

Ancient Greece: Where Democracy Began

Written by Robert E. Slavin and Kate Conway
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**Reading
Wings** 4th
Edition

T A R G E T E D

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:
Ancient Greece: Where Democracy Began***

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INFORMATIONAL (9 DAY)

Ancient Greece: Where Democracy Began

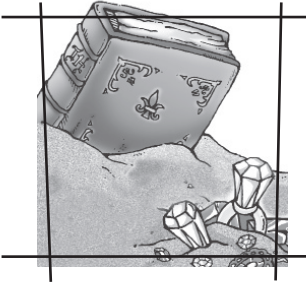
Written by Robert E. Slavin and Kate Conway

Summary

Ancient Greece was the birthplace of democracy, and their ideas about art, literature, architecture, sports, and philosophy continue to influence the modern world. The ancient Greeks built a huge empire by defeating the Persians and establishing widespread colonies. Their government was organized into a group of city-states, each with its own laws, customs, and leaders. The people worshipped gods and goddesses and made up many myths about their exploits. Today the impact of ancient Greek ideas can be seen in the structure of the U.S. government, the modern Olympics, our alphabet, and in many other areas.

Instructional Objectives

	Reading	Word Power	Writing
	Text features (TF)	Prefix and base word	Write an answer to a research question.
CYCLE 1	Students will use text features to gather information from the text.	Students will break words into prefixes and base words and will use the prefix <i>un-</i> (meaning not) to increase their understanding of words.	Students will write at least one paragraph with the answer to their research question about ancient Greece.

**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 **practice active listening**, 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 *Ancient Greece: Where Democracy Began* by Robert E. Slavin and Kate Conway. As we read, we'll use text features, such as maps, photographs, illustrations, captions, fact boxes, and timelines, to gather information from the text. Good readers use text features to learn additional information that is not in the main 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 text differs 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 TIGRRS to help us make sure we understand all the important information an author has to share. What is the first step of TIGRRS? Wait for students' responses. **Right! The first step of TIGRRS is to tell the topic of the book. How can we identify the topic of a book?** Wait for students' responses. **Yes. Let's do those things to identify the topic.** Allow students 1–2 minutes to survey the book. **What is the topic of this book?** *Ancient Greece*. **That's right. What helped you figure out the topic?** Wait for students' responses.



- Use the items below to build or activate background knowledge about the topic.
 - Show students the “Ancient Greece” background video. Use **Think-Pair-Share** to have them review important ideas from the video. Randomly select a few students to share.
 - Locate, or have students locate, Greece on a map. Collect several resources about Greece such as maps, travel brochures, pictures, and books. Take a quick picture walk with students.
 - Share a few important or interesting facts about Greece. For example, Greece is a part of Europe. Also, Greece is made up of about 2,000 islands, but people live on fewer than 200 of them.
- 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.

The first step of TIGRRS was to identify the topic of the text. What is the next step? Wait for students' responses. **Right. We need to find the intent of the author. What do we mean when we say “intent of the author”?** Wait for students' responses. **That's right. The intent is the reason the author wrote the book. That means we should find out what the authors want us to learn from reading their book. Why do you think the authors wrote *Ancient Greece: Where Democracy Began*?** Wait for students' responses. **When we read, we should look for information about ancient Greece.**

- 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.

We use different kinds of graphic organizers as we read. Sometimes we use Venn diagrams or T-charts. Other times, we use idea trees to help us organize the ideas we find in the text. The third step of TIGRRS is to decide which organizer to use to record the important ideas we find in the text. Let's page through the text to see if we can find any clues to lead us to the right graphic organizer. On page 5, I see the heading "The Land and Its People" and a lot of information about Greece. With your partners, look through the text to see if you can find other clues. Allow students 1–2 minutes to preview the text. Randomly select a few students to share. **Right.** The book shares a lot of information about ancient Greece. There are sections with different headings and then more details in the text on the page. We should use an idea tree to record these ideas and details. Let's review how to use an idea tree. Talk to your partners. What should we write in the section called "Topic"? What do we write in the circles at the ends of the long branches? Where do our supporting details go? *We will write "ancient Greece," or the topic of the text, in the Topic section. 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
slopes page 6	base word + ending: slope + s	sides of hills or mountains	Jeremy loved to snowboard down the <i>slopes</i> at the ski area near his house.
culture page 7	chunk: cul-ture	a group of people’s ideas, art, language, and way of life	People from all over the world come to the United States and add to our <i>culture</i> .
empire page 9	chunk: em-pire	a group of countries ruled by another country	America used to be a part of the British <i>empire</i> .
emotions page 18	base word + ending: emotion + s	feelings, like love and fear	Mothers usually feel strong <i>emotions</i> toward their babies.
architecture page 22	chunk: ar-chi-tec-ture	building design	The pyramid is an example of ancient Egyptian <i>architecture</i> .
unmarried page 25	prefix + base word: un + married	not married	In ancient Greece, <i>unmarried</i> women could watch the Olympics but could not participate.
compete page 26	chunk: com-pete	to try to do something better than others	Our basketball team is going to <i>compete</i> against schools from all over the city.
ruins page 27	base word + ending: ruin + s	broken parts of a building or city	Explorers discovered the <i>ruins</i> of an ancient Aztec city deep in the jungle.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in informational text.

Our skill for this cycle is using text features. It is important to use text features when reading informational text because they tell us more about the topic than just the text alone.

- Tell students that when they read books, reading the text is not the only way to get information. Text features, such as photographs and fact boxes, also provide information about the subject of a book.

Text features are very useful. They can show us different things about the subjects we are learning. Photographs are one kind of text feature. They show us what things look like. If you have never seen something

in real life, a photograph can be helpful. Another text feature is a map. Maps show us where things are located. Maps might show where cities, mountains, or rivers are located. Some authors might use fact boxes to help us learn more about the topic. Fact boxes are separate from the rest of the text. They usually contain an interesting fact about something on the page, adding to the information in the text. It is important to understand how these text features can help us while we read.

- Preview pages 2 and 3 of *Ancient Greece: Where Democracy Began* with students. Point out the different photographs and the fact box. Explain that these text features tell the reader more information about ancient Greece.
- Use **Think-Pair-Share** to have students tell what extra information the text features on these pages provide. Randomly select a few students to share.

Let's look at the photographs on pages 2 and 3. What do these pictures tell you about ancient Greece? Wait for students' responses. **Right. The photographs tell us what ancient Greek statues look like. We can see that the ancient Greeks made very realistic-looking statues. Let's look at another text feature—fact boxes. What extra information does the fact box on page 3 give you?** Wait for students' responses. **Right. The fact box tells us about Greek myths. If the fact box were not there, we might not know about the story of Perseus and Medusa. These text features give us a lot of additional information about ancient Greece.**

- Tell students that maps are another type of text feature that they will see during this cycle.
- Point out the maps on page 5, and tell students that maps can provide valuable visual information about the location of places related to the topic of the text.
- Tell students that they will use text features to help them learn more about ancient Greece 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.
- Read pages 2–5 aloud. Use **Think-Pair-Share** to have students use the top map on page 5 to gather information about Greece. Randomly select a few students to share.

Now that I've read the text, let me see if we can gather more information from the text features. When I look at these pages, I can see that there are two maps on page 5. Let's look more closely at the top map on this page. What information can you get from this map? Wait for students' responses. **Great. This map provides information such as the location of important Greek cities and islands. It also shows the countries that border Greece. Now take a look at the bottom map. This map shows the**

Greek Empire as it existed many years ago. How did the Greek Empire differ from Greece today? Wait for students' responses. That's right. It was much bigger. These maps, which are text features, helped me get more information than what I had read in the text alone.

- Summarize the important ideas from your reading, and write them on your idea tree.

Preview Team Talk

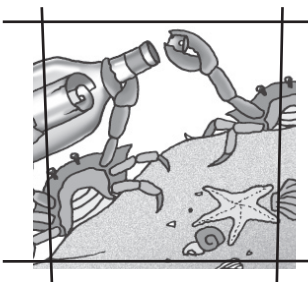
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Explain how the ancient Greeks made a living from the sea. |CE|
2. How did the ancient Greeks feel about education? |DC|
3. What extra information does the fact box on page 11 give about Alexander the Great? (Write-On) |TF|
4. What modern place is like the ancient Greek *agora*? |DC|
 - a. a theater
 - b. a hospital
 - c. a mall
 - d. a school

- 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 6–13 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. Explain how the ancient Greeks made a living from the sea. CE	<p>100 points = <i>The ancient Greeks made a living from the sea as sailors and fishermen. Some Greeks caught fish, and others traded with people from around the Mediterranean region.</i> 90 points = <i>The ancient Greeks made a living from the sea as sailors and fishermen.</i> 80 points = <i>They were sailors and fishermen.</i></p>
2. How did the ancient Greeks feel about education? DC	<p>100 points = <i>The ancient Greeks felt that education was very important. Children were taught about Greek history and culture when they were very young.</i> 90 points = <i>The ancient Greeks felt that education was very important.</i> 80 points = <i>They felt that education was important.</i></p>
3. What extra information does the fact box on page 11 give about Alexander the Great? (Write-On) TF	<p><i>(Accept supported answers.)</i> 100 points = <i>The fact box on page 11 tells me that Alexander was considered great because he never lost a battle. It also explains that he used new strategies for war and had a big impact on Greece even though he died when he was only thirty-three.</i> 90 points = <i>The fact box on page 11 tells me that Alexander was considered great because he never lost a battle.</i> 80 points = <i>Alexander was considered great because he never lost a battle.</i></p>
4. What modern place is like the ancient Greek agora? DC	<p>a. a theater b. a hospital c. a mall d. a school</p>

- If some teams finish ahead of others, have them work on their graphic organizers.

