

Ancient Rome: The Greatest Empire

Written by Robert E. Slavin and Alli Hoge

Success for All Foundation, 2013 ISBN 978-0-9767850-7-1

Informational

Visit Italy!

Written by Margherita Zaccardi

Success for All Foundation, 2012

Functional Writing

**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 Rome: The Greatest Empire and
Visit Italy!***

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INFORMATIONAL (6 DAY)

Ancient Rome: The Greatest Empire

Written by Robert E. Slavin and Alli Hoge

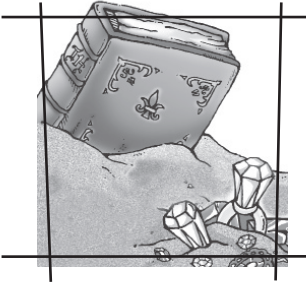
Summary

Rome, the capital city of Italy, has existed for thousands of years. It was once the center of the great Roman Empire, which spanned most of Europe. The Roman Empire ended more than 1,500 years ago, but its contributions can still be seen all over the world. *Ancient Rome: The Greatest Empire* describes the history and culture of Rome and the many ways this ancient empire has influenced the arts, institutions, and ideas of today.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	Text structures (TS)	Compound words	Write an interview.
	Students will identify the structure the author used to organize information in the text.	Students will pronounce and determine the meanings of compound words by separating each word and thinking about its meaning.	Students will write questions and answers for an interview with a person from ancient Rome.

Teacher's Note: This book contains a glossary and an index. Point out to students that the bold words in the text can be found in the glossary.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *Ancient Rome: The Greatest Empire* by Robert E. Slavin and Alli Hoge. As we read, we'll think about text structure. When we say text structure, we mean the different ways that authors organize information. Good readers pay attention to text structure because it can tell us what important points the authors want us to know.

- 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 topic. Randomly select a few students to share.

As we read this text, we will use TIGRRS. The first step of TIGRRS is to identify the topic of the text. Take a few moments to page through the text and look at the pictures, headings, and other text features. What do you think the topic of the text is? Give students time to discuss. Randomly select a few students to share. **Yes, I agree. The topic of the text is ancient Rome. The title is a good clue, and the words *Rome* and *Roman* are repeated a lot in the table of contents and the text.**



- Use the items below to build or activate background knowledge about the topic.
 - Show the “Ancient Rome” video. Use **Think-Pair-Share** to have students discuss what they learned about the things the ancient Romans built from the video. Randomly select students to share. *The Romans built roads, theaters, aqueducts to carry water, and stadiums where gladiators fought.*



- Use **Think-Pair-Share** to have students discuss what they think the word *empire* means. Randomly select a few students to share. Explain that an empire is bigger than a kingdom because the ruler of an empire (called the emperor or empress) rules more than one country or territory. Point out that an empire is usually very large.
- Tell students that Rome was the center of the ancient Roman Empire, which was one of the largest empires the world has ever known. Explain that the size of the Roman Empire was more than a million square miles, and it stretched from Africa to northern Europe. Explain that the Roman Empire lasted for 1,600 years and ended more than 1,500 years ago.
- 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.

We already completed the first step of TIGRRS, which is identifying the topic. What is the next step of TIGRRS? Give students time to discuss. **Yes, the next step of TIGRRS is to predict the intent of the authors. Look at the text with your partner. What do you predict the authors’ intent is?** Give students time to discuss. **The authors’ intent might be to tell readers what the Roman Empire was like. The table of contents is a clue because of section headings such as “Land and People,” “A Day in Rome,” and “Entertainment.”**

- Prompt students to identify the next step of TIGRRS.

What is the next step of TIGRRS? Give students time to discuss. **Yes, the next step of TIGRRS is to select a graphic organizer to record information from the text. We know that the topic of the text is the ancient Roman Empire, and we predicted from the table of contents that the authors want to tell us what the Roman Empire was like. Let’s look at the text and find clues that might tell us how the information is organized.** Allow students a few minutes to look through the text and identify a graphic organizer.

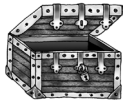
Which graphic organizer should we use? Randomly select a student to share. **Looking at the headings for each section of text, we can predict that the authors will tell about a main idea and then give details about it. So the information is organized by main ideas and details. Yes, an idea tree will work well. Display an idea tree. Where will we write the main ideas for each section of text? The main ideas go in the circles. Where will we write the supporting details? The supporting details go on the lines coming out of each circle. As we add to the idea tree, we will make notes on the important information we read about the ancient Roman Empire.**

- Point out that as they read, students may find that the information is organized differently. For example, the authors may compare and contrast. Then students would select a different graphic organizer, such as a Venn diagram, on which to make notes.
- 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.

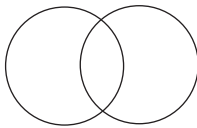
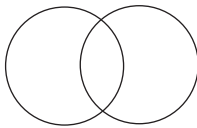
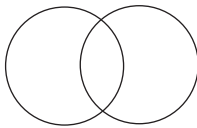
Word and Page Number	Identification Strategy	Definition	Sentence
courtyard page 11	compound word: court + yard	open space surrounded by buildings	The neighbors sat outside in the <i>courtyard</i> on warm evenings.
represent page 12	chunk: rep-re-sent	speak for	We chose Trina to <i>represent</i> us at the meeting.
founded page 12	base word + ending: found + ed	set up or started	The club was <i>founded</i> last year by some students in Ms. Roth's class.
honor page 17	chunk: hon-or	show respect for	Mothers' Day is when we <i>honor</i> our mothers.
exist page 17	chunk: ex-ist	continue to be	I hope that the game of baseball will <i>exist</i> for a long time because I love it.
influenced page 26	base word + ending: influenc(e) + ed	had the power to affect someone or something	Ryan's speech <i>influenced</i> people to support the school's soccer team.
public page 28	chunk: pub-lic	open to all	The <i>public</i> library is open more hours than the school library.
original page 30	chunk: o-rig-i-nal	first or earliest	We live in the city now, but our <i>original</i> home was in the country.

Using the Targeted Skill (Introduction and Definition)

- Display the following text structure chart.

Blackline master provided.

Student Edition, page 2

Text Structure Chart								
Text Structure	Signal Words	Example Question	Example Graphic Organizer					
Main idea and supporting details	Main idea is usually stated in a topic sentence. The topic sentence is often the first or last sentence of a paragraph. Ask: What are all the details talking about?	Explain the main idea of this section. Give supporting details or evidence from the text.	Idea tree					
Cause and effect	<i>Because, cause, reason, result, why, lead to, effect, happens, due to</i>	What <u>caused</u> people to move west in the mid 1800s?	<table border="1"> <thead> <tr> <th>Cause</th> <th>Effect</th> </tr> </thead> <tbody> <tr> <td>?</td> <td>people moved west</td> </tr> </tbody> </table>	Cause	Effect	?	people moved west	
Cause	Effect							
?	people moved west							
Compare and contrast	<i>Like, unlike, similar, different, although, but, contrast, compare, common</i>	How were the homes on the plains <u>different</u> from the ones back east?	<table border="1"> <thead> <tr> <th>Homes in West</th> <th>Homes in East</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">  </td> </tr> </tbody> </table>	Homes in West	Homes in East			
Homes in West	Homes in East							
								
Problem and solution	<i>Problem, dilemma, issue, solution, question, answer, solve, deal with, struggle</i>	How do plants solve the problem of living in a desert habitat?	<table border="1"> <thead> <tr> <th>Problem</th> <th>Solutions</th> </tr> </thead> <tbody> <tr> <td>getting enough water</td> <td>store water deep roots waxy leaves</td> </tr> </tbody> </table>	Problem	Solutions	getting enough water	store water deep roots waxy leaves	
Problem	Solutions							
getting enough water	store water deep roots waxy leaves							
Sequence	<i>First, begins, began, starts, started, steps, when, second, next, later, during, while, then, third, after, last, finally, ends, now</i>	What happens after a law is passed by the Senate?	<table border="1"> <tbody> <tr> <td style="text-align: center;">Event 1</td> </tr> <tr> <td style="text-align: center;">⋮ ▼</td> </tr> <tr> <td style="text-align: center;">Event 2</td> </tr> <tr> <td style="text-align: center;">⋮ ▼</td> </tr> <tr> <td style="text-align: center;">Event 3</td> </tr> </tbody> </table>	Event 1	⋮ ▼	Event 2	⋮ ▼	Event 3
Event 1								
⋮ ▼								
Event 2								
⋮ ▼								
Event 3								

- Introduce the skill and its importance in informational text.

Our skill for this cycle is identifying text structures. When we think about the structure of a text, we are thinking about the way the author has organized the information. Authors organize information according to how the ideas are related to one another. Paying attention to text structure is important because it can tell us the main points that the authors want us to know.

- Explain that this chart shows different text structures. Briefly review the different types of text structures. Point out to students that they have seen these text structures in many different texts, so they are familiar with them. Explain that there are five main text structures that authors use.
- Refer students to the text structure chart, and explain the signal words that are clues to sequence, cause-and-effect, compare-and-contrast, and problem-and-solution text structures. Also point out the graphic organizers that are suited to each text structure.

When we previewed *Ancient Rome: The Greatest Empire*, we predicted that the authors had mostly organized the information according to main ideas and supporting details. We decided that an idea tree would be the best graphic organizer to use. If the text structure changes, we would choose a different graphic organizer to make notes.

Sometimes a passage is about what happened first and then what happened next. We call this a sequence text structure. Words such as *first*, *begins*, *next*, *then*, and *finally* signal this text structure. Looking at the chart, we can see that the best graphic organizer for this text structure is a sequence chain that shows each step or event in order.

At other times, an author may tell you about causes and effects. Signal words such as *because*, *cause*, *reason*, *effect*, *happens*, and *why* are clues that the author is using a cause-and-effect text structure. Looking at the chart, we can see that the best graphic organizer for this text structure is a T-chart with the cause in one column and the effect in the other.

Authors use another text structure when they are comparing and contrasting information. On the chart, you will see that signal words such as *similar*, *different*, *like*, and *unlike* are clues to tell you that the author is comparing and contrasting something.

- Display the following passages. Tell students that they will practice identifying the text structures of these passages. Remind them to use the text structure chart and signal words to help them.

Blackline master provided.

Passage 1

Mount St. Helens is a volcano in Washington state. It erupted in 1980. The eruption began with several earthquakes. Next, steam rose out of cracks in the side of the volcano. Then, there was a sudden explosion. A huge blast of rock, ash, and hot gases shot up from the volcano. Soon after, clouds of ash darkened the sky. Finally, the ash rained down like black snow. It blanketed everything for 230 square miles.

Passage 2

When volcanoes erupt, they can cause much destruction. One reason is that they release large amounts of energy very suddenly. The result is an explosion of rock, gas, and ash. Another reason is the super-hot lava that can flow from a volcano. The lava flow covers property and causes buildings to burst into flames.

Passage 3

Several different types of rock are formed in volcanic eruptions. One type is pumice. Pumice is light and full of holes, like a sponge. Obsidian is also volcanic rock. Unlike pumice, it is shiny, hard, and smooth. It looks like dark-colored glass. Ancient people used obsidian to make knife blades.

- Read passage 1 aloud. Use **Think-Pair-Share** to have students identify the text structure and explain their thinking. Randomly select students to share responses. *It is a sequence text structure. There are signal words such as began, next, then, after, and finally. The text talks about what happened and when.*
- Note that the author is telling what happened when Mount St. Helens erupted. It is a sequence of events. Explain that authors will also use sequence text structure when giving directions about how to do something. The author uses a sequence text structure so you can follow the steps in order.
- Note on the chart that the graphic organizer that works best with this text structure is a sequence chain. This shows the events or steps in order. Display a sequence chain.

Blackline master provided.

Sample Graphic Organizer

Sequence Chain


Title: _____

↓

↓

↓

↓



- Use **Think-Pair-Share** to have students identify events from the passage to record on the sequence chain. Randomly select students to share responses, and record them on the sequence chain.
- Read passage 2 aloud. Use **Think-Pair-Share** to have students identify the text structure and explain their thinking. Randomly select students to share responses. *It is a cause-and-effect text structure. There are signal words such as cause, reason, and result. The text tells about the effects caused by a volcanic eruption.*
- Display a cause-and-effect T-chart.

Blackline master provided.

Sample Graphic Organizer

T-Chart

Title: _____

Cause	Effect

- Use **Think-Pair-Share** to have students identify the causes and effects from the passage. Randomly select students to share responses, and record them on the T-chart.
- Note that the problem-and-solution text structure uses the same graphic organizer, a T-chart. In this text structure, the author tells about a problem and the possible solutions. The text might include signal words such as *problem*, *question*, *solution*, or *answer*.
- Read passage 3 aloud. Use **Think-Pair-Share** to have students identify the text structure and explain their thinking. Randomly select students to share responses. *It is a compare-and-contrast text structure. There are signal*

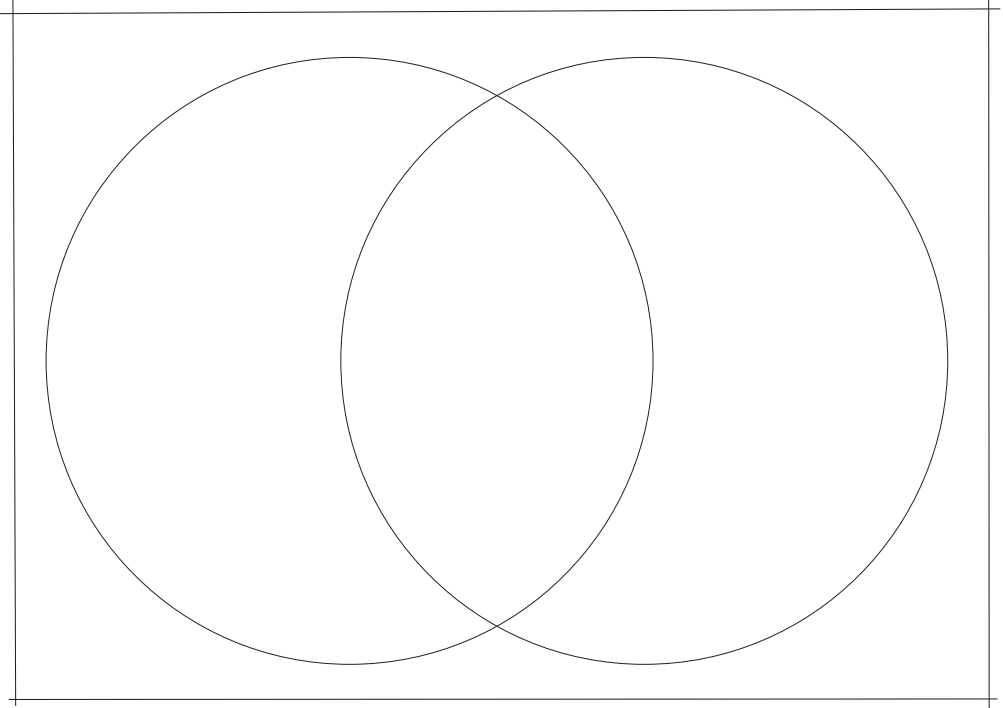
words such as different and unlike. The passage tells about two types of volcanic rock and how they are different.

