

American Journeys: Notes From the Southeast

Written by Justin Williams

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Informational

Travel Brochure

Written by Jessica Franklin

Success for All Foundation, 2012

Functional Writing

**Reading
Wings** 4th
Edition

T A R G E T E D

Treasure Hunt

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

***Targeted Treasure Hunt:
American Journeys: Notes From the Southeast and
Travel Brochure***

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INFORMATIONAL (6 DAY)

American Journeys: Notes From the Southeast

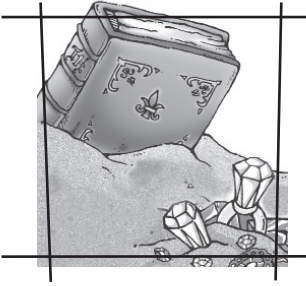
Written by Justin Williams

Summary

In his travel blog, Justin Williams reports on the interesting places he has visited with his parents in the southeastern United States. Justin provides information about the eleven southeastern states, including facts about the history, land features, regional foods, and well-known landmarks of each. Justin also offers his observations and solicits comments from his blog's followers.

Instructional Objectives

	Reading	Word Power	Writing
	Fact and opinion (FO)	Latin and Greek roots	Write an informational fact sheet.
CYCLE 1	Students will distinguish facts from opinions and support their conclusions.	Students will identify the meanings of words using their understanding of Latin and Greek roots.	Students will write an informational fact sheet for incoming students and visitors to their school.

**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 *American Journeys: Notes From the Southeast* by Justin Williams. As we read, we'll identify facts and opinions in the text. Being able to tell the difference between a fact and an opinion is an important part of being a critical reader.

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



As we read this text, we will use TIGRRS. The first step of TIGRRS is to identify the topic of the text. Take a few moments to page through the text and look at the pictures, headings, and other text features. What do you think the topic of the text is? Give students time to discuss. Randomly select a few students to share. **Yes, I agree. The topic of the text is interesting places in the southeastern U.S. The title is a big clue, and the many maps and photographs of places throughout the book are also clues that the topic is interesting places in the Southeast.**



- Use the items below to build or activate background knowledge about the topic.
 - Refer students to the map on page iv and the states that are included in the southeastern region of the U.S. Note the compass rose in the corner of the map that indicates direction and identifies the bottom-right portion of the map as southeastern.
 - Use **Team Huddle** to have students discuss what they know about the southeastern U.S. Have any team members visited these states? Can the team locate the state(s) on the map? Did they visit any interesting places there? Use **Random Reporter** to select students to share, and record responses on the board.
 - Point out that page 1 identifies the text as a blog. The author of the blog, Justin, is pictured on the page. Use **Think-Pair-Share** to ask what a blog is. Randomly select a few students to share. Reinforce the idea that a blog is a personal website with regular posts. The author of the blog shares both information and his or her own experiences and opinions.
- Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them identify the author’s intent. Randomly select a few students to share.



We already completed the first step of TIGRRS, which is identifying the topic. What is the next step of TIGRRS? Give students time to discuss. **Yes, the next step of TIGRRS is to predict the author’s intent. Look at the text with your partner. What do you predict the intent of the author is?** Give students time to discuss. **The intent of the author might be to inform**

readers about different states in the Southeast that he has visited and what is special in each one. A clue is that there are sections about different states in the table of contents. There are also maps that show specific states. Also, on page 1, the author states that he is going to tell about what he's seen when traveling.

- 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.

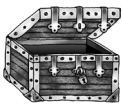
The next step in TIGRRS is to identify the graphic organizer we will use to record important ideas. We know that the topic of the text is interesting places in the southeastern U.S. We found clues that the author is presenting information about each state or group of states. Which graphic organizer should we use? Allow students a few minutes to look through the text and identify a graphic organizer.

Randomly select a student to share. **The information will probably be organized as 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 the circles. As we add to the idea tree, we will make notes on the important information we read about interesting places in the southeastern U.S.**

- 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
version page 6	chunk: ver-sion	a different form of the same thing	I wanted to see the movie <i>version</i> of the story to compare it with the book.
movement page 7	base word + ending: move + ment	actions of a group to reach a goal	The women’s rights <i>movement</i> was aimed at getting women the right to vote.
surrendered page 9	base word + ending: surrender + ed	gave up	The tennis champion <i>surrendered</i> his title after losing the final match.
aerial page 10	chunk: aer-i-al	of or by the air	The rescue team used small planes and did an <i>aerial</i> search to find the lost hikers.
hosted page 11	base word + ending: host + ed	received or entertained guests	Ms. Lang <i>hosted</i> the class picnic in her backyard this year.
scaling page 17	base word + ending: scal(e) + ing	climbing up	Lin was successful in <i>scaling</i> the wall after I gave him a boost.
boosted page 19	base word + ending: boost + ed	increased or raised	Customers saw our online ad for ice cream, and it <i>boosted</i> our sales.
era page 21	chunk: e-ra	time period	The historian wrote a book about the <i>colonial</i> era and the events that led up to the American Revolutionary War.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in informational text.

This cycle we will identify facts and opinions. What is the difference between a fact and an opinion? Allow students one or two minutes to discuss. **Yes, a fact is information that can be proven. An opinion is a person’s thoughts, views, or feelings about something. Opinion statements often use clue words that tell us they are opinions. Some examples of opinion words are *think, feel, believe, like, and hate* or words like *best, worst, most, scariest, ugliest, beautiful, wonderful, and favorite*. Fact statements often include numbers, dates, and events so you can check to see whether they are accurate.**

- Display the following fact-or-opinion chart.

Blackline master provided.

Facts or Opinions?
 Fact = can be proven
 Opinion = thought, view, feeling

Fact Clues	Opinion Clues			
numbers	<i>think</i>	<i>good</i>	<i>best</i>	<i>always</i>
dates	<i>believe</i>	<i>bad</i>	<i>worst</i>	<i>never</i>
places	<i>feel</i>	<i>great</i>	<i>scariest</i>	<i>ever</i>
events	<i>like</i>	<i>beautiful</i>	<i>ugliest</i>	
photographs	<i>hate</i>	<i>wonderful</i>	<i>funniest</i>	
	<i>love</i>	<i>favorite</i>		

- Use the following example to help students distinguish between a fact and an opinion.

Teacher Preparation:
 Display the following two statements on the board.

The Wright brothers flew the first airplane in North Carolina in 1903.
 I believe the Wright brothers' airplane was the most important machine ever invented.

- Use **Think-Pair-Share** to have partners identify the statements as fact or opinion and tell why. Randomly select a few students to share. Reinforce the idea that the first statement is probably a fact because the event, place, and date can be checked for accuracy; it is a statement that can be proven. Point out that the second statement uses the opinion words *believe*, *most*, and *ever*. It tells what the writer believes, so it is an opinion.
- Tell students that they will identify opinions and facts as they read and reread the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them that you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- 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 1 aloud. Use a **Think Aloud** to model distinguishing a fact from an opinion.



The About This Blog section introduces me to the author, Justin. I know that because this is a blog, I can expect that Justin will include his opinions about the Southeast. As I read, I will decide which statements are facts and which are Justin’s opinions. Justin writes that he is going to tell the reader about some wonderful things he’s seen while traveling in the Southeast. I think that is an opinion statement because he uses the opinion word *wonderful*. The statement about which states are in the Southeast is a fact. I can look on the map and see that it is accurate information.

- Tell students that you will continue to read the next few pages aloud. As they listen, have them note a fact statement and an opinion statement and be prepared to explain their thinking. Continue reading through page 3 aloud.
- Use **Think-Pair-Share** to have partners identify a fact and an opinion statement and tell why. Randomly select a few students to share. (*Answers will vary.*) *Facts: Florida is a peninsula; Castillo de San Marcos is the oldest fort in the U.S.; the park is home to fourteen endangered species. These statements can be checked for accuracy. Opinion: “I was most excited to see wildlife;” “I call the part we visited a swamp;” “Florida oranges make delicious juice!” These are opinion statements because they tell what Justin thinks or feels.*
- Summarize the main ideas from your reading, and write them on the idea tree.

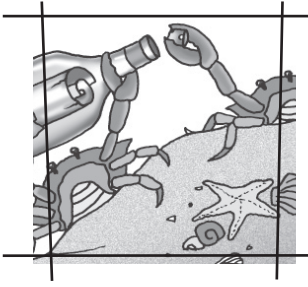
Preview Team Talk

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

Student Edition, page 2

Team Talk
1. What evidence of French influences is there in Louisiana? DC
2. Give an example of an opinion you found in the reading on pages 6 and 7. How do you know it is an opinion? (Write-On) FO
3. What are two facts you learned about the Mississippi River from reading pages 8 and 9? FO • DC
4. In what ways are the cities Savannah, Georgia, and Atlanta, Georgia, different? CC

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 4–12 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. What evidence of French influences is there in Louisiana? |DC|

100 points = *There is evidence of French influences in Louisiana in the architecture, language, and food. Louisiana has a French heritage because Thomas Jefferson bought the Louisiana Territory from France, and a lot of French-speaking people from Canada settled there.* **90 points** = *There is evidence of French influences in Louisiana in the architecture, language, and food.* **80 points** = *The food and language are French.*

2. Give an example of an opinion you found in the reading on pages 6 and 7. How do you know it is an opinion? (Write-On) |FO|

(Answers will vary.) **100 points** = *An example of an opinion on these pages is “I liked learning about those times, but I definitely would not have wanted to live in Alabama back then.” I know it is an opinion because it tells how Justin feels and uses the clue words “I liked.”* **90 points** = *An example of an opinion on these pages is “I liked learning about those times.” I know it is an opinion because it tells how Justin feels.* **80 points** = *“I liked learning about those times” because it uses “I liked.”*

Team Talk *continued*

3. What are two facts you learned about the Mississippi River from reading pages 8 and 9? |FO • DC|

(Answers will vary.) 100 points = Facts I learned about the Mississippi River are that its name, which is also the state’s name, comes from a Native American name meaning great river. I also learned that the river flows along the entire border of the state of Mississippi to the gulf. 90 points = Facts I learned are that Mississippi means great river and that it flows to the gulf. 80 points = It’s name means great river and flows to the gulf.

