes in the first sentence*. Chews goes in the second sentence. It means to grind up food with your teeth.
- Tell students that Captain Read More has found a word that is a homophone in this week’s vocabulary words. Tell students to look out for the word the next time they review their vocabulary words.
- 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 2

Skill Practice

Read each sentence below. Choose the pair of words that makes the sentence correct.

1. I _____ I can _____ my little brother pounding on his drum down the hall.
 - a. no, hear
 - b. know, here
 - c. no, here
 - d. *know, hear*

2. When the wind _____ outside, it got very _____.
 - a. *blew, chilly*
 - b. blew, chili
 - c. blue, chilly
 - d. blue, chili

Building Meaning			
monument	legend	facility	ferry
pioneer	orphanage	modern	telegraph

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.*

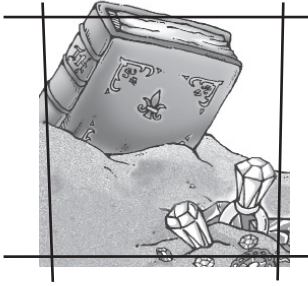
4. Choose the word that best fits in the blank.

Many different kinds of doctors work at the medical facility.



- 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.	<ul style="list-style-type: none"> - 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.

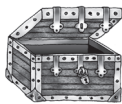
Set the Stage



- 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 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 would Minnesota be a good place for water sports?

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 read more about the American Midwest. We learned about cities on the Great Lakes such as Detroit, Toledo, and Cleveland. We also learned about Wisconsin and why it's called America's dairy land and other states such as Minnesota, the Dakotas, and Kansas.

- 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.
- Explain to students that as they reread the text, they will look for details that support the main ideas they found the first time they read.
- Remind students that supporting details are details in the text that give more information about the main ideas.
- Tell students that as they find supporting details, they will add them to their idea trees.
- Reread page 1 aloud. Remind students of the main idea, and then use **Team Huddle** to have students identify details that support it. Use **Random Reporter** to select students to share their responses. Add the supporting details to the idea tree accordingly.



The first time we read this page, we found that the main idea is that the Midwest is in the north-central section of America. When we find main ideas, we should also find supporting details. With your teams, find details that support this main idea. The Midwest is made up of twelve states. Illinois has the biggest state population. Chicago is the biggest city in the Midwest. These details all give more information about the main idea, so they are details that support it.

- Continue reading to the end of page 3. Add supporting details for this section to your idea tree as necessary.

Preview Team Talk

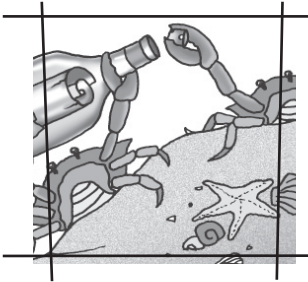
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

- 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 3

Team Talk

1. List details that support the main idea from page 5 that Chicago has a rich history. (Write-On) |MI|
2. Why were ferries important on the Mississippi River during pioneer times? |DC|
3. Why was the Homestead Act created? Explain. |DC • CE|
4. Which question is answered on page 12? |QU|
 - a. When was Omaha founded?
 - b. Is Boys Town located on a river?
 - c. How many people live in Omaha?
 - d. Why was Boys Town started?



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 4–12 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. List details that support the main idea from page 5 that Chicago has a rich history. (Write-On) |MI|

(Answers may vary.) 100 points = Details that support the main idea that Chicago has a rich history are that the Navy Pier was originally built for passengers and goods coming by ship, and the Chicago Water Tower is one of the few buildings left after the Great Chicago Fire. A legend says the Great Chicago Fire was caused by a cow kicking over a lantern.

90 points = Details that support the main idea that Chicago has a rich history are that the Navy Pier was originally built for passengers and goods coming by ship, and the Chicago Water Tower is one of the few buildings left after the Great Chicago Fire. 80 points = The Navy Pier was originally built for passengers and goods coming by ship.

2. Why were ferries important on the Mississippi River during pioneer times? |DC|

100 points = Ferries were important on the Mississippi River during pioneer times because there were no bridges. People used ferries to get across the river. 90 points = Ferries were important on the Mississippi River during pioneer times because there were no bridges. 80 points = There were no bridges.

3. Why was the Homestead Act created? Explain. |DC • CE|

(Accept supported answers.) 100 points = I think the Homestead Act was created to get people to move to the Midwest and start farms. Settlers could get 160 acres of land for free if they farmed it for five years.

90 points = I think the Homestead Act was created to get people to start farms. Settlers could get 160 acres of land for free. 80 points = It was created to get people to start farms.

4. Which question is answered on page 12? |QU|

- a. When was Omaha founded?
- b. Is Boys Town located on a river?
- c. How many people live in Omaha?
- d. Why was Boys Town started?

- 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.

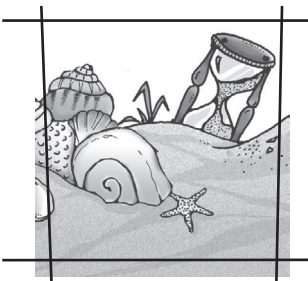
Team Talk Extenders

Look at the picture on page 11. Would you rather live in an earth lodge or a teepee? Explain.
 What might have been the hardest thing for the settlers who came to the Midwest because of the Homestead Act?

- 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.



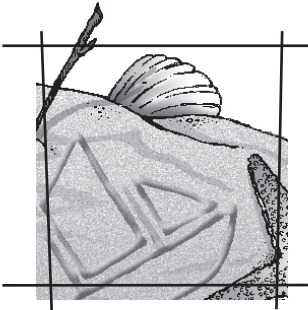
FLUENCY IN FIVE TP

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.

Page 22 or 9 (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

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Preparation: Display the following sentences.

- Remind students of the Word Power skill (homophones) and the Word Treasure clue that Captain Read More uses for homophones (binoculars).
- Use **Think-Pair-Share** to have students identify the homophone in the vocabulary list. Randomly select a few students to share. *The word ferry.*
- Display the graphic for the binoculars. Write “ferry” in one lens and “fairy” in the other. Ask students to raise their hands if they know the meanings of the words from their spellings. Tell students that they will take a closer look at each word.
- Display the following sentences. Read the sentences aloud, or have students read them aloud.

The _____ full of cars and people crossed the river every hour.

The _____ princess in the movie waved her wand and turned flowers into candy.

- Use **Think-Pair-Share** to have students identify which word belongs in each sentence and how they know. Randomly select a few students to share. *Ferry belongs in the first sentence. Ferry means a boat or ship that carries people or cargo on short crossings. Fairy belongs in the second sentence. A fairy is a magical creature.*
- 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 3

Skill Practice

Read each sentence below. Choose the pair of words that makes the sentence correct.

- Pat told _____ around the campfire on the camping trip.
 - too, tales
 - two, tails
 - too, tails
 - two, tales*
- _____ ran fast and _____ the relay race.
 - We, won*
 - Wee, won
 - We, one
 - Wee, one

Building Meaning

monument	legend	facility	ferry
pioneer	orphanage	modern	telegraph

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

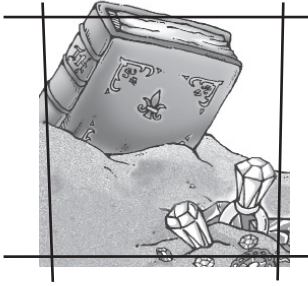
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
- There is a legend that a ghost haunts the old castle. *Legend* means—
 - a song about famous people.
 - a story about exciting adventures.
 - a story handed down over time.*
 - a poem repeated many times.



- 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.	<ul style="list-style-type: none"> - 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.

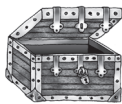
Set the Stage



- 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.

- 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 did the Homestead Act do?

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 began to reread the text for supporting details. We added more information to our idea tree such as the Gateway Arch is a famous landmark in St. Louis. We also added information about a St. Louis park called Citygarden.

- 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.
- Reread pages 13 and 14 (paragraphs 1–3) aloud. Use **Team Huddle** to have students tell the main idea that they identified on day 2. Then ask students to identify details that support it. Use **Random Reporter** to select students to share their responses. Add the supporting details to the idea tree accordingly.

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What did you identify as the main idea of this section? *Detroit is a great place for music lovers and history buffs.* **Right. Remember, we should also identify supporting details. With your teams, find details that support this main idea.** *Motown Records started in Detroit. Detroit has the largest African American museum in the world.*

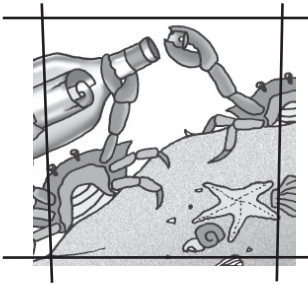
- Continue reading to the end of page 18. Add supporting details for this section to your idea tree as necessary.

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.
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Team Talk

1. Why is Detroit important in the history of automobiles? |DC|
2. Which of the following is an opinion? |FO|
 - a. The Green Bay Packers are the best team in the NFL.
 - b. Green Bay is a city in the state of Wisconsin.
 - c. The Green Bay Packers is a team owned by fans.
 - d. Green Bay fans call their stadium the frozen tundra.
3. List details that support the main idea from page 24 that Kansas is in Tornado Alley. (Write-On) |MI|
4. Use your idea tree to summarize the information in the text *Notes from the Midwest*. |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 19–26 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. Why is Detroit important in the history of automobiles? |DC|

(Accept supported answers.) 100 points = Detroit is important in the history of automobiles because Henry Ford built his first car there in 1896. Also, many car companies started in Detroit. 90 points = Detroit is important in the history of automobiles because Henry Ford built his first car there. 80 points = Henry Ford built his first car there.