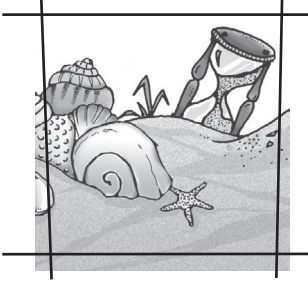
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

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 might the ancient Greeks’ ideas about education and government have an effect on you today?</p> <p>What important ideas might countries a thousand years in the future learn from the United States?</p> </td> </tr> </table>	Team Talk Extenders	<p>How might the ancient Greeks’ ideas about education and government have an effect on you today?</p> <p>What important ideas might countries a thousand years in the future learn from the United States?</p>
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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.

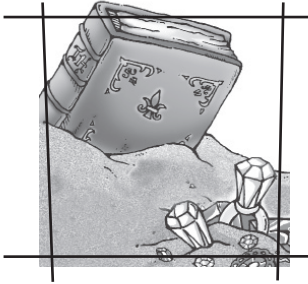
Page 6

- 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

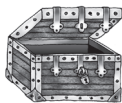
- Remind students of this lesson’s team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.

How did the ancient Greeks make a living from the sea?

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 ancient Greece. We learned about Greek myths. We also used maps to learn about how the Greek Empire differed from modern Greece.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 14 and 15 of *Ancient Greece: Where Democracy Began* aloud.
- Identify the text features on these pages. Then use **Think-Pair-Share** to have students tell what they can learn from the photographs, illustration, caption, and fact box. Randomly select students to share.



When we look at these pages, we see several text features. There are a few photographs, and there are also two fact boxes and an illustration with a caption. The text talks about the Acropolis. How does the illustration and caption on page 14 help to give more information about the Acropolis? Listen to students' responses. Right, the illustration shows what the Acropolis looked like. The caption tells us that the Acropolis was a type of fort and that it was built on a hill in the middle of Athens. Now let's look at the fact box on page 14. What does it tell us about ancient Greece? Listen to students' responses. Yes. The fact box tells us that people in Athens could vote to have someone "ostracized." That person would then be forced to leave Athens for a period of time. The text features on these pages help us to learn more information about ancient Greece than the text alone.

- Continue reading through page 16 aloud. Summarize the main ideas from your reading, and write these on your idea tree.
- Remind students that they will use text features as they read *Ancient Greece: Where Democracy Began*.

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.

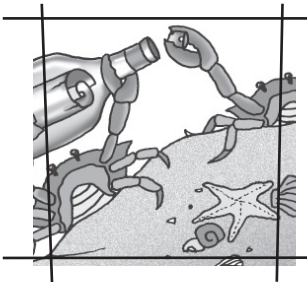


Student Edition, page 2

- 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.
- Show students the "Ancient Greece" background video again. Tell students that one of their Team Talk Extender questions will be about the video.

Team Talk

1. What extra information does the illustration on page 17 give about Spartan soldiers? (Write-On) |TF|
2. Where did many of today's superhero tales come from? |CE|
3. Why did ancient Greeks visit the city of Delphi each year? |CE • DC|
4. Read the following sentence from page 22.
 "Many of the buildings from ancient Greece still stand today."
 Is this a fact or an opinion? Why? |FO|



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 17–28 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 extra information does the illustration on page 17 give about Spartan soldiers? (Write-On) TF	100 points = <i>The illustration on page 17 shows me what kind of equipment Spartan soldiers used. The captions also tell me the Greek names for helmet, shield, and spear.</i> 90 points = <i>The illustration on page 17 shows me what kind of equipment Spartan soldiers used.</i> 80 points = <i>It shows me what kind of equipment Spartan soldiers used.</i>
2. Where did many of today’s superhero tales come from? CE	100 points = <i>Many of today’s superhero tales came from Greek stories about their gods and goddesses. The Greek gods and goddesses acted like humans, but had special powers.</i> 90 points = <i>Many of today’s superhero tales came from Greek stories about their gods and goddesses.</i> 80 points = <i>They came from Greek stories about their gods and goddesses.</i>
3. Why did ancient Greeks visit the city of Delphi each year? CE • DC <i>(Accept supported answers.)</i>	100 points = <i>The ancient Greeks visited Delphi each year because they believed it was a holy place. They built many temples in the city to honor their gods.</i> 90 points = <i>The ancient Greeks visited Delphi each year because they believed it was a holy place.</i> 80 points = <i>They believed it was a holy place.</i>
4. Read the following sentence from page 22. “Many of the buildings from ancient Greece still stand today.” Is this a fact or an opinion? Why? FO	100 points = <i>It is a fact. You can prove that the buildings are still standing by visiting them or seeing them in photographs.</i> 90 points = <i>It is a fact. You can prove that the buildings are still standing.</i> 80 points = <i>It is a fact because it can be proven.</i>

- 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.

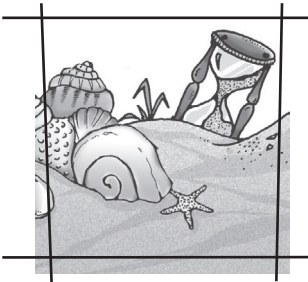
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss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

Think about the “Ancient Greece” video. How were the lives of boys and girls in ancient Greece like your lives? How were they different?

Why are many government buildings in Washington, D.C. built in the Greek style?

- 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

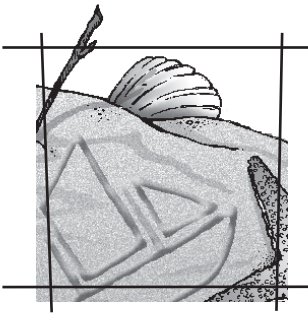
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

Page 18

- 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.

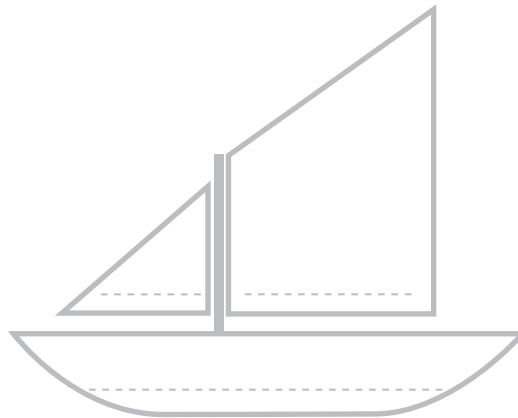


WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue.

Blackline master provided.



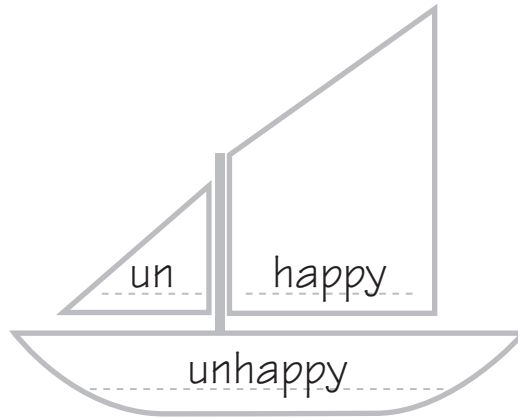
- Use **Think-Pair-Share** to have students tell you what the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure

Some words have certain beginnings, or prefixes.

If you're having trouble reading these words, read the base word first. Read the prefix next, and then read the whole word.

- Write “unhappy” on the board. Use **Think-Pair-Share** to have students divide the prefix from the base word. Randomly select a few students to share. Write the prefix and base word on the appropriate sails.



- Use the word parts written on the sails to pronounce *unhappy*, and have students say the word with you.
- Explain that prefixes change the meanings of the base words to which they are attached. Tell students that prefixes can help us define the meaning of a word.
- Explain that *un-* means not.
- Use **Team Huddle** to have students discuss the meaning of *unhappy*. Use **Random Reporter** to select students to share responses. *Not happy*.
- Tell students that there is a word with the prefix *un-* in their vocabulary list and that they should look out for the word the next time they review their vocabulary.
- 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

Write each word in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

- unfed *un + fed*
- ungrateful *un + grateful*
- unfit *un + fit*
- unhealthy *un + healthy*

Building Meaning			
slopes	culture	empire	emotions
architecture	unmarried	compete	ruins

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

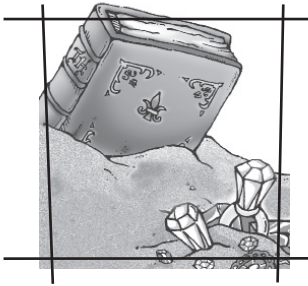
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Draw a picture to show your understanding of the word *ruins*.

(Answers may vary.) The picture and explanation of the picture should support a clear understanding of the word.