4. In what ways are the cities Savannah, Georgia, and Atlanta, Georgia, different? |CC|

100 points = The cities Savannah and Atlanta are different because Savannah is a seaport and has a lot of old buildings. Atlanta has new skyscrapers and a lot of finance companies. 90 points = The cities Savannah and Atlanta are different because Savannah has a lot of old buildings and Atlanta has new skyscrapers. 80 points = Savannah is old, and Atlanta has skyscrapers.

- 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

- 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

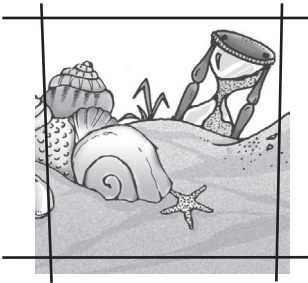
Why are people interested in agritourism? How does it connect to food?

In the glossary, you found out that *antebellum* means before the Civil War. What do you think *ante-* means? What do you think an *anteroom* is?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes



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

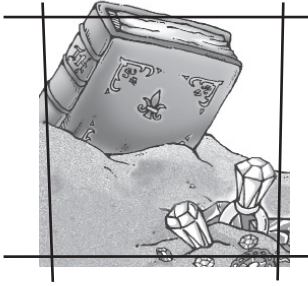
Page 6

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

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

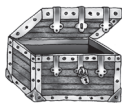
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review

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

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

What evidence of French influences will you find in Louisiana?

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 *American Journeys: Notes From the Southeast*, we learned about some interesting places in the southeastern states. We learned about the Everglades in Florida, some historic sites in Alabama, and Savannah and Atlanta, two very different cities in Georgia.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read page 13 aloud. Use **Team Huddle** and **Random Reporter** to have students identify a fact and an opinion in the text.



What is an example of a fact from this page? How do you know it is a fact? Give students time to discuss. Use **Random Reporter** to select students to share. *(Answers will vary.) That's right. One fact is that President Nixon and Elvis Presley met at the White House in 1970. How do you know it is a fact? Yes, this event has a place and a specific date, so you could check its accuracy. The photo also supports that it is a fact.*

What is an example of an opinion from this page? How do you know it is an opinion? Give students time to discuss. Use **Random Reporter** to select students to share. **Yes, one example of an opinion is the statement "The Great Smoky Mountains in Appalachia are a great place to visit." How do you know it is an opinion? I agree, the clue word *great* indicates that it is an opinion. It is a statement of what Justin thinks.**

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

Preview Team Talk

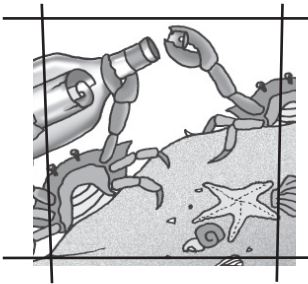
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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

Student Edition, page 2

Team Talk

1. What is the main idea presented in pages 16–18? How do you know? |MI|
2. Give an example of an opinion you found in the reading on pages 19 and 20. How do you know it is an opinion? |FO|
3. Give an example of a fact you found in the reading on pages 19 and 20. How do you know it is a fact? (Write-On) |FO|
4. Why is an area of North Carolina known as Research Triangle? |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** **pages 14–22 aloud with partners.**
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What is the main idea presented in pages 16–18? How do you know? |MI|

100 points = *The main idea of these pages is that Kentucky, the Bluegrass State, is known for horse racing, bluegrass music, and its mountains and river gorges. This is the main idea because the heading and details talk about these things.*

90 points = *The main idea of these pages is that Kentucky is the Bluegrass State. The heading tells the main idea.*

80 points = *Kentucky is the Bluegrass State. The heading tells the main idea.*

2. Give an example of an opinion you found in the reading on pages 19 and 20.

How do you know it is an opinion? |FO|

(Answers will vary.) **100 points** = *An example of an opinion is “My favorite activity was following the trail of Blackbeard the pirate!” I know it is an opinion because it uses the opinion word favorite and it tells what Justin feels.* **90 points** = *An example of an opinion is “My favorite activity was following the trail of Blackbeard the pirate!” I know it is an opinion because it uses the opinion word favorite.* **80 points** = *“My favorite activity was following the trail of Blackbeard the pirate!” because it has favorite.*

3. Give an example of a fact you found in the reading on pages 19 and 20. How do you know it is a fact? (Write-On) |FO|

(Answers will vary.) **100 points** = *An example of a fact is “Charleston is a port on the Atlantic Ocean.” I know it is a fact because it can be proven. I can look it up to see if it is accurate.* **90 points** = *An example of a fact is “Charleston is a port on the Atlantic Ocean.” I know it is a fact because it can be proven.* **80 points** = *“Charleston is a port on the Atlantic Ocean,” because it can be proven.*

4. Why is an area of North Carolina known as Research Triangle? |DC|

100 points = *It is known as Research Triangle because there are a lot of companies that do advanced science there. They do research and make innovations in technology.* **90 points** = *It is known as Research Triangle because there are a lot of companies that do advanced science there.* **80 points** = *Because there are a lot of companies that do advanced science there.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

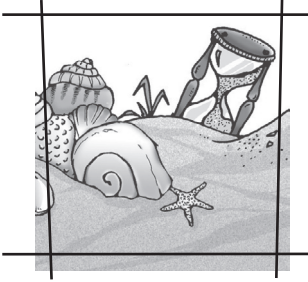
What can you learn about the Trail of Tears from the map on page 15?

Think of an interesting place you have visited. It can be near your home or in another state or country. Tell your teammates one fact and one opinion about this place.

- 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**

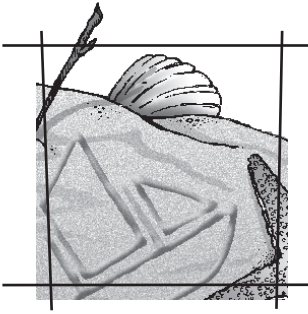
Timing Goal: 5 minutes

- 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 17 and 18

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



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the graphic of the anchor.

- Introduce the Word Power skill by showing a graphic of the anchor. Tell students that an anchor holds a boat in place, much like the roots of a tree hold the tree in place. Tell students that words also have roots.

Blackline master provided.



- Explain that word roots are used to build other words and that understanding the word root can help us define a word.
- Reveal the Word Treasure (skill).

<h2 style="margin: 0;">Word Treasure</h2>	<p>Latin and Greek roots</p> <p>If you have trouble reading and understanding words, look for Latin or Greek roots in the words to help you figure out the words' meanings.</p>
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- Write the word “vision” on the board and the Latin root word “vis” under the anchor. Use **Think-Pair-Share** to have students discuss the meaning of *vision* and what they think the Latin root *vis* means. Use **Random Reporter** to select students to share. *It could mean to see because vision means seeing.*
- Tell students that many words have old origins and come from Latin and Greek. Point to the letters *vis* in the word *vision*. Explain that this is a Latin root meaning to see. Make the connection that when a doctor tests your vision, he or she is finding out how well you see.
- Display the following chart. Write “vis” in the first column, “see” in the second column, and example words in the third column.

Blackline master provided.

Latin or Greek Root	Meaning	Example Words
<i>vis</i>	to see or look at	<i>vision, visit, invisible, visualize, television, revise</i>

- Use **Think-Pair-Share** to ask:

Now that you know the meaning of the Latin root *vis*, how do you think it relates to the word *visit*? *Vis* means *see*, and when you *visit* someone, you go to see him or her. What do you think the word *invisible* has to do with the Latin root *vis*? *Vis* means *see*, and when something is *invisible*, you cannot see it.

- Point out that knowing the word root can help us understand the meaning of the word. Explain that you will add roots, their meanings, and example words to your chart each day.
- 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

The Latin root *vis* means to see or look at. Use this information to answer the following questions.

1. Livia listened to the detailed description of an alligator and could visualize this reptile. What does the word *visualize* mean in this sentence?
 - a. feel afraid of
 - b. see in her mind
 - c. make noises like
 - d. feel happy about
2. After writing their drafts, the partners began to revise their paragraphs. What does the word *revise* mean in this sentence?
 - a. look at again to improve
 - b. make a final copy
 - c. share with a friend
 - d. save in a folder

Building Meaning			
version	movement	surrendered	aerial
hosted	scaling	boosted	era

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

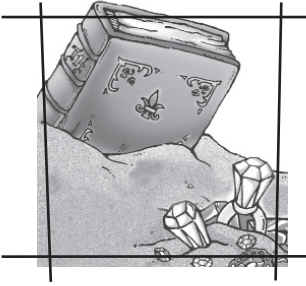
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

After my sister finished telling her story, my mother listened to my version of what had happened.

