

Immigrants Who Built America

Written by Robert E. Slavin and Richard Gifford
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**Reading
Wings** 4th
Edition

T A R G E T E D

Treasure Hunt

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

Targeted Treasure Hunt: Immigrants Who Built America

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INFORMATIONAL (6 DAY)

Immigrants Who Built America

Written by Robert E. Slavin and Richard Gifford

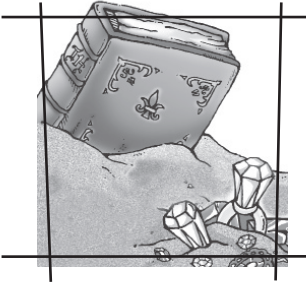
Summary

America is a nation of immigrants. People have come to America for a number of reasons: to find freedom and escape persecution, to find land or jobs, and to improve their children's chances for better lives. Some immigrants were brought here against their wills as slaves from Africa. *Immigrants Who Built America* describes the major cultural groups who have made the journey to America, why they came, their challenges, and their successes and contributions to American life.

Instructional Objectives

	Reading	Word Power	Writing
	Main idea and supporting details (MI)	Dictionary skills	Write an informative letter.
CYCLE 1	Students will determine the main idea and supporting details in an informational text.	Students will use dictionary entries to increase their understanding of words.	Students will write an informative letter telling people at home what it is like to be an immigrant in America. Students will choose a particular immigrant group and include details about challenges that group faced.

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 *Immigrants Who Built America* by Robert E. Slavin and Richard Gifford. As we read, we'll identify the main ideas and the supporting details in the text. The main idea is the most important idea in a passage. It is what the passage is mainly about. Supporting details provide additional information to help us learn more from what we read.

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

- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational texts differ from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: topic, intent of author, graphic organizer, read, reread, summarize.
- Prompt students to identify the topic for the first step of TIGRRS by paging through the text. Use **Think-Pair-Share** to have them point to various text features and identify the text structure. Randomly select a few students to share.



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 is the topic of the text? Give students time to discuss. Randomly select a few students to share. **Yes, I agree. The topic of the text is immigrants who came to America. The title was a good clue, and the word *immigrants* was repeated a lot in the table of contents and in the headings.**



- Use the items below to build or activate background knowledge about the topic.
 - Write the word *immigrant* on the board. Use **Think-Pair-Share** to have students tell what they think the word *immigrant* means. Randomly select a few students to share, and write their ideas on the board. Reinforce the fact that immigrants are people who leave their homelands to settle in a new country.
 - Use **Think-Pair-Share** to ask: What would be difficult for immigrants settling in a new country? Randomly select a few students to share, and write their ideas on the board. Examples may include learning a new language, finding places to live, finding jobs, and figuring out how to get around a new place where they don't know anyone.
- Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them identify the intent of the author. Randomly select a few students to share.

We already completed the first step of TIGRRS, 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 authors' intent. Look at the text with your partner. What is the authors' intent?** Give students time to discuss. **The authors' intent might be to tell readers about immigrants who came from different countries and what they did in America.**

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

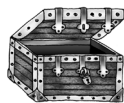
The next step in TIGRRS is to identify the graphic organizer we will use to record important ideas. We know that the topic of the text is immigrants who came to America. Let’s take a look at the text and find clues that might tell us how the text is organized. Keep in mind the different graphic organizers that we have used, and ask yourself which one will work best with this text. 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 heading for each section of text, it looks like the authors will tell about groups of immigrants from different countries and then give details about them. 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? *Main ideas go in the circles. Where will we write the supporting details? Supporting details go next to 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 immigrants in America.*

- 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
former page 7	chunk: for-mer	earlier; from before	Some <i>former</i> players from last year came back to see the new team play.
seeking page 8	base word + ending: seek + ing	searching for	The detective was <i>seeking</i> clues to solve the mystery.

Word and Page Number	Identification Strategy	Definition	Sentence
protested page 9	chunk: pro-tes-ted	showed strong dislike	The people in the neighborhood <i>protested</i> when they heard the playground would be torn down to build a parking lot.
contributions page 10	chunk: con-tri-bu-tions	things that are given that add to the whole	The students collected <i>contributions</i> for the soup kitchen to help feed the hungry.
composers page 10	base word + ending + ending: compos(e) + er + s	people who write music	After the concert, the band introduced the <i>composers</i> who had written their songs.
banned page 11	base word + ending: ban + n + ed	not allowed by law or other rules	The new law <i>banned</i> the use of cell phones while driving.
settled page 11	base word + ending: settl(e) + ed	made a home	The family <i>settled</i> in a new neighborhood near the train station.
fleeing page 21	base word + ending: flee + ing	running away from	The campers were <i>fleeing</i> a swarm of hornets after they kicked their nest by mistake.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in informational text.

This cycle we will focus on main ideas and supporting details. Remember that the main idea is the most important idea in a passage—what the passage is mainly about. Supporting details provide additional information to help us learn more about the main ideas. Let’s practice identifying a main idea and some supporting details.

- Display the following blackline master, and read the paragraph aloud.

Blackline master provided.

Life Cycle of Frogs

There are three stages in the life cycle of frogs. Frogs begin life inside jellylike eggs. When the eggs hatch into tadpoles, the frogs are in the second stage of life. Then frogs grow back and front legs and lose their tadpole tails. Now they are in the third stage of life as adult frogs.

- Use **Think-Pair-Share** to have students identify the main idea of the paragraph and the supporting details.

What is the main idea of this paragraph? What are all the details about? Try to state the main idea in a sentence. Randomly select a student to share. **Yes, the main idea is that a frog has three stages in its life. How did you figure out the main idea? Yes, the title and the first sentence are clues. If you were making notes on an idea tree, you would write this main idea in a circle. What are some supporting details in the paragraph? First, frogs are eggs; then, they are tadpoles; and finally, they are adult frogs. These are the details you would write next to the main idea on the idea tree.**

- Tell students that they will identify main ideas and supporting details as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them that you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Display a blank idea tree. Remind students that you will only read for main ideas as you read the text the first time.
- Read page 2 aloud, and use a **Think Aloud** to model identifying the main idea.



What big idea do the authors write about on page 2? They write about the Statue of Liberty, where it is, what's written on it, and that it has greeted millions of immigrants who came to America. There is also a picture of the Statue of Liberty. But is the main idea in this passage really about the Statue of Liberty? Hmm. The text also states that America is a nation of immigrants. I think that might be the main idea of this page—that Americans are people who came from many different countries to settle here. The word *immigrants* is repeated, and it is in the title of the book. The text tells some of the reasons that immigrants came here. I think this information supports the main idea that America is a nation of immigrants. To find the main idea, I had to look for repeated words, think about the title of the book, and think about what all the details were about. Model recording the main idea on the idea tree.

- Read page 3 aloud, and use a **Think Aloud** to model expanding the main idea above.

What are the authors mainly writing about in this passage on page 3? I see the phrases “part of the American dream” and “search for this dream.” The last sentence tells me what the book is going to be about: “the story of people who came to America and their search for this dream.” I think the main idea of this passage is that different groups of immigrants have come here to find the same thing: the American dream of freedom and opportunity.