- 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.

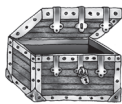
Set the Stage



- 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 did ancient Greeks visit the city of Delphi each year?

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 the second half of *Ancient Greece: Where Democracy Began*. We learned what the Acropolis looked like and that it was a kind of fort. We also learned that the people of Athens could vote to have someone ostracized and kicked out of the city.

- 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 2–5 aloud. Use **Team Huddle** to have students discuss the text features on page 4. Use **Random Reporter** to select students to share their responses.



There are many photographs to help us learn more about ancient Greece in this section. The text talks about Greek architecture. What text feature on page 4 helps you learn more about Greek architecture? *The photograph of Greek ruins shows us an example of what Greek buildings looked like. What are specific examples of Greek architecture used today?* *The U.S. Capitol, the Supreme Court building.*

There is also a fact box on page 4. What information can you get from this text feature? *This fact box tells us English words that come directly from the Greek language.*

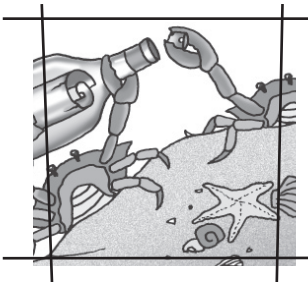
- Add supporting details to your idea tree as necessary.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #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.

Team Talk

1. How did the ancient Greeks spread their culture and language beyond their country? |CE • DC|
2. What extra information does the timeline on page 10 give about Greek history? (Write-On) |TF|
3. The main idea of the section titled “City-States” is that in ancient Greece there were areas called city-states. Which detail supports this main idea? |MI|
 - a. Greece is a mountainous country.
 - b. Many people in Greece owned a boat.
 - c. Each city-state had its own laws.
 - d. The Greeks invented the Olympics.
4. Why is Athens a very important city in world history? |DC|
 - a. Athens is built on a big hill.
 - b. Athens has many stone buildings.
 - c. Architecture was invented in Athens.
 - d. Democracy was born in Athens.



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 6–13 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	
<p>1. How did the ancient Greeks spread their culture and language beyond their country? CE • DC </p> <p>100 points = <i>The ancient Greeks spread their culture and language by starting colonies in other countries. They also spread their culture and language as they traded with other countries by sea.</i> 90 points = <i>The ancient Greeks spread their culture and language by starting colonies in other countries.</i> 80 points = <i>They started colonies in other countries.</i></p> <p>2. What extra information does the timeline on page 10 give about Greek history? (Write-On) TF </p> <p>100 points = <i>The timeline on page 10 tells me when important Greek wars occurred. It also tells me when the Greek Golden Age began and when Phillip II became king.</i> 90 points = <i>The timeline on page 10 tells me when important Greek wars occurred.</i> 80 points = <i>It tells me when important Greek wars occurred.</i></p> <p>3. The main idea of the section titled “City-States” is that in ancient Greece there were areas called city-states. Which detail supports this main idea? MI </p> <ol style="list-style-type: none"> Greece is a mountainous country. Many people in Greece owned a boat. Each city-state had its own laws. The Greeks invented the Olympics. <p>4. Why is Athens a very important city in world history? DC </p> <ol style="list-style-type: none"> Athens is built on a big hill. Athens has many stone buildings. Architecture was invented in Athens. Democracy was born in Athens. 	

- 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**



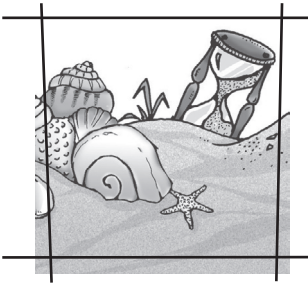
Strategy-Use Discussion

- 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. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: middle;">Team Talk Extenders</td> <td> <p>If you lived in ancient Greece, would you rather be a citizen of Athens or Sparta? Explain.</p> <p>How would a fisherman’s life in ancient Greece have differed from Aristotle’s?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>If you lived in ancient Greece, would you rather be a citizen of Athens or Sparta? Explain.</p> <p>How would a fisherman’s life in ancient Greece have differed from Aristotle’s?</p>	

- 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

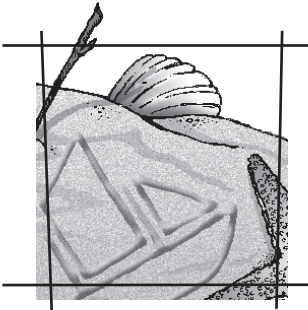
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Page 18 or 9

- 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.

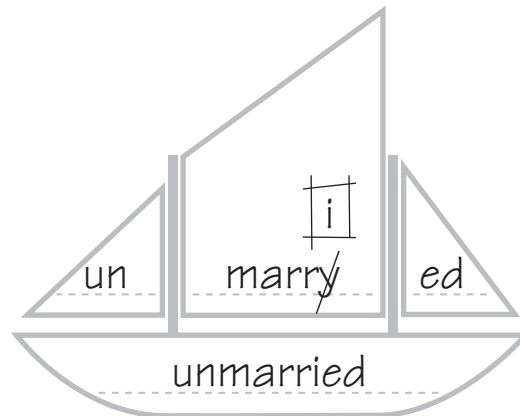


WORD POWER TP

Timing Goal: 10 minutes



- Remind students of the Word Power skill (prefix + base word) and, if necessary, the Word Treasure clue that Captain Read More uses (a sailboat with a little sail and a big sail). Have students identify the prefix they are working with this cycle. *The prefix un-*.
- Display the sail clue, and write “unmarried” on the bottom of the boat. Point out that *unmarried* is a word from this cycle’s vocabulary list.
- Use **Team Huddle** to have students identify the prefix and base word. Use **Random Reporter** to select students to share. *The prefix un- and the base word married.*
- Point out that this word also has the *-ed* ending. Write “marry” on the big sail and “un” on the little sail. Then draw a small sail for the ending. Write “ed” on that sail, and demonstrate how to use the patch to change the *y* to an *i*.





- Use the word parts to say the word, and have students say the word with you.
- Use **Think-Pair-Share** to have students use the prefix to define the word. Randomly select a few students to share. *Not married.*
- 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

Write each word in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

1. unheard *un + heard*
2. untie *un + tie*
3. unhitch *un + hitch*
4. unimportant *un + important*

Building Meaning

slopes	culture	empire	emotions
architecture	unmarried	compete	ruins

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

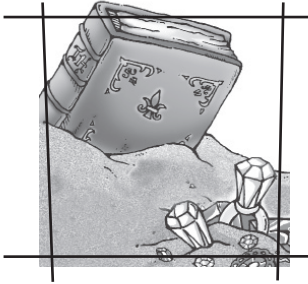
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Which of the following is an event where people compete?
 - a. a school play
 - b. a wedding
 - c. a football game
 - d. a nap

- 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.

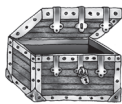
Set the Stage



- 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.

Why is Athens a very important city in world history?

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 that you added to your graphic organizer during yesterday's reading.

Yesterday we reread the first half of *Ancient Greece: Where Democracy Began*. We learned more about Greek architecture and the Greek origin of many English words.

- 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 14 and 15 aloud. Use **Think-Pair-Share** to have students discuss the text features on page 15. Randomly select students to share their responses.



Look at the text box and the photographs on page 15. How do these text features help you to better understand ancient Greece? The text box explains that knowledge and learning were important to the people of Athens. It also gives information on the famous Greek philosophers Socrates, Plato, and Aristotle. The photographs on the page show what these philosophers looked like.

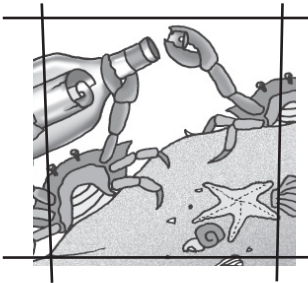
- Summarize the supporting details from your reading, and write these on your idea tree.