2. Which of the following is an opinion? |FO|

- The Green Bay Packers are the best team in the NFL.*
- Green Bay is a city in the state of Wisconsin.*
- The Green Bay Packers is a team owned by fans.*
- Green Bay fans call their stadium the frozen tundra.*

3. List details that support the main idea from page 24 that Kansas is in Tornado Alley. (Write-On) |MI|

100 points = *Details that support the main idea that Kansas is in Tornado Alley are Tornado Alley is an area where lots of tornadoes form, and the people have tornado drills. Also, storm chasers track tornadoes in Tornado Alley. 90 points =* *Details that support the main idea that Kansas is in Tornado Alley are Tornado Alley is an area where lots of tornadoes form, and the people have tornado drills. 80 points =* *Tornado Alley is an area where lots of tornadoes form.*

4. Use your idea tree to summarize the information in the text *Notes from the Midwest*. |SU|

100 points = *The Midwest is the north-central section of America. St. Louis is the home to the Gateway Arch, the tallest monument in America. Chicago has a rich history, including the Great Chicago Fire. Iowa and Nebraska grow a lot of corn. Detroit is a great place for music lovers and history buffs. Wisconsin is called America's Dairyland. There are more than 11,000 lakes in the state of Minnesota. North and South Dakota used to be one big territory. Kansas is located in the middle of Tornado Alley. 90 points =* *The Midwest is the north-central section of America. Chicago has a rich history, including the Great Chicago Fire. Iowa and Nebraska grow a lot of corn. Wisconsin is called America's Dairyland. North and South Dakota used to be one big territory. Kansas is located in the middle of Tornado Alley. 80 points =* *The Midwest is the north-central section of America. Chicago has a rich history, including the Great Chicago Fire. Wisconsin is called America's Dairyland. Kansas is located in the middle of Tornado Alley.*

- 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.

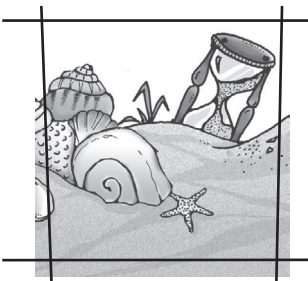
Team Talk Extenders

Why is ice hockey such a popular sport in Minnesota?
 If you were going to build a house in Tornado Alley, what could you do to make it safer?

- 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.

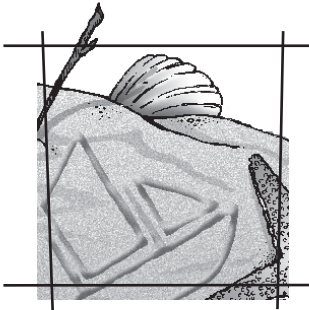


FLUENCY IN FIVE TP

Timing Goal: 5 minutes

- Explain, 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.

- 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 (homophones) and the Word Treasure clue that Captain Read More uses for homophones (binoculars).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn homophones. Randomly select a few students to share. *Captain Read More wants them to be aware that some words have the same sound, but different meanings. If students know homophones, then they can figure out the meanings of the words.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in a **Team Huddle** to identify what each underlined word means.

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Preparation: Display the Word Power Challenge.

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Word Power Challenge

1. Kristin _____ her mother calling and came right inside.

2. The _____ of deer always drank water from the pond in the evening.

heard

herd

th

- Use **Random Reporter** to have students share the meanings of the underlined words. *Heard belongs in the first sentence. Heard means hearing something in the past. Herd belongs in the second sentence. A herd is a group of animals.*

- 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 4

Skill Practice

Read each sentence below. Choose the pair of words that makes the sentence correct.

1. Jesse and his friends _____ a fort out of _____ in his backyard.
 - a. made, would
 - b. maid, would
 - c. *made, wood*
 - d. maid, wood

2. I stubbed my _____ when I kicked a _____ full of water with my bare foot.
 - a. toe, pale
 - b. tow, pail
 - c. tow, pale
 - d. *toe, pail*

Building Meaning

monument	legend	facility	ferry
pioneer	orphanage	modern	telegraph

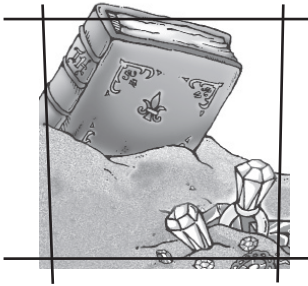
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points =** *The sentence uses the word correctly and includes one detail.* **80 points =** *The sentence uses the word correctly.*

4. Choose the word that best fits in the blank.
 Some modern buildings have solar panels on their roofs.

- 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.	<ul style="list-style-type: none"> - 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.

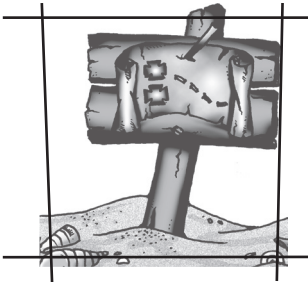
Today you will read more about earth lodges. You will also identify main ideas and supporting details.

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

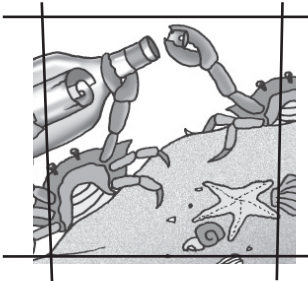
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about the main idea and details.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work 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.



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

Teacher procedures for Teamwork vary with strategy instruction.

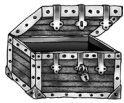
Team Discussion **TP**

- 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 that they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.

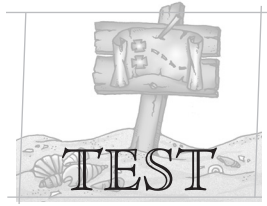


Class Discussion **TP**

- 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.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Test Passage

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

Earth Lodges on the Plains

People often think of teepees when they think of American Indian homes. But some Plains Indian tribes lived in earth lodges. These lodges were shaped like a dome. The lodge builders dug a big hole about one foot deep. Then they put center posts in place. Beams were set across these posts. This frame was covered with branches, grass, and dirt. The tribes' women built the lodges.

Up to forty people could live in one large lodge. Beds were placed around the edge of the dome. The beds were built off the ground. Pits were used to store clothes, dried meat, and vegetables. One village in Kansas had close to forty lodges. More than a thousand Indians lived in the village.

Indians first built earth lodges in the 1500s. They kept using them for shelter until the 1900s. The Plains tribes lived in the lodges during the spring and fall. In the winter and summer, the tribes hunted bison. During these seasons, they lived in teepees. The teepees were easy to move as the Indians followed the bison.

Source: www.kshs.org/kansapedia/earth-lodges/17333

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.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is earth lodges. I know this is the topic because it is the title of the passage. Also, the text gives a lot of information about earth lodges.* **15 points** = *The topic of this text is earth lodges. I know this is the topic because of the passage's title.* **10 points** = *Earth lodges. The title tells me.*

30 points

2. What is the intent of the author? |AP|
- to inform about earth lodges
 - to compare Indian homes
 - to explain about bison hunts
 - to tell about Indian culture

How do you know?

(Answers may vary.) 20 points = I know that the intent of the author is to inform about earth lodges because most of the text is about this topic. For example, a large lodge could hold up to forty people. 15 points = I know that the intent of the author is to inform about earth lodges because most of the text is about this topic. 10 points = Most of the text is about earth lodges.

20 points

3. What is the main idea of this passage? Tell how you figured it out. |MI|

20 points = *The main idea of this passage is that some Plains Indians lived in earth lodges. I was able to figure this out because it is stated in the second sentence in the passage. Also, most of the passage is about the earth lodges that the Plains Indians built. 15 points =* *The main idea of this passage is some Plains Indians lived in earth lodges. I was able to figure this out because it is stated in the second sentence in the passage. 10 points =* *Most of the passage is about the earth lodges that the Plains Indians built.*

20 points

4. Use information from your graphic organizer to summarize the text. |SU|

20 points = *Some Plains Indian tribes built earth lodges to live in. The builders dug a shallow hole and built the lodge over it. One large lodge could hold up to forty people. Pits were used to store supplies. The tribes lived in the lodges during spring and fall. When the Indians hunted bison in summer and winter, they lived in teepees. 15 points =* *Some Plains Indian tribes built earth lodges to live in. One large lodge could hold up to forty people. The tribes lived in the lodges during spring and fall. 10 points =* *Some Plains Indian tribes built earth lodges to live in. One large lodge could hold up to forty people.*

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

Read each sentence below. Choose the pair of words that makes the sentence correct.

5 points

1. Lakshmi _____ the story _____ for her class.
- read, aloud
 - read, allowed
 - red, allowed
 - red, aloud

5 points

2. The _____ shook the tree until the beehive came _____ and fell.
- bare, lose
 - bear, lose
 - bare, loose
 - bear, loose

5 points

3. Danny asked his mom _____ she wanted him to dig the _____.
- where, hole
 - where, whole
 - wear, hole
 - wear, whole

5 points

4. I want to _____ a new surf _____ because I broke the fins off my old one.
- buy, bored
 - buy, board
 - by, bored
 - by, board

Building Meaning

monument	legend	facility	ferry
pioneer	orphanage	modern	telegraph

10 points

5. Write a meaningful sentence for the word *telegraph*.

10 points = *In the 1800s, you had to use a telegraph to send a message quickly across the country.* **5 points** = *In the past, you could use a telegraph to send a message quickly.* **1 point** = *You could use a telegraph to send a message quickly.*

10 points

6. Since there is no bridge, people have to use a ferry to get across the lake.

10 points

7. Cell phones are a modern form of communication. *Modern* means—
- built with computer chips.
 - having to do with electronics.
 - something from a long time ago.
 - having to do with the present day.

10 points

8. The pioneer traveled out west and built a home before sending for his family. *Pioneer* means—
- first person to explore a place.
 - person who builds a home.
 - man who travels west.
 - person who works with wood.

10 points

9. The small fishing town built a monument to honor all the sailors who had died at sea.

10 points

10. Tuan loved reading books about the legend of King Arthur. *Legend* means—

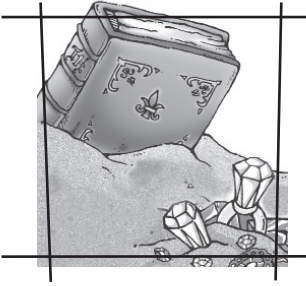
- a. a story told in a book.
- b. a famous person from long ago.
- c. a story handed down over time.
- d. a story about a brave knight.