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

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



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

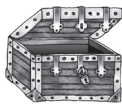
Set the Stage

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



Vocabulary **TP**

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



Strategic Review

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

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

What are some things that the state of Kentucky is known for?

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.

Let's think about what we read yesterday. We read about the Blue Ridge Mountains in Tennessee and about the Bluegrass State, Kentucky. We also read about the famous old city of Charleston, South Carolina, and about George Washington's home, Mount Vernon, in Virginia.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 1–3 aloud, and add details to the idea tree as necessary. Use **Team Huddle** to have teams tell why a particular statement is a fact. Use **Random Reporter** to select students to share responses.



After rereading these pages, I would identify the following statement as a fact: Florida is close to Cuba and the Caribbean. Would you agree that this statement is a fact? How do you know? Allow teams a minute or two to discuss. *It is a fact because you can check its accuracy. The aerial photo shows that Florida is close to Cuba and the Caribbean.*

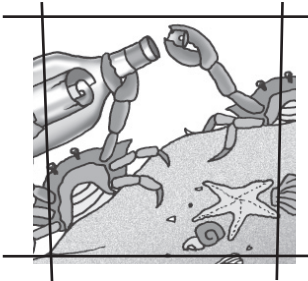
- Remind students that as they reread, they should also look for details to add to their idea trees.

Preview Team Talk

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

Team Talk

1. From the information on pages 4 and 5, what can you conclude the word *bienvenue* means, and what language is it? How do you know? |DC|
2. Which of the following statements is a fact, and which is an opinion? Tell why. (Write-On) |FO|
 - Georgia grows the best peaches.
 - Georgia declared the peach the official state fruit in 1995.
3. What conclusions can you draw about the squares in Savannah from the text and text features? |DC • TF|
4. Why would hikers enjoy the Appalachian Trail in Georgia? |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR** pages 4–12 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. From the information on pages 4 and 5, what can you conclude the word *bienvenue* means, and what language is it? How do you know? |DC|

100 points = *I can conclude that bienvenue means welcome in French. I know because the word welcome is above it, and the text says that signs in Louisiana are in English and French. Also, the text talks about the French influences on architecture, food, and language in the state.* **90 points** = *I can conclude that bienvenue means welcome in French. I know because the word welcome is above it, and the text says that signs in Louisiana are in English and French.* **80 points** = *It means welcome in French because signs are in French and English.*

2. Which of the following statements is a fact, and which is an opinion? Tell why. (Write-On) |FO|

Georgia grows the best peaches.

Georgia declared the peach the official state fruit in 1995.

100 points = *The first statement is an opinion because it uses the opinion word best and tells how the person feels about the peaches in Georgia. The second statement is a fact because it can be proven. It includes a date and can be checked for accuracy.* **90 points** = *The first statement is an opinion because it uses the opinion word best. The second statement is a fact because it can be proven.* **80 points** = *The first is an opinion because it uses best. The next is a fact because it can be proven.*

3. What conclusions can you draw about the squares in Savannah from the text and text features? |DC • TF|

100 points = *I can conclude that the squares in Savannah are like parks with trees and flowers. The squares on the aerial photo are green, and the text says the squares are landscaped. Also, there is a picture of Forsyth Park with trees and a fountain.* **90 points** = *I can conclude that the squares in Savannah are like parks with trees and flowers. The text says the squares are landscaped, and the picture shows a park.* **80 points** = *The squares in Savannah are like parks with trees and flowers. The text says the squares are landscaped.*

4. Why would hikers enjoy the Appalachian Trail in Georgia? |CE|

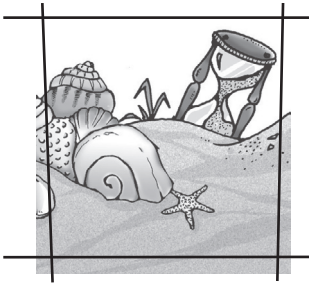
100 points = *Hikers would enjoy the Appalachian Trail in Georgia because it goes through mountains and a national forest. Also, there are beautiful waterfalls to see along the trail.* **90 points** = *Hikers would enjoy the Appalachian Trail in Georgia because it goes through mountains and a national forest.* **80 points** = *They would like it because it goes through mountains and a national forest.*

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.
Team Talk Extenders	<p>Which of the cities that you read about are located on the ocean or on rivers? Why do you think cities developed at these locations?</p> <p>The blog entry on page 4 is titled “All That Jazz.” Why did Justin use this title? What does it refer to?</p>
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the 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**

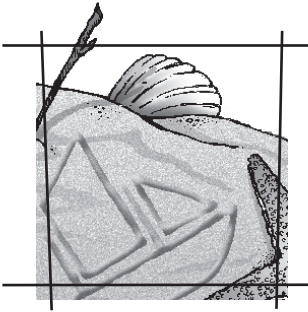
Timing Goal: 5 minutes

- 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 17 and 18 or page 6

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



WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (Latin and Greek roots) and the Word Treasure clue that Captain Read More uses for them (an anchor).
- Review the Word Treasure (skill), and remind students that knowing the word root can help them understand the meaning of a word.
- Write the word “aerial” on the board and the Greek root “aer” under the anchor. Use **Think-Pair-Share** to have students discuss the meaning of *aerial* and what they think the Greek root *aer* means. Use **Random Reporter** to select students to share. *It could mean air because aerial means of or by the air.*
- Write the word “locate” on the board. Point to the letters *loc* in the word *locate*. Explain that this is a Latin root meaning place. Make the connection that when you locate something, you find where it is, its place.
- Display the following chart.

Latin or Greek Root	Meaning	Example Words
<i>vis</i>	to see or look at	<i>vision, visit, invisible, visualize, television, revise</i>
<i>aer</i>	air	<i>aerial, aerosol, aeronautics</i>
<i>loc</i>	place	<i>locate, local, location, relocate, locally</i>

- Use **Think-Pair-Share** to ask:

Now that you know the meaning of the Latin root *loc*, how do you think it relates to the word *local*? *Loc* means *place*, and when something is *local*, it is at a place near you. For example, a store in your neighborhood is *local* because it is a place near you. **What do you think the word *location* has to do with the Latin root *loc*? *Loc* means *place*, and a *location* is a place where something can be found. For example, my address tells the *location* of where I live.**
- Point out that knowing the word root can help us understand the meaning of the word. Explain that you will add roots, their meanings, and example words to the chart each day.

- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 3

Skill Practice

The Latin root *loc* means place. Use this information to answer the following questions.

1. Orion’s dad got a new job in another city, so the family had to pack up and relocate there. What does the word *relocate* mean in this sentence?
 - a. tell their friends
 - b. arrange for a truck
 - c. change the door locks
 - d. *move to another place*

2. The sign on the pizza shop said that they only deliver pizzas locally. What does the word *locally* mean in this sentence?
 - a. in a paper box
 - b. from a truck
 - c. *to places nearby*
 - d. without sodas

Building Meaning

version	movement	surrendered	aerial
hosted	scaling	boosted	era

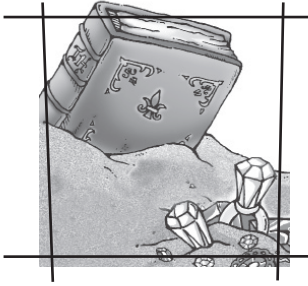
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.*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

4. The eagle had an aerial view of the wide valley as it soared above us.
Aerial means—
 - a. clear and sharp.
 - b. upside down.
 - c. long distance.
 - d. *from the air.*

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.

- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

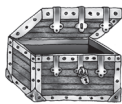
Set the Stage



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

Vocabulary **TP**

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



Strategic Review

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

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

What is a feature of Savannah, Georgia?

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 *American Journeys: Notes From the Southeast* to find supporting details. We also identified some facts and some opinions and explained our thinking about them.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread page 13 aloud, and add details to the idea tree as necessary. Use **Team Huddle** to have teams tell why a particular statement is a fact. Use **Random Reporter** to select students to share responses.



After rereading this page, I would identify the following statement as a fact: "You can visit Ryman Auditorium and go to the Grand Ole Opry, a famous weekly music show." Would you agree that this statement is a fact? How do you know? Allow teams a minute or two to discuss. *It is a fact because you can check its accuracy. You can prove that it is true. Also, there is a photo of Ryman Auditorium.*

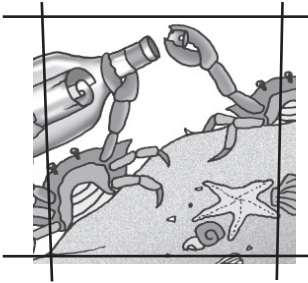
- Remind students that as they reread, they should also look for details to add to their idea trees.

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.

Team Talk

1. Which of the following statements is a fact, and which is an opinion? Tell why. (Write-On) |FO|
 - Eastern Kentucky has beautiful hills and hollows.
 - The Red River Gorge Bridge is located in eastern Kentucky.
2. Compare and contrast Mount Vernon and Monticello. |CC|
3. What question is answered on page 22? |QU|
 - a. What outdoor activities can you try in West Virginia?
 - b. What are some major cities in Virginia?
 - c. Why do people like to bungee jump from high places?
 - d. How many people visit Virginia every year?
4. With the help of your idea tree, summarize the information in the text *American Journeys: Notes From the Southeast*. |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 14–22 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 statements is a fact, and which is an opinion? Tell why. (Write-On) |FO|

Eastern Kentucky has beautiful hills and hollows.