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.
- 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. How was ancient Sparta different from ancient Athens? |CC|
2. How are the Olympics now different from the original Olympics in ancient Greece? |CC|
 - a. Now athletes from all over the world compete.
 - b. Now there are fewer events.
 - c. More athletes competed in the early Olympics.
 - d. The sports were harder in the original Olympics.
3. What extra information do the photographs on page 23 give about ancient Greece? (Write-On) |TF|
4. Use your idea tree to summarize the information in the text. |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 17–28 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. How was ancient Sparta different from ancient Athens? |CC|

100 points = *Ancient Sparta was different from Athens because it was a monarchy, and Athens was a democracy. The text also says the Spartans focused on preparing for war.* **90 points** = *Ancient Sparta was different from Athens because it was a monarchy, and Athens was a democracy.*

80 points = *Sparta was a monarchy, and Athens was a democracy.*

2. How are the Olympics now different from the original Olympics in ancient Greece? |CC|

- a. *Now athletes from all over the world compete.*
- b. *Now there are fewer events.*
- c. *More athletes competed in the early Olympics.*
- d. *The sports were harder in the original Olympics.*

3. What extra information do the photographs on page 23 give about ancient Greece? (Write-On) |TF|

100 points = *The photographs on page 23 show what Greek amphitheaters and hippodromes looked like. You can see where the ancient Greeks watched plays and chariot races.* **90 points** = *The photographs on page 23 show what Greek amphitheaters and hippodromes looked like.* **80 points** = *They show what Greek amphitheaters and hippodromes looked like.*

4. Use your idea tree to summarize the information in the text. |SU|

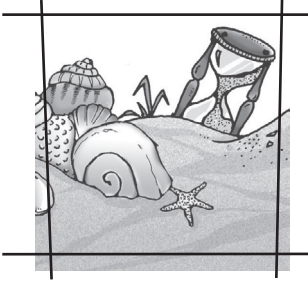
100 points = *Democracy was born in ancient Greece. The Greeks also had great ideas about history, philosophy, art, and architecture. Greece is made up of a mainland and thousands of islands. The ancient Greeks depended on the sea for food and trade. They defeated the Persians and built a huge empire. The country was organized into city-states. The Greeks created myths about their gods and goddesses. They were great builders. The first Olympics were held in Olympia in 776 BCE. Today Greek ideas, such as democracy, still have an impact on the world.* **90 points** = *Democracy was born in ancient Greece. Greece is made up of a mainland and thousands of islands. The ancient Greeks defeated the Persians and built a huge empire. The country was organized into city-states. The Greeks created myths about their gods and goddesses. They were great builders. Today Greek ideas, such as democracy, still have an impact on the world.* **80 points** = *Democracy was born in ancient Greece. The ancient Greeks defeated the Persians and built a huge empire. Today Greek ideas, such as democracy, still have an impact on the world.*

- 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



<p>Strategy-Use Discussion</p>	<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. 	
<p>Think-and-Connect Discussion</p>	<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; text-align: center;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>How were men and women treated differently in ancient Greece?</p> <p>Were exercise and good health important to the ancient Greeks? Explain.</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>How were men and women treated differently in ancient Greece?</p> <p>Were exercise and good health important to the ancient Greeks? Explain.</p>	
<p>Write-On Discussion</p>	<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**

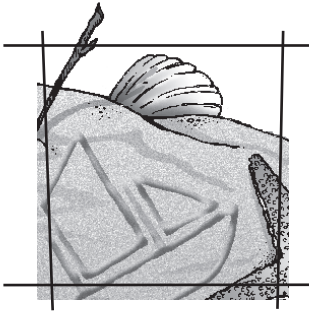
Timing Goal: 5 minutes

- Explain, 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 1

Page 18, 9, or 20

- 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 Word Power Challenge.

- Remind students of the Word Power skill (prefix + base word).
- Use **Think-Pair-Share** to have students tell what the prefix *un-* means. Randomly select a few students to share. *Not*.
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

1. Katy thought it was unkind to kill the fly, so she caught it and let it go outside.
2. It was unjust to throw the man in prison because he disagreed with the king.



- Use **Random Reporter** to choose a student to read each sentence aloud and identify the prefix and base word for each underlined word. *Un + kind; un + just.*
- 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

Write each word in your journal. Then write the prefix and base word. Draw a sailboat if you need help.

1. unhurt *un + hurt*
2. unjam *un + jam*
3. unlearn *un + learn*
4. unlucky *un + lucky*

Building Meaning			
slopes	culture	empire	emotions
architecture	unmarried	compete	ruins

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

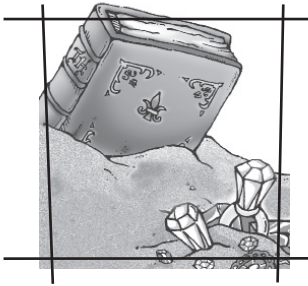
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

People often feel strong *emotions* at weddings and funerals.

- 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.

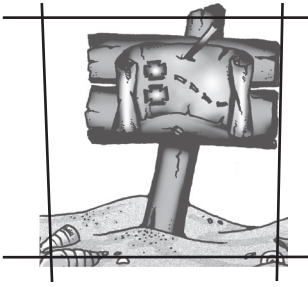
Today you will read about ships in ancient Greece.

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

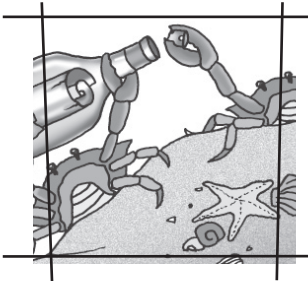
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about text features.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they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

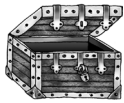
Team Discussion **TP**

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

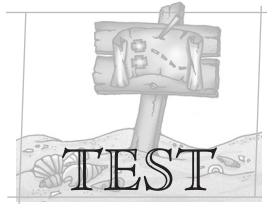


Class Discussion **TP**

- 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?



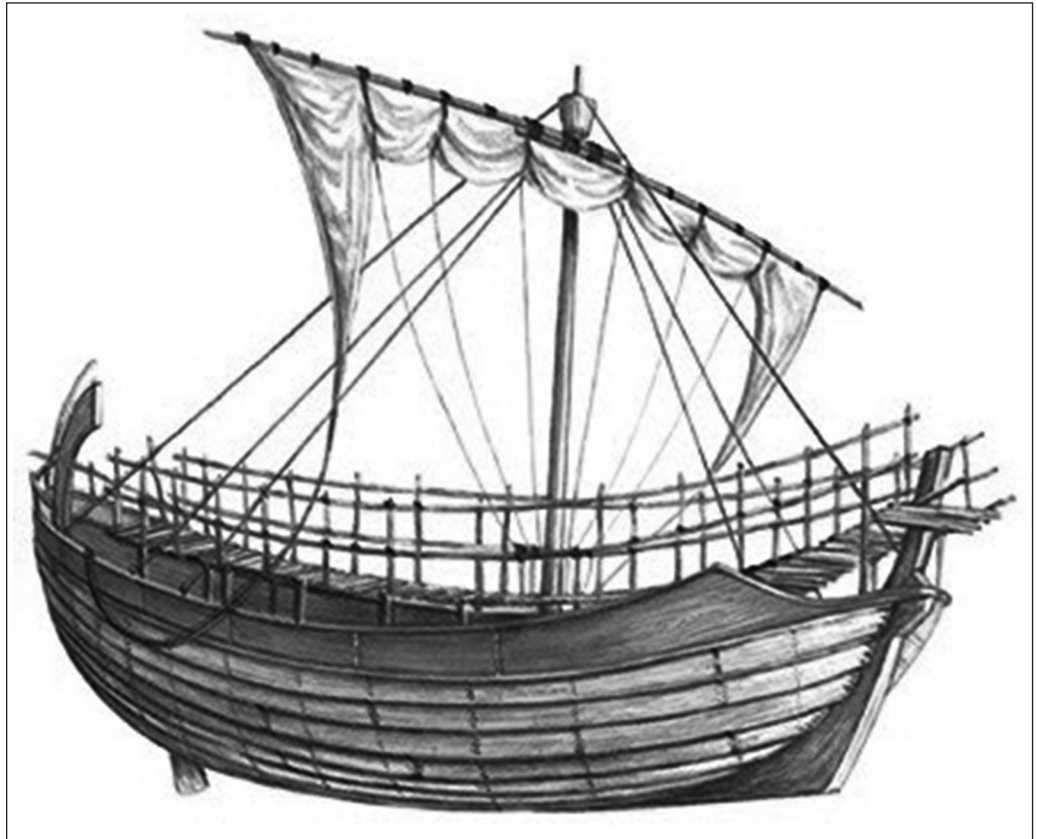
Test Passage

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

The Ships of Ancient Greece

The ancient Greeks had different types of ships. They used ships with sails for trading. These ships had a lot of space to store cargo. The Greeks used these ships to trade goods such as wine, olives, figs, eels, and perfumes. To keep from getting lost, the Greeks would not usually sail far from the coast.

The ancient Greeks also built special warships called triremes. A trireme had sails and three banks of oars. It took 170 men to row it. These sailors would sit underneath the deck while they rowed. A sharp metal-covered point was attached to the front of the ship. The Greek sailors would use the trireme to ram other ships and sink them.



Trade Ship



Trireme

Sources: www.bbc.co.uk/schools/primaryhistory/ancient_greeks
www.ancient.eu.com/article/115

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 ancient Greek ships. I know this is the topic because of the title of the passage, and the text gives facts about ancient Greek ships. Also, there are two images of old types of Greek ships.*

15 points = *The topic of this text is ancient Greek ships. I know this is the topic because of the title of the passage. 10 points = Ancient Greek ships. Most of the text is about this.*

30 points

2. What is the intent of the author? |AP|
- to tell where the Greeks built ships
 - to tell facts about Greek ships today
 - to tell why Greek ships were better than Egyptian ships
 - to tell about different types of ancient Greek ships

How do you know?

20 points = I know this is the author's intent because the text tells facts about two different types of ships in ancient Greece. It describes Greek trading ships and ships the Greeks used for war. **15 points** = I know this is the author's intent because the text tells facts about ancient Greek ships used for trading and war. **10 points** = It tells facts about ancient Greek ships.

20 points

3. What extra information do the images give about ancient Greek ships? |TF|

20 points = The images show what the Greek triremes and trade ships looked like. They show the details of the ram and oars on the trireme and the sail and large body of a trade ship. **15 points** = The images show the details of the ram on the trireme and the sail on a trade ship. **10 points** = They show what Greek ships looked like.