10 points

11. Scientists are trying to invent a new type of rocket at the research facility.

10 points

12. The town built an orphanage so kids who lost their parents would have a place to live.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write a persuasive paragraph for a travel brochure telling visitors what sights they should see in your town or city. Think about the kinds of things that Kathleen tells you in *Notes from the Midwest* as you write your paragraph.

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 persuasive paragraph, by telling students that when they try to convince someone to agree with them, they are persuading that person.

Have you ever tried to get a friend to agree with you about something? This is called persuasion. Many people use persuasion every day. You have probably seen advertisements that try to persuade you to buy a snack food or toy. You might even be persuaded to visit someplace by reading a travel brochure. In a travel brochure, you might read many facts about the city or place you want to visit. You will also read persuasive language to make that place seem like your best choice for a vacation.

- Display the following persuasive paragraph. Read it aloud to students.

Blackline master provided.

Visit the Smithsonian's National Zoo!

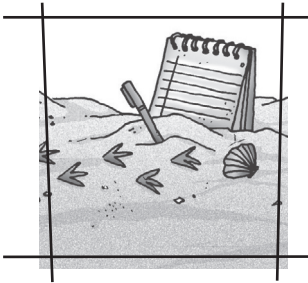
The Smithsonian's National Zoo is a must-see attraction in Washington, D.C. An amazing collection of animals lives there. At the zoo, you can walk through a rainforest environment. There are tropical plants, birds, lizards, frogs, fish, and mammals all roaming the exhibit. The small mammal house shows off some of the smallest mammals on the planet. Here you can see hedgehogs, tiny pygmy shrews, and ferrets. One of the biggest attractions at the zoo is the panda exhibit. The zoo has two giant pandas. Visitors to Washington, D.C. love seeing these beautiful creatures from China.



- Use **Think-Pair-Share** to ask students what the paragraph is about. *The Smithsonian’s National Zoo in Washington, D.C.*
- Use **Think-Pair-Share** to ask students what information the paragraph provides about the zoo. *The zoo has a rainforest exhibit that has many animals. There is a small mammal house where you can see some of the smallest mammals on the planet. The panda exhibit is very popular with visitors to Washington, D.C.*
- Explain to students that the paragraph contains many facts about the zoo. Remind students that facts are statements that can be proven while opinions are just what a person believes.



- Point out to students that the paragraph also contains some opinions to persuade you to visit the zoo. Have students work in teams to identify an opinion from the paragraph. Use **Random Reporter** to select students to share responses. *The zoo is a must-see place in Washington, D.C. The animals at the zoo are amazing. The pandas are beautiful.*
- Point out that the opinions are there to make the zoo seem like a good place to visit.
- Tell students that they will write a persuasive paragraph about their town or city.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you are writing a persuasive paragraph about your town or city for a travel brochure.



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

Writing Prompt

Imagine that you are a tour guide and want to make a travel brochure for visitors to your town or city. If you want to tell visitors about your town or city, where would you tell them to go? What fun or interesting places can people visit in your area? Write a paragraph that describes three places you will take visitors in your town or city. Explain why you chose these places. Your paragraph should contain reasons to visit your town or city and descriptive words to attract visitors. Remember to write your ideas in complete sentences.

Scoring Guide

The paragraph is about your town or city and is written for visitors reading a travel brochure.	15 points
The paragraph lists three places that people should visit and why.	20 points each (60 points maximum)
The paragraph uses reasons and descriptive words to attract visitors.	20 points
The paragraph is written in complete sentences.	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.

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 figure out what information we should include in our persuasive paragraphs.

- 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.

- Tell students that as they read their drafts aloud, they should make notes about the information they might need to add to their paragraphs.

As you read, you should make notes to remind yourself of the information you may have left out from the writing prompt, scoring guide, and your graphic organizer. It is important to remember all the corrections we want to make to our writing.

- Display the following draft of your paragraph from the graphic organizer. Read the draft aloud to students.

Blackline master provided.

Visit beautiful Baltimore!

Baltimore is a beautiful town in the state of Maryland. It has many fun places for visitors to see. The National Aquarium is very popular. It is one of the best in the country. Another popular spot, the Baltimore and Ohio Railroad Museum, is close by and shows the interesting history of trains in Baltimore. Baltimore was a major stopping place for railroads. The museum has many old train engines. Finally, you might know that there is a Washington Monument in Washington, D.C., but did you know that there is one in Baltimore too? There is! It was made by the same artist who made the one in the nation's capital. It is a source of beauty and pride for Baltimore. These are only a few reasons to come visit beautiful Baltimore!

- Display the sample graphic organizer again for students.
- Tell students that you want to check your draft to make sure it has your ideas from the graphic organizer in it. Use **Think-Pair-Share** to have students answer questions about your draft.

I want to make sure that I am following all the directions as I write my persuasive paragraph, so I am going to check that my draft has all the information I need in it. First, did I write about a town or city? Yes. You wrote about Baltimore. Good. Next, did I write about three places that people should visit in Baltimore? Yes. You wrote about the aquarium, the railroad museum, and the Washington Monument. Great! Did I explain why people should visit these places? No. You did not follow the graphic organizer. You did not say why people should go to the aquarium. You are correct. I forgot to include some information from my graphic organizer. I wanted to talk about the beautiful fish and animals that visitors can see at the aquarium. I will make a note to add this to my paragraph when I edit. Did I give reasons to visit Baltimore? Yes. Did I use descriptive words to talk about Baltimore? Yes. Good. Now I know what information I need to add to my draft and what information is correct. Thank you!

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.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Visit the Smithsonian's National Zoo!

The Smithsonian's National Zoo is a must-see attraction in Washington, D.C. An amazing collection of animals lives there. At the zoo, you can walk through a rainforest environment. There are tropical plants, birds, lizards, frogs, fish, and mammals all roaming the exhibit. The small mammal house shows off some of the smallest mammals on the planet. Here you can see hedgehogs, tiny pygmy shrews, and ferrets. One of the biggest attractions at the zoo is the panda exhibit. The zoo has two giant pandas. Visitors to Washington, D.C. love seeing these beautiful creatures from China.

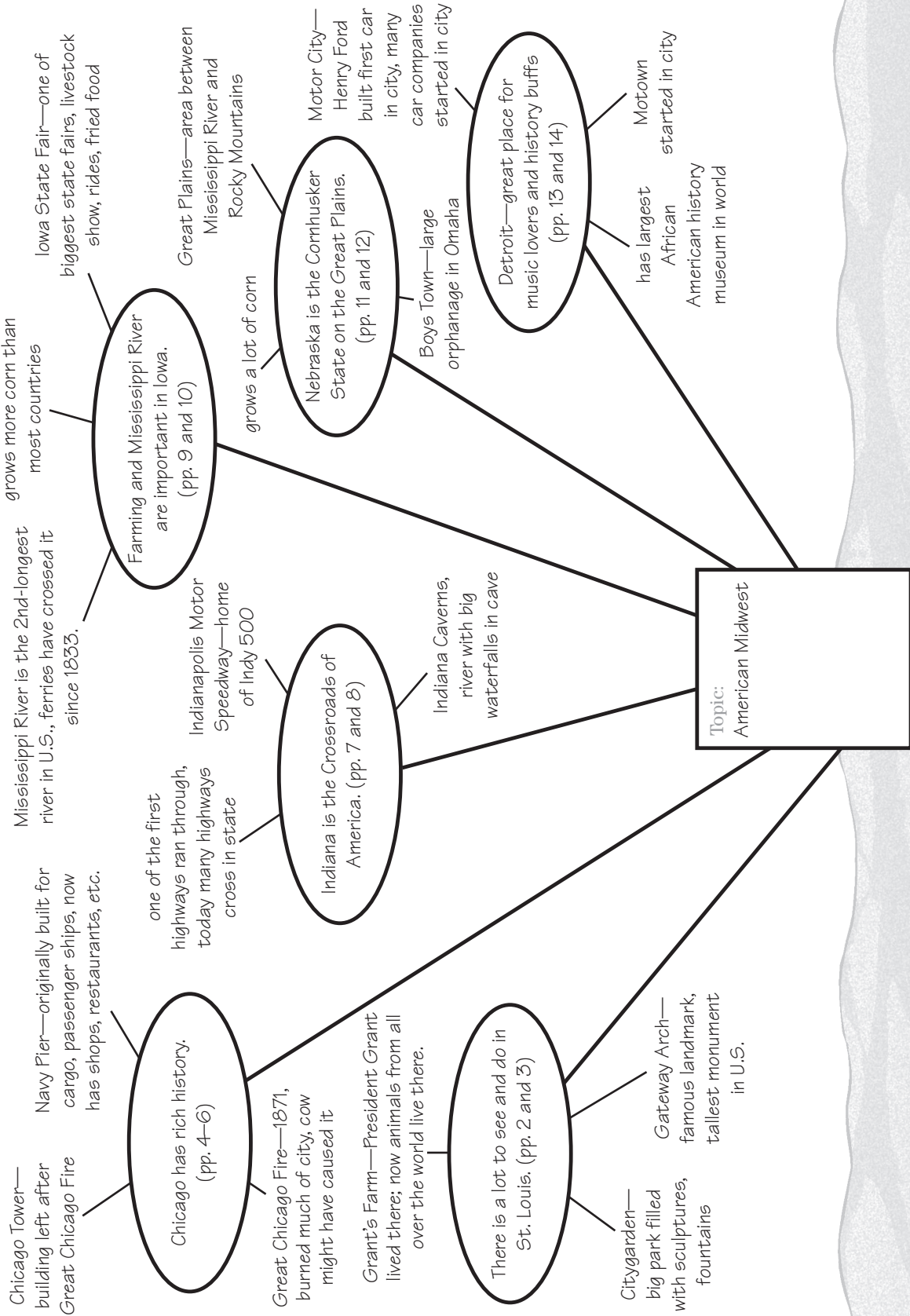
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Title: American Journeys: Notes From the Midwest