- Continue reading through page 6, adding main ideas to your idea tree as you read.
- Tell students that as they read, they should look for main ideas and clues about the main ideas. Remind them to ask themselves, “What do the title, headings, and repeated words tell me about the main idea? What are all the details about?”

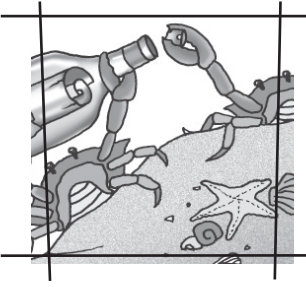
Preview Team Talk

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

Student Edition, page 2

Team Talk
<p>1. What was the main reason people were taken from Africa and brought to America as slaves? CE </p> <p>2. What are some examples of segregation in the South in the 1900s? DC </p> <p>3. Which sentence below states the main idea of page 12? MI </p> <ul style="list-style-type: none"> a. The word <i>kindergarten</i> means children’s garden. b. Hot dogs are a German food. c. German Americans have made contributions to American culture. d. The Studebaker was one of the first cars in the U.S. <p>Tell how you figured out the main idea. (Write-On)</p> <p>4. Why was there a flood of Irish immigrants to America in the 1800s? CE </p>

- 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 7–14 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. What was the main reason people were taken from Africa and brought to America as slaves? |CE|

100 points = *People were taken from Africa and brought to America as slaves because there was a lot of land to farm in the thirteen colonies.*

There were not enough workers to do the farming. The slaves were forced to work on the farms, but the farm owners didn’t pay them for the work because they were slaves. 90 points = *People were taken from Africa and brought to America as slaves because there was a lot of land to farm in the thirteen colonies. There were not enough workers to do the farming.*

80 points = *They were brought to America because there was land to farm.*

2. What are some examples of segregation in the South in the 1900s? |DC|

100 points = *Some examples of segregation in the South are that African Americans and whites were not allowed to go to the same schools or play in the same parks. African Americans were not allowed to have the same jobs as whites. 90 points* = *Some examples of segregation in the South are that African Americans and whites could not go to the same schools or parks.*

80 points = *African Americans and whites couldn’t go to the same schools.*

Team Talk *continued*

3. Which sentence below states the main idea of page 12? |MI|

- a. The word *kindergarten* means children’s garden.
- b. Hot dogs are a German food.
- c. *German Americans have made contributions to American culture.*
- d. The Studebaker was one of the first cars in the U.S.

Tell how you figured out the main idea. (Write-On)

100 points = *I figured out the main idea by looking at what the details on page 12 are about. The details are about German words and foods that were brought to America. They are also about German American brothers who started a company that built early cars in the U.S. These are contributions that German Americans made to American culture.* **90 points** = *I figured out the main idea by looking at what the details on page 12 are about. The details are about German words and foods that were brought to America.* **80 points** = *I figured out the main idea by looking at what the details on page 12 are about.*

4. Why was there a flood of Irish immigrants to America in the 1800s? |CE|

100 points = *There was a flood of Irish immigrants in the 1800s because there was a famine in Ireland. People were starving because there wasn’t enough food. Irish immigrants came here because they thought America was a place where they could find jobs and enough food for their families.* **90 points** = *People were starving because there wasn’t enough food. Irish immigrants came here to find jobs and enough food for their families.* **80 points** = *There wasn’t enough food in Ireland. They came to America to find jobs.*

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

Class Discussion **TP**

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



Strategy-Use Discussion

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

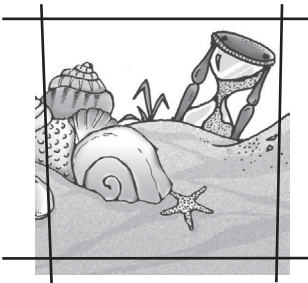
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss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

Why did large numbers of African Americans move to northern cities? What were they looking for?

How did their dreams compare with the dreams of immigrant groups such as the Germans and the Irish?

- 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

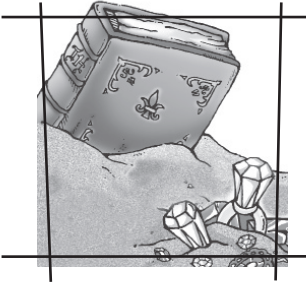
- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it,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

Pages 13 and 14

- 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.	<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 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.

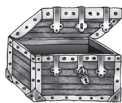
Set the Stage

- 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 so many Irish immigrants come to America in the 1800s?

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 *Immigrants Who Built America*, we read about several immigrant groups. We read about British immigrants who established the thirteen colonies and how our language, laws, and many of our traditions come from these first British immigrants. We also learned about African American immigrants brought here against their wills to be slaves and farm the land and their struggle for freedom and civil rights. We read about German and Irish immigrants who came to America for land, jobs, and better lives for their families.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Remind students of the clues they can use to help them find the main idea in a section of text. They can ask themselves, "What do the title, headings, and repeated words tell me about the main idea? What do all the details talk about?"
- Read pages 15 and 16 aloud. Use **Team Huddle** and **Random Reporter** to have students identify the main idea of these pages and how they figured it out.



What is the main idea of these pages? Try to put the main idea in a sentence. Give students time to discuss. Use **Random Reporter** to select students to share. **That's right. The main idea is that Chinese immigrants faced many difficulties just to survive in America. How did you figure that out?** Give students time to discuss. Use **Random Reporter** to select students to share. **Right. We asked, "What do the title, headings, and repeated words tell us about the main idea? What do all the details talk about?" The heading tells us that the topic is Chinese immigrants. The repeated words are *hard* and *work*. We also looked at what the details on the page talk about. They mostly talk about how hard it was for Chinese immigrants to find work and how harsh the work was in building the railroad. It even killed many of them. All these details talk about difficulties that the Chinese immigrants had.**

- Continue reading aloud through page 20, adding main ideas to your idea tree as you read.

- Tell students that as they read, they should look for main ideas and clues about the main ideas. Remind them to ask themselves, “What do the title, headings, and repeated words tell me about the main idea? What do all the details talk about?”

Preview Team Talk

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

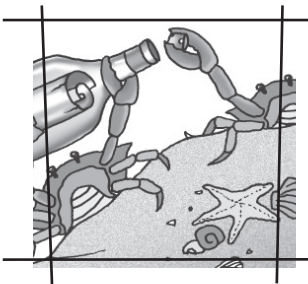
Student Edition, page 2

Team Talk

1. Which of the following sentences states the main idea of page 21? |MI|
 - a. The island of Puerto Rico is owned by the United States.
 - b. There is a Cuban Day parade in New Jersey every year.
 - c. Spanish explorers were looking for gold in America.
 - d. Hispanic immigrants came to America from several other countries.