Blackline master provided.

Sample Graphic Organizer

Venn Diagram

Title: _____



- Display a Venn diagram.
- Use **Think-Pair-Share** to have students identify the similarities and differences from the passage. Randomly select students to share responses, and record them on the Venn diagram.
- Tell students that they will identify the text structures that the authors use as they read and reread 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 2–7 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model identifying the text structure the authors use on page 7.

I just read a lot of surprising facts about the ancient Roman ideas and inventions that still exist today. I want to think about the text structure the authors use to present this information on page 7. Looking at my text

structure chart, I can ask myself, “Which one describes how this passage is organized?” I don’t see any signal words for sequence. I don’t think the author is telling me about the order in which events happened. I also don’t see any cause-and-effect or compare-and-contrast signal words. I think the first sentence on the page is the topic sentence: “We can say *gratias* (or thank you) to the Romans for many things.” The rest of the page gives supporting details telling what those things are—such as socks, elevators, and malls. The authors use the main-idea-and-supporting-details text structure for this passage.

- Display an idea tree, and identify it as the graphic organizer for main ideas and supporting details.
- Summarize the main ideas from your reading, and write these on the idea tree.
- Remind students to think about the text structure the authors use as they read *Ancient Rome: The Greatest Empire*.

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.

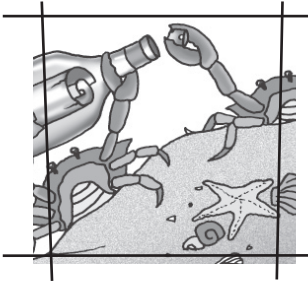
Student Edition, page 3

Team Talk

1. Which sentence below states the main idea of page 11? [MI]
 - a. Roman courtyards kept burglars away.
 - b. Roman families were ruled by the pater familias.
 - c. Roman apartments were very small.
 - d. Windows and doors were on the courtyard.
2. What information do you learn from the timeline on page 12? [TF]
3. Which text structure is used to present information on pages 14 and 15? [TS]
 - a. main idea and supporting details
 - b. compare and contrast
 - c. sequence
 - d. cause and effect

How can you tell? (Write-On)
4. Why did Roman buildings include columns and arches? [MI]

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 8–17 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. Which sentence below states the main idea of page 11? **[MI]**
 - a. Roman courtyards kept burglars away.
 - b. *Roman families were ruled by the pater familias.*
 - c. Roman apartments were very small.
 - d. Windows and doors were on the courtyard.

2. What information do you learn from the timeline on page 12? **[TF]**

100 points = *From the timeline, I learned that first there was the kingdom of Rome, then there was the republic of Rome, and after that, Rome became an empire. I also learned that the city of Rome was first built in 753 BCE by a ruler named Romulus.* **90 points** = *From the timeline, I learned that first there was the kingdom of Rome, then there was the republic of Rome, and after that, Rome became an empire.* **80 points** = *It was a kingdom, then a republic, and then an empire.*

Team Talk *continued*

3. Which text structure is used to present information on pages 14 and 15? |TS|
- main idea and supporting details
 - compare and contrast
 - sequence*
 - cause and effect

How can you tell? (Write-On)

100 points = *It is a sequence text structure because it tells what happened when. It is a sequence of events. The authors use a few sequence signal words such as “soon after” and “after the war.”* **90 points** = *It is a sequence text structure because it tells what happened when. It has sequence signal words.* **80 points** = *Sequence. It tells when events happened.*

4. Why did Roman buildings include columns and arches? |MI|

100 points = *Roman buildings included columns and arches because they held a lot of weight. The Romans could make their buildings bigger and taller using arches and columns.* **90 points** = *Roman buildings included columns and arches because they held a lot of weight.* **80 points** = *They held a lot of weight.*

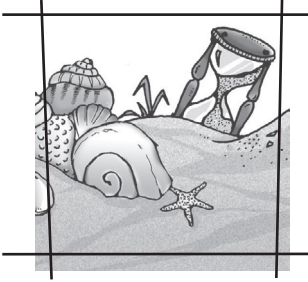
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

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; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>The text explains that the English word <i>salary</i> comes from the Latin word for <i>salt</i>. Look at the list of Latin roots on page 2. What other English words can you think of that come from these Latin roots?</p> <p>Compare the rights of a U.S. citizen with the rights of an ancient Roman citizen.</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>The text explains that the English word <i>salary</i> comes from the Latin word for <i>salt</i>. Look at the list of Latin roots on page 2. What other English words can you think of that come from these Latin roots?</p> <p>Compare the rights of a U.S. citizen with the rights of an ancient Roman citizen.</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

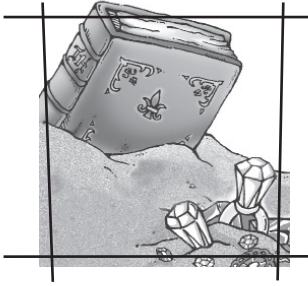
Page 11

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

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

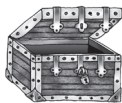
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

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

Vocabulary **TP**

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



Strategic Review

- Ask teammates to summarize the ideas recorded on their graphic organizers from the passage they read/reread the previous day. Use **Random Reporter** to have students share these items with the class.
- If appropriate, have students survey the section of text that they will read today and predict the topic of this section. Model this if necessary. Use **Random Reporter** to share the predictions with the class.
- Ask students if they can think of a good question to ask about the text at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why did Roman buildings and bridges use columns and arches?

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 in *Ancient Rome: The Greatest Empire*, we read about Roman inventions, the government of ancient Rome, Roman families, and Roman roads and buildings.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 18–23 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model identifying the text structure the author uses on pages 22 and 23 and how you can tell.

What text structure do the authors use to present information on pages 22 and 23? Let me look at the text structure chart. I think it’s the sequence text structure. I can tell because the text is about what Romans did from the time they woke up in the morning until after dinner. First, they had breakfast. Then, they went to school, work, or to the baths. So the authors are telling me about a sequence of events. The text here also has sequence signal words such as *began, then, after, and during*.

- Display a sequence chain. Summarize the important ideas from your reading, and write these on the sequence chain.
- Remind students to think about the text structures that the authors use as they read *Ancient Rome: The Greatest Empire*.

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

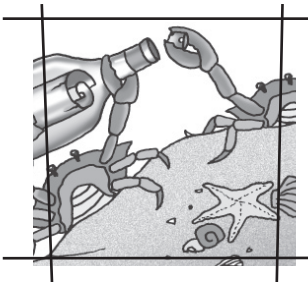
1. Which sentence below states the main idea of page 24? |MI|
 - a. Gladiators fought with swords and knives.
 - b. The coliseum was made of stone and concrete.
 - c. Entertainment was very important to all Romans.
 - d. All Roman actors were male.

2. Which text structure is used to present information on page 25? |TS|
 - a. main idea and supporting details
 - b. compare and contrast
 - c. sequence
 - d. cause and effect

How can you tell? (Write-On)

3. Why were statues and temples of the Roman gods destroyed? |CE|

4. “They gather in open spaces called piazzas to talk, eat, and marvel at the buildings.” What does the word *marvel* mean in this sentence? |CL|
 - a. get lost
 - b. compare
 - c. wonder
 - d. make maps



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 24–31 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. Which sentence below states the main idea of page 24? |MI|
 - a. Gladiators fought with swords and knives.
 - b. The coliseum was made of stone and concrete.
 - c. *Entertainment was very important to all Romans.*
 - d. All Roman actors were male.
2. Which text structure is used to present information on page 25? |TS|
 - a. *main idea and supporting details*
 - b. compare and contrast
 - c. sequence
 - d. cause and effect

How can you tell? (Write-On)

100 points = *It is a main-idea-and-supporting-details text structure because it tells about the main idea that Romans liked sporting events. Then it gives supporting details about the stadium they built and the chariot races there. I didn't see any signal words for the other text structures.*

90 points = *It is a main-idea-and-supporting-details text structure because it tells about the main idea that Romans liked sporting events and then gives supporting details. 80 points = Main idea and supporting details. It tells about Roman sports and then gives details about them.*

3. Why were statues and temples of the Roman gods destroyed? |CE|

100 points = *The statues and temples were destroyed because Emperor Constantine became Christian and didn't worship them. He told the Romans to be Christian too. They were not supposed to believe in the old gods anymore, so the statues and temples were destroyed. 90 points = The statues and temples were destroyed because Emperor Constantine became Christian and didn't worship them. He told the Romans to be Christian too. 80 points = Because Emperor Constantine became Christian and didn't worship them.*

Team Talk *continued*

4. “They gather in open spaces called piazzas to talk, eat, and marvel at the buildings.” What does the word *marvel* mean in this sentence? |CL|
- a. get lost
 - b. compare
 - c. wonder
 - d. make maps

- 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.

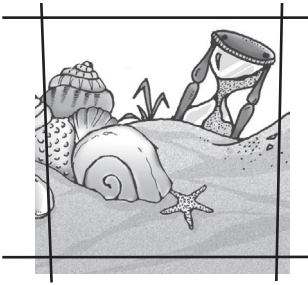
Class Discussion TP



<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.
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<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="width: 20%; padding: 5px; text-align: center;"> <p>Team Talk Extenders</p> </td> <td style="padding: 5px;"> <p>How do the events in the Roman Coliseum and Circus Maximus compare with sporting events today? How are they similar and different?</p> <p>Why did the ancient Romans make the god of the sky the most important god?</p> </td> </tr> </table>	<p>Team Talk Extenders</p>	<p>How do the events in the Roman Coliseum and Circus Maximus compare with sporting events today? How are they similar and different?</p> <p>Why did the ancient Romans make the god of the sky the most important god?</p>
<p>Team Talk Extenders</p>	<p>How do the events in the Roman Coliseum and Circus Maximus compare with sporting events today? How are they similar and different?</p> <p>Why did the ancient Romans make the god of the sky the most important god?</p>		
	<ul style="list-style-type: none"> – Award team celebration points. 		

<p>Write-On Discussion</p>	<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**

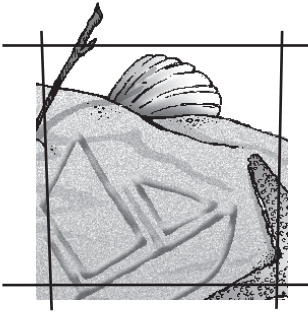
Timing Goal: 5 minutes

- 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 28

- 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.

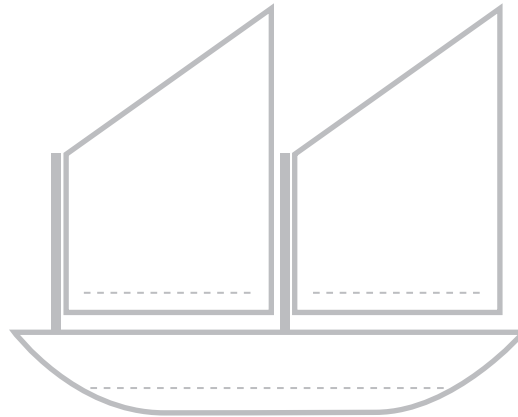


WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce the Word Power skill. Link the skill to Captain Read More’s Word Treasure clue for compound words, a sailboat with two sails of equal size.

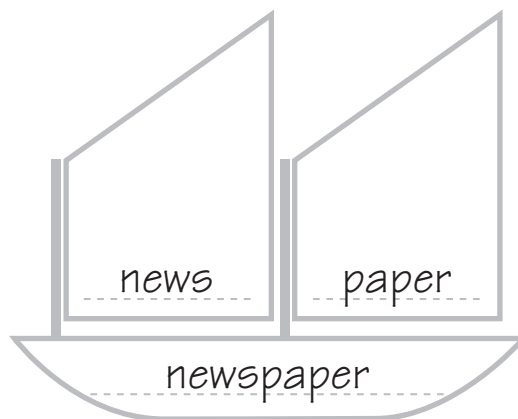
Blackline master provided.



- Use **Think-Pair-Share** to have students tell you what the Word Treasure clue means. Randomly select a few students to share. *Two main, or big, sails mean there are two whole words.*
- Reveal the Word Treasure (skill).

Word Treasure

Some words are compound words made up of two smaller words. If you’re having trouble reading these words, first separate the two parts of the compound word, read the whole word, and then figure out its meaning.