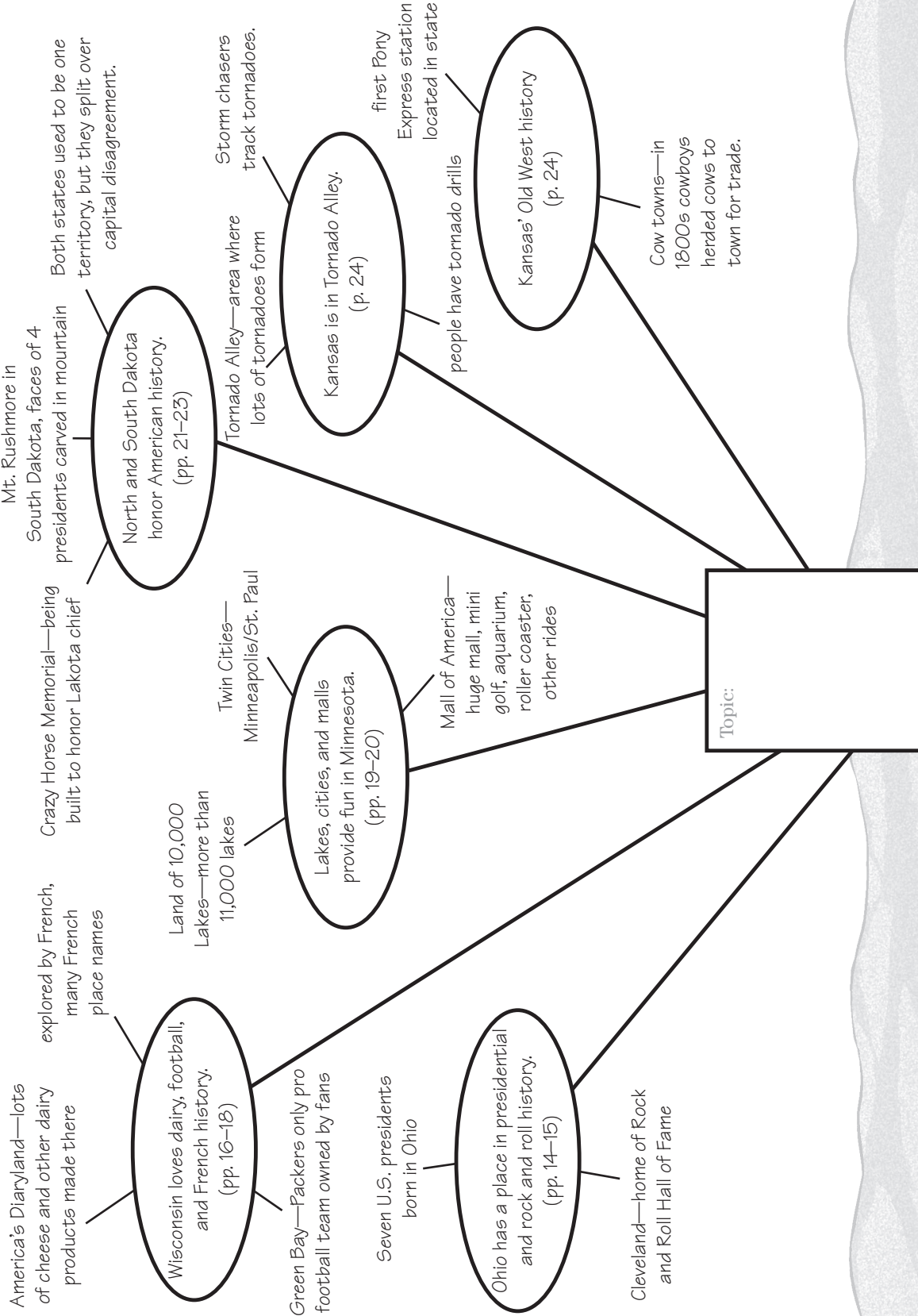
Idea Tree





Idea Tree

Title: American Journeys: Notes From the Midwest, 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 3 / <i>American Journeys: Notes From the Midwest</i>
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Key Ideas and Details</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>

INFORMATIONAL (6 DAY)

American Journeys: Notes From the Northeast

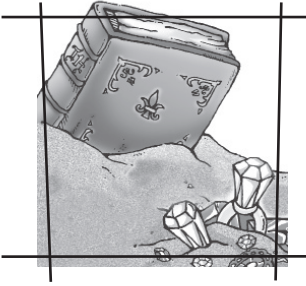
Written by Damon Butler

Summary

Damon, his parents, and his brother love traveling, especially around the Northeast. In Damon's blog, he writes about the different places they visit in the Northeast, including Delaware, Maryland, New Jersey, and New York. He shares with readers the different activities that he does and sights that he sees.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Cause and effect (CE)	Chunking	Write a blog entry.
	Students will identify cause-and-effect relationships in the text.	Students will chunk words into word parts (syllables) to help them read words.	Students will write a blog entry about a place they have visited or would like to visit.

**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 **help and encourage others**, 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 *American Journeys: Notes From the Northeast* by Damon Butler. As we read, we'll identify causes and effects. Good readers identify events that happen and the reasons that they happen.

- 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.
- Prompt students to identify the topic for the first step of TIGRRS by paging through the text. Use **Think-Pair-Share** to have them point to various text features and identify the text structure. Randomly select a few students to share.



When we read informational texts, we use the TIGRRS process. The first step in TIGRRS is to identify the topic. Let's skim through the text to help us figure out what it is about. Allow students time to page through the text. **What do you think this text is about?** Give students time to discuss. **Yes, I agree. It seems like this text is about different places in the Northeast.**

- Use the items below to build or activate background knowledge about the topic.
 - Show pictures of eastern ports, docks, skyscrapers, city streets, and other northeastern settings. Use **Think-Pair-Share** to have students describe these settings. Randomly select a few students to share.
 - Use **Team Huddle** to have students identify some of the major cities in the Northeast. Use **Random Reporter** to have teams share their lists. Assist students as necessary, and write the names of these cities on the board. *Examples include Boston, New York, Philadelphia, Baltimore, and Washington, D.C.*
 - Display a map of the United States. Explain that the Northeast refers to the area from Maine down to Washington, D.C. Tell students that the Northeast is the oldest region in the United States and that it consists of eleven states. Point out that six of the eleven states are in an area called New England, which is just north and east of New York.
- Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them identify the author's intent. Randomly select a few students to share.



What is the next step of TIGRRS? Randomly select a few students to share. **Yes, the next step is to identify the author's intent, or the reason the author wrote the text. Why do you think the author wrote *Notes From the Northeast*?** Give students time to discuss. **Yes, the author probably wrote this text to help a reader understand what the Northeast is like and what one can do there. Since he wrote a blog, he probably also wants to hear what others have to say about the Northeast.**

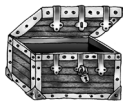
- Refer to the next step in TIGRRS. Use **Think-Pair-Share** to have students identify the graphic organizer they will use to record information from the text. Randomly select a few students to share. Display a cause-and-effect T-chart. Use **Think-Pair-Share** to have students tell what will be written in each part, and randomly select a few students to share.

Now that we have identified the topic and the author’s intent, we can complete the third step of TIGRRS, which is to select a graphic organizer. Look through the text to see if you can find clues about which graphic organizer will work best. Allow students 1 or 2 minutes to look over the text. **I think you are right. A cause-and-effect T-chart will be a good way to organize the information we learn here. There were several cause-and-effect signal words, such as *so*, *because*, and *since*, in the text. This tells us that we will read about causes and effects. Display a T-chart. When we use a T-chart, remember that we write “Cause” above the left column and “Effect” above the right column.**

- 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 7
Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
trails page 8	base word + ending: trail + s	paths outside to follow	There were many <i>trails</i> in Lawrence’s neighborhood that led to the lake.
appetite page 8	chunk: app-e-tite	a hungry feeling	Ariana had a big <i>appetite</i> when she came home after soccer practice.

Word and Page Number	Identification Strategy	Definition	Sentence
searching page 12	base word + ending: search + ing	looking for	Desiree has been <i>searching</i> all over her classroom to find her missing pencil.
bother page 15	chunk: bo-ther	annoy	Mario knew not to <i>bother</i> his sister when she was studying for a test.
arguing page 24	base word + ending: argu(e) + ing	fighting	“I don’t want to hear any more <i>arguing</i> because it is your job to do the dishes!” Anquan’s mom said.
approved page 24	base word + ending: approv(e) + ed	said something was OK	“Your doctor’s appointment was <i>approved</i> , and you can leave early,” Ms. Whitfield’s boss said.
mention page 25	chunk: men-tion	tell	“Did I <i>mention</i> that I have a book due at the library today?” Erica asked her dad.
fool page 26	blend	trick	The twins tried to <i>fool</i> their parents by dressing exactly the same.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in informational text.

We see cause-and-effect relationships every day. For example, if it is raining outside, people wear raincoats and carry umbrellas. If someone hears a funny joke, he or she laughs. Often, authors include causes and effects in a text to help readers better understand the information in the text.

- Use **Team Huddle** to have students discuss the meaning of *cause* and the meaning of *effect*. Use **Random Reporter** to select students to share the definitions. *A cause is the reason something happens, and an effect is what happens as a result of a cause.*

- Display the following list of causes and effects, and then use a **Think Aloud** to model how to identify the missing causes and effects in each column.

Blackline master provided.

Causes	Effect
hot day	late to school
toothache	flowers to bloom

- Read the list of causes and effects aloud.

I just read two causes and two effects. I need to identify the missing causes and effects.

- Use a **Think Aloud** to model how to identify the missing effect for the first cause-and-effect relationship.

I see that the first cause listed is a hot day. What happens on a hot day? A person might drink a lot of water to stay cool on a hot day. Or a person might dress in clothes for warm weather such as a short-sleeved shirt and shorts.