The Red River Gorge Bridge is located in eastern Kentucky.

100 points = *The first statement is an opinion because it tells how Justin feels and uses the opinion word beautiful. The second statement is a fact because it can be proven. To prove it, you could check a map.*

90 points = *The first how Justin feels. The second statement is a fact because it can be proven.*

80 points = *The first is an opinion. It is how Justin feels. The second is a fact because it can be checked.*

2. Compare and contrast Mount Vernon and Monticello. |CC|

100 points = *Mount Vernon and Monticello are both the former homes of presidents in Virginia. Monticello was Jefferson's home. It is bigger than Mount Vernon, and it is in Charlottesville. Mount Vernon was Washington's home on the Potomac River. 90 points* = *Mount Vernon and Monticello are both homes of presidents in Virginia. Monticello was Jefferson's home. Mount Vernon was Washington's home. 80 points* = *They are homes of presidents. Monticello is bigger than Mount Vernon.*

3. What question is answered on page 22? |QU|

- What outdoor activities can you try in West Virginia?*
- What are some major cities in Virginia?*
- Why do people like to bungee jump from high places?*
- How many people visit Virginia every year?*

4. With the help of your idea tree, summarize the information in the text *American Journeys: Notes From the Southeast*. |SU|

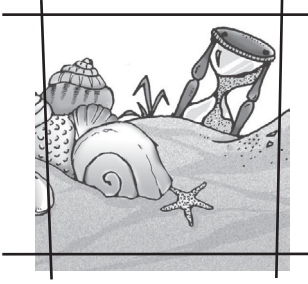
100 points = *There are interesting places to visit in the southeastern U.S. Florida has the Everglades, and Louisiana has French heritage. Alabama has Civil War battlefields. Mississippi is on the river and has many water activities. You can visit historic Savannah or the modern city of Atlanta in Georgia. Tennessee is known for its music scene and mountains. Horse racing is big in Kentucky. You can visit ocean beaches in the Carolinas and presidents' homes in Virginia. 90 points* = *There are interesting places to visit in the southeastern U.S. Florida has the Everglades, and Louisiana has French heritage. Mississippi has many water activities. Tennessee is known for its music scene and mountains. Horse racing is big in Kentucky. You can visit presidents' homes in Virginia. 80 points* = *There are interesting places to visit in the southeastern U.S. Florida has the Everglades, and Louisiana has French heritage. Mississippi has many water activities. You can visit presidents' homes in Virginia.*

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

Class Discussion TP



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points. 	
Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>Justin reports that Native Americans lived in Mammoth Cave thousands of years ago. What would have been the advantages of a cave shelter? What would have been some disadvantages?</p> <p>Justin writes on page 21 that Jamestown is where the first settlers of America lived. Do you agree with him? Who were the first settlers of America?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>Justin reports that Native Americans lived in Mammoth Cave thousands of years ago. What would have been the advantages of a cave shelter? What would have been some disadvantages?</p> <p>Justin writes on page 21 that Jamestown is where the first settlers of America lived. Do you agree with him? Who were the first settlers of America?</p>	
Write-On Discussion	<ul style="list-style-type: none"> – Award team celebration points. – Allow students time to discuss their summaries. – Use Random Reporter to select students to share their summaries. 	
Write-On Discussion	<ul style="list-style-type: none"> – Use Random Reporter to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it. 	



FLUENCY IN FIVE **TP**

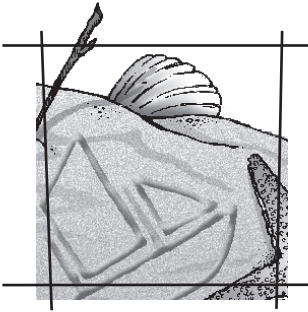
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 6, pages 17 and 18, or page 19

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Remind students of the Word Power skill (Latin and Greek roots) and the Word Treasure clue that Captain Read More uses for them (an anchor).
- Remind students that knowing the word root can help us understand the meaning of a word.
- Direct students' attention to the Word Power Challenge. Display the last section of the roots chart. Tell students that they will work in teams to explain the meaning of the underlined word.

Preparation: Display the Word Power Challenge.

<h2>Word Power Challenge</h2>	Latin or Greek Root	Meaning	Example Words
	<i>rupt</i>	break or burst	<i>erupt, interrupt, disrupt</i>

What does erupt mean?



- Use **Random Reporter** to select students to share. *Rupt means to break or burst. Erupt is what volcanoes do when they explode. They break or burst open.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

The Latin root *rupt* means break or burst. Use this information to answer the following questions.

1. When the teacher is reading a story aloud, suddenly the bell starts ringing and interrupts the story. What does the word *interrupts* mean in this sentence?
 - a. *breaks in*
 - b. continues
 - c. improves
 - d. changes

2. Our plan to spend the day outside was disrupted by heavy rain. What does the word *disrupted* mean in this sentence?
 - a. made ahead
 - b. written down
 - c. *broken apart*
 - d. added to

Building Meaning

version	movement	surrendered	aerial
hosted	scaling	boosted	era

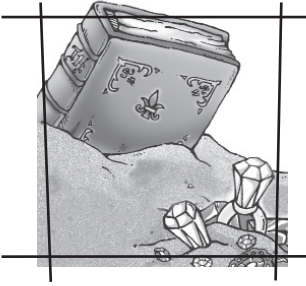
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.*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

4. Choose the word that best fits in the blank.
 The team lowered ropes to help the people below in scaling the cliff.

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

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

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

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

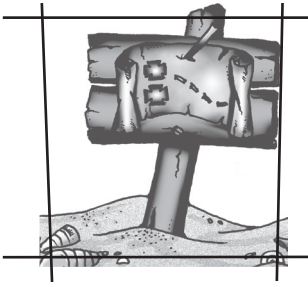
Today you will read about a famous hiking trail that ends in Georgia.

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

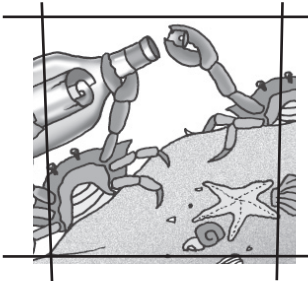
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about identifying facts and opinions.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent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



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

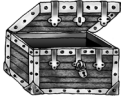
Team Discussion **TP**

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

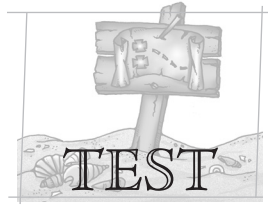


Class Discussion TP

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



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



Test Passage

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

The Appalachian Trail

Hiking the Appalachian Trail is the greatest experience. The Appalachian Trail is a path that runs from Maine to Georgia. That is a distance of around 2,160 miles! It is the longest trail in the country. The trail was made by volunteers and finished in 1937.

The trail passes through fourteen states. Hiking the trail you can see some of the most beautiful scenery in America. It has a wide range of plant and animal life, including my favorite, the bobcat. There are over 150,000 white paint markers to mark the path. It takes over 6,000 volunteers a year to keep the trail running. About four million people a year hike on the trail. There are only a few hundred that try to hike the whole route though. I would love to hike the whole trail someday.

You would have to give five to six months to hike the whole trail. It would be the same as walking two-thirds of the way across all fifty states. Most people hike only parts of the trail in day or overnight trips. They do not want to spend the time to hike the whole trail. It would not be an easy outing! The trail is an up-and-down course through mountains and forests. I think it would be an amazing and wonderful journey to hike from Maine to Georgia.

Sources: www.dnr.state.md.us/publiclands/at.html

www.nps.gov/appa/index.htm

www.appalachiantrail.org/site/c.mqLTYOwGIF/b.4805401/k.8865/About_the_Trail.htm

Comprehension Questions

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

20 points

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

20 points = The topic of this text is the Appalachian Trail. I know because the information describes the Appalachian Trail. All the details in the passage explain the trail's history and importance. **15 points** = The topic of this text is the Appalachian Trail because the information and details describe the trail and its history. **10 points** = The topic is the Appalachian Trail.

30 points

2. What is the intent of the author? |AP|
- to prove that the trail is dangerous
 - to inform about the Appalachian Trail*
 - to entertain with myths of the trail
 - to show that the trail is easy to hike

How do you know?

20 points = *I know the author wants to inform about the Appalachian Trail because there are many facts in the passage. For example, the author includes information on the length of the trail and how difficult it would be to hike the entire trail.* **15 points** = *I know the author wants to inform about the Appalachian Trail because there are many facts in the passage. The author includes information about the length of the trail.* **10 points** = *The author includes a lot of facts about the trail.*

20 points

3. Give an example of an opinion in the passage. How do you know it is an opinion? |FO|

20 points = *(Answers will vary.) An example of an opinion in the passage is "I would love to hike the whole trail someday." I know it is an opinion because it uses the opinion word love and tells how the author feels.* **15 points** = *An example of an opinion in the passage is "I would love to hike the whole trail someday." I know it is an opinion because it uses the opinion word love.* **10 points** = *"I would love to hike the whole trail someday" because it uses love.*

20 points

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

20 points = *The Appalachian Trail is the longest trail in the country and goes from Maine to Georgia. It has beautiful scenery and lots of wildlife. Volunteers made the trail. Most people go on day hikes, but some hike the whole trail. It would take five or six months to hike the whole trail.* **15 points** = *The Appalachian Trail is the longest trail in the country. Volunteers made it. It can take up to six months to hike it.* **10 points** = *The Appalachian Trail is the longest in the country. Volunteers made it.*

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 information on the chart below to answer the following questions. Write the answers on your paper.