- Write the word “newspaper” on the bottom of the boat. Use **Think-Pair-Share** to have students divide the compound word into its word parts and give its meaning. Randomly select a few students to share. *News + paper = a paper that tells you the news.*
- Write “news” on the first sail and “paper” on the second sail.
- Use the sails to read the word, and have students say the word with you. Remind students that thinking about the meaning of each word in a compound word helps you define the compound word.
- Tell students that Captain Read More has found compound words in this cycle’s text. Remind them to look for compound words as they read.
- 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 compound word in your journal. Write the two words that make up the compound word, and then write a definition for each compound word. Use the sailboat clue if you wish.

- snowstorm *snow + storm; a storm that brings lots of snow*
- marketplace *market + place; the place where a market is*

Building Meaning

courtyard	represent	founded	honor
exist	influenced	public	original

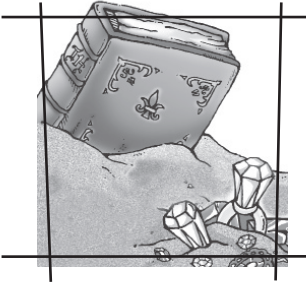
- Choose a word from the vocabulary list, and write a meaningful sentence for that word.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
- Choose the word that best fits in the blank.
 The parents wanted to *honor* the teachers for all their hard work, so they gave them awards at a school assembly.



- 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

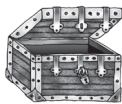
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 were statues and temples honoring the Roman gods destroyed?

Listening Comprehension

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

Yesterday we continued reading and added main ideas to our graphic organizers. One of those main ideas was that entertainment was very important to all Romans. We know it was important because the Romans built the coliseum and the Circus Maximus, huge places for people to gather to watch entertainment such as gladiator fights and chariot races.

- 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 a **Think Aloud** to model identifying the text structure for pages 4 and 5. Add the details to the graphic organizer accordingly.



I want to think about the text structure the authors use on pages 4 and 5. Looking at my text structure chart, I can ask myself, “Which one describes how this passage is organized?” When I reread this passage, I notice that the authors are talking about ancient Rome, but they are also talking about the U.S. today. On page 5, I see the signal word *similar*, and the pictures show the similarities between the Jefferson Memorial and the Roman Pantheon. I think the authors are using a compare-and-contrast text structure because they are pointing out similarities between the buildings and government of ancient Rome and our buildings and government today. I can record this information in a Venn diagram.

- Display a Venn diagram. Record information from pages 4 and 5 on the Venn diagram.
- Continue rereading through page 7. Point out that on page 7 the text structure is main idea and supporting details. Use **Think-Pair-Share** to have students add details to support the main idea that the Romans invented many things we use today. *Some details that support the main idea are that the Romans invented indoor plumbing and heating, shopping malls, elevators, highways, fire departments, and socks.*
- Remind students that as they reread, they should look for details that provide more information about the big ideas in the text.



Preview Team Talk

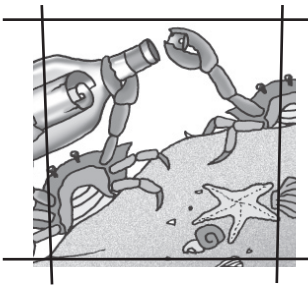
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page 4

Team Talk

1. Which question is answered on page 9? |QU|
 - a. What is the forum?
 - b. Is the Tiber River polluted?
 - c. Which Romans could vote?
 - d. What is the Vatican?
2. Which text structure is used to present information on page 9? |TS|
 - a. main idea and supporting details
 - b. compare and contrast
 - c. sequence
 - d. cause and effect

How can you tell? (Write-On)
3. Why did the Romans build roads? |CE|
4. Did the Roman Senate represent all the people? Explain your answer. |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** **pages 8–17 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. Which question is answered on page 9? QU </p> <ul style="list-style-type: none"> a. <i>What is the forum?</i> b. Is the Tiber River polluted? c. Which Romans could vote? d. What is the Vatican? <p>2. Which text structure is used to present information on page 9? TS </p> <ul style="list-style-type: none"> a. <i>main idea and supporting details</i> b. compare and contrast c. sequence d. cause and effect <p>How can you tell? (Write-On)</p> <p>100 points = <i>The text structure is main idea and supporting details because it tells a main idea first, that the forum was the center of the city. Then it gives details about what people did there. There aren't any signal words for compare-and-contrast or other text structures.</i> 90 points = <i>The text structure is main idea and supporting details because it tells a main idea first about the forum and then tells details.</i> 80 points = <i>It is main idea and supporting details because it tells a main idea first and then details.</i></p> <p>3. Why did the Romans build roads? CE </p> <p>100 points = <i>The Romans built roads so soldiers could travel quickly between Rome and the cities that Rome conquered. Also, roads made it easier to trade between cities.</i> 90 points = <i>The Romans built roads so soldiers could travel quickly between Rome and the cities that Rome conquered.</i> 80 points = <i>So soldiers could move quickly to cities that Rome conquered.</i></p>

Team Talk *continued*

4. Did the Roman Senate represent all the people? Explain your answer. |DC|

100 points = *The Roman Senate did not represent all the people because slaves and women could not vote. Only male citizens were represented in the senate.* **90 points** = *The Roman Senate did not represent all the people because slaves and women could not vote.* **80 points** = *No, because women and slaves couldn't vote.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

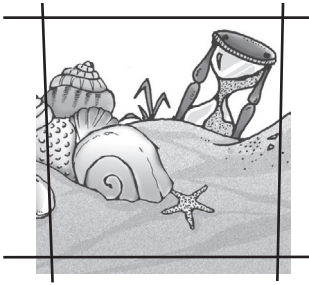
What evidence is there that the ancient Romans thought gathering together and being social was important?

Look at the map on page 15. What modern-day countries do you recognize from their Latin names?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

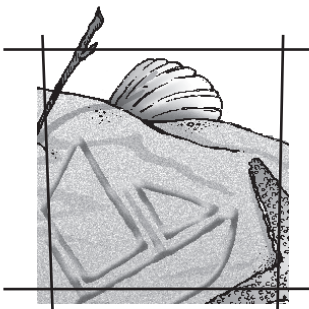
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 28 or 12

- 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 (compound words) and display the Word Treasure clue.

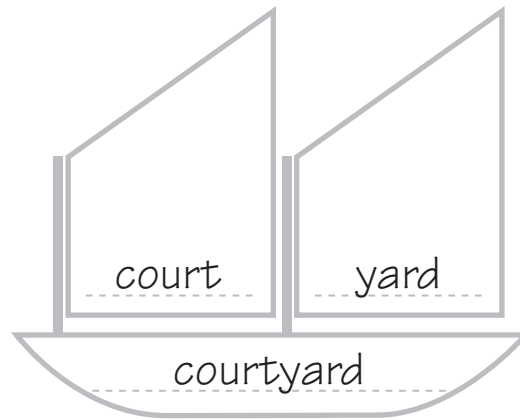
Word Treasure

Some words are compound words made up of two words.

If you're having trouble reading these words, first separate the two parts of the compound word, read the whole word, and then figure out its meaning.



- Use **Team Huddle** to have students identify the compound word in their vocabulary list and identify the two words that make up the compound word. Use **Random Reporter** to select students to share, and record their answers on the boat.



- Remind students that they can use the meanings of the two words to help them figure out the meaning of the compound word. Use **Think-Pair-Share** to have students discuss the compound word's meaning. Randomly select a few students to share. *Court means a place with boundaries where you play a game, such as a tennis court. Yard means an open place. A courtyard is an open place to play.*
- Compare the students' suggested meaning with the definition provided in the vocabulary chart (open space surrounded by buildings) to further clarify their understanding of the word.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 4 and 5

Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each compound word. Use the sailboat clue if you wish.

1. housekeeper *house + keeper; someone who keeps a house clean*
2. overlook *over + look; when you look over something from above*

Building Meaning			
courtyard	represent	founded	honor
exist	influenced	public	original

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

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

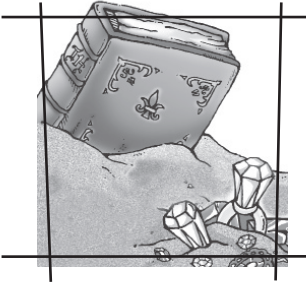
4. The youth sports team was founded by a famous baseball player in 1990.

Founded means—

- a. started.
- b. advertised.
- c. changed.
- d. removed.

- 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

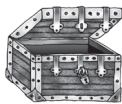
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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 did the Romans build roads?

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 Rome: The Greatest Empire*, and we identified text structures that the authors used to organize information.

- 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.
- Begin rereading page 18 aloud, stopping at “...problem for the Romans.” Use a **Think Aloud** to model identifying a problem-and-solution text structure.



I notice the word *problem*. This is a signal word for a problem-and-solution text structure on the chart. Are the authors telling me about a problem and a solution? What is the problem? I think the problem is that the river is polluted from dumping waste in it. Another problem is that the water in the ground is not good to drink.

- Display a problem-and-solution T-chart. Record the two problems cited above on the T-chart.
- Continue rereading through page 18 aloud. Use **Think-Pair-Share** to have students identify the solutions that the Romans had for the problems. Randomly select a few students to share, and record their responses on the problem-and-solution T-chart.



Preview Team Talk

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

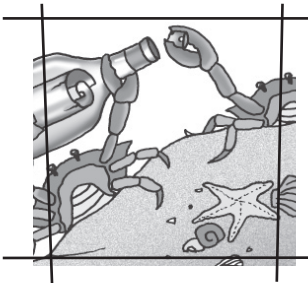
- Point out that question #4 asks them to summarize the text using their graphic organizers. Tell them that this will complete the TIGRRS process.

Student Edition, page 5

Team Talk

- The main idea on pages 26 and 27 is that the Romans had many gods and goddesses. Give at least two details that support this main idea. |MI|
- Which question is answered on page 29? |QU|
 - Where is Rome located?
 - Why is Raphael an important artist?
 - Which museums are in Rome?
 - What is Rome like today?
- Which text structure is used to present information on page 30? |TS|
 - main idea and supporting details
 - compare and contrast
 - sequence
 - cause and effect

How can you tell? (Write-On)
- With the help of your graphic organizers, summarize a section of the text *Ancient Rome: The Greatest Empire*. |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 24–31 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. The main idea on pages 26 and 27 is that the Romans had many gods and goddesses. Give at least two details that support this main idea. |MI|

100 points = *A detail that supports the main idea is the Romans believed that each god or goddess ruled over a different thing in the world such as the sea or the sky. Another detail is that the Roman gods were similar to the Greek gods. Also, the Romans made temples and statues to honor their gods.*

90 points = *A detail that supports the main idea is the Romans believed that each god or goddess ruled over a different thing in the world. Another detail is that the Roman gods were similar to the Greek gods.*

80 points = *Romans believed that each god or goddess ruled over a different thing in the world. The gods were similar to the Greek gods.*

2. Which question is answered on page 29? |QU|
 - a. Where is Rome located?
 - b. Why is Raphael an important artist?
 - c. Which museums are in Rome?
 - d. What is Rome like today?

3. Which text structure is used to present information on page 30? |TS|
 - a. *main idea and supporting details*
 - b. compare and contrast
 - c. sequence
 - d. cause and effect

How can you tell? (Write-On)

100 points = *I can tell the text structure is main idea and supporting details because it tells a main idea first, that some ancient Roman ruins are still there. Then it gives details about what these are: the aqueducts, the Coliseum, and Trevi fountain. There aren’t any signal words for compare-and-contrast or other text structures.*

90 points = *The text structure is main idea and supporting details because it tells a main idea first about the ruins that are left and then tells details.*

80 points = *It is main idea and supporting details because it tells a main idea first and then details.*

Team Talk *continued*

4. With the help of your graphic organizers, summarize a section of the text *Ancient Rome: The Greatest Empire*. |SU|

(Answers may vary.) 100 points = Rome started out as a village and grew into a big city. People gathered at the forum in the city center to talk, trade, make speeches, and have elections. The Romans were the first republic with representatives in a senate. The Roman army conquered lots of land and made an empire. They built roads and large public buildings.

90 points = Rome started out as a village and grew into a big city. The Romans were the first republic with representatives in a senate. The Roman army conquered lots of land. 80 points = Rome started out as a village but grew. The army conquered lots of land.

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

Class Discussion **TP**



Strategy-Use Discussion

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

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

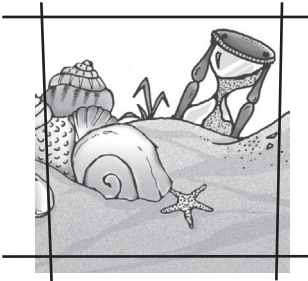
Team Talk Extenders

Why do so many people want to see the ancient ruins of Rome?
 What would you want to see as a visitor to Rome today? What would you want to see if you could visit ancient Rome? Why?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

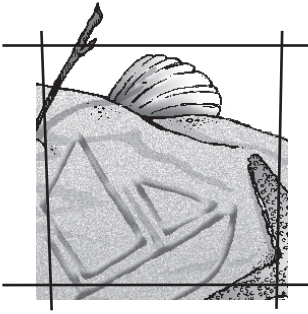
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 28, 12, or 30

- 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 (compound words).
- Use **Think-Pair-Share** to have students discuss why it is useful to learn compound words. Randomly select a few students to share. *Compound words show us that two words can make up another word. Knowing the meaning of each of the smaller words helps us to understand the meaning of the bigger word.*

Preparation: Display the Word Power Challenge.

Word Power Challenge

housework
applesauce



- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to write the compound words on their sailboats.
- Use **Team Huddle** to have students read the words, identify the word parts, and suggest definitions. Use **Random Reporter** to select students to share. *House + work = work done to or in a house, for example, vacuuming; apple + sauce = a type of sauce made from apples.*
- Use **Think-Pair-Share** to have students make up sentences using definition #1 for *select*. Randomly select a few students to share. *Answers will vary.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 5 and 6

Skill Practice

Write each compound word in your journal. Write the two words that make up the compound word, and then write a definition for each compound word. Use the sailboat clue if you wish.