- Point out that a cause may have one effect, or it may have more than one effect.
- Use a **Think Aloud** to model how to identify the missing cause for the second cause-and-effect relationship.

The second cause-and-effect relationship only has the effect listed. The effect is being late to school. Hmm. What might cause this? A person may have forgotten to set an alarm clock. So the cause is that the alarm clock wasn't set, and the effect is being late to school.

- Use **Think-Pair-Share** to have students identify the missing effect in the third cause-and-effect relationship and the missing cause in the last cause-and-effect relationship. Randomly select a few students to share. *If you have a toothache, you go to the dentist. If flowers bloom, then seeds were planted.*
- Tell students that they will identify cause-and-effect relationships as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them that 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.

- Have students look at page 1, and use **Think-Pair-Share** to have them discuss what they notice about the page. Randomly select a few students to share. *In the top right corner, there is an empty box with a magnifying glass in it. There are words that are underlined. The phrase “Meet Damon” is shown in purple.*
- Read page 1 aloud, and then display a blank T-chart. Remind students to think about causes and effects as you read.
- Read pages 2 and 3 aloud, and use a **Think Aloud** to model how to identify the cause-and-effect relationship between being careful and using walkways to explore Niagara Falls. Add the cause and effect to your T-chart.

I found a cause-and-effect relationship when I read. Damon says that you can explore Niagara Falls by using walkways. He says that you have to be careful. The reason is that the walkways are really slippery. The cause is that the walkways are slippery, and the effect is that you have to be careful. The signal word *so* helped me to identify this cause and effect.

- Read pages 4 and 5 aloud, and use a **Think Aloud** to model how to identify another cause-and-effect relationship.

Let me think about what I just read. I think I found another cause-and-effect relationship. Damon says that in New York City, everyone takes the subway. The reason is that it costs less money than taking a taxi. So the cause is that the subway does not cost a lot, and the effect is that everyone takes the subway. The word *because* showed me that there was a cause-and-effect relationship.

- Read pages 6 and 7 aloud, stopping to point out important ideas, ask questions, or focus students’ attention as necessary.
- Add causes and effects to your T-chart as you find them.

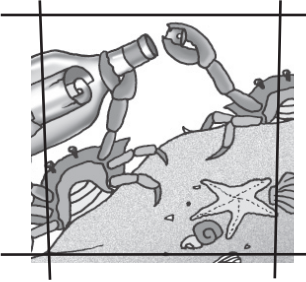
Preview Team Talk

- 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.

Team Talk

1. What is the reason that Damon's family has a picnic at Winterthur? (Write-On) |CE|
2. How are Damon's and Dan's feelings about the boardwalk different from their mom's? |CC|
3. Which of the following statements is an opinion? |FO|
 - a. "They started one of the biggest chemical companies in the world."
 - b. "Lighthouses aren't used that often anymore because of new technology."
 - c. "There are a lot of little beach towns driving up the coast."
 - d. "It's not as much fun as crabbing in the Chesapeake Bay."
4. Why is the book that Damon's mom has important? |DC|

- 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 and TIGRRS before having students read and restate: **SR** pages 8–15 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 is the reason that Damon’s family has a picnic at Winterthur? (Write-On) |CE|

100 points = *Damon’s family has a picnic at Winterthur because it is so nice outside. It is his mom’s idea. His family takes some blankets to sit on when they eat outside.* **90 points** = *Damon’s family has a picnic at Winterthur because it is so nice outside. It is his mom’s idea. His family takes some blankets.* **80 points** = *They have a picnic because it is nice out.*

2. How are Damon’s and Dan’s feelings about the boardwalk different from their mom’s? |CC|

100 points = *Damon and Dan really like all the rides on the boardwalk. Their mom does not like the rides as much. She only goes on the swings, but Damon and Dan go on the roller coasters.* **90 points** = *Damon and Dan really like all the rides on the boardwalk. Their mom does not like the rides as much. She only goes on the swings.* **80 points** = *They like the rides, but their mom does not.*

3. Which of the following statements is an opinion? |FO|

- “They started one of the biggest chemical companies in the world.”
- “Lighthouses aren’t used that often anymore because of new technology.”
- “There are a lot of little beach towns driving up the coast.”
- “It’s not as much fun as crabbing in the Chesapeake Bay.”

4. Why is the book that Damon’s mom has important? |DC|

100 points = *The book that Damon’s mom has is important because it tells what kinds of trees various leaves comes from. While on the Appalachian Trail, Damon and his brother find many leaves. They don’t know which trees the leaves are from.* **90 points** = *The book that Damon’s mom has is important because it tells what kinds of trees various leaves comes from. Damon and his brother find many leaves.* **80 points** = *It tells what kinds of trees various leaves come from.*

- 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.

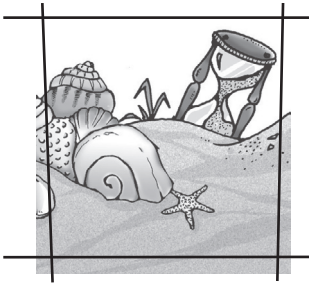
Class Discussion TP

- 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	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – 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. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>How would the ideas in Damon’s blog be presented differently if they were in a book?</p> <p>Why does Damon include so many text features, such as maps and pictures, in his blog? How do these text features help a reader?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>How would the ideas in Damon’s blog be presented differently if they were in a book?</p> <p>Why does Damon include so many text features, such as maps and pictures, in his blog? How do these text features help a reader?</p>	

Write-On Discussion	<ul style="list-style-type: none"> – 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.
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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.

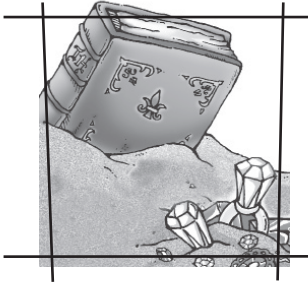
Page 11 (stopping at “Ocean City has...”)

- 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.

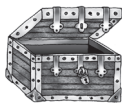
Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the 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.

Why do Damon and his family have a picnic at Winterthur?

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 read about some of the places that Damon and his family visited. They had a picnic at a mansion in Delaware, went on rides at a boardwalk in New Jersey, went crabbing, and hiked on the Appalachian Trail.



- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 16 and 17 aloud, and use **Think-Pair-Share** to have students identify why Damon and his family go to Vermont. Randomly select a few students to share.

Why do Damon and his family visit Vermont? Allow students time to discuss. **Yes, that’s right. Damon’s teacher said that New England is the best place to see leaves changing color. The cause is that Damon’s family wants to see leaves changing color, and the effect is they go to Vermont. Damon and his family see red, orange, and yellow leaves.**

- Read pages 18–20 aloud, stopping to point out cause-and-effect relationships, ask questions, and focus students’ attention as necessary.
- Add any causes and effects to your T-chart as necessary.

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.

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Team Talk

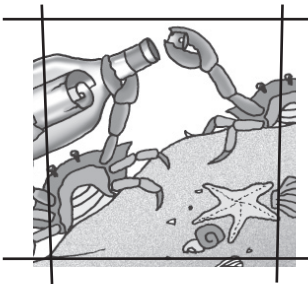
1. What is the effect of Dad not going to Washington, D.C. with Damon’s family? (Write-On) |CE|
2. How are Abraham Lincoln and Damon alike? |CC|

Team Talk *continued*

3. Which word best tells how Damon feels about the Liberty Bell? |DC|
- angry
 - bored
 - excited
 - sleepy

Explain why you chose this word.

4. What does Damon mean when he says, “Don’t let the name, the City of Brotherly Love, fool you though”? |DC|



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 read and restate: **SR** **pages 21–26 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 is the effect of Dad not going to Washington, D.C. with Damon’s family?
(Write-On) |CE|

100 points = *Since Dad cannot go to Washington D.C., he gives Damon a special job. Dad wants Damon to find out what D.C. stands for. Damon knows what it stands for, but he does not know why the C means Columbia.*
90 points = *Since Dad cannot go to Washington D.C., he gives Damon a job. Dad wants Damon to find out what D.C. stands for. Damon knows what it stands for.*
80 points = *He gives Damon a job.*

2. How are Abraham Lincoln and Damon alike? |CC|

100 points = *Damon and Abraham Lincoln both think that all people are equal. Damon thinks that he will remember the Lincoln Memorial most about his trip to Washington, D.C.*
90 points = *Damon and Abraham Lincoln both think that all people are equal. Damon thinks that he will remember the Lincoln Memorial.*
80 points = *They think that all people are equal.*

3. Which word best tells how Damon feels about the Liberty Bell? |DC|

- a. angry
- b. bored
- c. *excited*
- d. sleepy

Explain why you chose this word.

100 points = *I chose the word excited because of what Damon says about the Liberty Bell. He says twice that the bell is really big. Also, he says that the crack is cool.*
90 points = *I chose the word excited because of what Damon says about the Liberty Bell. He says twice that the bell is really big.*
80 points = *Because of what Damon says about the Liberty Bell.*

4. What does Damon mean when he says, “Don’t let the name, the City of Brotherly Love, fool you though”? |DC|

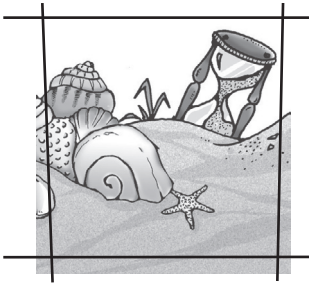
100 points = *When Damon says don’t let the name fool you, he means that it is not just men in Philadelphia. He learns about a woman named Betsy Ross who lived there. She made the first American flag.*
90 points = *When Damon says don’t let the name fool you, he means that it is not just men in Philadelphia. He learns about a woman named Betsy Ross who lived there.*
80 points = *He means that it is not just men in Philadelphia.*

- 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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. 	
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Team Talk Extenders	<p>At the end of Damon’s blog entries, readers can leave comments or questions. What questions or comments do you have about something he described in his blog?</p> <p>If you could explore a place that Damon visited, which place would you choose and why?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – 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. – 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**

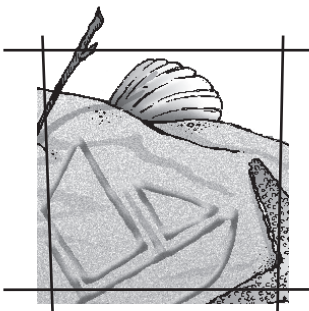
Timing Goal: 5 minutes

- 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.