20 points

4. Summarize the text using information from your graphic organizer. |SU|

20 points = The ancient Greeks used ships with sails for trade. They traded wine, olives, and other goods. They also built warships called triremes. These ships had sails and oars. The Greeks would use the trireme to ram other ships and sink them. **15 points** = The ancient Greeks used ships with sails for trade. They also built warships called triremes. The Greeks would use the trireme to ram other ships and sink them. **10 points** = The ancient Greeks built special ships for trade and war.

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. Then write the prefix and base word. Draw a sailboat if you need help.

5 points

1. unlock *un + lock*

5 points

2. unmask *un + mask*

5 points

3. unpack *un + pack*

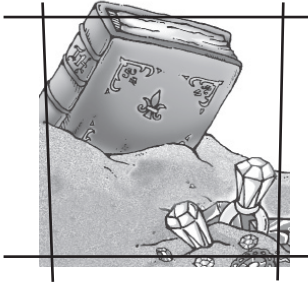
5 points

4. unload *un + load*

Building Meaning

slopes	culture	empire	emotions
architecture	unmarried	compete	ruins

- 10 points** 5. Write a meaningful sentence for the word *slopes*.
10 points = *It took hours for the hikers to climb the slopes of the mountain and reach the top.* **5 points** = *It took hours for the hikers to climb the slopes of the mountain.* **1 point** = *The hikers climbed the slopes.*
- 10 points** 6. Alexander helped the Greeks defeat the Persians and take over their *empire*.
- 10 points** 7. Ms. Roberts told us that she was unmarried but her wedding would be next month. *Unmarried* means—
- not sleepy.
 - not excited.
 - not tired.
 - not married.*
- 10 points** 8. Fred learned a lot about Mexican *culture* when he went to Mexico for Spanish lessons.
- 10 points** 9. Everyone in our class wanted to *compete* in a race to find out who was the fastest runner.
- 10 points** 10. One type of Japanese architecture is the pagoda, which is a temple with a curving roof. *Architecture* means—
- food type.
 - building design.*
 - land design.
 - type of art.
- 10 points** 11. Byron liked going to a website where he could explore the *ruins* of an old English castle and learn about knights.
- 10 points** 12. Sometimes people cry when they feel strong *emotions*, such as happiness and sadness.



DAY 6

ACTIVE INSTRUCTION

Set the Stage TP (5 minutes)

- Introduce the main topic of study for this research project.

The main topic of study for our research project is Greece.



- Use **Team Huddle** to have students identify one fact about the topic and one thing that they want to learn about the topic. Use **Random Reporter** to share student responses, and record them on chart paper.
- Introduce the research purpose.

Student Edition, page 4

Research Purpose	In this unit, you will ask questions, find information, and present your findings to others.
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Team Cooperation Goal TP (5 minutes)

- 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.

Get Organized TP (10 minutes)

- Present the research focus and product.

Student Edition, page 4

Research Focus	The Olympics
Research Product	You will write at least one paragraph with the answers to your research question. You will prepare a presentation of your findings and deliver it to your team.

- Display the routine for asking research questions. Review each step. **SR**

Asking Research Questions	
FIRST	Ask as many questions as you can.
NEXT	Write down every question. Turn statements into questions.
NEXT	Make sure that every teammate is ready to share one or two questions with the class.



- Have teams use the routine to ask as many questions about the research focus as they can in five to six minutes.
- Use **Random Reporter** to select a student from each team to share a question or two with the class.
- Explain that the type of question they ask can affect their research and the amount of information that they find.

Research is supposed to help you explore topics in more detail. How you ask a question can impact the amount of information that you find when you research. There are two types of questions: close-ended and open-ended. Close-ended questions have one-word answers, such as “yes” or “no,” or require very little detail. For example, “Is it hot in Hawaii?” Close-ended questions are a lot like our Right There questions. You don’t have to search very far for the answer.

Open-ended questions have longer, more descriptive answers. For example, “What is winter weather like in Hawaii?” Open-ended questions are a lot like our Think questions. You have to search in more than one place for the answer.

When you read, both types of questions are important, but open-ended questions are best for research because they require you to find more information and give you more to write about your topic.

Get Ready to Research **TP (10 minutes)**

- Refer students to the routine for choosing a research question and the Research Question Checklist. **SR**

Choose a research question.	
FIRST	Choose or write up to three open-ended questions about the topic.
NEXT	Take turns reading your questions to your teammates. Use the Research Question Checklist to discuss which question the team should research.
NEXT	Each team chooses one question to research.

Research Question Checklist
<input type="checkbox"/> Is the question open-ended?
<input type="checkbox"/> Will the question help me learn something new about the topic?
<input type="checkbox"/> Can the question be answered with the materials that I have?
<input type="checkbox"/> Can I answer the question in a paragraph or page?

- Tell students that they will use resources for their research, including *Ancient Greece: Where Democracy Began*. Distribute the materials that students may use.
- Have students follow the routine for choosing a research question for their team. When students finish, check to make sure that each team has chosen one research question.
- Tell students that one step in getting ready to research is to search for information about the topic in the glossary, index, and table of contents of the student text and resource materials and to use search engines to find information on the Internet.
- Use **Think-Pair-Share** to ask students what key words they might look for during their search.
- Use **Random Reporter** to have students share their ideas. List any suggested key words on chart paper (optional).

Writing to State an Opinion	
The research product states an opinion.	15 points
Reasons that support the opinion are stated.	45 points
Linking words and phrases are used to connect ideas.	20 points
A concluding statement is included.	15 points
Correct punctuation, capitalization, spelling, and grammar are used.	5 points

Writing to Inform or Explain	
The research product introduces the topic.	15 points
Facts and details support the topic.	45 points
Linking words and phrases are used to connect ideas.	20 points
A concluding statement is included.	15 points
Correct punctuation, capitalization, spelling, and grammar are used.	5 points

- Refer students to the scoring guides for writing to inform or explain and writing to state an opinion. Explain that they need to choose the appropriate guide based on their question. Post the sample research questions, and model identifying which guide to use. **SR**

Display the sample sentences.

1. Which Olympic sport is the best?
2. How did athletes in ancient Greece train for the Olympics?

Read the first question. **Let's think about this question. It asks which Olympic sport is the best. I will have to state an opinion when I answer it because not everyone will agree about which sport is best. I will need to include good reasons that support my opinion, so I will use the Writing to State an Opinion scoring guide to help me research this topic and answer my question.**

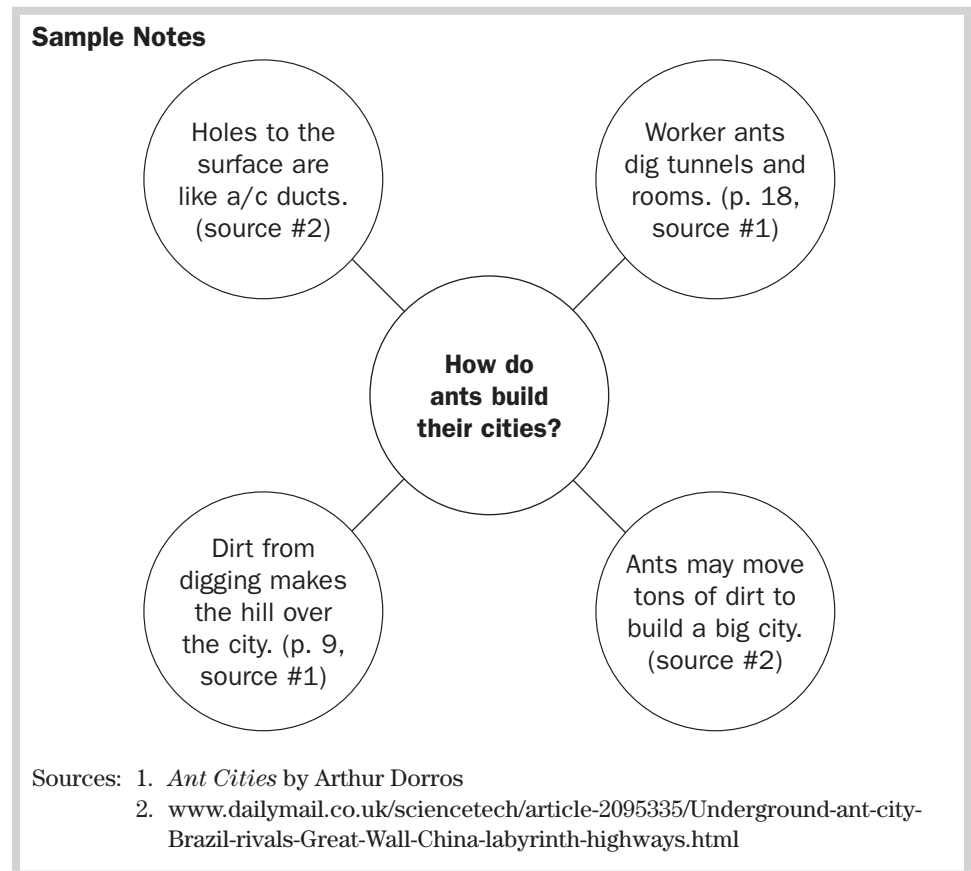
Read the second question. **This question asks specific things about what athletes in ancient Greece did to train for the Olympics. When I answer this question, I will need to include facts that explain how these athletes trained. I don't need to give an opinion. I need to provide facts. For this question, I will use the Writing to Inform or Explain scoring guide to help me research this topic and answer my question.**

- Use **Team Huddle** to have students identify which scoring guide they should use and why. Use **Random Reporter** to have students share.
- Award team celebration points.