1. upstairs *up + stairs; area of the house you go up the stairs to get to*
2. scrapbook *scrap + book; a book where you keep photos, pictures, and other materials*

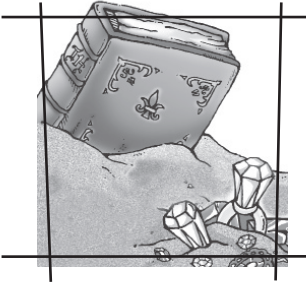
Building Meaning			
courtyard	represent	founded	honor
exist	influenced	public	original

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

4. Choose the word that best fits in the blank.
 Louis used the original boards from the old tree house to build a new one.

- 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.

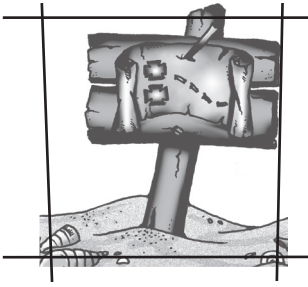
Today you will read about Roman chariot races.

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

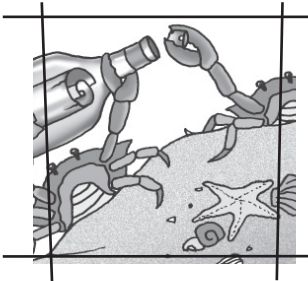
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about identifying the text structure that the authors use to organize information.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 35 minutes for the test.



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

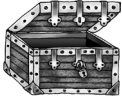
Team Discussion **TP**

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

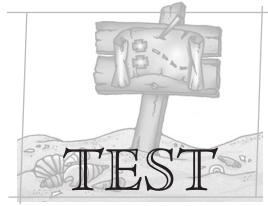


Class Discussion TP

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



Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> - How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Test Passage

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

A Day at the Roman Chariot Races

What would it be like to see a chariot race at the Circus Maximus of ancient Rome? First, you enter the stadium built into a mountainside. It has enough seats for 250,000 people and an oval track. The crowd cheers wildly, and the event begins. Charioteers parade around the track. Then, they line up at the starting gates. Next, a white cloth is dropped on the track. The starting gates spring open, and the race is on.

The horses thunder around the track. They make sharp turns and press past one another. For a while, they are neck and neck. Then, a chariot pulls ahead of the others. His fans scream and cheer. The race ends with the seventh lap. Finally, the winner is given money and handed the symbols of victory: a palm branch and a laurel wreath.

Sources: "The Circus Maximus" (rome.mrdonn.org/circus.html)

"Chariot Racing" (www.spartacus.schoolnet.co.uk/ROMchariot.htm)

Comprehension Questions

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

20 points

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

(Answers may vary.) 20 points = The topic of this text is a chariot race in ancient Rome. I know because the title has "chariot race" in it, and the author tells about the Circus Maximus and what happens at a chariot race.

15 points = The topic of this text is a chariot race in ancient Rome. I know because of the title, and the author tells what happens at a chariot race.

10 points = It tells about a chariot race. I know because of the title.

20 points

2. What is the intent of the author? How do you know? |AP|

20 points = *The intent of the author is to describe a chariot race. I know this is the intent because the author describes what it is like inside the stadium and what happens during the race. 15 points* = *The intent of the author is to describe a chariot race. The author describes the stadium and what happens during the race. 10 points* = *He or she describes what happens at a chariot race.*

30 points

3. Which text structure is used to present information in this passage? |TS|

- main idea and supporting details
- compare and contrast
- sequence
- cause and effect

How can you tell?

20 points = *The text structure is sequence because the passage tells each thing that happens at a chariot race in the order that it happens. The author also uses signal words, such as first, then, next, and finally, which show sequence. 15 points* = *The text structure is sequence because the passage tells what happens at a chariot race. The author also uses signal words. 10 points* = *It is sequence because it tells what happens at the race.*

20 points

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

20 points = *A Roman chariot race at the Circus Maximus begins with a parade, and the chariots lining up. Then, they drop a white cloth, and the race starts. The horses try to push past one another, and after seven laps, there is a winner. The winner gets money and symbols of victory. 15 points* = *A Roman chariot race begins with a parade. Then, they drop a white cloth, and the race starts. The horses try to push past one another. After seven laps, there is a winner who gets money. 10 points* = *A Roman chariot race begins with a parade. Then, they drop a white cloth, and the race starts. The horses run. After seven laps, there is a winner who gets money.*

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 compound word. Write the two words that make up the compound word, and write a definition for each compound word.

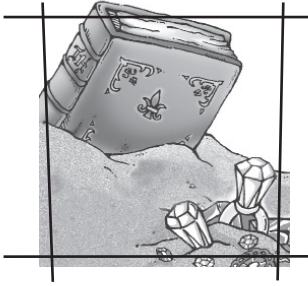
- 5 points** 1. rainfall *rain + fall; rain falling from the sky*
- 5 points** 2. troublemaker *trouble + maker; someone who makes trouble*
- 5 points** 3. skateboard *skate + board; a board with wheels that you skate on*
- 5 points** 4. shoemaker *shoe + maker; a person who makes shoes*

Building Meaning

courtyard	represent	founded	honor
exist	influenced	public	original

- 10 points** 5. Write a meaningful sentence for the word *exist*.
10 points = Angelica said ghosts do not exist, but I think they might be real even if we can't see them. **5 points** = Angelica said ghosts do not exist, but I think they might be real. **1 point** = Angelica said ghosts do not exist.
- 10 points** 6. Subways and buses are two forms of public transportation that can get you where you want to go. *Public* means—
- open to all.*
 - open to sit.*
 - open all day.*
 - open to some.*
- 10 points** 7. William was influenced to join the after-school science club by the fun projects the club was doing. *Influenced* means—
- a little bit scared or afraid.*
 - affected by someone or something.*
 - had given a lot of thought.*
 - put it off for a long time.*

- 10 points** 8. That flag is a new one, but the *original* flag of 100 years ago is kept in a museum.
- 10 points** 9. The United States was founded in 1776 when the Declaration of Independence was signed. *Founded* means—
- ended.
 - discovered.
 - broken up.
 - started.*
- 10 points** 10. The windows of the buildings looked down on the *courtyard* below where the children played.
- 10 points** 11. The band played a special song to honor the men and women who had served in the military. *Honor* means—
- brag about.
 - repeat stories about.
 - show sadness for.
 - show respect for.*
- 10 points** 12. The members of the class agreed that the class president should represent them at the school government meeting. *Represent* means—
- speak for.*
 - listen to.
 - collect money.
 - invite.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write questions and answers for an interview with a person from ancient Rome. In *Ancient Rome: The Greatest Empire*, you read about what life was like in ancient Rome. Would you choose to interview a man, woman, or child? What questions would you ask an ancient Roman if you had the chance? How do you think he or she would answer? You will think of interesting questions to ask this person about life in ancient times and then write responses that you think an ancient Roman would give.

Team Cooperation Goal

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

Build Background

- Introduce interviews to students.

An interview is a question-and-answer session in which an interviewer, such as a reporter, asks another person questions. The person who is interviewed usually has interesting or helpful information that the interviewer or audience wants to learn about. In an interview with another person, we would probably hope to learn more about that person's life and experiences.

- Display the following sample interview.

Blackline master provided.

Interview with the Mayor

Q: Mrs. Mayor, when were you first elected to a public office?

A: Well, I was first elected to the city council eleven years ago.

Q: What was your first job, and how old were you?

A: My first job was working as a cashier at a grocery store when I was sixteen.

Q: That's interesting. Did you like that job? Why or why not?


A: Yes, I liked that job because I got to meet so many people. I like talking with people and hearing about the things they are concerned about and the things they enjoy.

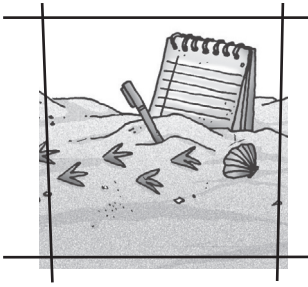
Q: So what do you think is the best thing about our city?

A: My friend, the people are the best thing about this city. They are hard-working and friendly, and they help one another.

Q: What do you most want to accomplish as mayor?

A: I'm sure you'll like this answer! I would like to ensure that the schools have all the resources they need to help children learn and grow.

- Tell students to imagine that they are going to read an interview with a famous person. Ask students what questions they might have for this person. *Possible responses include: What was your first job? When did you know you wanted to be a _____? Why do you like this job? What do you do for fun? What is your favorite food?* Record students' ideas on the board.
 - Point out to students that some of the questions they came up with begin with the 5 Ws—who, what, when, where, and why. Tell students that they can use the 5 Ws to come up with questions too.
 - Point out that the interview sounds like a real conversation because the interviewer addressed the mayor as “Mrs. Mayor,” and the speakers used words and phrases such as *well*, *so*, and “my friend.”
 - Tell students that in a real interview, the interviewer would prepare a list of questions to ask before the interview. Explain that the interviewer would either record or take notes during the interview to record the responses. Point out that students will write both the questions and answers for this assignment.
- 
 - Use **Random Reporter** to ask students to brainstorm several questions they might have about life in ancient Rome. Tell them to think about the information that they learned from the book to help them develop questions.
 - Tell students that they will begin planning their interview questions and answers.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write interview questions and answers for an interview with an ancient Roman.



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

Student Edition, page 6

Writing Prompt

Imagine that you have the chance to meet someone who lived in ancient Rome. Tell whom you would choose to interview—a rich or poor person or a man, woman, or child. Write at least five questions you would ask that person in an interview. Then use the text to help you write answers the Roman might give. Keep in mind that you should write the questions and answers as if they were being spoken.

Scoring Guide

Tell whom you are interviewing.	5 points
You have written at least five interview questions.	12 points each (60 points maximum)
You have written an answer for each question.	5 points each (25 points maximum)
The questions and answers are written as if spoken.	5 points
Your questions and answers are written with correct spelling and punctuation.	5 points

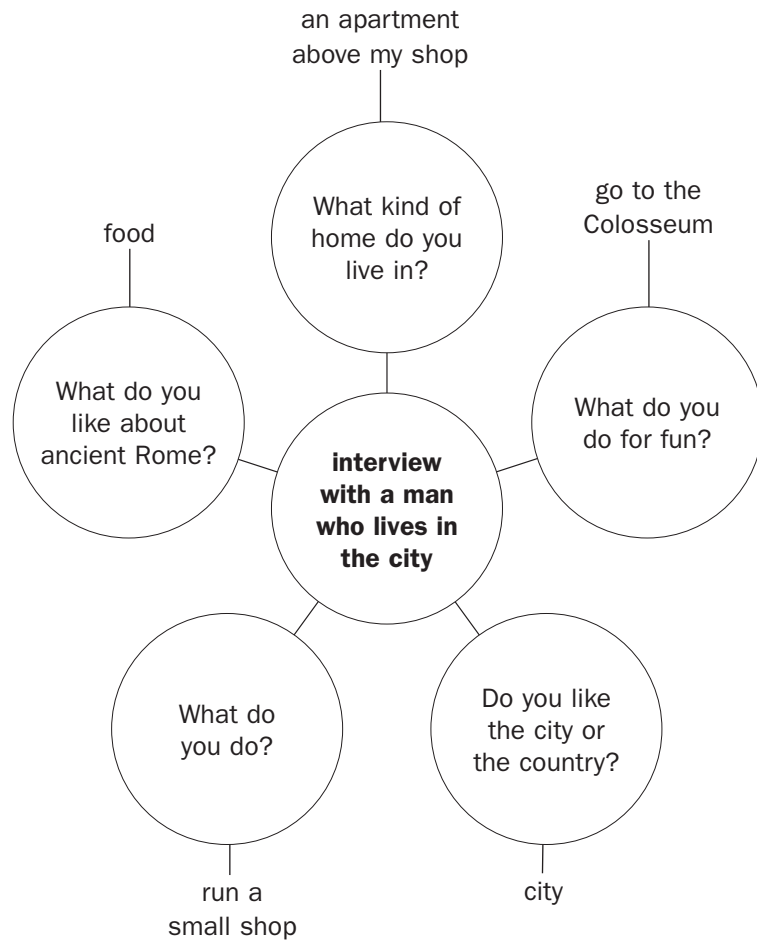
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic

organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our interviews.

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Tell students to check the answers to their interview questions to be sure they are correct.

When you share your interview questions and answers with your partner, be sure to check that the answers are correct. Use the text to check each answer and make changes to correct it if needed. Be sure to tell your partner if you think an answer is not correct.

- Tell students that when possible, they should provide details in the answers to make the interview interesting.

When you write the answers to your interview questions, try to provide details that make the answers interesting. On our sample graphic organizer, one of the questions asked, “What do you like about ancient Rome?” and the answer just says, “Food.” That’s a really short and uninteresting answer. We could make this answer better by telling about one or two specific foods. For example, the text tells us that grapes and olives were important foods in ancient Rome, so the response might be “The food, especially the fresh, juicy grapes and the tangy olives.”

- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Remind students how to correctly punctuate interview questions.

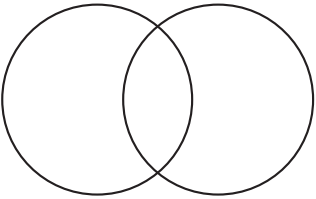
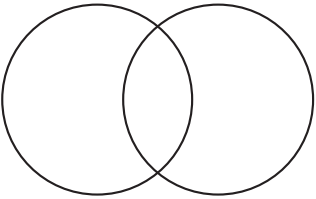
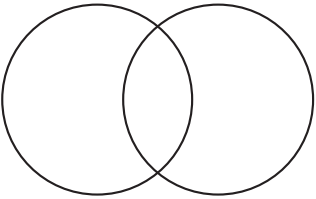
Remember that your interview questions should use correct punctuation for questions. A question should end with a question mark. An answer should usually end with a period, or possibly an exclamation point if it is about something exciting.

- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

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

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	<ul style="list-style-type: none"> - What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Text Structure Chart								
Text Structure	Signal Words	Example Question	Example Graphic Organizer					
Main idea and supporting details	Main idea is usually stated in a topic sentence. The topic sentence is often the first or last sentence of a paragraph. Ask: What are all the details talking about?	Explain the main idea of this section. Give supporting details or evidence from the text.	Idea tree					
Cause and effect	<i>Because, cause, reason, result, why, lead to, effect, happens, due to</i>	What <u>caused</u> people to move west in the mid 1800s?	<table border="1"> <thead> <tr> <th>Cause</th> <th>Effect</th> </tr> </thead> <tbody> <tr> <td>?</td> <td>people moved west</td> </tr> </tbody> </table>	Cause	Effect	?	people moved west	
Cause	Effect							
?	people moved west							
Compare and contrast	<i>Like, unlike, similar, different, although, but, contrast, compare, common</i>	How were the homes on the plains <u>different</u> from the ones back east?	<table border="1"> <thead> <tr> <th>Homes in West</th> <th>Homes in East</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">  </td> </tr> </tbody> </table>	Homes in West	Homes in East			
Homes in West	Homes in East							
								
Problem and solution	<i>Problem, dilemma, issue, solution, question, answer, solve, deal with, struggle</i>	How do plants solve the problem of living in a desert habitat?	<table border="1"> <thead> <tr> <th>Problem</th> <th>Solutions</th> </tr> </thead> <tbody> <tr> <td>getting enough water</td> <td>store water deep roots waxy leaves</td> </tr> </tbody> </table>	Problem	Solutions	getting enough water	store water deep roots waxy leaves	
Problem	Solutions							
getting enough water	store water deep roots waxy leaves							
Sequence	<i>First, begins, began, starts, started, steps, when, second, next, later, during, while, then, third, after, last, finally, ends, now</i>	What happens after a law is passed by the Senate?	<table border="1"> <tbody> <tr> <td style="text-align: center;">Event 1</td> </tr> <tr> <td style="text-align: center;">⋮ ↓</td> </tr> <tr> <td style="text-align: center;">Event 2</td> </tr> <tr> <td style="text-align: center;">⋮ ↓</td> </tr> <tr> <td style="text-align: center;">Event 3</td> </tr> </tbody> </table>	Event 1	⋮ ↓	Event 2	⋮ ↓	Event 3
Event 1								
⋮ ↓								
Event 2								
⋮ ↓								
Event 3								

Passage 1

Mount St. Helens is a volcano in Washington state. It erupted in 1980. The eruption began with several earthquakes. Next, steam rose out of cracks in the side of the volcano. Then, there was a sudden explosion. A huge blast of rock, ash, and hot gases shot up from the volcano. Soon after, clouds of ash darkened the sky. Finally, the ash rained down like black snow. It blanketed everything for 230 square miles.

Passage 2

When volcanoes erupt, they can cause much destruction. One reason is that they release large amounts of energy very suddenly. The result is an explosion of rock, gas, and ash. Another reason is the super-hot lava that can flow from a volcano. The lava flow covers property and causes buildings to burst into flames.

Passage 3

Several different types of rock are formed in volcanic eruptions. One type is pumice. Pumice is light and full of holes, like a sponge. Obsidian is also volcanic rock. Unlike pumice, it is shiny, hard, and smooth. It looks like dark-colored glass. Ancient people used obsidian to make knife blades.

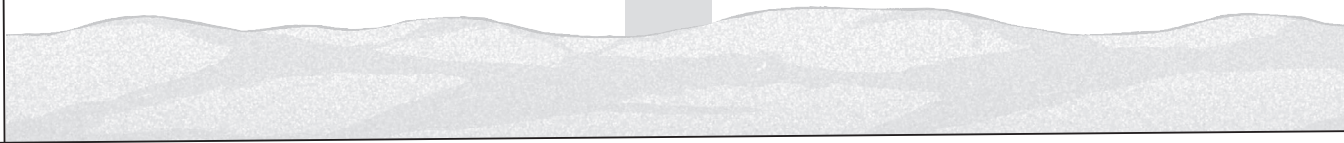
Sequence Chain

Title: _____



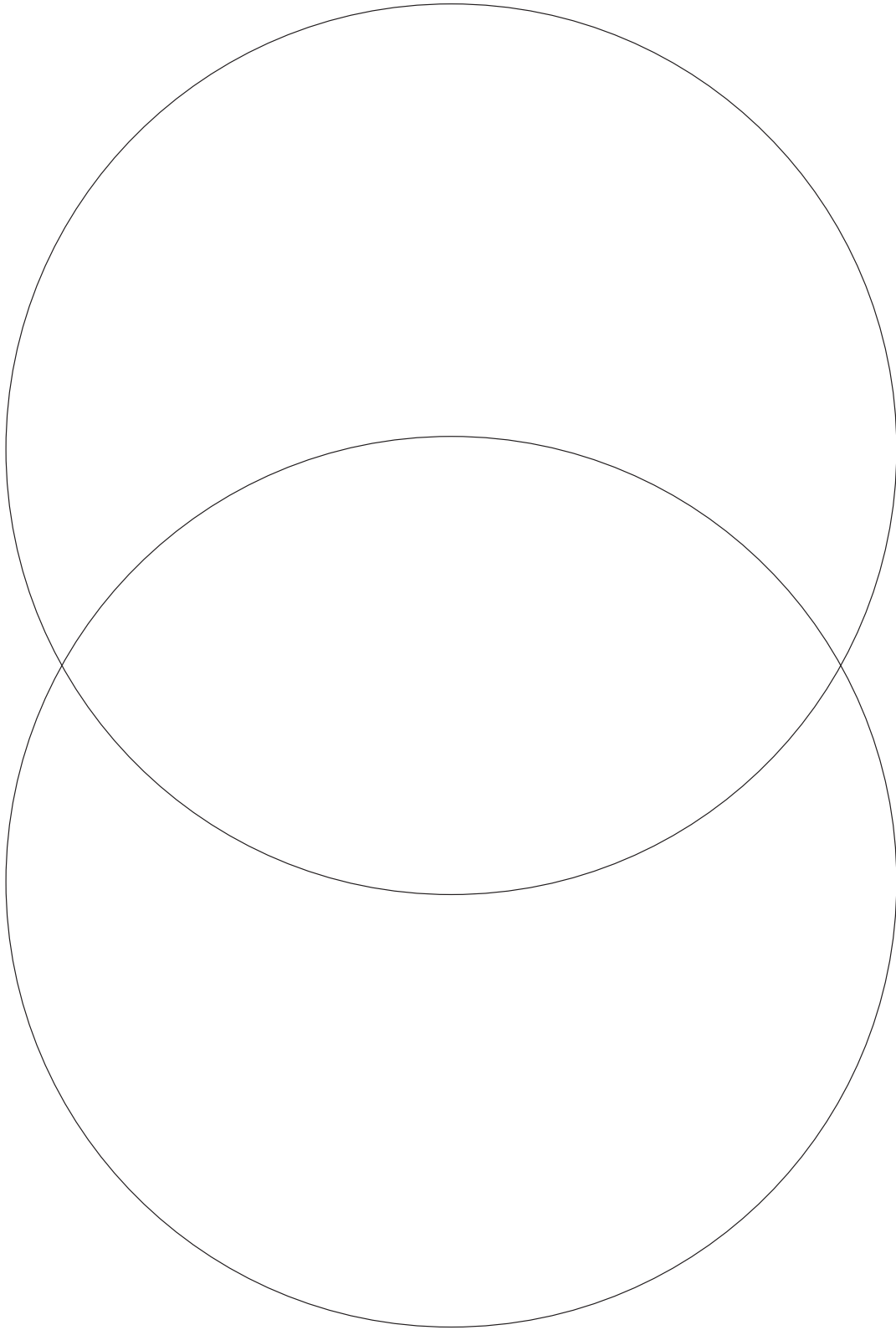
T-Chart

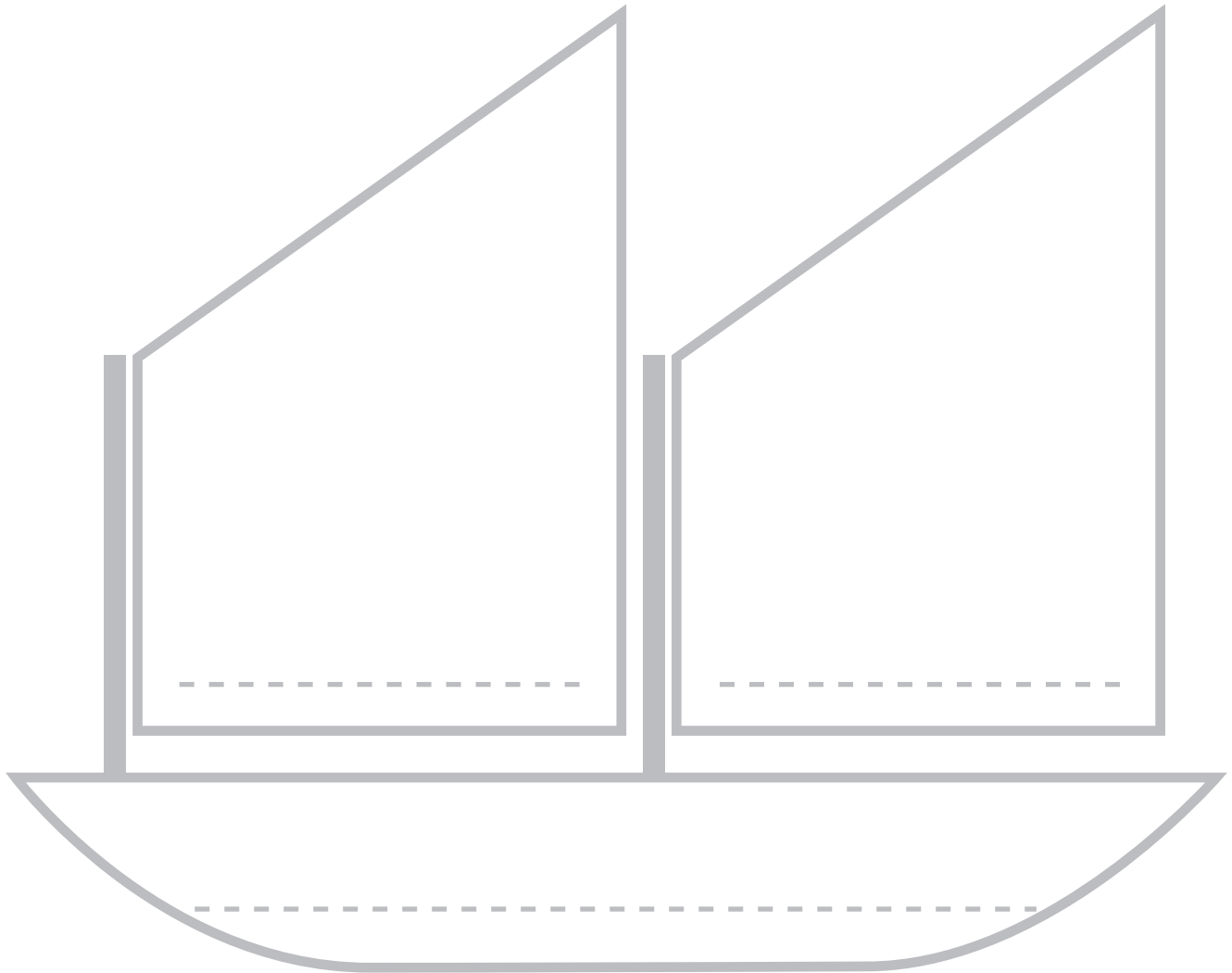
Title: _____



Venn Diagram

Title:





Interview with the Mayor

Q: Mrs. Mayor, when were you first elected to a public office?

A: Well, I was first elected to the city council eleven years ago.

Q: What was your first job, and how old were you?

A: My first job was working as a cashier at a grocery store when I was sixteen.

Q: That's interesting. Did you like that job? Why or why not?

A: Yes, I liked that job because I got to meet so many people. I like talking with people and hearing about the things they are concerned about and the things they enjoy.

Q: So what do you think is the best thing about our city?

A: My friend, the people are the best thing about this city. They are hard-working and friendly, and they help one another.