Tell how you figured out the main idea. (Write-On)

2. Why did the authors include pictures of the people on page 22? |TF • AP|
3. How did aid societies help new immigrants during the Great Immigration? |MI|
4. How do the lives of immigrants differ from the lives of their children? |CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 21–27 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 of the following sentences states the main idea of page 21? **IMI**
 - a. The island of Puerto Rico is owned by the United States.
 - b. There is a Cuban Day parade in New Jersey every year.
 - c. Spanish explorers were looking for gold in America.
 - d. *Hispanic immigrants came to America from several other countries.*

Tell how you figured out the main idea. (Write-On)

100 points = *On page 21, the phrases “came from” and “moved from” are repeated. The text says Hispanic immigrants came from Mexico, Cuba, South America, Puerto Rico, and Central America. These details are clues that the main idea is about where Hispanic immigrants came from.*

90 points = *The phrases “came from” and “moved from” are repeated. This is a clue that the main idea is about where Hispanic immigrants came from.* **80 points** = *The phrases “came from” and “moved from” are repeated.*

2. Why did the authors include pictures of the people on page 22? **TF • AP**

100 points = *I think the authors included the pictures to show that there are Hispanic Americans, such as the astronauts, the admiral, and the Supreme Court justice, who have made important contributions to America.* **90 points** = *I think the authors included the pictures to show that there are Hispanic American astronauts and judges.* **80 points** = *The pictures show that Hispanic Americans have different jobs.*
3. How did aid societies help new immigrants during the Great Immigration? **IMI**

100 points = *Aid societies helped new immigrants find jobs and a place to live. They also helped them learn English and get their children into school.* **90 points** = *Aid societies helped immigrants find jobs and places to live.* **80 points** = *They helped immigrants find jobs.*

Team Talk *continued*

4. How do the lives of immigrants differ from the lives of their children? |CC|

100 points = *Immigrants have hard lives. They have to work hard, learn English, and learn to fit into American life. Their children go to school, get an education, and can find better jobs than their parents.* **90 points** = *They have to work hard to make a living. Their children learn English in school, get an education, and get better jobs.* **80 points** = *The children get better jobs.*

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

Class Discussion **TP**



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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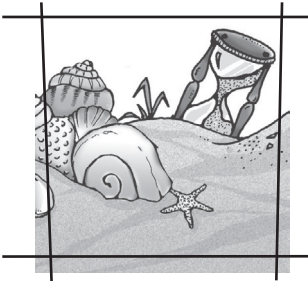
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
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Think-and-Connect Discussion	Team Talk Extenders	<p>Why did Chinese immigrants choose to live together in Chinatowns?</p> <p>The text says Hispanic immigrants “are an important thread in the American quilt.” What does this mean?</p> <p>One problem immigrants have is that they may not feel welcome here. What can Americans do to make immigrants feel welcome in our nation of immigrants?</p>
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- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

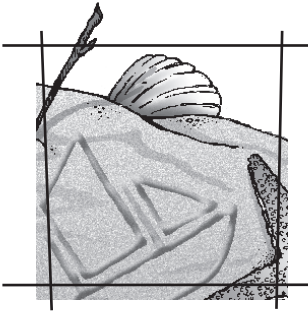
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 21 and 22

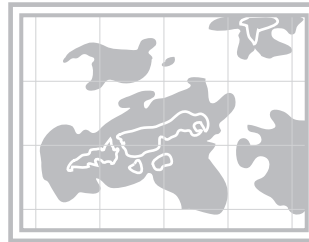
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how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



WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce the Word Power skill. Link the skill to Captain Read More’s Word Treasure clue for dictionary skills.
- Display the dictionary map clue.



- Use **Think-Pair-Share** to have students tell you what the Word Treasure clue means. Randomly select a few students to share. Point out that a dictionary shows us how to understand words just as a map shows us how to understand our surroundings.
- Reveal the Word Treasure (skill).

Word Treasure

The dictionary provides information about words.

If you’re having trouble reading and understanding words, check the dictionary.

Blackline master provided.

Student Edition, page 3

restore | reveal

restore

v. **1** to fix something so it is back to normal. **2** to give something back that was taken away.

return

v. **1** to send something back.
—*n.* **2** an event that happens again and again (like the return of summer).

reveal

v. to uncover or make known.

settle | several

settle

v. **1** to come to rest (like a dog settles on a rug). **2** to make one’s home. **3** to sink in a liquid (like mud settles at the bottom of a lake).

several

adj. an amount more than two, but not many.

- Display the sample dictionary pages. Explain that dictionaries provide a lot of important information about words, such as the meanings, or definitions, of words and how words are spelled.
- Point out that *settled* is a word from this cycle’s vocabulary list and that it has more than one meaning, or definition. Display and read the following sentence aloud.

Many Irish immigrants settled in cities such as Boston.

- Review the definitions provided for *settle*. Use **Think-Pair-Share** to have students discuss which definition matches the meaning of the word as it is used in the sample sentence. Randomly select a few students to share. *To make one’s home.*
- Write “restore,” “settle,” and “sveral” (intentionally misspelled) on the board.
- Use **Think-Pair-Share** to have students check the dictionary entries to find out which word is misspelled. Randomly select a few students to share.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 2

Skill Practice

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. Write the best definition of *return* as it is used in the following sentence:
His little sister could not wait for the return of the ice cream truck each summer afternoon.
An event that happens again and again.
2. Identify the misspelled word, and spell it correctly: *retore, reveal, return.*
Restore.

Building Meaning			
former	seeking	protested	contributions
composers	banned	settled	fleeing

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

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

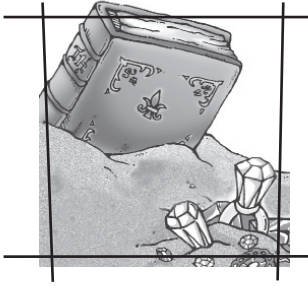
4. Choose the word that best fits in the blank.

Darla found the information she was seeking in a book about how to take care of tropical fish.



- 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.

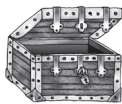
Set the Stage



- 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.

How did aid societies help immigrants?

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 idea trees. One of those main ideas was that Chinese immigrants who came here in the 1800s faced many hardships. Another main idea was that Hispanic immigrants came to America from several different countries.

- 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 details that support the main ideas from day 1. Add the details to the idea tree accordingly.



The first time we read pages 4 and 5, we found the main idea that early immigrants from Britain built settlements along the coast. If my main idea is correct, I should be able to find at least one detail that supports it. Model rereading the text on page 4. A detail that supports my main idea is that British immigrants built the first colony at Jamestown, Virginia. I'll add that detail to the idea tree.

Another main idea from these pages is that British settlers came to America for different reasons. Some details that support this main idea are that some settlers came to get land to farm and that some came to find gold. The Puritans came for the freedom to worship the way they wanted. All these details support the main idea.