Latin or Greek Root	Meaning	Example Words
<i>vis</i>	to see or look at	<i>vision, visit, invisible, visualize, television, revise</i>
<i>loc</i>	place	<i>locate, local, location, relocate, locally</i>
<i>rupt</i>	break or burst	<i>erupt, interrupt, disrupt</i>

5 points

1. It is smart to lower your visor when driving in bright sun because it can improve your vision.

What does the word *vision* mean in this sentence?

- a. ability to act
- b. ability to think
- c. ability to hear
- d. ability to see

5 points

2. The flood washed out the old bridge, so it will have to be relocated.

What does the word *relocated* mean in this sentence?

- a. rebuilt with steel
- b. moved to another place
- c. replaced with another
- d. mapped out

5 points

3. Marlon stepped hard on the juice box, and it erupted.

What does the word *erupted* mean in this sentence?

- a. burst
- b. bounced
- c. flew up
- d. rolled away

5 points

4. Andrea liked the story she had written, but she wanted to revise it.

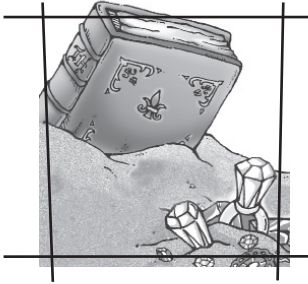
What does the word *revise* mean in this sentence?

- a. write on special paper
- b. have someone read
- c. look at again to improve
- d. publish the first time

Building Meaning

version	movement	surrendered	aerial
hosted	scaling	boosted	era

- 10 points** 5. Write a meaningful sentence for the word *surrendered*.
10 points = *The army surrendered and put down their weapons when they knew they would lose the battle.* **5 points** = *The army surrendered when they knew they would lose the battle.* **1 point** = *The army surrendered.*
- 10 points** 6. The new stadium was so much better than the old one that it boosted the number of people coming to see games. *Boosted* means—
- increased.
 - reduced.
 - affected.
 - recorded.
- 10 points** 7. The small planes crisscrossed in the sky like they were doing an aerial dance.
- 10 points** 8. There is a movement at our school to get more students involved in after-school programs.
- 10 points** 9. One of the challenges in the fitness class is scaling a wall. *Scaling* means—
- building.
 - looking over.
 - climbing.
 - measuring.
- 10 points** 10. Violet’s costume was so old fashioned that we thought it was from a different era. *Era* means—
- planet.
 - state.
 - country.
 - time period.
- 10 points** 11. Your version of what happened is different from the way I remember it.
- 10 points** 12. Were you the one who hosted the awesome Halloween party at your house last year?



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will write an informational fact sheet for incoming students and visitors to your school.

Team Cooperation Goal

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

Build Background

- Introduce the activity, writing an informational fact sheet, by telling students when people might want quick facts about something.

Sometimes we do not have time to read a long essay or book about something. We just need quick facts to give us enough information to understand the subject. Have you ever been to a museum? Museums might provide quick facts to help you understand why a painting is important or what happened during a particular time in history. How about the zoo? Zoos often provide facts about animals so you can learn something quickly, rather than reading a whole book. Sometimes reading these facts can make us more interested in learning about a particular subject.

- Ask students if they can think of a time when they were given or read a fact sheet to learn more about a place or subject.

- Display the following informational fact sheet. Read it aloud to students.

Blackline master provided.

San Francisco, California

San Francisco’s Beginnings

The modern history of San Francisco started in 1846, when the city of Yerba Buena was renamed San Francisco. Two years later, the population of California boomed when gold was discovered.

Earthquakes

San Francisco is in an earthquake-prone area. The first major earthquake to affect the city happened in 1865, and it destroyed much of the city. An even more destructive earthquake happened in 1868. The most famous earthquake to hit San Francisco happened in 1906. It is believed that this earthquake had a magnitude of 7.9. The quake killed about 3,000 people and destroyed nearly 30,000 buildings.

Must See Places

Popular tourist sites in San Francisco include the Golden Gate Bridge, built in 1937. The city is also known for its cable cars that carry people through the hilly city.

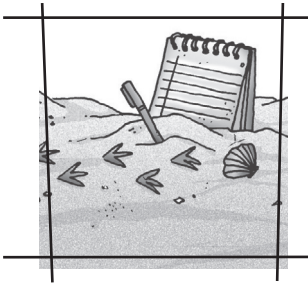


- Use **Think-Pair-Share** to have students identify what this informational fact sheet is about. Randomly select a few students to share. *The city of San Francisco.*



- Use **Team Huddle** to have students discuss information on the fact sheet, and use **Random Reporter** to select students to share.

Who might be interested in reading this fact sheet? *People who are visiting San Francisco. **Good! What are some facts you learned about the city?** It was founded in 1846. It has had several major earthquakes. People like to visit the Golden Gate Bridge and ride on cable cars when they are in San Francisco.*



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write an informational fact sheet for incoming students and visitors to your school.



- 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 5

Writing Prompt

Your school is going to have an open house to inform future students and their parents about the school. Your principal asks each student to create a fact sheet that will be presented to the visitors. Your fact sheet will need a title that tells what it is about and that grabs the reader’s attention. You should include at least three features of your school, such as the mascot, the teachers, the principal, or after-school activities, in the fact sheet. Think of information that visitors to your school will find interesting. For each feature, you will write a heading and at least two facts about that feature. Remember, you are informing school visitors, so make sure your statements are true and interesting.

Scoring Guide

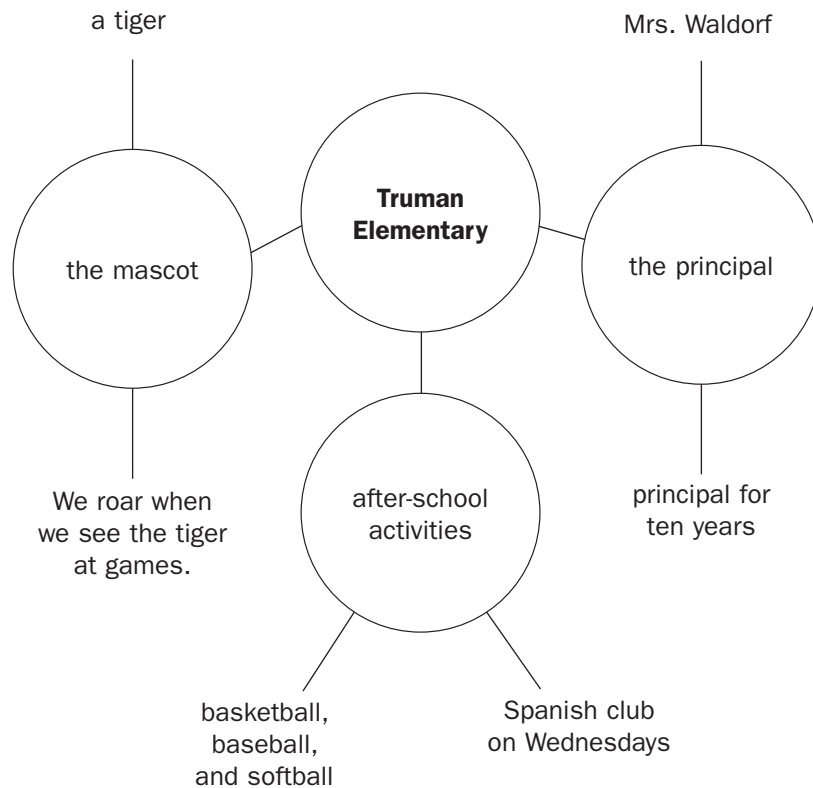
You create a fact sheet to give to future students and visitors to your school.	10 points
Your fact sheet has a title that grabs the reader’s attention.	5 points
You tell about three features of your school and begin each feature with a heading.	15 points each (45 points maximum)
You provide at least two facts or details about each feature.	5 points (30 points maximum)
You use proper grammar, spelling, and punctuation.	10 points

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

Before we begin writing, it’s very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us make sure we have all the information we need for our fact sheets.

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

Sample Graphic Organizer



Drafting

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

Blackline master provided.

Getting to Know Truman Elementary

Our Principal

Mrs. Waldorf is the principal of Truman Elementary. She has been principal here for ten years and knows each student by name. Mrs. Waldorf is a tough principal, but she is also kind and loves the school.

After-School Activities

Students at Truman Elementary can take part in many activities. There are basketball teams for both boys and girls. In the spring, boys can play baseball and the girls can play softball. In addition to sports, there are also academic and social clubs. Spanish club meets every Wednesday after school. Students learn to speak Spanish and learn about Latin American and Spanish cultures there.

Our Mascot

We are the Truman Elementary Tigers! Our mascot, Terry the Tiger, appears at every game. He is always ready to get us excited for our team. When Terry the Tiger walks out on the court or on the field, we all roar for him.