Interactive Skill Instruction  (25 minutes)

- Present the mini-lesson on note-taking strategies and citing sources.
- Remind students about the graphic organizers they use to record ideas as they read. Explain that taking notes for a research project is similar, except that they must also be sure to write down exactly where the information was found.
- Display the graphic organizer. Tell students that this is a sample organizer for a project in which the student will write to inform or explain.

Blackline master provided.



- Point out that the question appears in the middle of the organizer. Explain that supporting facts or details branch out from the research question.

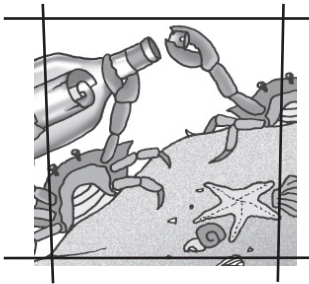
Notice that the question is written in the middle of the organizer. This question is the topic of the research product. Facts and details about the topic are listed around the question. It's important to list the sources of this information. The page number and source is listed for each fact when the fact comes from a book. When the fact comes from a website, the source is listed. The sources are also listed at the bottom of the page. Listing the sources helps you research the topic further and find more important information.

- Explain how the organizer can also be used when writing to state an opinion. Point out that the question goes in the middle, and the reasons that support the opinion go around it.
- Remind students that taking notes and citing sources will help them write their research products.

Start Searching **TP** (35 minutes)

- Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information.
- Ask students to write the research question on their graphic organizer page or on the first notecard.

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?

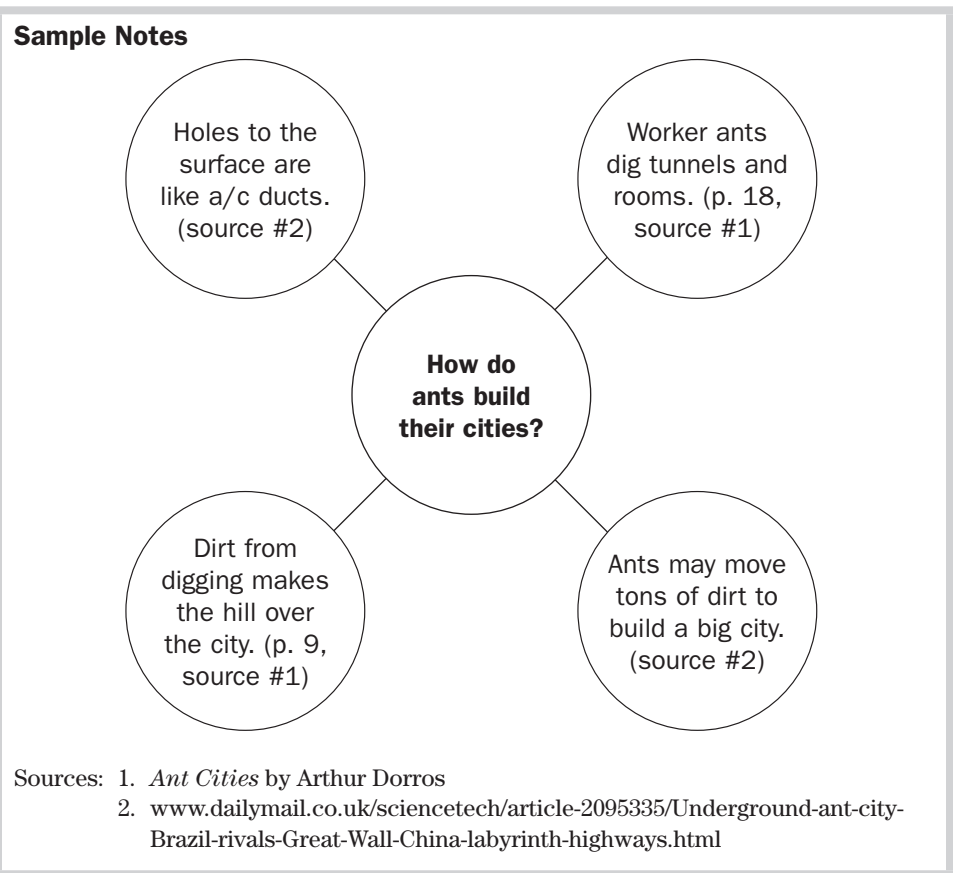


DAY 7

TEAMWORK

Interactive Skill Instruction TP (15 minutes)

- Review the research purpose, team goal, and team cooperation goal.
- Have students refer to the scoring guide for their research project. Remind students about their topics and how they will record the information they find and the sources on their organizers.
- Display the sample graphic organizer from day 6 again.



- Point out that although you did note important information about how ants build their cities, you did not include information on the different types of rooms that they build. Use a **Think Aloud** to model how to identify other information to add to your graphic organizer.

Remember that I am researching the question “How do ants build their cities?” Let me take a look at the information I have included in my web. I have information on what ants do when they build their cities, but I don’t have any information on the types of rooms they build. I know ants have different rooms for doing things such as eating or storing food. I think I need more information about these different kinds of rooms. I will look for this information today as I research.



- Use **Think-Pair-Share** to have students review the graphic organizers that they have created to determine what information they will look for today as they research, and randomly select a few students to share.

Keep Searching TP (70 minutes)

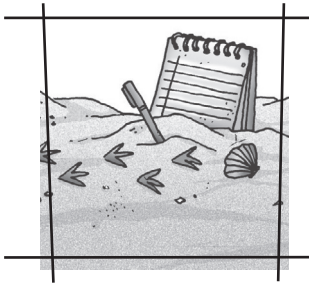
- Have students use the research materials to continue their search for information, and have them use their graphic organizers or notecards to record relevant information.
- Circulate to check each student’s progress.
- Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class.

Class Discussion TP (5 minutes)



- Use **Random Reporter** to have students share an important piece of information, the source, and why they think the information is important.

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 8

ADVENTURES IN WRITING

Drafting TP (45 minutes)

- Tell students that they will use their plans to write a first draft.
- Review the scoring guides for each research purpose. Tell students that they need to check their writing against the scoring guide to make sure that they include all parts of the research product.
- Remind students that yesterday they may have added information to their graphic organizers as they continued to research their topics.
- Explain to students that researching more information will give them a more complete answer to their questions.
- Model how to make a plan for converting notes into the final product. Display your graphic organizer as you think aloud.

According to the scoring guide, I need to introduce the topic. That will be a topic sentence. My topic is how ants build their cities. I will write, “Ants build their cities by digging tunnels and rooms in the dirt.” Looking at my web, I see the note that some ant cities are huge. I’m going to write that next. “Some ant cities are huge. Ants may move tons of dirt to build a big city.” Remember that it’s important to write our ideas in our own words. Model writing one or two more ideas. Then model writing a concluding statement. **After I write all my facts, I need to write a concluding statement. My concluding statement will be, “Ant cities and human cities are alike in many ways.”**

- Remind students to include all of their ideas, writing in complete sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their notes in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the 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 each student read his or her writing aloud to a partner to see if 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 TP (10 minutes)

- 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.

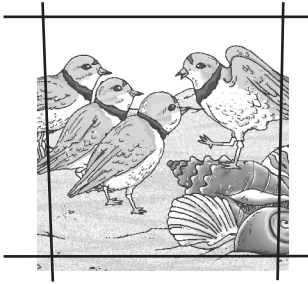
Editing TP (10 minutes)

- 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 possible capitalization, punctuation, grammar, and spelling errors. 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 TP (25 minutes)

- 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.

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 9

PRESENT AND EVALUATE



Interactive Skill Instruction **TP** (15 minutes)

- Review the research purpose, team goal, and team cooperation goal.
- Present a mini-lesson on presentation skills. Tell students that good presenters have certain skills. Explain that good presenters make good eye contact, speak clearly, and are heard by all members of the audience.
- Model a lack of presentation skills by reading your research product while omitting one or more of the presentation skills. Use **Think-Pair-Share** to have students give you feedback on which skills they did and did not observe.
- Repeat the activity, this time modeling all three criteria for good presentation skills.
- Explain that these criteria are part of the research evaluation form.
- Display the evaluation criteria for a presentation. Explain that team members will give feedback to each presenter by writing on the form. Tell students that you will collect the evaluation forms. **SR**
- Distribute the evaluation forms.

Step Up to Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To state an opinion To inform or explain

Writing to State an Opinion (Note one area of strength.)

The research product states an opinion.	
Reasons that support the opinion are stated.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

Writing to Inform or Explain (Note one area of strength.)