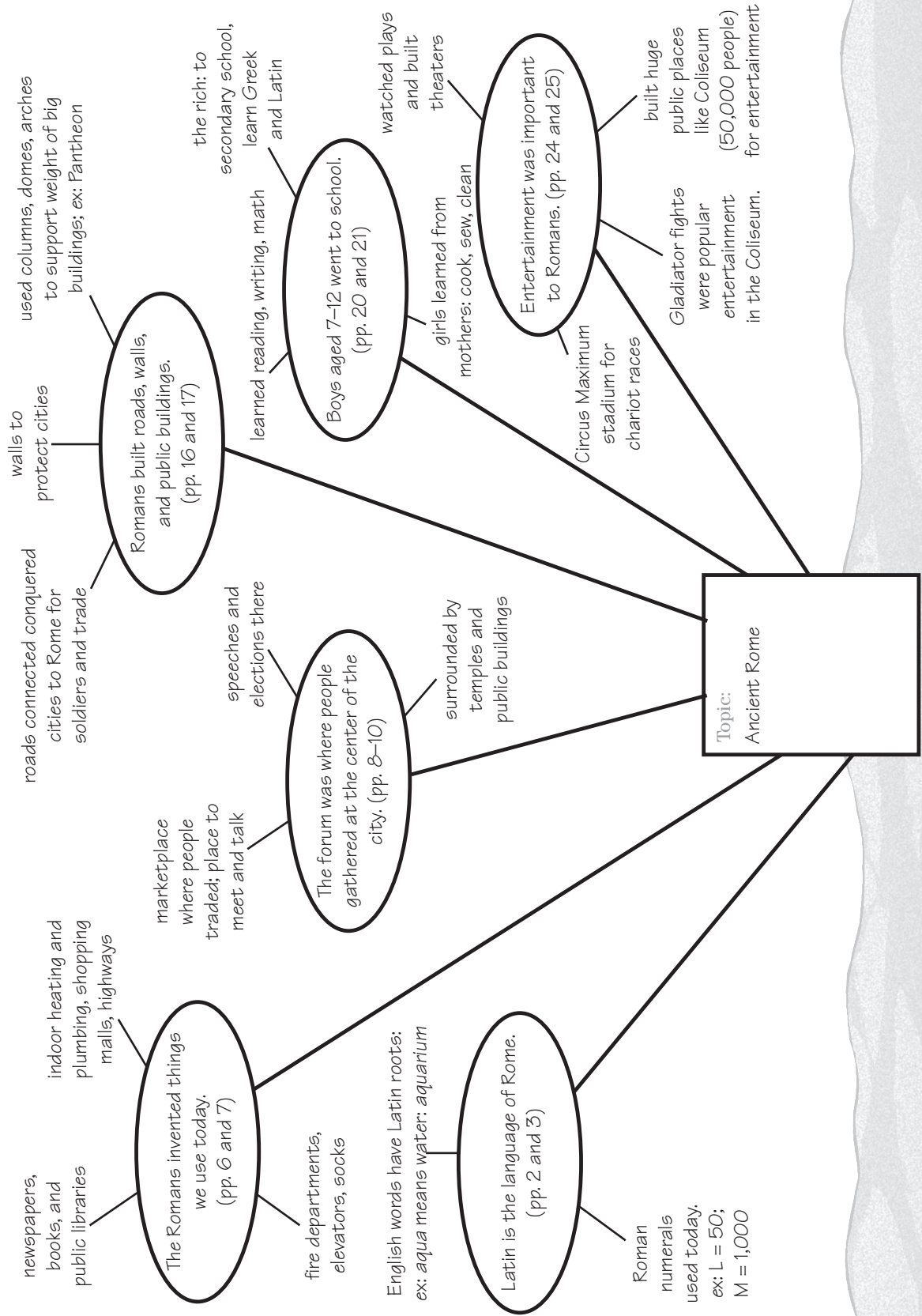
Q: What do you most want to accomplish as mayor?

A: I'm sure you'll like this answer! I would like to ensure that the schools have all the resources they need to help children learn and grow.

Idea Tree

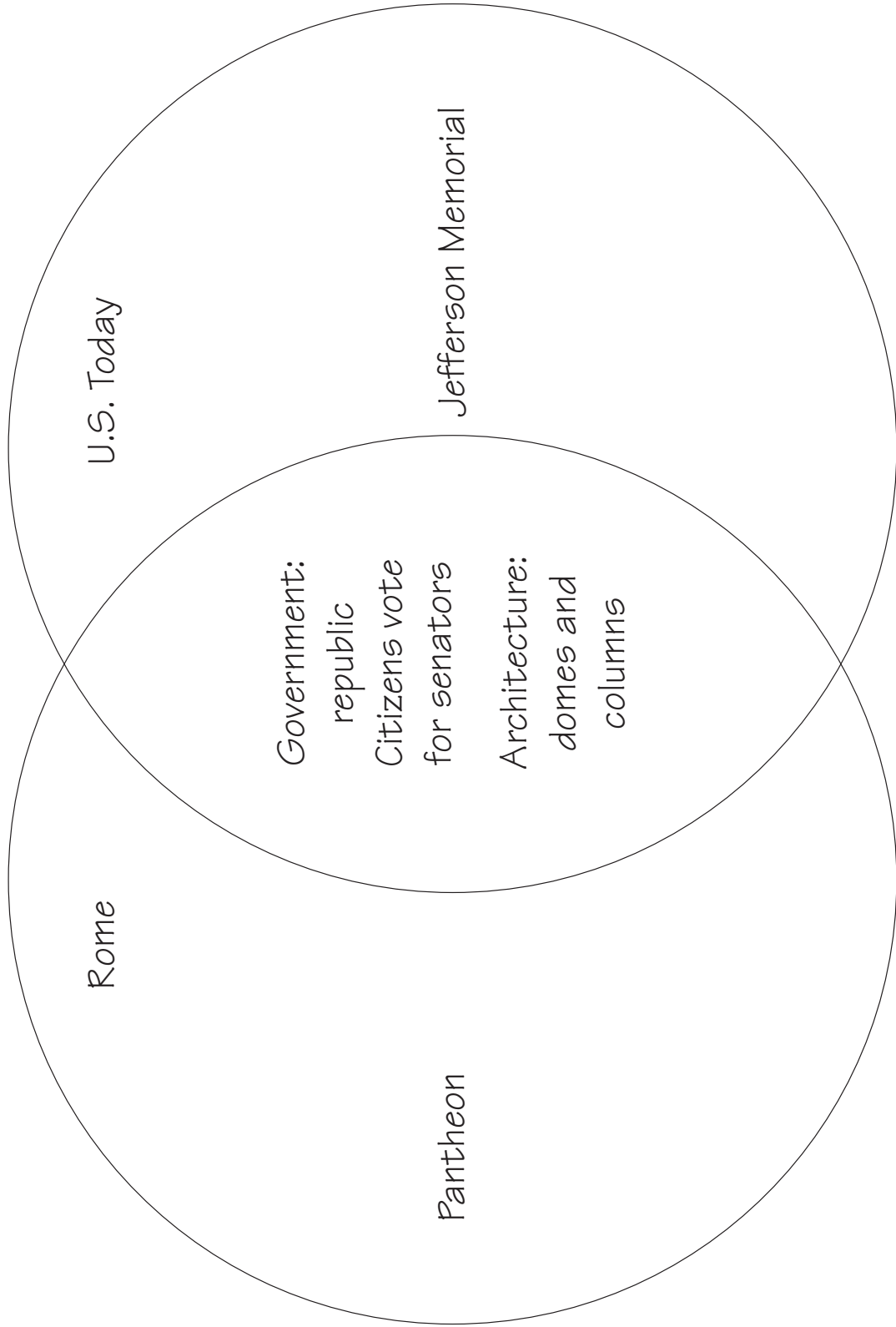


Title: Ancient Rome: The Greatest Empire, pp. 2-6, 6-11



Venn Diagram

Title: Ancient Rome: The Greatest Empire, pp. 4 and 5



Sequence Chain

Title: Ancient Rome: The Greatest Empire, pp. 12–15

First king, Romulus 753 BCE
Kings ruled first 200 years; king elected



Became first republic in 509 BCE; only male citizens vote.



Formed army legions; all male citizens served 25 years
Army attacked and conquered land
By 281 BCE, Rome ruled England, France, Germany, North Africa, and Middle East.



Last republic leader, Julius Caesar, killed 44 BCE in war
Rome became empire; had good emperors and bad



476 CE Rome invaded and empire ends



T-Chart

Title: Ancient Rome: The Greatest Empire, pp. 18 and 19

Problem

River water is polluted from dumping waste.

Water in ground no good for drinking

Solution

Romans built aqueducts to carry water from the mountains.

Romans built channels to bring water to public fountains in city

Built public baths for washing

Sequence Chain

Title: Ancient Rome: The Greatest Empire, pp. 22 and 23

A Day in Rome

Wake up early, eat breakfast (bread and milk)



Go to work or school before sunrise; visit forum or baths



Midday: lunch and nap for a few hours



Kids go to school again; adults to forum or baths



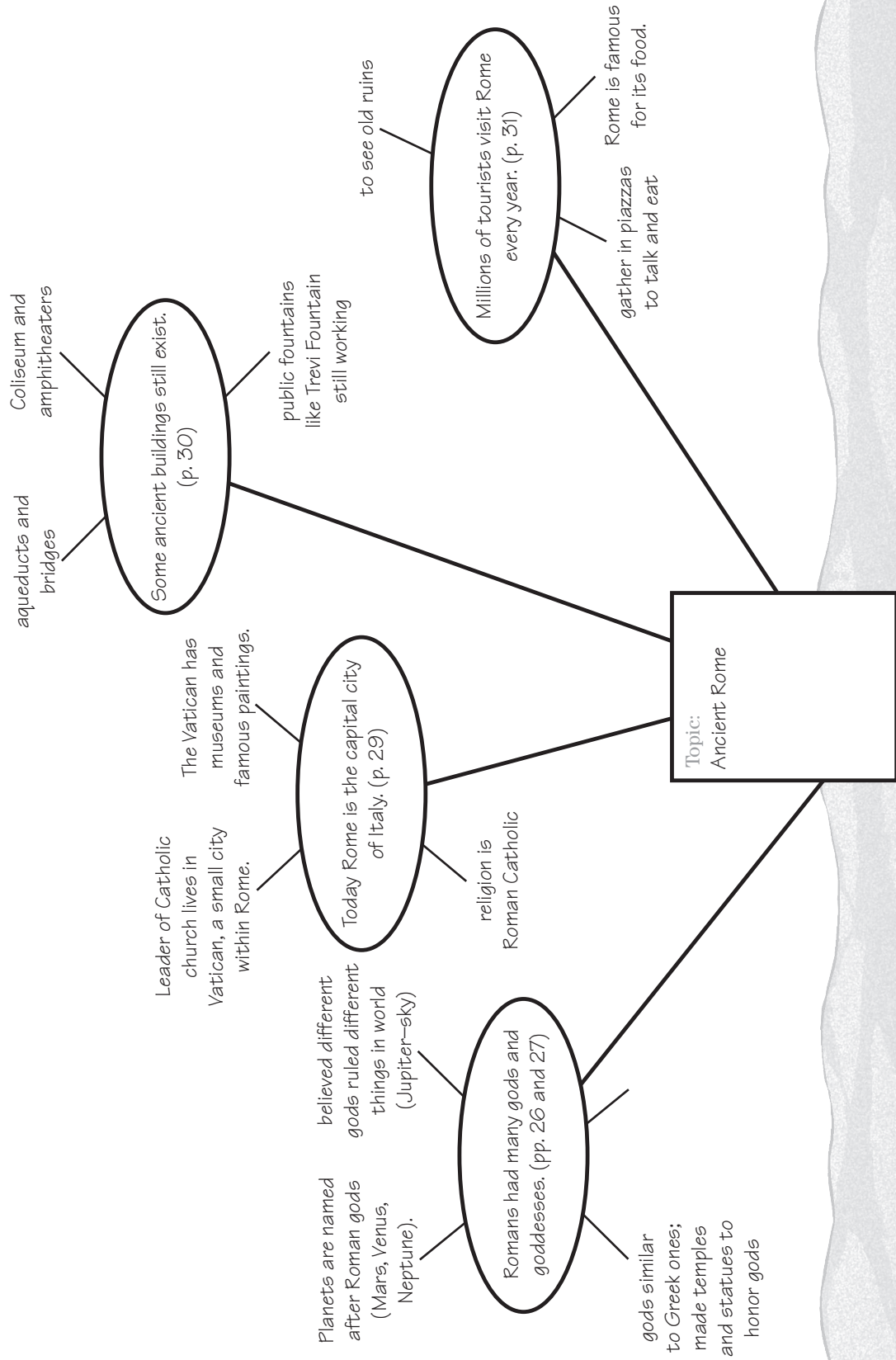
Dinner and then plays or other events



Idea Tree



Title: Ancient Rome: The Greatest Empire, pp. 26-31



Common Core State Standards

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

LEVEL 3 / <i>Ancient Rome: The Greatest Empire</i>
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Integration of Knowledge and Ideas</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
<p>English Language Arts Standards: <i>Reading: Foundational Skills</i></p> <p>Phonics and Word Recognition</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

FUNCTIONAL WRITING (1 DAY)

Visit Italy!

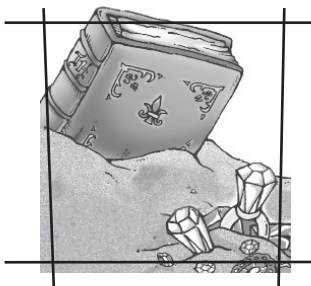
Written by Margherita Zaccardi
 Linked to *Ancient Rome: The Greatest Empire*

Summary

This brochure tells travelers about three tours that are available to see some of the major destinations in Italy.

Instructional Objectives

Reading	Word Power
<p>Fact and opinion (FO)</p> <p>Students will distinguish facts from opinions within the text.</p>	<p>Compound words</p> <p>Students will review pronouncing and determining the meanings of compound words by separating each word into its two words and thinking about their meanings.</p>



ACTIVE INSTRUCTION

Timing Goal: 30 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.

Teacher's Note: For this lesson, have students set goals related to challenge scores, team celebration points, or team cooperation.

- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders. Tell students that they will earn challenge scores in addition to team celebration points.

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.

Today we will read *Visit Italy!*, a brochure written by Margherita Zaccardi. As we read, we'll identify facts and opinions within the text. Good readers identify facts and opinions as they read to better understand what the text is about.

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

- Point out that this text is functional writing, or have students explore the text to figure out that it is functional writing. Review how functional texts differ from other informational texts.
- Tell students that they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Use a **Think Aloud** to model how to identify the topic for the first step of TIGRRS by paging through the text. Point to various text features, and note the text structure.