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 fact sheet includes at least three features of the school.
- 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?

Facts or Opinions?

Fact = can be proven

Opinion = thought, view, feeling

Fact Clues	Opinion Clues			
numbers	<i>think</i>	<i>good</i>	<i>best</i>	<i>always</i>
dates	<i>believe</i>	<i>bad</i>	<i>worst</i>	<i>never</i>
places	<i>feel</i>	<i>great</i>	<i>scariest</i>	<i>ever</i>
events	<i>like</i>	<i>beautiful</i>	<i>ugliest</i>	
photographs	<i>hate</i>	<i>wonderful</i>	<i>funniest</i>	
	<i>love</i>	<i>favorite</i>		



Latin or Greek Root	Meaning	Example Words
<i>vis</i>	to see or look at	<i>vision, visit, invisible, visualize, television, revise</i>
<i>aer</i>	air	<i>aerial, aerosol, aeronautics</i>
<i>loc</i>	place	<i>locate, local, location, relocate, locally</i>
<i>rupt</i>	break or burst	<i>erupt, interrupt, disrupt</i>

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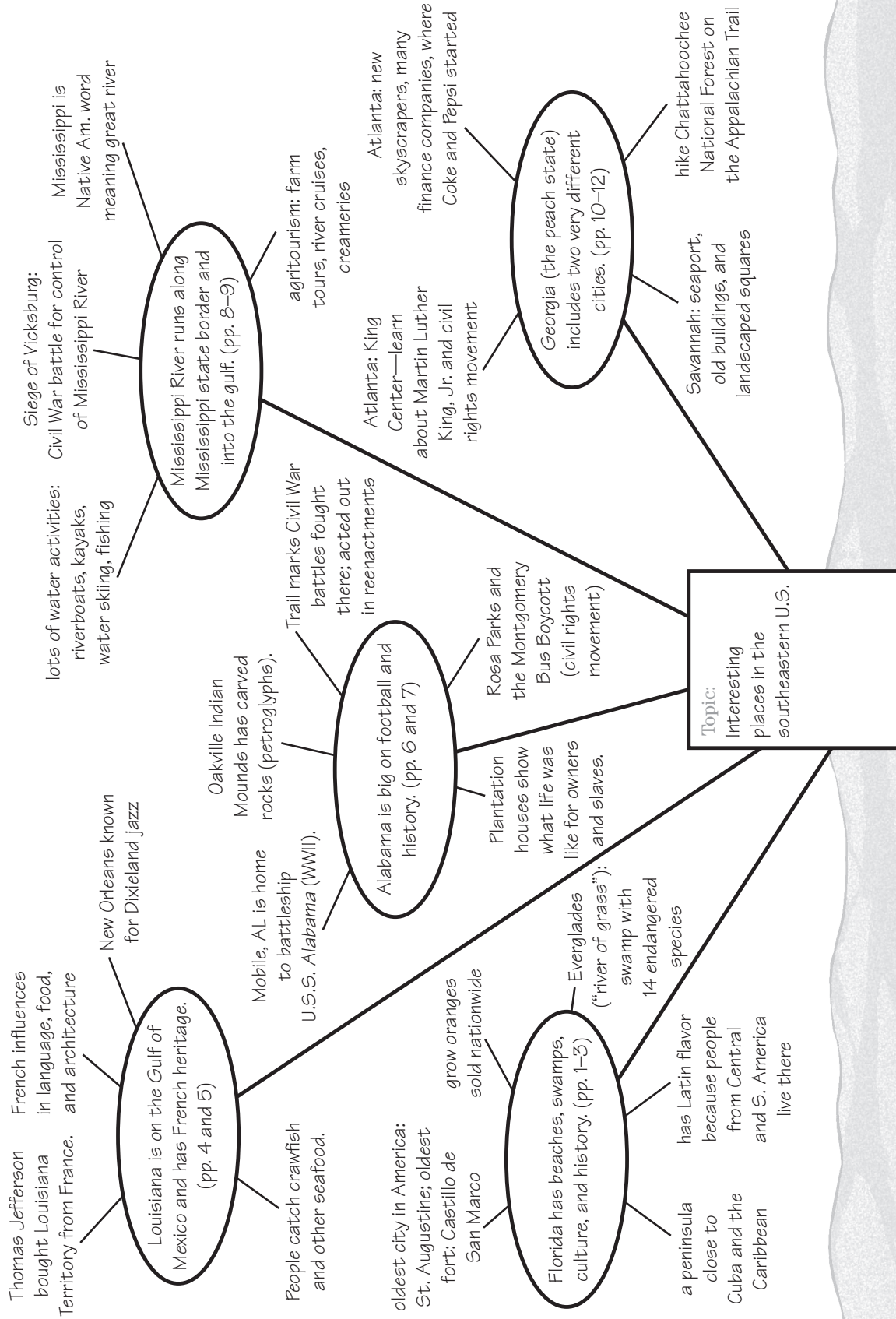
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We are the Truman Elementary Tigers! Our mascot, Terry the Tiger, appears at every game. He is always ready to get us excited for our team. When Terry the Tiger walks out on the court or on the field, we all roar for him.



Title: American Journeys: Notes From the Southeast, pp. 1–12

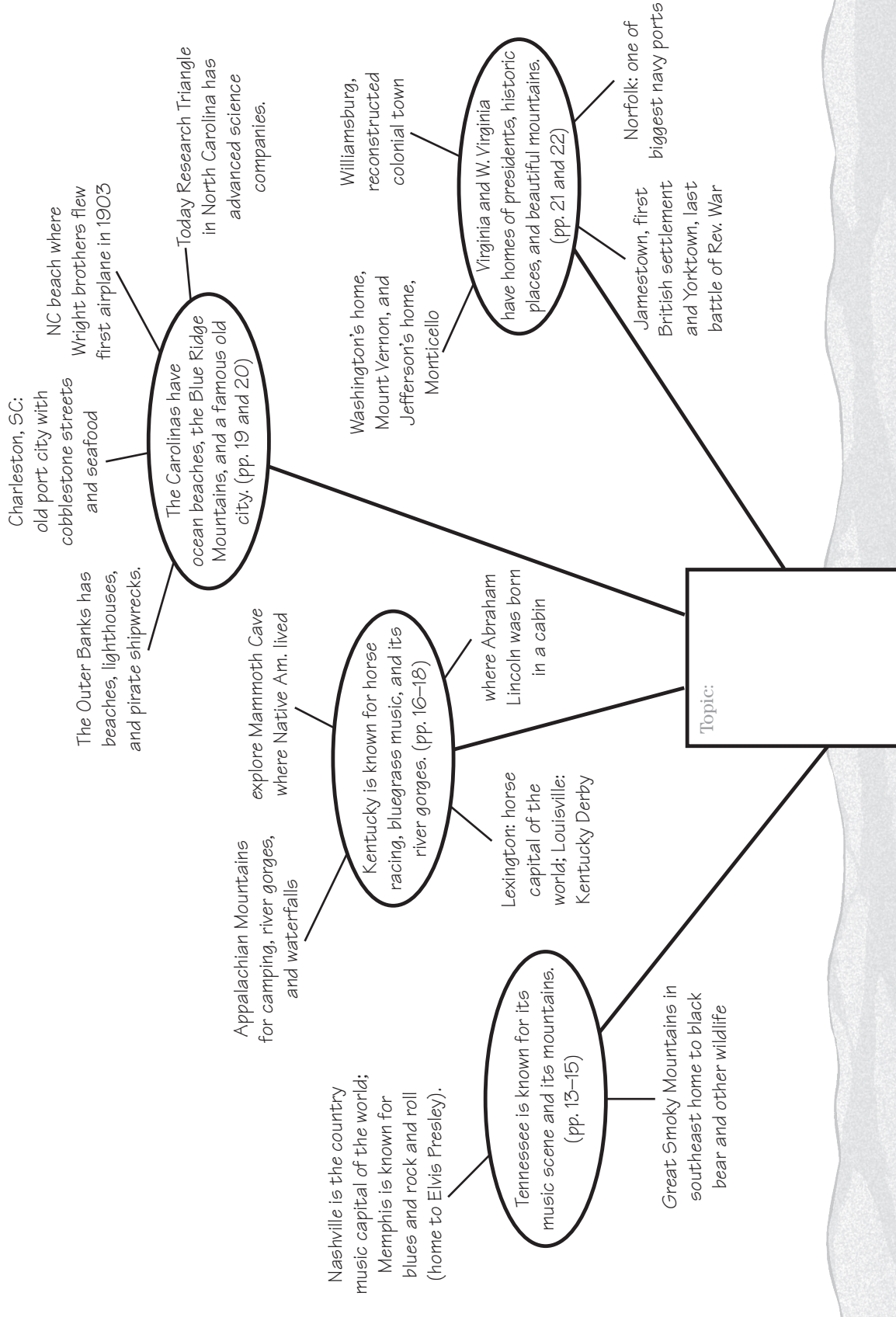
Idea Tree





Title: American Journeys: Notes From the Southeast, pp. 13-22

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 4 / <i>American Journeys: Notes From the Southeast</i>
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Key Ideas and Details</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.4.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Text Types and Purposes</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

FUNCTIONAL WRITING (1 DAY)

Travel Brochure

Written by Jessica Franklin

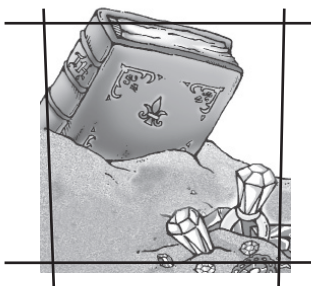
Linked to *American Journeys: Notes From the Southeast*

Summary

Students read a travel brochure for Florida.