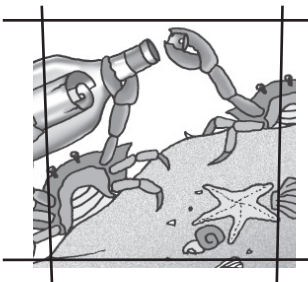
- Continue rereading through page 6. Use **Think-Pair-Share** to have students add a detail to support the main idea that British traditions took hold in America. *Some details that support the main idea are that English is the main language of America, many of our first laws were British laws, our government is set up like the British government, and many American food dishes came from Britain.*
- Remind students that as they reread, they should look for details that provide more information about the main 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 3

Team Talk
<p>1. On page 2, reread the words on the base of the Statue of Liberty. Explain what these words mean. DC • CL </p> <p>2. Pages 8 and 9 mainly tell about the unfair treatment African Americans received and their struggle to change that. Give at least one detail that tells more about this main idea. (Write-On) MI </p> <p>3. What question is answered on page 11? QU </p> <ul style="list-style-type: none"> a. Where is Germany located? b. Why did German immigrants stop speaking German? c. What crops did German immigrants grow? d. What are indentured servants? <p>4. What are some reasons immigrants came to America? What were they looking for? DC </p>



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 7–14 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. On page 2, reread the words on the base of the Statue of Liberty. Explain what these words mean. |DC • CL|

100 points = *I think the words on the Statue of Liberty mean that America will welcome people from other countries and give them a chance to have a better life. If they are tired, poor, and crowded and need space and freedom, they can find a home in America.* **90 points** = *I think the words mean that America will take people from other countries and give them a chance to have a better life.* **80 points** = *They mean that America is a place to come and be free.*

2. Pages 8 and 9 mainly tell about the unfair treatment African Americans received and their struggle to change that. Give at least one detail that tells more about this main idea. (Write-On) |MI|

100 points = *One detail that supports this main idea is that there was segregation in the South and African Americans were not allowed to have the same jobs as whites or go to the same schools. Martin Luther King Jr. and others protested against this unfair treatment, and it was made illegal.* **90 points** = *One detail that supports this main idea is that there was segregation in the South and African Americans were not allowed to have the same jobs as whites or go to the same schools.* **80 points** = *They were not allowed to have the same jobs as whites or go to the same schools.*

3. What question is answered on page 11? |QU|
 - a. Where is Germany located?
 - b. Why did German immigrants stop speaking German?
 - c. What crops did German immigrants grow?
 - d. What are indentured servants?

Team Talk *continued*

4. What are some of the reasons why immigrants came to America? What were they looking for? |DC|

100 points = *Some immigrants came to America to get away from wars or bad treatment in their home countries. They also came to get land or jobs so they could make a better life for their families. Immigrants also came so they could have freedom.* **90 points** = *Some immigrants came to America to get land or jobs. They also came so they could have freedom.* **80 points** = *They came to get land and jobs.*

- 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 did most immigrants arrive in New York City and not another place? Why did they land at Ellis Island?

Look at the picture of the Statue of Liberty on page 2. These lines are written on the base of the statue:

**“Send these, the homeless,
Tempest-tossed* to me
I lift my lamp beside the golden door!”**

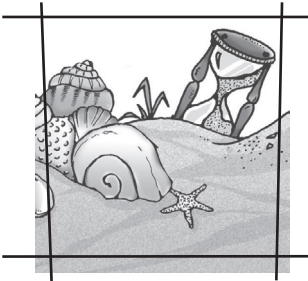
*storm-tossed

Why is the Statue of Liberty such an important symbol to the American people?

- 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**

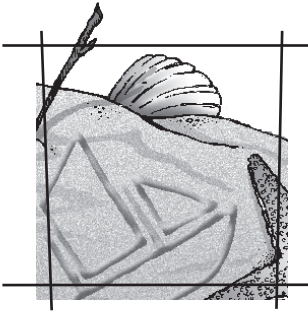
Timing Goal: 5 minutes

- 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

Pages 21 and 22 or 11 and 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



- Pretend to take a message from Captain Read More out of the bottle. Use the message to review the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to ask students what kind of information dictionaries provide about words. Randomly select a few students to share. *Word meanings and correct spellings.*

Blackline master provided.

Student Edition, page 4

mope motto	secure select
<p>mope <i>v.</i> to be sad or feel sorry for yourself.</p> <p>morsel <i>n.</i> a little piece of something (like a morsel of food).</p> <p>motto <i>n.</i> a word, phrase, or sentence that tells a rule to live by. (Example: My motto is honesty is the best policy.)</p>	<p>secure <i>adj.</i> 1 safe. —<i>v.</i> 2 tightly fasten.</p> <p>seek <i>v.</i> to hunt or search for.</p> <p>select <i>v.</i> 1 to choose or pick out. —<i>adj.</i> 2 chosen or picked out as the best (a select group of talented musicians).</p>

- Display the sample dictionary pages.
- Point out that *seeking* is a word from this cycle’s vocabulary list.
- Remind students that using a dictionary is helpful when they want to know more about a word.
- Display and read the following sentence.

When you sail the boat up to the dock, be sure to secure the ropes so it won’t float away.

- Use **Think-Pair-Share** to have students discuss which definition matches the meaning of the word *secure* as it is used in the sample sentence. Randomly select a few students to share. *Tightly fasten.*
- Write “morsle” (intentionally misspelled), “select,” and “motto” on the board.

- Use **Think-Pair-Share** to have students check the dictionary entries to find out which word is misspelled. Randomly select a few students to share. *The first word is morsel.*
- 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

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

1. Write the best definition of *select* as it is used in the following sentence:
Jesse wanted to select the very best peach from the fruit bowl.
To choose or pick out.
2. Correct the mistake in the following sentence: I don't mope because my motto is "Expect good things, and they will happen."
I don't mope because my motto is "Expect good things, and they will happen."

Building Meaning

former	seeking	protested	contributions
composers	banned	settled	fleeing

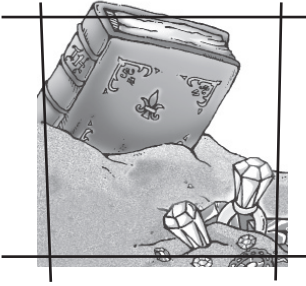
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*
4. People were not cleaning up after their dogs, so the school banned pets in the playground area. *Banned* means—
 - a. *did not allow.*
 - b. *welcomed.*
 - c. *watched.*
 - d. *gave food to.*



- 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

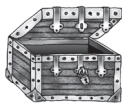
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

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.

Who are some famous immigrants that have made contributions to America?

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 *Immigrants Who Built America* to find supporting details. We added these details to our idea trees. We found details about the reasons British immigrants came to America—to find land to farm, to look for gold, or to find religious freedom.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Remind students that as they reread the text, they should look for details that support the main ideas they found the first time they read.
- Reread pages 15–18 aloud. Remind students of the main ideas you identified on day 2. Use **Team Huddle** to have students identify the supporting details. Use **Random Reporter** to select students to respond. Fill in the idea tree accordingly.



Pages 15 and 16 are mainly about Chinese immigrants who came here in the 1800s and the many difficulties that they faced. What additional information about these difficulties did you read? What details can you add to your idea trees? *Chinese immigrants had a hard time finding jobs because of discrimination. They could get jobs building the railroad, but railroad jobs had low pay, and many workers died.*

- Continue rereading through page 20 aloud, adding supporting details to your idea tree as you read.
- Tell students to continue to look for details that support the main ideas as they reread the second half of *Immigrants Who Built America*.