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Page 21

- 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 introduce the Word Treasure clue for chunking (boat without sails).
- Display a boat without sails, and write “number” on the bottom of the boat.

Blackline master provided.





- Use **Think-Pair-Share** to have students discuss what is different about the boat, and randomly select a few students to share. *It doesn't have sails.*
- Explain that the boat doesn't have sails because this word doesn't have a base word and ending. When words are too long to blend and they don't have a base word and ending, Captain Read More uses paddles to chunk the words into smaller parts, or syllables. It helps to read the smaller parts first and then the whole word.
- Explain that there are many ways to chunk a word, but there are some patterns that appear in a lot of words. Chunk *number* after the *u*, and try to read the word parts and then the whole word. Point out that chunking the word this way is awkward.



- Model chunking *number* between the *n* and *b*. Read the word parts and then the whole word. Point out that it was easy to recognize the word when you chunked it this way.



- Repeat this process with the word *border*.



- Use **Think-Pair-Share** to have students discuss what they notice about where you put the paddles when chunking the words. Randomly select a few students to share. *You chunked the words between two consonants.*
- Confirm that for many words, dividing two consonants in the middle of a word is a good way to chunk it. This splits the word into two word parts, or syllables. It makes the word easy to read when you read the word parts and then the whole word.
- Use **Think-Pair-Share** to have students identify the treasure (skill), and randomly select a few students to share.

Word Treasure

When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word.

- Tell students that as they read, they should look out for a word in this cycle’s vocabulary list that they can chunk by splitting it between two consonants.
- 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**

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Skill Practice

Write each word in your journal. Then chunk each word by drawing a paddle between the word parts.

Teacher’s note: Accept reasonable alternate answers as correct.

1. system *sys/tem*
2. temper *tem/per*
3. napkin *nap/kin*
4. basket *bas/ket*

Building Meaning

trails	appetite	searching	bother
arguing	approved	mention	fool

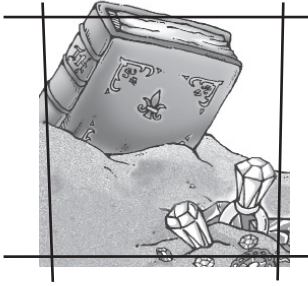
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
6. “I hope you have a good appetite because I made a big dinner,” Jorie’s mom said. *Appetite* means—
 - a. a bored feeling.
 - b. a sad feeling.
 - c. a tired feeling.
 - d. a hungry feeling.



- 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.	<ul style="list-style-type: none"> - 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.

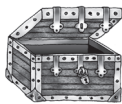
Set the Stage



- 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 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.

What does Damon think about the Liberty Bell?

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 read about what Damon did when he visited Washington, D.C. There were plenty of monuments and memorials to see. He and his family also visited Philadelphia, where Damon's aunt was getting married. While they were there, they saw the Liberty Bell.

- 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.
- Reread pages 1–4 aloud, and use **Think-Pair-Share** to have students identify what happens because there is such a dense mist at Niagara Falls. Randomly select a few students to share.



Damon visits Niagara Falls and says that the falls create a dense mist that is like fog. What is the effect of this? Give students time to discuss. Yes, people wear raincoats when they go on a boat ride at Niagara Falls. If they did not wear raincoats, they would get wet.

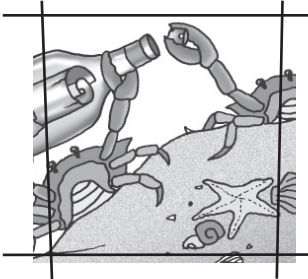
- Add this cause-and-effect relationship to your T-chart.
- Read pages 6 and 7 aloud, stopping to add information to your T-chart as necessary.

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.
- 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.

Team Talk

1. Contrast how Damon and Mom feel about Winterthur. |CC|
2. Why does Damon include a link to a lighthouse site in his blog? |DC|
3. Explain what the pictures on page 12 help you to understand. |TF|
4. What is the effect of visiting the Appalachian Trail near the end of summer?
(Write-On) |CE|



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 8–15 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. Contrast how Damon and Mom feel about Winterthur. |CC|

100 points = Damon likes spending time outside of Winterthur, but Mom likes spending time inside the mansion. Since there is a lot to do outside, Damon likes going on the trails and bridges. He really likes the oak trees. **90 points** = Damon likes spending time outside of Winterthur, but Mom likes spending time inside the mansion. Damon likes going on the trails. **80 points** = Damon likes spending time outside, but Mom likes being inside.

Team Talk *continued*

2. Why does Damon include a link to a lighthouse site in his blog? |DC|

100 points = *I think that Damon includes a link to a lighthouse site to help the reader learn more about lighthouses. Damon says that lighthouses are really neat. Some people might not have seen a lighthouse before, so the site will show them what one looks like.* **90 points** = *I think Damon includes a link to a lighthouse site to help the reader learn more about lighthouses. Damon says that lighthouses are really neat. Some people might not have seen a lighthouse before.* **80 points** = *To help the reader learn more about lighthouses.*

3. Explain what the pictures on page 12 help you understand. |TF|

100 points = *The pictures on page 12 help me understand what Damon sees in Back Bay and the New Jersey Pine Barrens. He sees horseshoe crabs in Back Bay. In the New Jersey Pine Barrens, there are a lot of trees with nothing built on the land.* **90 points** = *The pictures on page 12 help me understand what Damon sees in Back Bay and the New Jersey Pine Barrens. In the New Jersey Pine Barrens, there are a lot of trees with nothing built there.* **80 points** = *It helps me understand what he sees in the New Jersey Pine Barrens.*

4. What is the effect of visiting the Appalachian Trail near the end of summer? (Write-On) |CE|

100 points = *The effect of visiting the Appalachian Trail near the end of summer is that it gets much cooler at night. Damon, Dan, and Dad camp out in a tent at night. They build a small fire.* **90 points** = *The effect of visiting the Appalachian Trail near the end of summer is that it gets much cooler at night. Damon, Dan, and Dad camp out in a tent at night.* **80 points** = *It gets much cooler 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**

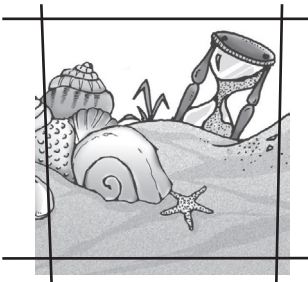


Strategy-Use Discussion

- 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		<ul style="list-style-type: none"> - 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	<p>How might Damon’s blog be helpful if you visit the Northeast?</p> <p>All of Damon’s blog entries begin with an interesting heading that relates to the entry’s topic. Some headings are Empire State of Mind and S’More Mountains. Why might he have written his headings this way?</p>
		<ul style="list-style-type: none"> - Award team celebration points.

Write-On Discussion	<ul style="list-style-type: none"> - 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.
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FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

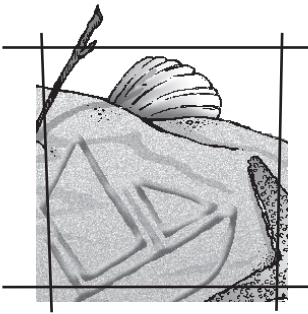
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 7

Page 21 or 10 (stopping at “Dan and I...”)

- 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 remind students of this cycle's skill (chunking).
- Point out that there is a word from this cycle's vocabulary list that they can chunk by dividing it between two consonants. Display a boat without sails, and write the word "mention" on the boat.



- Remind students that if they come across an unfamiliar word as they read, they can try chunking it into smaller parts.
- 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**

Skill Practice

Write each word in your journal. Then chunk each word by drawing a paddle between the word parts.

Teacher’s note: Accept reasonable alternate answers as correct.

1. picnic *pic/nic*
2. subject *sub/ject*
3. center *cen/ter*
4. perhaps *per/haps*

Building Meaning

trails	appetite	searching	bother
arguing	approved	mention	fool

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.*

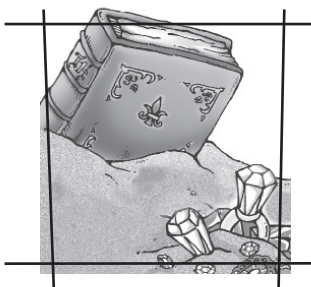
6. Choose the word that best fits in the blank.

“Be sure to *mention* to your teacher that Aunt Sofia will pick you up from school today,” Rico’s dad said.



- 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.	<ul style="list-style-type: none"> - 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.

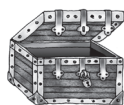
Set the Stage



- 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.

- 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.

Explain whether Damon and his mom like to do the same things when they visit Winterthur.

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 when we reread, we found more details about some of the places that Damon visited. There is a lot to do outside Winterthur, which is why Damon is not as interested as Mom in seeing the inside of the mansion. Damon and his brother ride roller coasters at the boardwalk. When Damon and his dad go crabbing, they catch food for dinner.

- 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.
- Reread page 16 aloud, and use **Team Huddle** to have students identify how Damon figured out New Hampshire’s state slogan. Use **Random Reporter** to select students to share.



How does Damon figure out New Hampshire’s state slogan? *Damon sees a lot of cars with New Hampshire license plates, and many cars’ plates said, “Live Free or Die” on them. So the cause is that a lot of cars have the state slogan, and the effect is that Damon figures out the slogan. This is what his dad challenged him to do.*

- Reread pages 17–20 aloud, and use **Team Huddle** to have students identify any cause-and-effect relationships they find. Use **Random Reporter** to select students to share.