The research product introduces the topic.	
Facts and details support the topic.	
Reasonable conclusions are drawn.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	

Research Skills (Note one or two strengths.)	Presentation Skills (Note one or two strengths.)
Takes clear notes	Has good eye contact
Cites trustworthy sources	Speaks clearly
Puts information in own words	Is heard by all members of the audience

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Present **TP** (45 minutes)

- Tell students that they will present their research to their teams. Explain that each team member will have a turn.
- Have students begin their presentations. Students have approximately eight to ten minutes for each presentation.
- Make sure that each student presents and receives evaluations after the presentation.

Team Discussion **TP** (20 minutes)

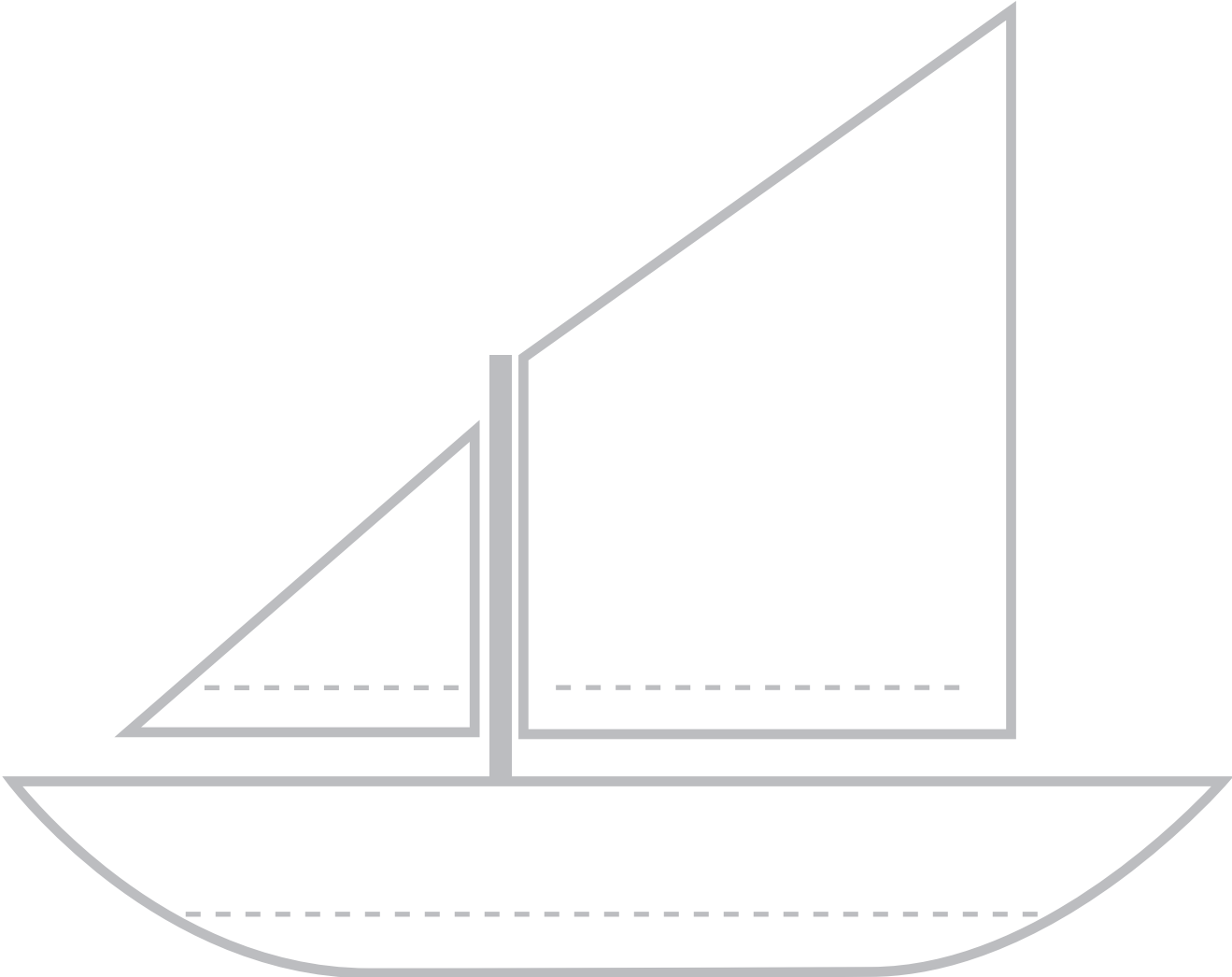
- When all presentations are finished, have students review the feedback that they received.
- Ask team members to share their strengths and suggestions in each category.

Class Discussion TP (10 minutes)

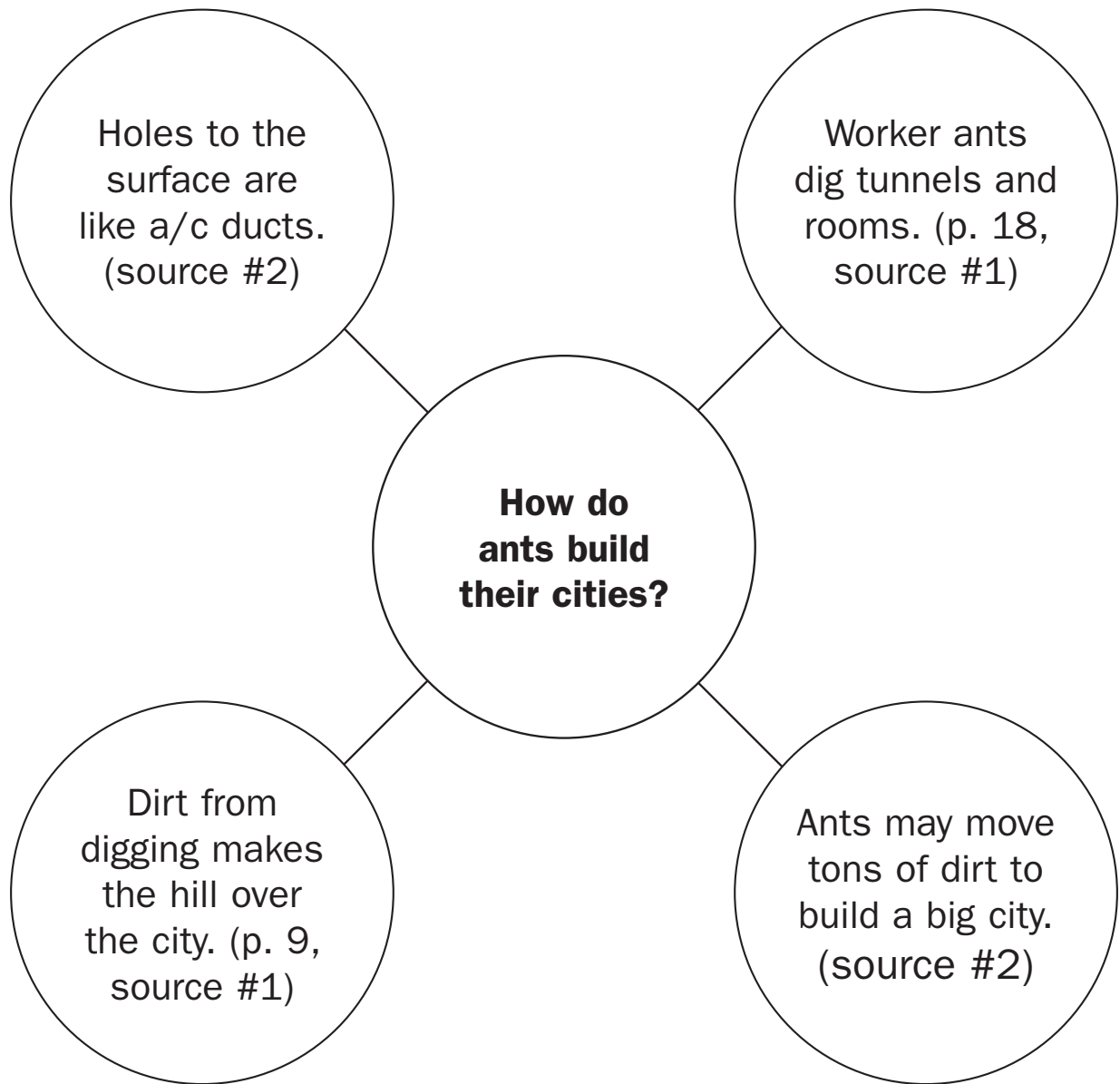


- Use **Random Reporter** to have students share their strengths and areas in need of improvement. Award team celebration points.
- Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next cycle.

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?