Preview Team Talk

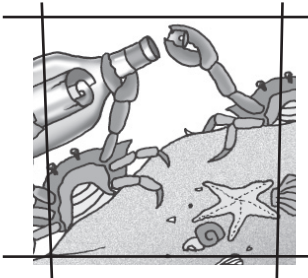
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.

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

1. One main idea on page 23 is that there were some famous Americans from Swedish and Norwegian immigrant families. Give at least one detail that supports this main idea. (Write-On) |MI|
2. What question is answered on page 24? |QU|
 - a. When did America have the most immigrants?
 - b. What countries are in Eastern Europe?
 - c. Where is Ellis Island?
 - d. Where is the Statue of Liberty located?
3. On page 27, it says that immigrants do not take America for granted. What do the authors mean by that? |AP|
4. Use your idea tree to summarize the information in the text *Immigrants Who Built America*. |SU|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 21–27 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. One main idea on page 23 is that there were some famous Americans from Swedish and Norwegian immigrant families. Give at least one detail that supports this main idea. (Write-On) |MI|

100 points = *Details that support this main idea are that Charles Lindbergh, who was the first person to fly across the Atlantic Ocean, was a famous American from a Swedish immigrant family. Also Conrad Hilton, who started Hilton Hotels, was from a Norwegian immigrant family.* **90 points** = *Charles Lindbergh, who was the first person to fly across the Atlantic Ocean, was from a Swedish immigrant family.* **80 points** = *Charles Lindbergh flew across the Atlantic Ocean.*

2. What question is answered on page 24? |QU|

- a. *When did America have the most immigrants?*
- b. *What countries are in Eastern Europe?*
- c. *Where is Ellis Island?*
- d. *Where is the Statue of Liberty located?*

3. On page 27, it says that immigrants do not take America for granted. What do the authors mean by that? |AP|

100 points = *(Accept reasonable responses.) I think the authors mean that immigrants have to work hard and wait a long time to become American citizens, so being American means a lot to them.* **90 points** = *I think they mean that becoming an American is hard, so it means a lot to immigrants.* **80 points** = *I think they mean that becoming an American means a lot to immigrants.*

Team Talk *continued*

4. Use your idea tree to summarize the information in the text *Immigrants Who Built America*. [SU]

100 points = *America is a country of immigrants. People came to America from other countries to find freedom, find land or jobs, and get away from wars. The early settlers were British immigrants who came to set up colonies. African immigrants were brought against their will on slave ships to work on farms. Even after gaining their freedom, African Americans had to fight for their civil rights. Immigrants came from Germany to find farm land and settled all over the U.S. Chinese immigrants had many difficulties here, but they worked to build the railroad. Japanese immigrants settled on the West Coast but weren't allowed to be citizens. Jewish immigrants came from Europe and settled mostly in big cities. Hispanic immigrants came from several different countries. Life is easier for the children of immigrants because they learn English in school and get an education so they can find better jobs. Immigrants bring energy and talent to America.*

90 points = *People came to America from other countries to find freedom, find land or jobs, and get away from wars. The early settlers were British immigrants who came to set up colonies. African immigrants were brought against their will on slave ships to work on farms. Immigrants from Germany came to find farm land and settled all over the U.S. Chinese immigrants had many hardships here, but they worked to build the railroad. Japanese immigrants settled on the West Coast but weren't allowed to be citizens. Jewish immigrants came from Europe and settled mostly in big cities. Hispanic immigrants came from several different countries. They are the largest group of immigrants today.*

80 points = *People came to America from other countries to find freedom, find land or jobs, and get away from wars. The early settlers were British immigrants who came to set up colonies. African immigrants were brought against their will on slave ships to work on farms. Hispanic immigrants came from several different countries. They are the largest group of immigrants today.*

- 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

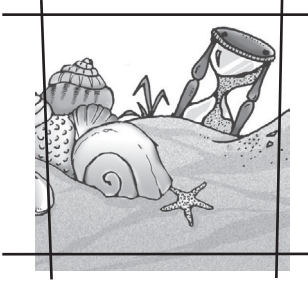
The authors use the phrase “American dream” several times. What is the American dream? What does this phrase mean?

What is the most important skill an immigrant needs to be successful in America?

- Award team celebration points.
- Allow students time to discuss their summaries.
- Use **Random Reporter** to select students to share their summaries.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

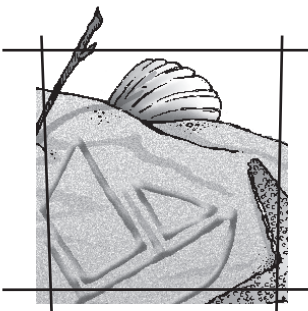
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 21 and 22, 11 and 12, or page 26

- 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

tps

- Remind students of the Word Power skill (dictionary skills).
- Use **Think-Pair-Share** to ask students what kinds of information dictionaries provide about words. Randomly select a few students to share. *Word meaning and correct spelling.*

Teacher's Note: Have students refer to the sample dictionary pages for the Word Power activity.

- Direct students' attention to the Word Power Challenge. 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.*

Blackline master provided.
Student Edition, page 5

mope motto	secure select
<p>mope <i>v.</i> to be sad or feel sorry for yourself.</p> <p>morsel <i>n.</i> a little piece of something (like a morsel of food).</p> <p>motto <i>n.</i> a word, phrase, or sentence that tells a rule to live by. (Example: My motto is honesty is the best policy.)</p>	<p>secure <i>adj.</i> 1 safe. —<i>v.</i> 2 tightly fasten.</p> <p>seek <i>v.</i> to hunt or search for.</p> <p>select <i>v.</i> 1 to choose or pick out. —<i>adj.</i> 2 chosen or picked out as the best (a select group of talented musicians).</p>

- 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

Use the sample dictionary pages to answer the following questions. Write the answers in your journal.

- Correct the mistake in the following sentence:
I was so full that I couldn't eat another morsal of food.
I was so full that I couldn't eat another morsel of food.
- Write the best definition of *secure* as it is used in the following sentence:
Bailey felt more secure after she put on her seatbelt.
Safe.

Building Meaning			
former	seeking	protested	contributions
composers	banned	settled	fleeing

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

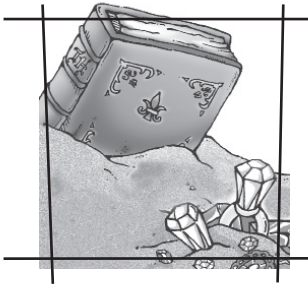
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

The composers had written a special piece of music for the group to sing at the festival.

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

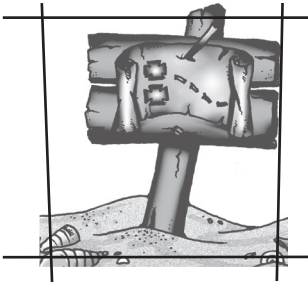
Today you will read about different foods that immigrant groups have brought to America.