I know that the TIGRRS process helps us find information in the informational texts that we read. The first step in the TIGRRS process is to find the topic of the text. To find the topic, I'll look at the title and cover of the text. The title is *Visit Italy!* That sounds like it will be about traveling to the country of Italy in Europe. This is a brochure, so it is a piece of paper that unfolds to give me information. On the cover, I see a picture of an ancient-looking building. Now I'll unfold the brochure to see what is on the other pages. Unfold the brochure, and look at the other pages. Yes. There are more pictures of old buildings. The headings have the word *tour* in them. There's also a map of Italy. The topic of this text has to be about traveling in Italy.

- Use the items below to build or activate background knowledge about the topic.
 - Explain to students that the text they will read is a brochure. Use **Team Huddle** to have them discuss where they might find brochures and what kind of information might be in different kinds of brochures. For example, students will read a travel brochure, but what kind of information would be in a brochure for an amusement park or a doctor's office? Use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students discuss what they learned about Italy and Rome in *Civilizations Past to Present: Rome*. Based on what they learned in that text, do they think they would enjoy taking a tour of Italy? Why or why not? Randomly select a few students to share.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model how to identify the intent of the author.



The first step in the TIGRRS process is to find the topic of the text. I already did that. The second step in TIGRRS is to find the intent of the author. The intent of the author is the reason the author wrote the text. I'll think back to when I looked through the text. It seems like there was a lot of information about different ways to visit Italy. I think the author's intent is to inform the reader about different ways to visit Italy.

- Point out that in most functional texts, the author's intent is to help readers learn how to do or make something. This might be in the form of directions, a guide, or another similar format.

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

The next step in TIGRRS is to pick a graphic organizer on which we can record information from the text. Let's take another look at the text. It looks like the sections in the brochure all have titles. As I keep looking, the titles of the sections seem to be main ideas of the text, and the information in the sections explains the main ideas. It looks to me like I should use an idea tree. Display an idea tree. This is an idea tree. We will all use idea trees as we read *Visit Italy!* to write down the most important information in the brochure. In the "Topic" section of the idea tree, I know that I am supposed to write the topic of the text. I will write the main ideas in the circles, and I will write the supporting details of the main ideas along the lines that are attached to the circles. When we finish reading the text, we'll look back at our idea trees to see the most important information that is in the text.

- Point out that the same graphic organizer is often used with functional text because of the nature and purpose of the text.
- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words. Tell students to review all four words before their partners take a turn and to take as many turns as needed to learn all the words. **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.

Student Edition, page 9
 Student Edition chart does not contain page numbers or identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
steers page 8	base word + ending: steer + s	drives	Javon <i>steers</i> his bike carefully so he doesn't lose his balance.
sightseeing page 8	compound word + ending: sight + see + ing	touring, visiting	Our first day in Washington, D.C., was spent <i>sightseeing</i> all the important memorials.
prepare page 8	chunk: pre- <i>pare</i>	make	"I'll <i>prepare</i> some snacks to eat while we watch the movie," Nina said.
guide page 8	blend	show	"Mr. Fiori will <i>guide</i> you to your classroom," Principal O'Donnell said.

Using the Targeted Skill (Introduction and Definition)






- Introduce the skill and its importance in functional text.

Today you will identify facts and opinions in a brochure. A fact is a piece of information that can be proven. An opinion is how a person thinks or feels about something. You can't prove a feeling. That is just how one person thinks. It is important to identify facts and opinions in functional texts. These texts have many different purposes. Some give you information. Others try to persuade you to buy new products. You need to figure out what is fact and what is opinion when reading functional texts.

- Remind students that they will read a brochure today. Display the following sample brochure for students.

Teacher's Note: Print the front and back of the brochure, and demonstrate how to fold it, or explain that this would be the front and back sides of an unfolded brochure.

Blackline master provided.

<p>Exercise, and eat right!</p> <p>Make sure you spend some time playing and working up a sweat. Exercise helps keep your body strong to fight germs.</p>  <p>Make sure you eat fruits and vegetables to get the vitamins you need to stay healthy.</p>	<p>Stay home if you're really sick!</p> <p>This isn't about taking a vacation day from school! When you're sick, your body needs rest. Rest will help you fight that cold or flu. You also don't want to spread your germs to your friends. You can help them by keeping your germs at home!</p> 	 <p>Tips for Staying Healthy</p> <p>Winter is cold and flu season, but if you follow these tips, you can make it through happy and healthy!</p>
<p>Don't touch your face!</p> <p>It's hard not to touch your face. We rub our eyes when they itch, and we chew our fingernails. Touching your face gives germs an easy path to making you sick!</p>  <p>Wash your hands first if you have to touch your face for any reason.</p>	<p>Wash your hands!</p> <p>We touch a lot of things that other people touch: doorknobs, railings, grocery carts, coins.</p>  <p>Wash your hands often, even if they don't seem dirty! Use a dab of hand sanitizer if you can't get to a sink.</p>	<p>Cover your sneezes and coughs!</p> <p>A lot of germs, like cold and flu germs, are spread when people sneeze and cough. Use a facial tissue to cover your nose and mouth when you sneeze. Cover your mouth, and turn away when you cough.</p>  <p>Don't forget to wash your hands afterward!</p>

- Explain the format for a brochure to students.

Brochures can be made a lot of different ways. One of the most common styles is a three-fold brochure. Looking at this sample brochure, you can fold the piece of paper on the dotted lines to create a little booklet. It will have a front page and a back page, and most of the information will be on the inside. You just unfold the brochure to read each part. Usually the information in a brochure is quick information. Instead of going into a lot of details, it tells you the most important information you need to know.

- Use a **Think Aloud** to model how to identify facts and opinions in the brochure.

Let's take a look at this brochure to see what facts or opinions we can find in it. It's a brochure about staying healthy during the cold and flu season. I see a lot of information about staying healthy. One fact I see is

that a lot of germs are spread by people coughing and sneezing. This is a fact because you can prove it. Doctors know how people get sick. I think they have studied germs and how people pass them to one another.

I know that when I'm sick, I cough and sneeze a lot, so it makes sense that I would pass germs to other people when I cough and sneeze. I think I can also spot an opinion. One page of the brochure says that it's hard not to touch our faces. You can't prove that it is hard not to touch your face. Some people might find it easy to not touch their faces, especially when they know it could make them sick.

- Tell students that they will identify facts and opinions as they read the text.

Preview Team Talk

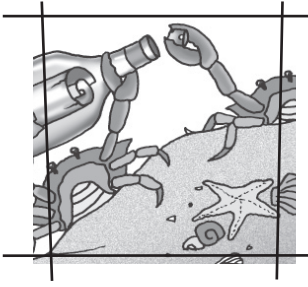
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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.
- Explain to students that they will complete the rest of the TIGRRS process during Teamwork. Tell students that they will read and restate the important ideas, reread and restate details, and then summarize the text. Point out that question #4 asks them to summarize the text using their graphic organizers.

Student Edition, page 10

Team Talk

1. How are the Best of Italy and Tour by Train tours similar? How are they different? |CC|
2. In the "Volcanic Italy" section, the author says that nothing is more Italian than a volcano. Is this a fact or an opinion? Tell why. (Write-On) |FO|
3. Which of the following text features does the author provide to help you understand where the different tours go? |TF|
 - a. a diagram
 - a. a timeline
 - a. a map
 - a. a title
4. Use your idea tree to summarize the tours in *Visit Italy!* |SU|

- 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**

Teacher's Note: Demonstrate how to fold the brochure correctly before students read the text.

- Have students take turns reading:
pages 7 and 8 aloud with partners.
- Tell students to add important ideas to the graphic organizer as they read.
- Remind students that they should reread the text to look for more information or details about the important ideas and add them to the graphic organizer.
- 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. Tell them that they will also share the ideas they recorded on the graphic organizer.

Team Talk

1. How are the Best of Italy and Tour by Train tours similar? How are they different? |CC|

100 points = *The Best of Italy and Tour by Train tours are similar because they both visit three of the same cities. They both visit Rome, Florence, and Venice. You can see the same things in those cities on either tour. The tours are different because the Best of Italy tour is seven days long, and the Tour by Train tour is four days long. You visit Milan in the Best of Italy tour. You have more time in each city in that tour too.*

90 points = *The Best of Italy and Tour by Train tours are similar because they both visit Rome, Florence, and Venice. They are different because the Best of Italy tour is seven days long, and the Tour by Train tour is four days long. You visit Milan in the Best of Italy tour.*

80 points = *They both visit Rome, Florence, and Venice. The Best of Italy tour is longer.*

2. In the “Volcanic Italy” section, the author says that nothing is more Italian than a volcano. Is this a fact or an opinion? Tell why. (Write-On) |FO|

100 points = *This is an opinion. You cannot prove that there is nothing more Italian than a volcano. This is just how the author feels. Some people might not think of volcanoes when they think of Italy. Some people might think of pasta or pizza when they think of Italy.*

90 points = *This is an opinion. You cannot prove that there is nothing more Italian than a volcano. This is just how the author feels.*

80 points = *It's an opinion. You can't prove it.*

3. Which of the following text features does the author provide to help you understand where the different tours go? |TF|
- a diagram
 - a timeline
 - a map
 - a title

Team Talk *continued*4. Use your idea tree to summarize the tours in *Visit Italy!* [SU]

100 points = *The Chariot Travel company offers three tours of Italy. In the Best of Italy tour, you spend seven days in Italy. You see the cities Milan, Venice, Florence, and Rome. You visit famous buildings, ride in gondolas, and see famous works of art. In the Tour by Train tour, you spend four days in three famous cities. You ride a train from Rome to Florence to Venice. In the Volcanic Italy tour, you see Italy's volcanoes instead of famous cities. You travel from Naples to see Mount Vesuvius, which destroyed Pompeii in 79 CE. Then you go to the island of Stromboli. Finally, you go to Sicily and see Mount Etna, one of the most active volcanoes in the world.*

90 points = *The Chariot Travel company offers three tours of Italy. In the Best of Italy tour, you spend seven days in Italy. You see the cities Milan, Venice, Florence, and Rome. You visit famous buildings and sights. In the Tour by Train tour, you ride a train from Rome to Florence to Venice. In the Volcanic Italy tour, you see Italy's volcanoes. You travel from Naples to see Mount Vesuvius. Then you go to the island of Stromboli. Finally, you go to see Mount Etna.* **80 points** = *In the Best of Italy tour, you see the cities Milan, Venice, Florence, and Rome. In the Tour by Train tour, you ride a train from Rome to Florence to Venice. In the Volcanic Italy tour, you see Mount Vesuvius, Stromboli, and Mount Etna.*

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

Class Discussion [TP]

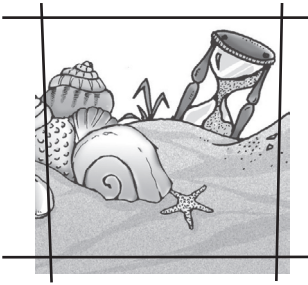
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

Strategy-Use
Discussion

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

Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss your questions. - Use Random Reporter to select students to respond to your questions. 	
	Team Talk Extenders	<p>Think about the text <i>Ancient Rome: The Greatest Empire</i>. Which of the tours in the brochure would give you the best chance of seeing both ancient and modern Rome? Why?</p> <p>The brochure has some opinions in it. Why do you think a travel company would put opinions in its brochure instead of all facts?</p> <p>Is any information missing from the brochure that you would like included? What is the information, and why would you want it?</p>
	<ul style="list-style-type: none"> - Award team celebration points. 	

Write-On Discussion	<ul style="list-style-type: none"> - Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. - Award team celebration points. - Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.
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FLUENCY IN FIVE **TP**

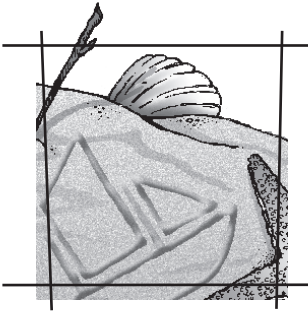
Timing Goal: 5 minutes

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

Student Edition, page 9

Page 8, Best of Italy: 7 Days (paragraphs 1 and 2)

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

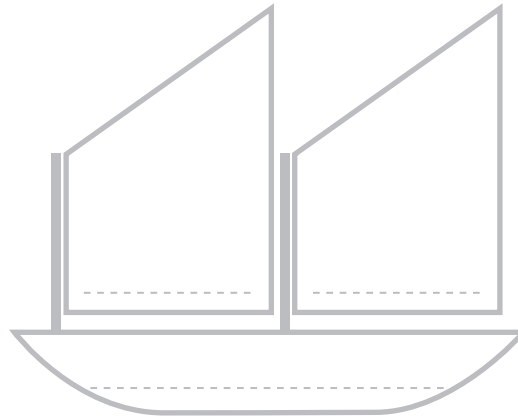


WORD POWER TP

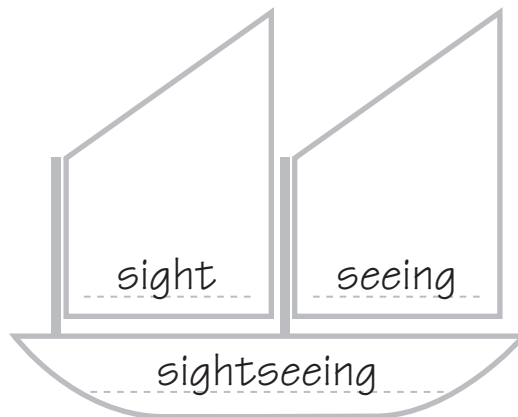
Timing Goal: 10 minutes

- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.

Blackline master provided.



- Tell students that Captain Read More has sent a message. Display the Word Treasure clue (a sailboat with two sails of equal size).
- Use **Think-Pair-Share** to have students identify what the Word Treasure clue means. Randomly select a few students to share. *Two main or big sails mean there are two whole words.*
- Use **Team Huddle** to have students identify the compound word in their vocabulary list and the two words that make up the compound word. Use **Random Reporter** to select students to share, and record their answers on the boat. Sightseeing = *sight* + *seeing*.