Instructional Objectives

Reading	Word Power
Fact and opinion (FO)	Connotation and denotation
Students will tell facts from opinions.	Students will identify word connotations by considering the denotation and mapping out what they know about the word.



ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Rate New Vocabulary Words

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

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.

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

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

Team Cooperation Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

Today we will read *Travel Brochure* by Jessica Franklin. As we read, we'll identify facts and opinions. Good readers identify facts and opinions to draw their own conclusions about information.

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

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



Let me think about the first step of TIGRRS. I know the first step is to find the topic of the text. I know that I can look at the title and skim the text to find clues that will help me find the topic of the text. I also know that the title is a good place to look for the topic. The title of the text is *Travel Brochure*. That is pretty straightforward. I also see a picture of Florida, so I think the travel brochure is about Florida.

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



- Use **Team Huddle** to have students discuss brochures that they have read. What was the brochure about? What kinds of information did it have? Was the brochure helpful? Use **Random Reporter** to select students to share.
- Use **Team Huddle** to have students review what they learned about the Southeast from reading *Travels Across America: The Southeast*. Use **Random Reporter** to select students to share. Tell students that if they have ever wanted to go to Florida, they will learn more about it from today's reading.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model how to identify the intent of the author.

I have identified the topic of *Travel Brochure*, so let me think about the second step of TIGRRS. I know that the second step is to determine the author's intent. I have to think about the topic of the text and figure out why the author wrote the text. I should ask myself questions such as “does the author want to inform me about something” or “does the author want to convince me of something?” After asking myself these questions, I think the author wants to convince me to visit Florida.

- Point out that in most functional texts, the author's intent is to help readers learn how to do or make something. This might be in the form of directions, a guide, or another similar format.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model how to identify the graphic organizer that they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

We will use a graphic organizer to record important ideas, and the next step in TIGRRS is to identify which organizer we will use. Let me take a look at the text. I see headings with lists of items underneath, or bulleted items. It looks like the author is giving me important ideas and details, so I think the best organizer to use is an idea tree. Display an idea tree. What should we write in the section called “Topic”? We will write “Travel to Florida,” or the topic of the text, in the section called “Topic.” What do we write in the circles at the end of the long branches? We will write main ideas in the circles at the end of the longer branches. Where do our supporting details go? We will write supporting details next to the lines coming out of the circles.

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

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words. Tell students to review all four words before their partners take a turn and to take as many turns as needed to learn all the words. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading.

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

Word and Page Number	Identification Strategy	Definition	Sentence
specific page 7	chunk: spe-cif-ic	certain	I only like a <i>specific</i> kind of ice cream—vanilla.
destination page 7	chunk: des-ti-na-tion	place	When I reach my <i>destination</i> , I will call Mom and tell her I arrived safely.
glorious page 7	base word + ending: glor(y) + i + ous	wonderful	A bright, sunny day is <i>glorious</i> .
invading page 7	base word + ending: invad(e) + ing	entering	My little sister and her friends are always <i>invading</i> my room when I try to study.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in functional text.

Just because a piece of text is informational, that does not mean it doesn't include opinions along with facts. Remember that a fact is something that can be proved and that an opinion is something that cannot be proved. Opinions are someone's thoughts and feelings about something. Opinions are not right or wrong, true or untrue—they are just someone's feelings.

It is important to tell the difference between facts and opinions so you know how to form your own conclusions about something. Brochures inform and persuade readers, so opinions are used more often in these types of texts.

- Display the following blackline master, and review the opinion signal words.

Blackline master provided.

Opinion Signal Words			
think	believe	pretty	sad
happily	feel	outrageous	incredible
best	worst	angry	most
least	always	never	



- Display the following blackline master, and use **Think-Pair-Share** to have students identify statements that are factual and statements that are opinions. Randomly select a few students to share.

Blackline master provided.

1. There are ten students sitting at the lunch table.
2. The school cafeteria serves the best salad.
3. It is too hot to go outside for recess.
4. It is 90°F today.

Statements 1 and 4 are factual; they can be proven by counting students and checking a thermometer. Statements 2 and 3 are opinions; not everyone thinks the salad is the best or that it is too hot outside.

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

Preview Team Talk

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

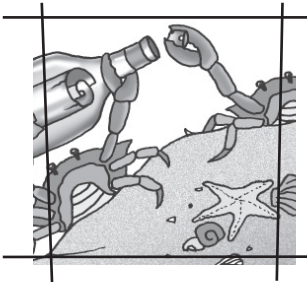
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.
- Explain to students that they will complete the rest of the TIGRRS process during Teamwork. Tell students that they will read and restate the important ideas, reread and restate details, and then summarize the text. Point out that question #4 asks them to summarize the text using their graphic organizers.

Student Edition, page 10

Team Talk

1. Name one fact and one opinion in the section titled “Things to Do.” (Write-On) |FO|
2. Do you think the author of *American Journeys: Notes from the Southeast* would agree with the information in the travel brochure? Explain. |CC|
3. Which of the statements in the brochure would most make you want to visit Florida? Why do you think states want to encourage people to visit? |DC|
4. Use your idea tree to summarize the text. |SU|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate. **SR**
- Have students take turns reading:
pages 7 and 8 aloud with partners.
- Tell students to add important ideas to the graphic organizer as they read.
- Remind students that they should reread the text to look for more information or details about the important ideas and add them to the graphic organizer.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.

- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team’s strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion. Tell them that they will also share the ideas they recorded on the graphic organizer.

Team Talk

1. Name one fact and one opinion in the section titled “Things to Do.”

(Write-On) |FO|

(Answers will vary.) **100 points** = An example of a fact in this section is that there are golf courses in Florida. You could prove that by driving around or doing an Internet search on Florida golf courses. An opinion in this section is that the golf courses are “glorious.” Maybe some people think they are glorious, but other people might not like them, so that is an opinion. **90 points** = An example of a fact in this section is that there are golf courses in Florida. You could prove that by driving around. An opinion in this section is that the golf courses are “glorious.” Maybe some people think they are glorious, but other people might not like them. **80 points** = Fact = there are golf courses in Florida. Opinion = the golf courses are “glorious.”

2. Do you think the author of *American Journeys: Notes from the Southeast* would agree with the information in the travel brochure? Explain. |CC|

(Answers may vary.) **100 points** = Yes. I think the author of *American Journeys: Notes from the Southeast* would agree with the information in the travel brochure. The author’s purpose in the blog is to describe the states of the Southeast. The travel brochure give more details about Florida. The details will make people want to visit. **90 points** = Yes. I think the author would agree with the information in the travel brochure. The author’s purpose in the blog is to describe the states of the Southeast. The travel brochure gives more details about Florida. **80 points** = Yes. The travel brochure gives more details about Florida.

3. Which of the statements in the brochure would most make you want to visit Florida? Why do you think states want to encourage people to visit? |DC|

(Answers will vary.) **100 points** = The statement in the brochure that would make me want to visit Florida is the statement about Everglades National Park. I really like seeing birds and am interested in endangered species. I think states try to encourage visitors so people come and spend money. This helps the state businesses. **90 points** = The statement in the brochure that would make me want to visit Florida is the statement about Everglades National Park. I really like seeing birds. I think states try to encourage visitors so people come and spend money. **80 points** = The statement about Everglades National Park. They try to encourage visitors so people come and spend money.

Team Talk *continued*

4. Use your idea tree to summarize the text. ISU!

100 points = *There are many things to do, see, and visit in Florida. You can surf, fish, golf, paddle board, and sail. You can see the Everglades, Florida Keys, Cape Canaveral, and the Southernmost Point. You can visit many cities, such as Miami and Orlando. You can get to Florida by plane, car, train, or boat.* **90 points** = *There are many things to do, see, and visit in Florida. You can surf, fish, and sail. You can see the Everglades, Cape Canaveral, and the Southernmost Point. You can visit many cities, such as Miami and Orlando.* **80 points** = *You can surf, fish, and sail. You can see the Everglades. You can visit many cities, such as Miami.*

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

Class Discussion **TP**

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



Strategy-Use Discussion

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

Think-and-Connect Discussion

- 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.

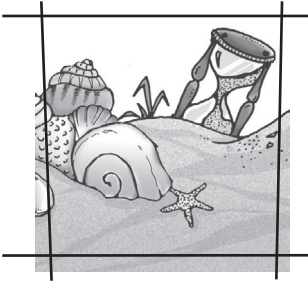
Team Talk Extenders

Why does the brochure list a variety of things to do, see, and visit?
 What would you put in a brochure about your city or state?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

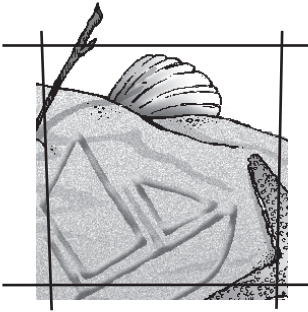
Timing Goal: 5 minutes

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

Student Edition, page 9

Page 7 (through the Florida Keys sentence)

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.
- Tell students that Captain Read More has sent them another message. Display the Word Treasure clue for connotation and denotation (Captain Read More and a storm cloud).