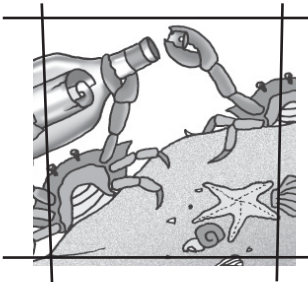
What is a cause-and-effect relationship that you found? *Damon’s family will plan a longer trip to New England because there is still so much to see. What is the cause? The cause is that there is so much to see. What is the effect? The effect is planning a longer trip. What is another cause-and-effect relationship that you found?* *A cause is that Baltimore’s Inner Harbor has a lot of shops and an aquarium. The effect is that a lot of tourists visit the Inner Harbor.*

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.
- 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 9

Team Talk
1. What is surprising about the National Mall? DC
2. Explain why it is special for Damon to visit the Vietnam Veterans Memorial. CE • DC
3. Why is Ben Franklin on the hundred-dollar bill? (Write-On) CE
4. Summarize what you learned in <i>Notes From the Northeast</i> . Use your cause-and-effect T-chart to help you. 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 21–26 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 is surprising about the National Mall? |DC|

100 points = *The National Mall is surprising because it is not a place where you shop. This is what Damon thought at first, but he learned that it is a place in Washington, D.C. with monuments and museums.*

90 points = *The National Mall is surprising because it is not a place where you shop. It is a place in Washington, D.C. with monuments.* **80 points** = *It is not a place where you shop.*

2. Explain why it is special for Damon to visit the Vietnam Veterans Memorial. |CE • DC|

100 points = *It is special for Damon to visit the Vietnam Veterans Memorial because his grandfather’s name is on the wall. Damon is named for his grandfather. Damon’s mom rubs the name from the wall onto a paper to put in Damon’s room.* **90 points** = *It is special for Damon to visit the Vietnam Veterans Memorial because his grandfather’s name is on the wall. Damon is named for his grandfather. Damon’s mom rubs the name from the wall.* **80 points** = *His grandfather’s name is on the wall.*

3. Why is Ben Franklin on the hundred-dollar bill? (Write-On) |CE|

100 points = *Ben Franklin is on the hundred-dollar bill because he is an important person in history. He studied a lot of things. He invented a special kind of glasses that help people see up close and far away.*

90 points = *Ben Franklin is on the hundred-dollar bill because he is an important person in history. He studied a lot. He invented a special kind of glasses.* **80 points** = *He is an important person in history.*

4. Summarize what you learned in *Notes From the Northeast*. Use your cause-and-effect T-chart to help you. |SU|

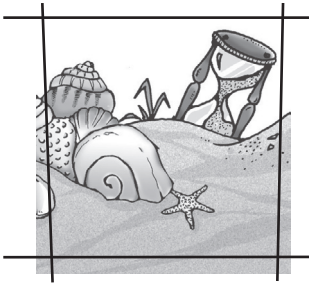
100 points = *Damon and his family enjoy visiting places in the Northeast. They visit a lot of states there such as Delaware, Maryland, and New Jersey. While visiting the states, they do a lot of different things. They use walkways at Niagara Falls and take a subway in New York. In Delaware, they have a picnic because the weather is so nice. They camp out at night on a trail because it is cool.* **90 points** = *Damon and his family enjoy visiting places in the Northeast. They visit a lot of states there such as Delaware. While visiting the states, they do a lot of different things. In Delaware, they have a picnic because the weather is so nice.* **80 points** = *Damon and his family enjoy visiting places in the Northeast. They visit a lot of states. They do a lot of different things. In Delaware, they have a picnic.*

- 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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
Write-On Discussion	<ul style="list-style-type: none"> – 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**

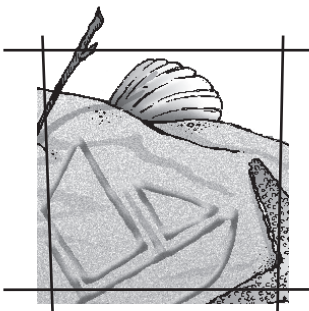
Timing Goal: 5 minutes

- 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 7

Page 21, 10 (stopping at “Dan and I...”), or 22 (paragraph 1 only)

- 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 (chunking) and the Word Treasure clue that Captain Read More uses for chunking (boat and paddles).
- 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

Hector is a member of his school's soccer team.

Mrs. Rosen likes flowers, so she planted her own garden.



- Use **Random Reporter** to choose a student to read each sentence aloud. Make sure that the student chunks each underlined word correctly. *Mem/ber; gar/den.*
- 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,
pages 9 and 10

Skill Practice

Write each word in your journal. Then chunk each word by drawing a paddle between the word parts.

Teacher’s note: Accept reasonable alternate answers as correct.

1. slender *slen/der*
2. mansion *man/sion*
3. lobster *lob/ster*
4. wonder *won/der*

Building Meaning

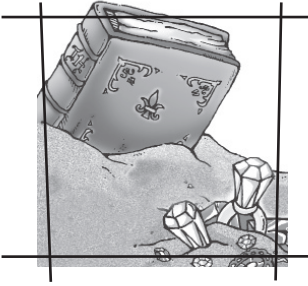
trails	appetite	searching	bother
arguing	approved	mention	fool

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. Oliver’s dad was not happy to hear that he and his sister were arguing about what game to play. *Arguing* means—
 - a. joking.
 - b. fighting.
 - c. playing.
 - d. agreeing.

- 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.	<ul style="list-style-type: none">- 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 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.

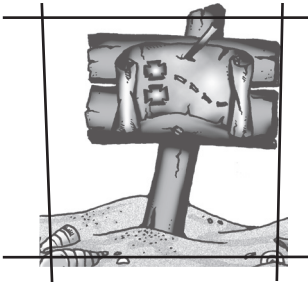
Today you will read about Rhode Island, a state in the Northeast.

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

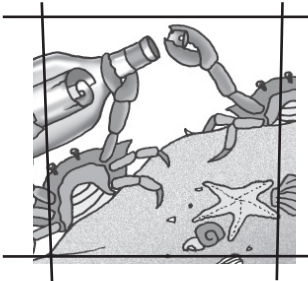
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about causes and effects.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that 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.



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

Teacher procedures for Teamwork vary with strategy instruction.

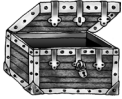
Team Discussion **TP**

- 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 that additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they put on their graphic organizers.

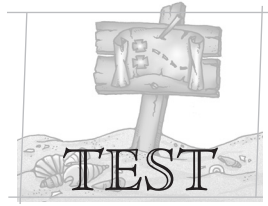


Class Discussion TP

- 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.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Test Passage

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

Red in Rhode Island

Rhode Island is a state in the Northeast. The color red is common in Rhode Island. There is a lot of red clay there. Many years ago, an explorer gave it the Dutch name Rood Eylandt. In Dutch, this means red island. The state bird is a chicken called the Rhode Island Red. You may have guessed that this chicken got its name because it is red. You're right! This chicken has a deep red color. In the late 1800s, school children voted the red maple tree as the state tree. In 1964, this became official. In the spring, bright red flowers bloom on this tree. Many people who live in Rhode Island think that these trees are part of what makes their state so beautiful.

Sources: www.enchantedlearning.com/usa/states/rhodeisland/
<http://library.thinkquest.org/CR0212420/risym.htm>
www.ri.gov/facts/history.php

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.

20 points

1. What is the topic of this text? How do you know? |MI|

20 points = *The topic of this text is the color red in Rhode Island. I know because the author tells about different things that are red in this state. The title is "Red in Rhode Island."* **15 points** = *The topic of this text is the color red in Rhode Island. I know because the author tells about different things that are red in this state.* **10 points** = *The topic is the color red in Rhode Island.*

30 points

2. What is the intent of the author? |AP|
- to entertain the reader with a story about a chicken
 - to inform the reader about a color in Rhode Island
 - to persuade the reader to plant a red maple tree at home
 - to compare the Dutch language with English

How do you know?

20 points = *I know the intent of the author is to inform the reader about a color in the state because the author teaches the reader about red things in Rhode Island. The author does not tell a story or compare Dutch and English.* **15 points** = *I know the intent of the author is to inform the reader about a color in the state because the author teaches the reader about red things in*

Rhode Island. The author does not tell a story. 10 points = The author teaches the reader about red things in Rhode Island.

20 points

3. Why did an explorer call Rhode Island Rood Eylandt? |CE|

20 points = *An explorer called Rhode Island Rood Eylandt because of all the red clay in this state. In Dutch, Rood Eylandt means red island. All the red clay helped an explorer to name the state. 15 points =* *An explorer called Rhode Island Rood Eylandt because of all the red clay in this state. In Dutch, Rood Eylandt means red island. 10 points =* *Because of all the red clay.*

20 points

4. Use information from your graphic organizer to summarize the text. |SU|

20 points = *The color red is common in Rhode Island. This state has a lot of red clay, so an explorer gave it a name that means red island. The state bird is a chicken that is a deep red color. In 1964, the red maple officially became the state tree. People there think the red maple helps to make their state beautiful. 15 points =* *The color red is common in Rhode Island. This state has a lot of red clay. The state bird is a chicken that is a deep red color. In 1964, the red maple officially became the state tree. 10 points =* *The color red is common in Rhode Island. This state has a lot of red clay. The state bird is a red chicken.*

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 chunk each word by drawing a paddle between the word parts.

Teacher's note: Accept reasonable alternate answers as correct.