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

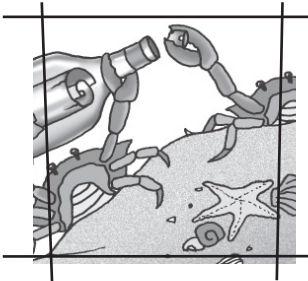
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about identifying the main idea and supporting details.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test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



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

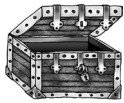
Team Discussion **TP**

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

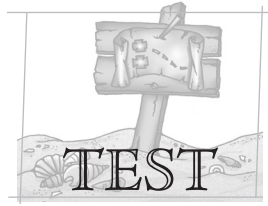


Class Discussion TP

- 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 Taste of Home

What do you like to eat? Americans have a lot of dishes to choose from. Our favorite foods come from many different countries. That is because immigrants brought the foods they loved from their home countries. Eating their favorite foods gave them a taste of home. For example, Germans brought a tasty dish they called *wurst*. Now we call them hot dogs. Spaghetti and other pasta come from Italy. Do you like bagels? Jewish immigrants brought these to America. Sweet cinnamon rolls are from Sweden. Tacos and spicy salsa are from Mexico. African immigrants brought the ingredients for gumbo. It is clear that immigrants have made eating in America a lot more interesting!

Sources: immigrationinamerica.org/504-foodways.html

www1.cuny.edu/portal_ur/content/nationofimmigrants/food.php

Comprehension Questions

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

20 points

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

(Answers may vary.) 20 points = The topic of this text is food that immigrants brought to America. I know because the title mentions tastes from home, and the author tells which foods were brought from which countries.

15 points = *The topic of this text is food that immigrants brought to America. I know because it tells which foods were brought from which countries.*

10 points = *It tells about foods from other countries.*

30 points

2. What is the intent of the author? |AP|
- a. to explain how to cook hot dogs
 - b. to explain how foods came to America
 - c. to convince the reader to eat different foods
 - d. to compare and contrast countries

How do you know?

(Answers may vary.) 20 points = I know that the intent of the author is to explain how foods came to America because the text tells about different immigrant groups and which foods they brought here. For example, German immigrants brought hot dogs. 15 points = I know that the intent of the author is to explain how foods came to America because the text tells about different immigrant groups and their foods. 10 points = It tells about different foods from different countries.

20 points

3. This passage tells mainly about American foods from other countries. Give at least one detail that tells more about this main idea. |MI|

20 points = Immigrant groups wanted a taste from home, so they brought their favorite foods with them when they came to America. For example, Jewish immigrants brought bagels, and Mexican immigrants brought tacos and salsa. 15 points = Immigrants brought their favorite foods with them when they came to America. For example, Jewish immigrants brought bagels. 10 points = Italian immigrants brought spaghetti and other pasta here.

20 points

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

20 points = America has lots of different foods because immigrants brought their favorite foods from their home countries. For example, Germans brought wurst, or hot dogs, Swedish immigrants brought cinnamon rolls, and Mexican immigrants brought tacos and salsa to America. 15 points = America has lots of different foods from different countries. For example, Germans brought hot dogs, and Mexican immigrants brought tacos and salsa to America. 10 points = America has lots of different foods from different countries. People brought their favorite foods with them.

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

Use the sample dictionary pages to answer the following questions. Write the answers on your paper.

harbor | harp

harbor
n. **1** a port for ships. **2** a place to be safe. —*v.* **3** to offer shelter or a safe place to someone.

hardy
adj. **1** brave and strong. **2** able to take difficult conditions.

harmony
n. **1** getting along together. **2** musical notes that sound pleasing together.

5 points

1. What is the best definition of *hardy* as it is used in this sentence?

They are hardy plants because they can live in cold climates.

Able to take difficult conditions.

5 points

2. Correct the mistakes in this sentence.

The men were very harty and brought the ship safely into the harber.

The men were very hardy and brought the ship safely into the harbor.

5 points

3. Identify the misspelled word, and spell it correctly: harminy, harp, harbor.

Harmony.

5 points

4. What is the best definition of *harmony* as it is used in this sentence?

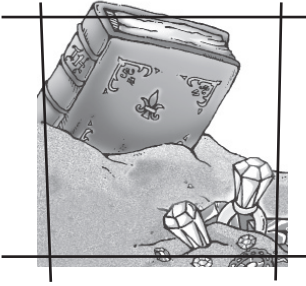
The two families lived in harmony, and there were never any fights or arguments between them.

Getting along together.

Building Meaning

former	seeking	protested	contributions
composers	banned	settled	fleeing

- 10 points** 5. Write a meaningful sentence for the word *fleeing*.
10 points = *In the movie, the people were fleeing the town because they were afraid of the monster that was coming.* **5 points** = *In the movie, the people were fleeing the town because a monster was coming.* **1 point** = *In the movie, people were fleeing the town.*
- 10 points** 6. When the store clerk asked him what he was looking for, the man said he was seeking a shopping cart.
- 10 points** 7. Nadia thanked all the people in her art class who made contributions to the art show. *Contributions* means—
- things that are useless.
 - things that are given.
 - things that are late.
 - things that are hidden.
- 10 points** 8. The students protested when they heard that the principal was going to cancel recess for the rest of the year.
- 10 points** 9. The sign at the park says that open campfires are banned due to the dangers of forest fires. *Banned* means—
- not allowed.
 - too hot.
 - dangerous.
 - unlikely.
- 10 points** 10. The composers of the musical piece included parts for guitar, flute, and drums.
- 10 points** 11. Japanese immigrants who came to America settled on the West Coast and in Hawaii. *Settled* means—
- saw animals.
 - found friends.
 - wrote letters.
 - made a home.
- 10 points** 12. The dancer had a good sense of balance because he was a former acrobat in a circus. *Former* means—
- very tall.
 - from the past.
 - very famous.
 - from a big family.

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

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will choose one of the immigrant groups you have read about and write an informative letter telling people at home what it is like to be an immigrant in America.

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

- Explain the context of letters home from immigrants.

On page 26 of *Immigrants Who Built America*, it says, "Immigrants often wrote letters back to their friends and family, telling them how good life was in America." Imagine that you are an immigrant from another country who has come to America. You are writing a letter to your old friends. What could you tell people back home about your experiences? What is good about your new country? What is the most difficult challenge you face as an immigrant?

- Display the blackline master. Explain to students that this is the format for writing a friendly letter.

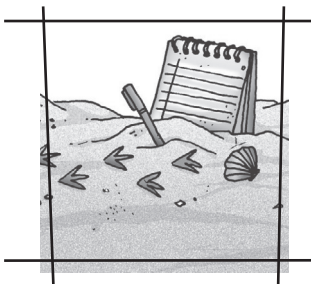
Blackline master provided.

Your address
Date (month, day, year)

Dear _____,

Body of letter _____

Sincerely,
Your name _____



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.
Remember that today you will imagine that you are an immigrant to America writing a letter to friends back home.
- 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

Choose one of the immigrant groups that you read about in *Immigrants Who Built America*. What have you learned about the people who came from this country and what they faced as immigrants in America? If you were one of these immigrants, what could you tell people back home about your experiences? What is good about your new country? What are the most difficult challenges you face as an immigrant? Write a letter to the people back home telling them about your immigrant experience in America. Remember to write your ideas in complete sentences.