- Remind students that we can use the meaning of the two words to help us figure out the meaning of the compound word. Use **Think-Pair-Share** to have students discuss the meaning. Randomly select a few students to share. *The word sight means a place you see; the word seeing means looking. The word sightseeing means you are looking at places.*
- Review the Word Treasure (skill).

Word Treasure

Sometimes two words combine to make one word.

If you're having trouble reading a word like this, read the two words separately, and then read the whole word.

- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 10

Skill Practice

Write each compound word in your journal. Then write the two words that make up the compound word, and write a definition for each compound word.

1. notebook *note + book; a book that you take notes in*
2. dishwasher *dish + washer; a machine or person that washes dishes*

Building Meaning

steers

sightseeing

prepare

guide

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

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

4. "Make sure you prepare an extra plate of food for Uncle Ronald since he'll be coming for dinner," Mom said. *Prepare* means—
 - a. make.
 - b. remove.
 - c. watch.
 - d. break.

- 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. 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?

Exercise, and eat right!

Make sure you spend some time playing and working up a sweat. Exercise helps keep your body strong to fight germs.



Make sure you eat fruits and vegetables to get the vitamins you need to stay healthy.

Stay home if you're really sick!

This isn't about taking a vacation day from school! When you're sick, your body needs rest. Rest will help you fight that cold or flu. You also don't want to spread your germs to your friends. You can help them by keeping your germs at home!



Tips for Staying Healthy

Winter is cold and flu season, but if you follow these tips, you can make it through happy and healthy!

Don't touch your face!

It's hard not to touch your face. We rub our eyes when they itch, and we chew our fingernails. Touching your face gives germs an easy path to making you sick!



Wash your hands first if you have to touch your face for any reason.

Wash your hands!

We touch a lot of things that other people touch: doorknobs, railings, grocery carts, coins.



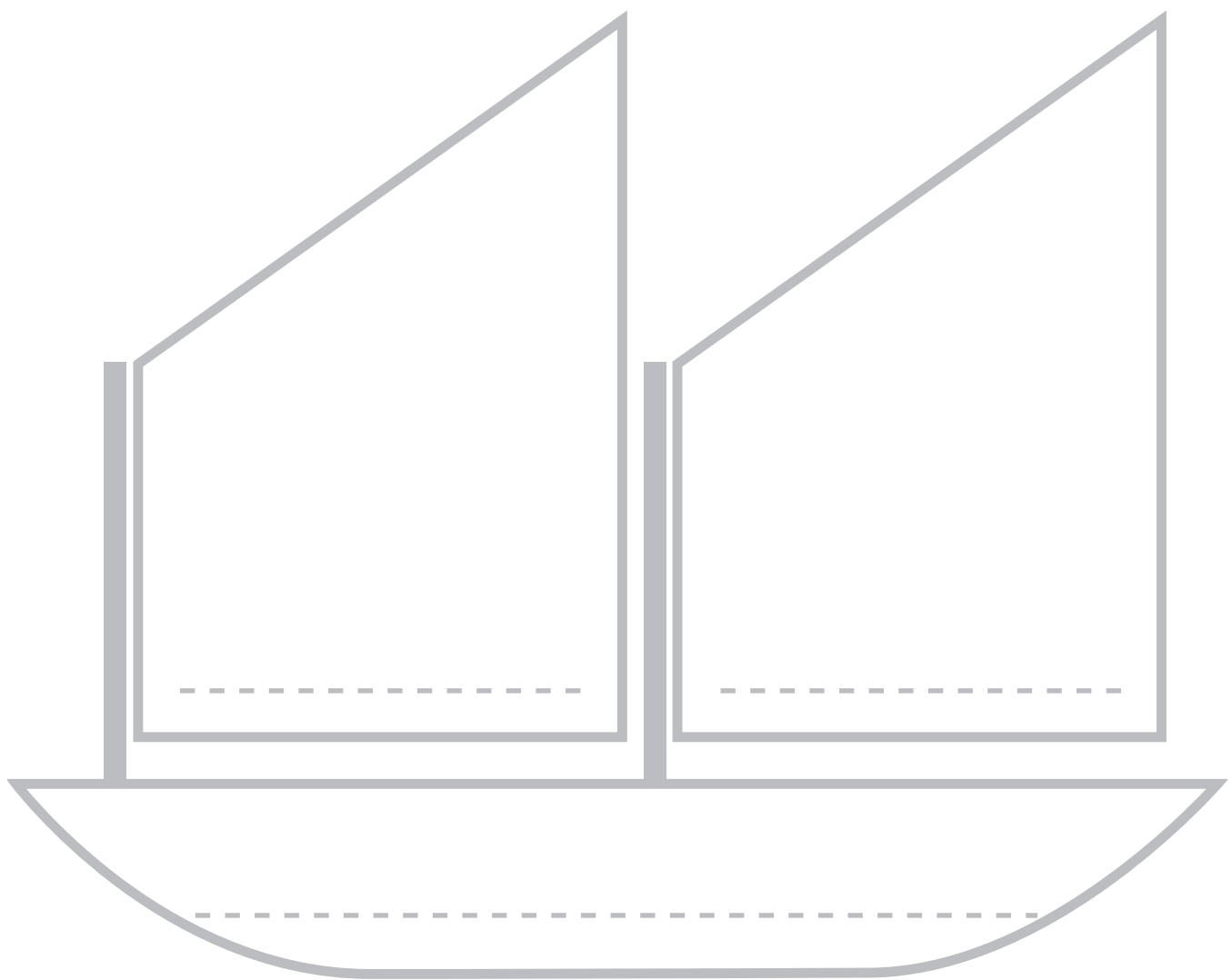
Wash your hands often, even if they don't seem dirty! Use a dab of hand sanitizer if you can't get to a sink.

Cover your sneezes and coughs!

A lot of germs, like cold and flu germs, are spread when people sneeze and cough. Use a facial tissue to cover your nose and mouth when you sneeze. Cover your mouth, and turn away when you cough.



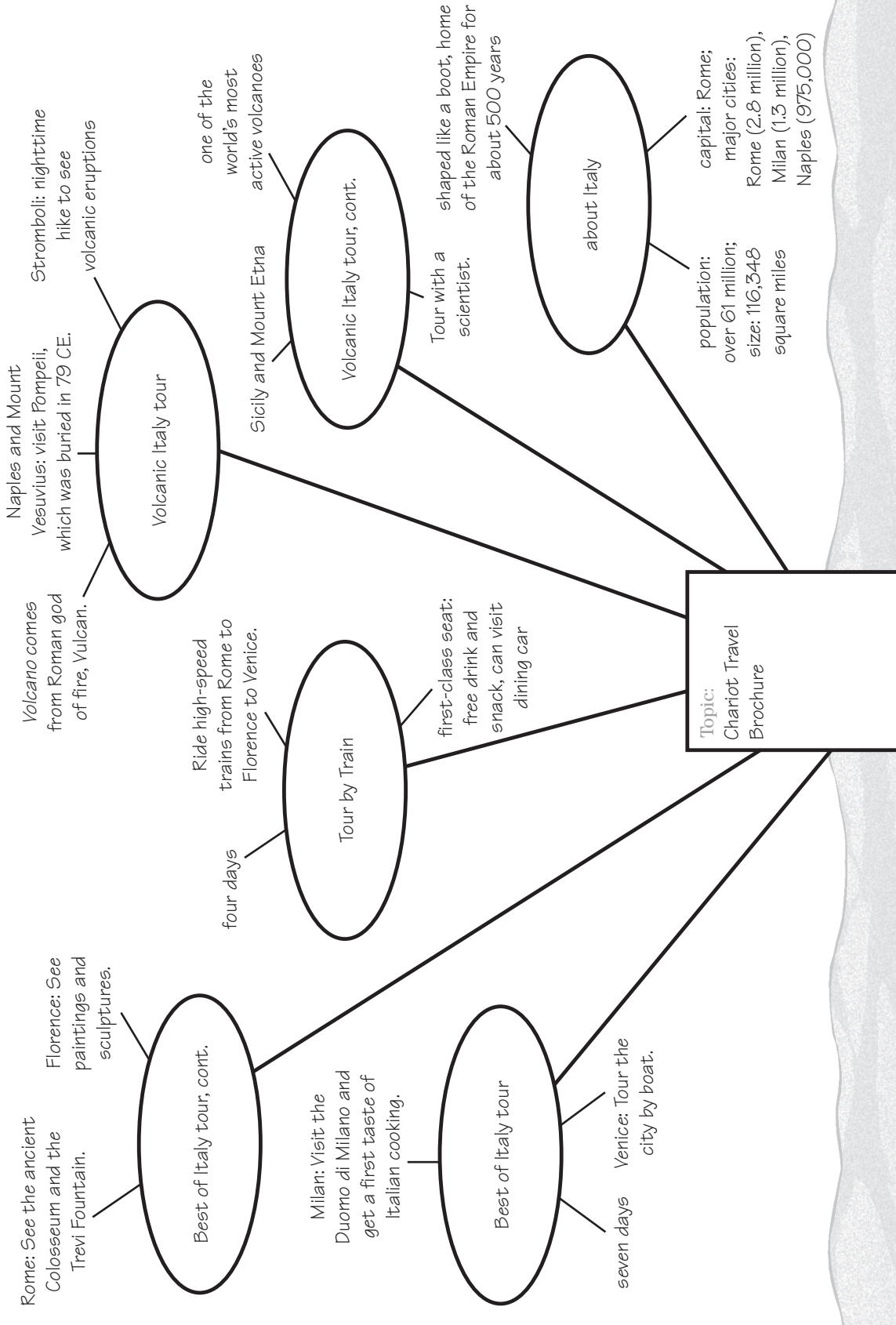
Don't forget to wash your hands afterward!



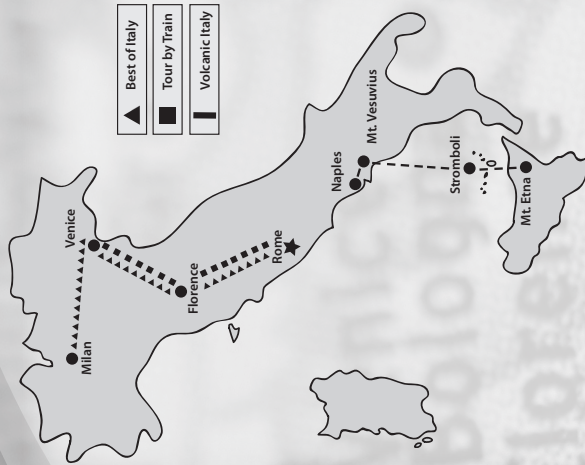


Title: Visit Italy!

Idea Tree



About Italy



Italy is famous for being shaped like a boot. It was home to one of the most powerful empires in the world for about 500 years. Today, it's still an important country known for its food, fashion, art, and friendly people.

Population: over 61 million

Size: about 116,348 square miles

Capital: Rome

Major Cities and Populations:

Rome (2.8 million), Milan (1.3 million), Naples (975,000)

Chariot Travel invites you to...



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Best of Italy: 7 Days

Our most popular tour package! The Best of Italy takes you to the most famous cities. Your tour begins in **Milan**. You will visit the Duomo di Milano. This church took more than 500 years to build. You will also get your first taste of real Italian cooking.

From Milan, we will travel to **Venice** for two days. This romantic city was built on water. You can tour the city by boat! Relax as a gondolier sings and steers you throughout the city.



After Venice, we travel to **Florence** for two days. Many famous artists have worked here. The city is so rich in art that it is like a museum. You will see paintings and sculptures that are hundreds of years old.

Finally, you're off to **Rome**! This is one of the oldest cities in the world. During your two days here, you will see ancient ruins such as the Colosseum. You can throw coins in the Trevi Fountain. You'll wish that you could stay in Italy forever!

Tour by Train: 4 Days

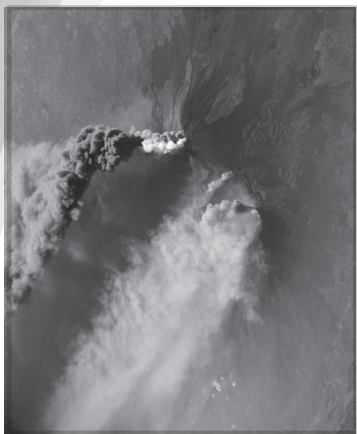
If riding a bus isn't your cup of tea, try the train! This tour is perfect if you'd like a shorter vacation but still want to see the best of Italy. Ride in comfort aboard one of Italy's high-speed trains. They will get you from city to city quickly, so you have more time for sightseeing.

Our tour places you in first class. You will receive a free drink and snack served at your seat. If you're still hungry, you can stroll to the dining car. Chefs will prepare a delicious lunch while you enjoy the beautiful scenery rolling by.

Our train tours start in **Rome**. Spend two days in Italy's biggest city. Your next stop is **Florence**. There you will have a day to see famous works of art. Then you are on your way to **Venice**. Spend a day boating around the city and enjoying fresh seafood caught that day.



Volcanic Italy: 6 Days



Our most adventurous tour package! If you seek active vacations, this is the trip for you! Nothing is more Italian than a volcano. The word *volcano* even comes from Vulcan, the Roman god of fire!

The trip starts in **Naples**. You will spend two days exploring **Mount Vesuvius**. When it erupted in 79 CE, it buried the city of Pompeii. The city was lost to history for hundreds of years. You can see Rome as it was in ancient times.

Next, sail to the island of **Stromboli**. Spend two days exploring its volcano. Hike up the mountain at night—the best time to see lava eruptions. Explore the craters and landscape during the day.

Finally, take a boat to **Sicily**. You will spend two days at **Mount Etna**, one of the world's most active volcanoes. A scientist will guide you around the mountain and tell you about its history.

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 / Visit Italy!

English Language Arts Standards: *Reading: Foundational Skills*

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.