Blackline master provided.



tps

- Point to the storm cloud over Captain Read More's head. Use **Think-Pair-Share** to have students describe what they think of and how they feel when they see storm clouds. Randomly select a few students to share.
- Tell students that just like storm clouds, words can make us feel a certain way. Explain that we connect certain feelings and thoughts to words based on our experiences and knowledge about them. Point out that these words also help us make mind movies of the text.
- Use **Think-Pair-Share** to have students tell if they were able to find a word from their vocabulary list that had any connotations. Randomly select a few students to share. If necessary, guide students to the vocabulary word *glorious*.
- Display the following sentences.

Preparation: Display the following sentences.

Sentence 1

The day was sunny.

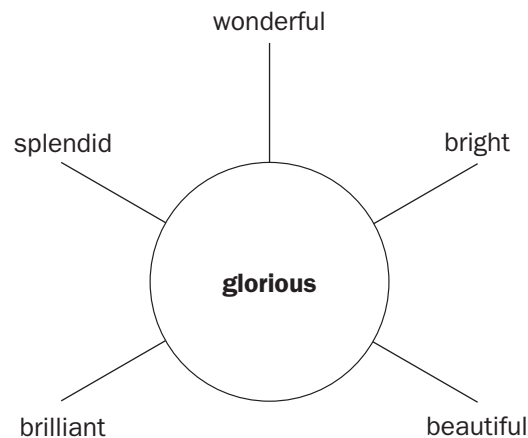
Sentence 2

The day was glorious.

- Read the sentences aloud, and have students make a mind movie. Use **Think-Pair-Share** to have students explain how their mind movies changed with the words *sunny* and *glorious*. Randomly select a few students to share. *The word sunny just says the sun was shining. The word glorious may include the sun shining, but the day probably has other qualities, such as a good temperature, a soft wind, and clear skies.*
- Write the words “denotation” and “connotation” on the board. Tell students that the denotation is the definition of the word, the actual meaning. Explain that the connotation is the emotion or thought we have about the word. Tell students that connotation and denotation is the Word Power skill for today.
- Review the Word Treasure (skill).

<h2 style="margin: 0;">Word Treasure</h2>	<p>Some authors use words with specific connotations to make us feel a certain way or give us a certain mind movie in our heads.</p> <p>Thinking about what we know about these words gives us a better understanding of the words' meanings.</p>
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- Tell students that authors often use words that have specific connotations because they want the reader to feel a certain way about what the author is describing. Explain that making a concept map for these words helps identify other words that are connected to certain words and helps us understand the words more fully.
- Display a circle. Write the word “glorious” in the middle of the circle. Draw lines extending from the circle to record ideas about the word, including the denotation (wonderful). Use **Think-Pair-Share** to have students identify any other thoughts they want to add to the map. Randomly select a few students to share.



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

Skill Practice

1. Read each sentence. How does each sentence make you feel? What are the connotations of the word *blast*? Draw a concept map, and record your ideas about the word.

A breeze blew in the window.

A blast blew in the window.

(Answers may vary.) A blast of wind is stronger than a breeze. I would probably close the window.

Building Meaning

specific

destination

glorious

invading

2. 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.

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

I think this music is glorious, and I could listen to it every day.



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

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.

- What is your team celebration score?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

Opinion Signal Words

think	believe	pretty	sad
happily	feel	outrageous	incredible
best	worst	angry	most
least	always	never	

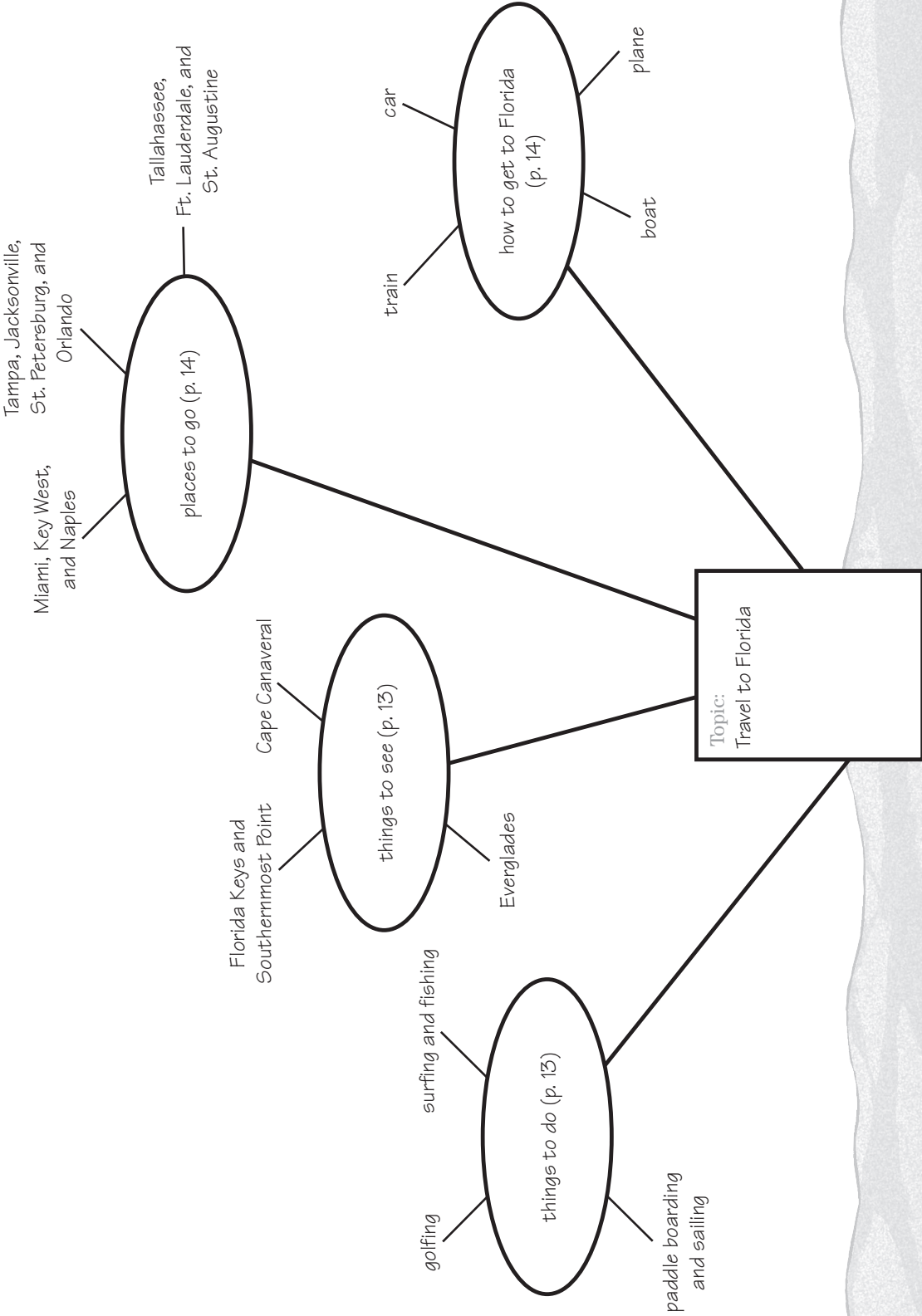
1. There are ten students sitting at the lunch table.
2. The school cafeteria serves the best salad.
3. It is too hot to go outside for recess.
4. It is 90°F today.



Idea Tree



Title: Travel Brochure



A travel brochure is used to encourage traveling or tourism in specific places. Travel brochures focus on a specific destination and give detailed descriptions about the place, along with things to see and do.

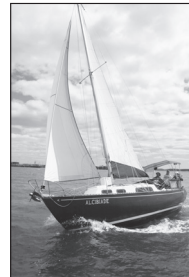


Stay for a While
in Sunny...
Florida!

**"Relax. Explore. Live.
The Florida Way."**

Things to Do:

- **Surfing**
Feel the rush as you ride waves.
- **Golfing**
Play the links on one of our glorious courses.
- **Fishing**
Cast your line into our brilliant seas.
- **Paddle boarding**
Try your hand at the new sport invading Florida's beaches.
- **Sailing**
Explore the open seas at the helm of a majestic sailboat.



Things to See:

- **Everglades National Park**
a wonderful place to find hundreds of different animals and birds, including various endangered species
- **Florida Keys**
more than 100 miles of beautiful water and coral reef islands to explore
- **Cape Canaveral**
home to the John F. Kennedy Manned Space Flight Center, which is the launching site for satellites and manned space flights
- **Southernmost Point**
a scenic buoy signifying the southern tip of the United States

Places to Go:

- Miami
- Key West
- Naples
- Tampa
- Jacksonville
- St. Petersburg
- Orlando
- Tallahassee
- Fort Lauderdale
- St. Augustine



Getting Here:

- **Plane**
Fly into one of our many airports around the state.



- **Car**
Enjoy the freedom of exploring all of our highways and byways.



- **Rail**
Take a relaxing journey by train.



- **Boat**
Sail or cruise into one of many ports along the peninsula.



Common Core State Standards

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

LEVEL 4 / *Travel Brochure*

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.