Scoring Guide	
The letter tells what country you came from.	10 points
The letter tells three things that are good about coming to America for you.	10 points each (30 points maximum)
The letter tells about the three biggest challenges you and your family have as immigrants in America.	10 points each (30 points maximum)
The letter follows a friendly letter format.	20 points
The letter is written in complete sentences.	10 points

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

Before we begin writing, it’s very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a T-chart. This will help us put our thoughts in the right order as we write our letters.

- 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

My home country is _____.

The date of my letter is _____.

Good experiences in America	Challenges for our immigrant family

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.
- Tell students they should begin by thinking about the country from which they imagine they have come.

In your letter, you will tell both good experiences and what has been difficult for you and your family. Think about the information in *Immigrants Who Built America* about the immigrant group you have chosen. Why did these immigrants come to America? What were they looking for? What difficulties did they have to deal with? Tell your friends about these things in your letter.

- 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**
- Have students tell their partners whether they think the letter includes three good things about America and three difficulties the immigrants face.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

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

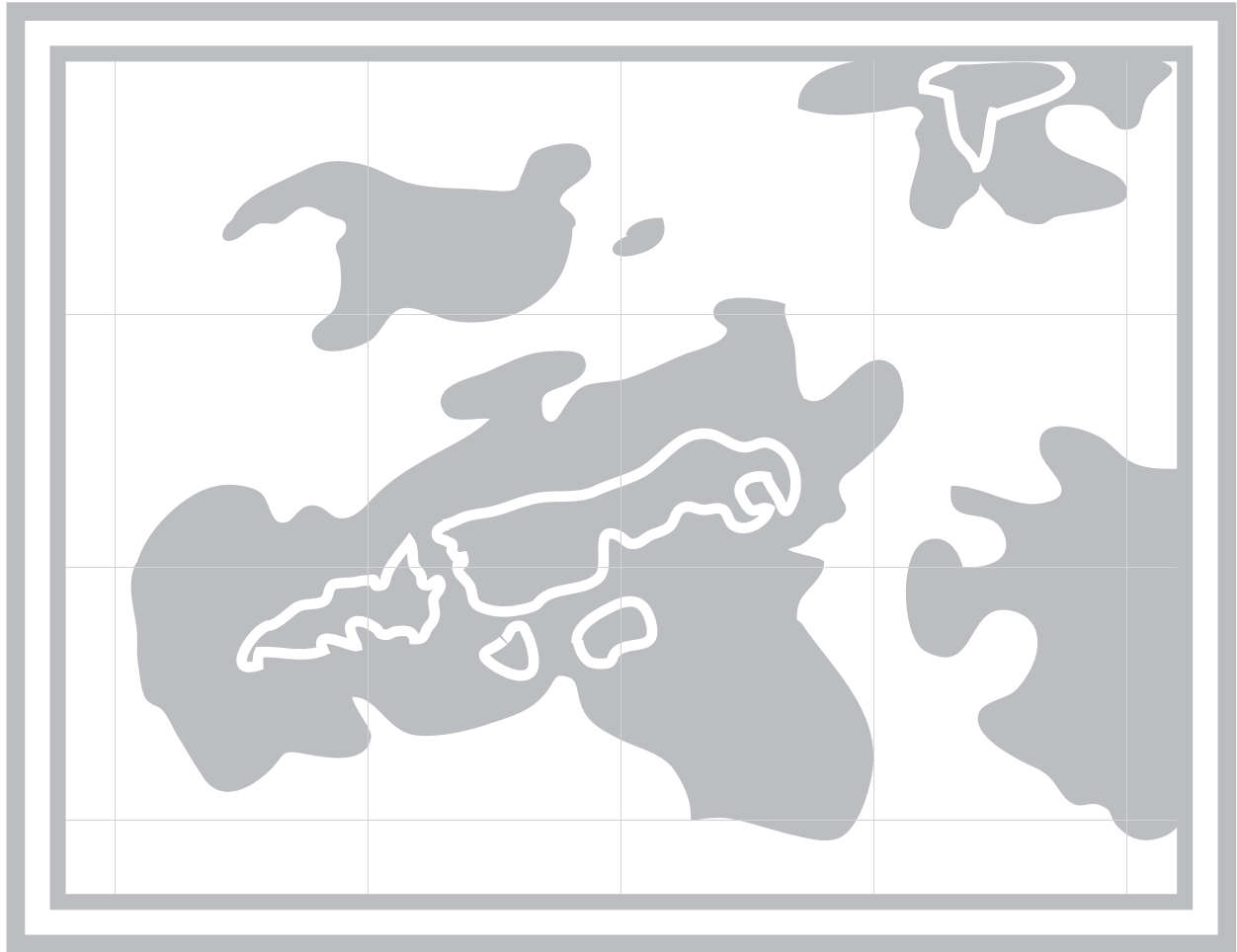
Rewriting

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

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

Life Cycle of Frogs

There are three stages in the life cycle of frogs. Frogs begin life inside jellylike eggs. When the eggs hatch into tadpoles, the frogs are in the second stage of life. Then frogs grow back and front legs and lose their tadpole tails. Now they are in the third stage of life as adult frogs.



restore | reveal

restore

v. **1** to fix something so it is back to normal. **2** to give something back that was taken away.

return

v. **1** to send something back. —*n.* **2** an event that happens again and again (like the return of summer).

reveal

v. to uncover or make known.

settle | several

settle

v. **1** to come to rest (like a dog settles on a rug).
2 to make one's home.
3 to sink in a liquid (like mud settles at the bottom of a lake).

several

adj. an amount more than two, but not many.

mope | motto**mope**

v. to be sad or feel sorry for yourself.

morsel

n. a little piece of something (like a morsel of food).

motto

n. a word, phrase, or sentence that tells a rule to live by. (Example: My motto is honesty is the best policy.)

secure | select**secure**

adj. **1** safe.

—*v.* **2** tightly fasten.

seek

v. to hunt or search for.

select

v. **1** to choose or pick out.

—*adj.* **2** chosen or picked out as the best (a select group of talented musicians).