Sample Notes



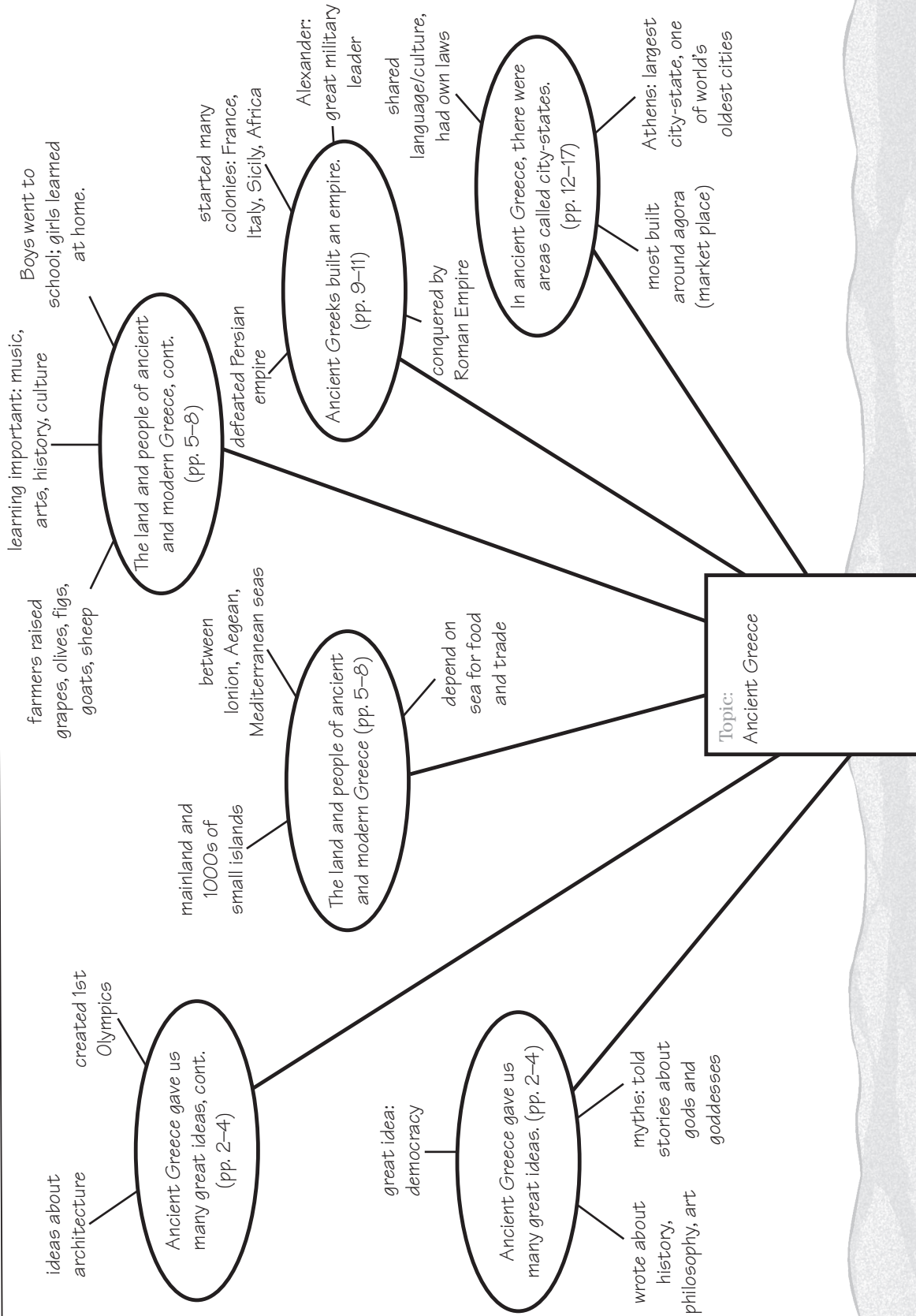
Sources: 1. *Ant Cities* by Arthur Dorros

2. www.dailymail.co.uk/sciencetech/article-2095335/Underground-ant-city-Brazil-rivals-Great-Wall-China-labyrinth-highways.html



Title: Ancient Greece: Where Democracy Began

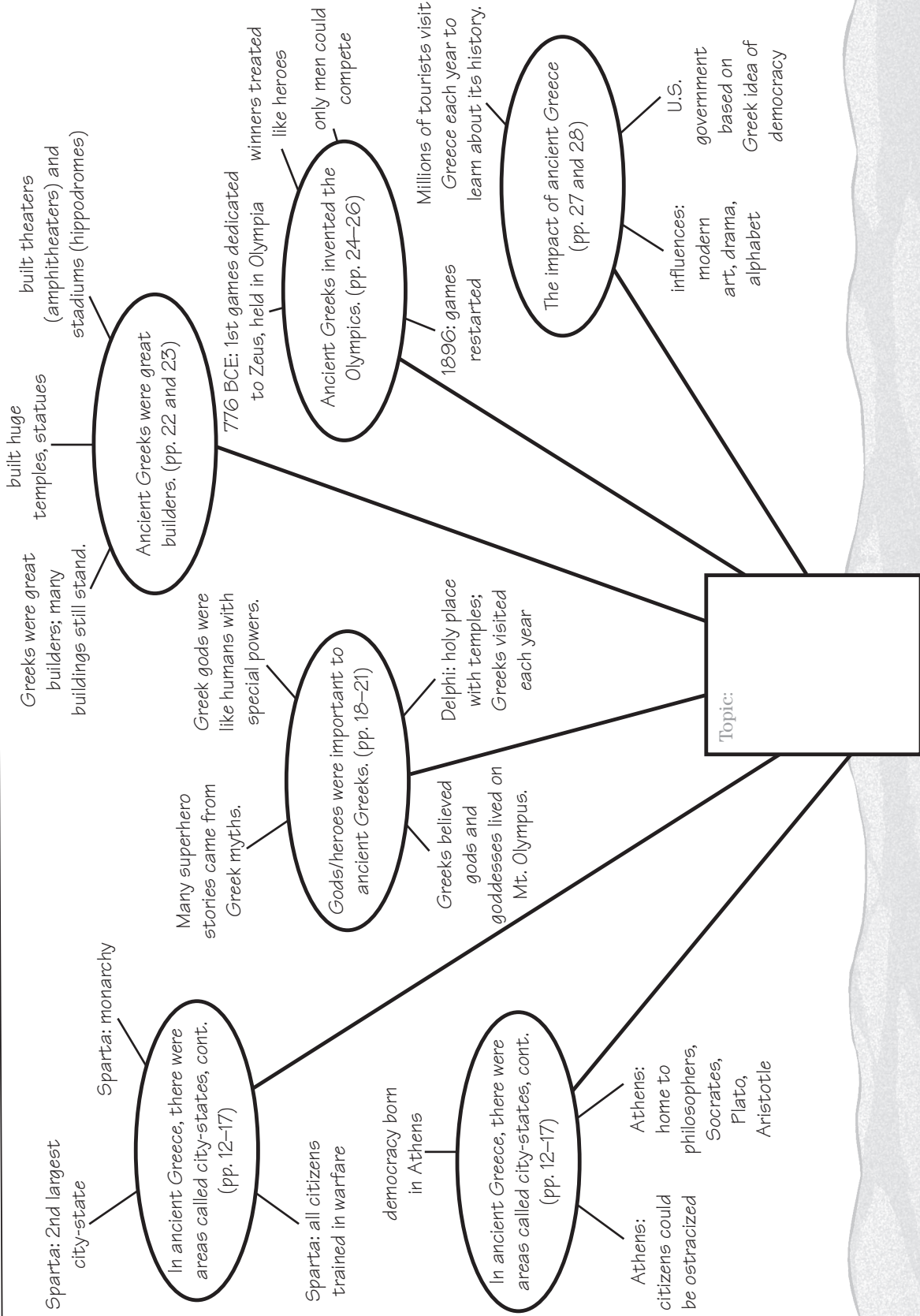
Idea Tree





Title: Ancient Greece: Where Democracy Began, cont.

Idea Tree



Step Up to Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To state an opinion To inform or explain

Writing to State an Opinion (Note one area of strength.)
The research product states an opinion.
Reasons that support the opinion are stated.
Linking words and phrases are used to connect ideas.
A concluding statement is included.
Correct punctuation, capitalization, spelling, and grammar are used.
Make a suggestion for improvement:

Writing to Inform or Explain (Note one area of strength.)
The research product introduces the topic.
Facts and details support the topic.
Linking words and phrases are used to connect ideas.
A concluding statement is included.
Correct punctuation, capitalization, spelling, and grammar are used.
Make a suggestion for improvement:

Research Skills (Note one or two strengths.)	Presentation Skills (Note one or two strengths.)
Takes clear notes	Has good eye contact
Cites trustworthy sources	Speaks clearly
Puts information in own words	Is heard by all members of the audience

Step Up to Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To state an opinion To inform or explain

Writing to State an Opinion (Note one area of strength.)
The research product states an opinion.
Reasons that support the opinion are stated.
Linking words and phrases are used to connect ideas.
A concluding statement is included.
Correct punctuation, capitalization, spelling, and grammar are used.
Make a suggestion for improvement:

Writing to Inform or Explain (Note one area of strength.)
The research product introduces the topic.
Facts and details support the topic.
Linking words and phrases are used to connect ideas.
A concluding statement is included.
Correct punctuation, capitalization, spelling, and grammar are used.
Make a suggestion for improvement:

Research Skills (Note one or two strengths.)	Presentation Skills (Note one or two strengths.)
Takes clear notes	Has good eye contact
Cites trustworthy sources	Speaks clearly
Puts information in own words	Is heard by all members of the audience

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 / Ancient Greece: Where Democracy Began
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Integration of Knowledge and Ideas</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</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>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Research to Build and Present Knowledge</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p>English Language Arts Standards: <i>Speaking and Listening</i></p> <p>Presentation of Knowledge and Ideas</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