5 points

1. harbor *har/bor*

5 points

2. sandal *san/dal*

5 points

3. ancient *an/cient*

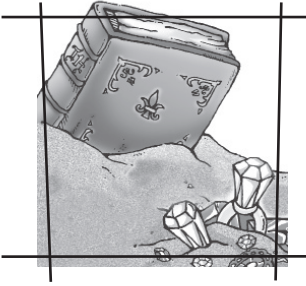
5 points

4. order *or/der*

Building Meaning

trails	appetite	searching	bother
arguing	approved	mention	fool

- 10 points** 5. Write a meaningful sentence for the word *trails*.
10 points = *Juan Pablo will follow the trails in the woods on his nature walk.*
5 points = *Juan Pablo will follow the trails in the woods.* **1 point** = *Juan Pablo will follow the trails.*
- 10 points** 6. Marshana’s dad could not find his glasses, so he was searching all over the house. *Searching* means—
- sitting down.
 - looking for.
 - moving over.
 - getting up.
- 10 points** 7. Ciara was approved to miss class because she was speaking at the assembly.
- 10 points** 8. Grayson is very smart, so it is not easy to fool him. *Fool* means—
- skip.
 - teach.
 - sing.
 - trick.
- 10 points** 9. “Will it bother you if I turn on some music, or do you need it to be quiet?” Grant asked his brother.
- 10 points** 10. Summer’s mom told her to stop arguing and rake the leaves like she was told.
- 10 points** 11. “I wanted to mention that Torrey always helps me carry my groceries inside,” Torrey’s neighbor told his parents. *Mention* means—
- hide.
 - jump.
 - tell.
 - play.
- 10 points** 12. Antonio skipped breakfast and had a big appetite for lunch.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write your own blog entry about a place that you have visited or a place that you would like to visit. In *American Journeys: Notes From the Northeast*, Damon writes a blog about the places that he and his family visit in the Northeast. Sometimes people post comments and share information with him about the places he visits.

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 idea of writing a blog.

Blogs have become very popular. There are blogs about different topics such as food and travel. Sometimes people write blogs about what happens in their everyday lives. Blogs help people connect with others who have the same interests.



- Use **Think-Pair-Share** to have students discuss the kinds of details that Damon includes in his blog, and randomly select a few students to share. *He gives details about different places that he visits, what he sees in each place, and activities that he and his family do in each place.*
- Display the sample blog entry, and read it aloud to students.

Blackline master provided.

San Francisco

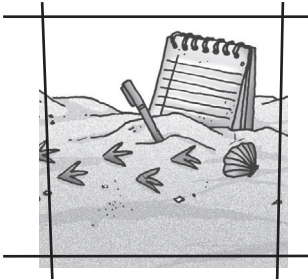
Wednesday, July 24, 2013

I just got back from San Francisco, and I already miss it. This city in California is a lot of fun. My aunt lives in San Francisco, so I stayed with her during my trip. She planned out things to do each day, and I was busy every day.

On my first day, I rode a cable car. So cool! Then my aunt and I took a tour through Chinatown. The buildings are supposed to look like those in China. We ate lunch there. Yum! On my second day, we went for a walk in Golden Gate Park. The flowers there were so pretty. We also took pictures of the Golden Gate Bridge. You may have seen it in movies—it's a big red bridge.

On the last day of my visit, we went to Fisherman's Wharf. A lot of fish that people eat in California's restaurants comes from here. Of course, we had to eat seafood for lunch! There is more to see, so I'll have to visit my aunt again.

- Point out to students that they can include opinions in their blog entries. Remind them that for some kinds of writing, it is best to include facts. However, in a blog, people share their thoughts about a topic.
- Tell students that they will begin planning their blog entries.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write a blog entry about a place you have visited or would like to visit.



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

Writing Prompt

Imagine that you have started your own blog. Write an entry about a place that you visited or would like to visit. Start out by giving your blog entry a catchy title that grabs the reader’s attention. Under your title, write the date of the entry. Include at least four details about the place you are writing about. End your entry by asking a good question that your readers can discuss or comment on. Be sure to use correct grammar, punctuation, and spelling.

Scoring Guide

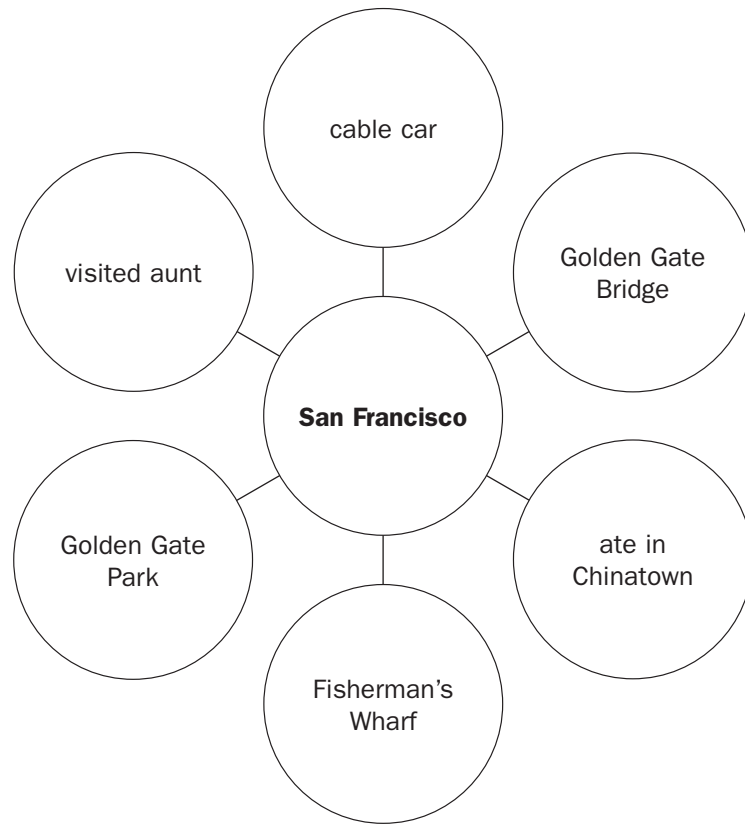
The blog entry has a catchy title that grab’s the reader’s attention.	15 points
The blog entry includes the date the entry is written.	5 points
The blog entry includes at least four details about the place you are writing about.	15 points each (60 points maximum)
The blog entry ends with a good question that readers can discuss or comment on.	10 points
The blog entry uses correct grammar, punctuation, and spelling.	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 organize the thoughts we want to include in our blog entries.

- 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.
- Display the blackline master from Build Background again, and use **Think-Pair-Share** to have students identify whether your blog entry meets all the criteria. Randomly select a few students to share.

We know what we need to include in our blog entries. Let’s take a look at the sample entry about the trip to San Francisco and see if it meets all the criteria. Is there a catchy title? No. You’re right. “San Francisco” does not really grab a reader’s attention. The title is just the name of the place that I visited. I will have to fix that. Did I include a date? Yes. When was this blog entry written? Wednesday, July 24, 2013. Are there at least four details? Yes. Does the entry end with a good question that readers can discuss or comment on? No. I should include a question. This will give readers something to comment on.

- Use **Think-Pair-Share** to have students discuss possible catchy titles for the sample blog entry, and randomly select a few students to share. *Answers will vary.*
- Tell students that you will work on ending your entry with a good question.
- 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**
- Remind students that one criterion is to end the blog entry with a good question, and tell them that you came up with some ideas for a question to end your blog entry.
- Display the following list of possible questions for the sample blog entry that students read during Drafting. Use **Random Reporter** to select students to read the possible questions aloud.



Blackline master provided.

1. What is your favorite kind of flower and why?
2. Do you think seafood tastes good or bad?
3. What should I plan to do the next time I visit San Francisco?

- Use **Think-Pair-Share** to have students identify which question works best and why. Randomly select a few students to share. *Question #3 works best because the author will go back to San Francisco. Answers to this question will help when the author plans what to do on the next trip. Question #1 does not have anything to do with the topic, and question #2 is a yes-or-no question.*
- Tell students that you will show them your revised blog entry. Read it aloud to students.

Blackline master provided.

Seeing Sights in San Francisco

Wednesday, July 24, 2013

I just got back from San Francisco, and I already miss it. This city in California is a lot of fun. My aunt lives in San Francisco, so I stayed with her during my trip. She planned out things to do each day, and I was busy every day.

On my first day, I rode a cable car. So cool! Then my aunt and I took a tour through Chinatown. The buildings are supposed to look like those in China. We ate lunch there. Yum! On my second day, we went for a walk in Golden Gate Park. The flowers there were so pretty. We also took pictures of the Golden Gate Bridge. You may have seen it in movies—it's a big red bridge.

On the last day of my visit, we went to Fisherman's Wharf. A lot of the fish that people eat in California's restaurants comes from here. Of course, we had to eat seafood for lunch! There is more to see, so I'll have to visit my aunt again. What should I plan to do next time I visit San Francisco?

- Point out to students that the blog entry has a more interesting title now. Also point out that including the question at the end gives readers something to think about and comment on after reading.
- 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.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Causes	Effect
hot day	
	late to school
toothache	
	flowers to bloom



San Francisco

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T-Chart

Title: Notes from the Northeast

Cause

At Niagara Falls, the falls create a dense mist. (p. 2)

The walkways used to explore Niagara Falls are very slippery. (p. 3)

Taking the subway is cheaper than taking a taxi in New York City. (p. 4)

The weather was nice in Delaware. (p. 8)

Damon and his brother like rides. (p. 10)

Damon, Dad, and Dan visit the Appalachian Trail near the end of summer. (p. 14)

Damon's family wants to see the leaves change color. (p. 16)

Many cars in New Hampshire say "Live Free or Die." (p. 16)

There is more to see in New England. (p. 18)

Effect

People wear raincoats when they go on a boat ride.

You have to be careful.

Everyone in New York City takes the subway.

Damon's family had a picnic outside at Winterthur.

They visit the boardwalk in New Jersey.

It gets a lot cooler at night.

They visit Vermont.

Damon figured out the state slogan.

Damon and his family will plan a longer trip.

T-Chart

Title: Notes from the Northeast, cont.



Baltimore's Inner Harbor has a lot of shops and an aquarium. (p. 19)

A lot of tourists visit the Inner Harbor.

Dad cannot to go Washington, D.C. with his family. (p. 21)

He gives Damon a job: to find out what D.C. stands for and why.

The Washington Monument is damaged. (p. 22)

People can no longer go inside and must look at it from the outside.

Ben Franklin studied and invented a lot. (p. 25)

He is on the hundred-dollar bill.

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 3 / <i>American Journeys: Notes From the Northeast</i>
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Integration of Knowledge and Ideas</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