Your address

Date (month, day, year)

Dear _____,

Body of letter _____

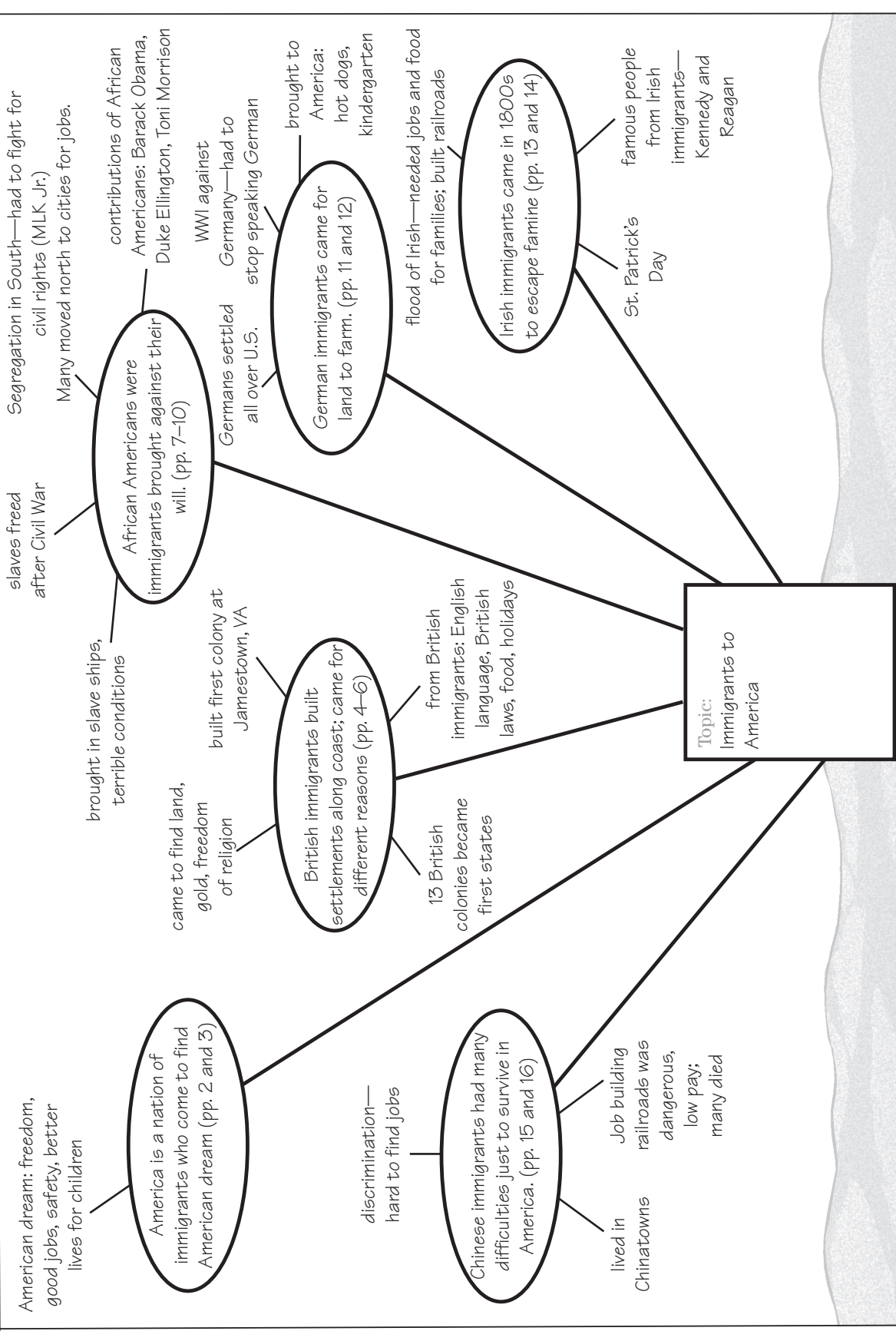
Sincerely,

Your name _____



Title: Immigrants Who Built America

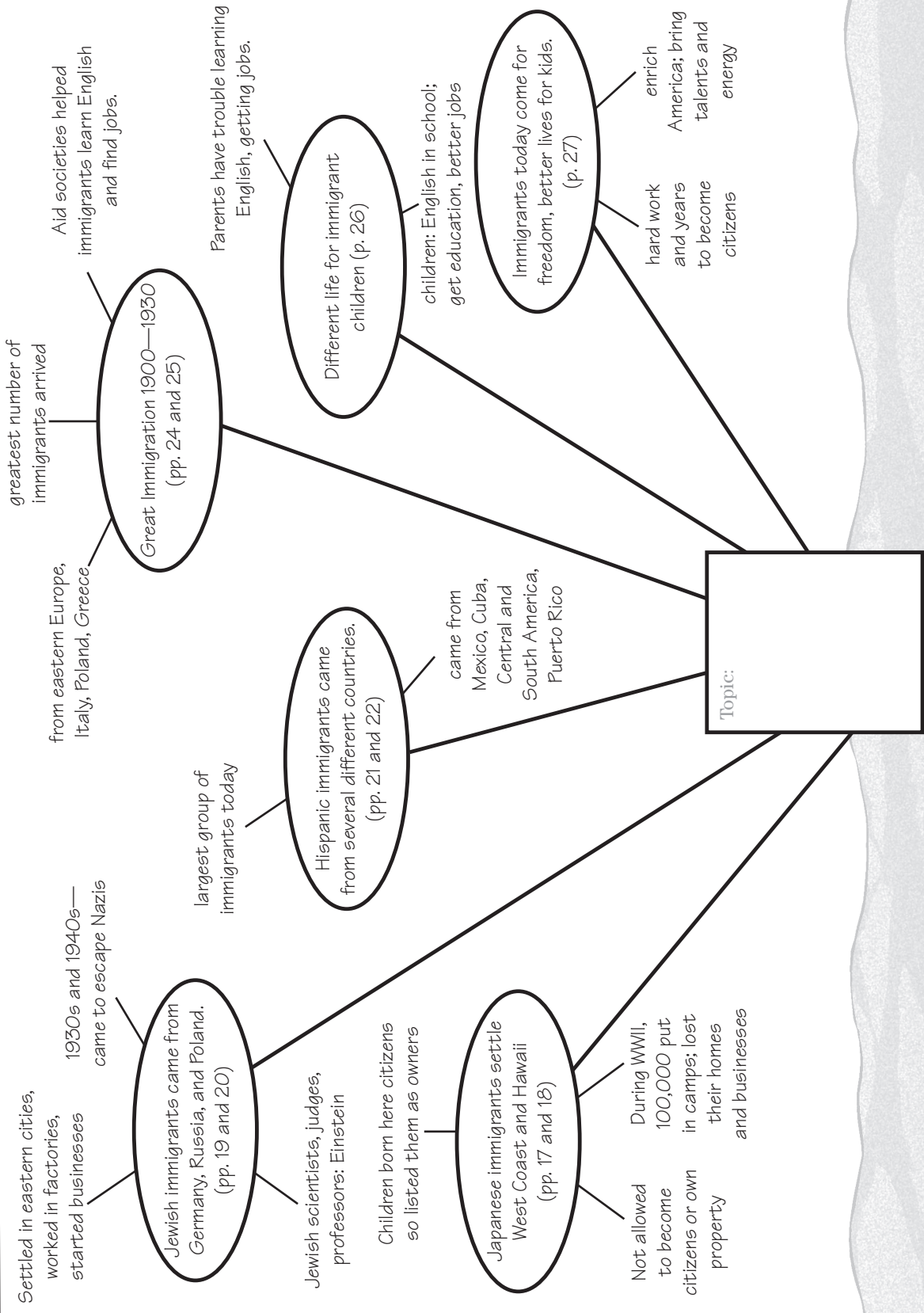
Idea Tree





Title: Immigrants Who Built America, continued

Idea Tree



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 / Immigrants Who Built America
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Key Ideas and Details</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

