

American Journeys: Notes From the West

Written by Marta Gomez

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**Reading
Wings** 4th
Edition

T A R G E T E D

Treasure Hunt

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

***Targeted Treasure Hunt:
American Journeys: Notes From the West***

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INFORMATIONAL (9 DAY)

American Journeys: Notes From the West

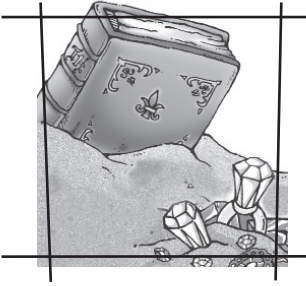
Written by Marta Gomez

Summary

The American West is a land with diverse people, geography, weather, and history. From the San Francisco Bay to the Mojave Desert to the rainy city of Seattle, the West is rich in variety. *Notes From the West* explores this diversity through Marta's blog as she documents her family's trips through the western states.

Instructional Objectives

	Reading	Word Power	Writing
	Text features (TF)	Synonyms	Write an answer to a research question.
CYCLE 1	Students will use text features to gather information from the text.	Students will use synonyms to improve their understanding of words.	Students will write at least one paragraph with the answers to their research question about a city or state in the United States.

**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 **complete tasks**, 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 *Notes From the West* by Marta Gomez. As we read, we'll use text features, such as charts, photographs, and maps, to gather information from the text. Good readers use text features to learn additional information that is not in the main text.

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

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



When I read, I use TIGRRS to make sure I understand the important information that an author has to share with me. The first step of TIGRRS is to tell the topic of the text. The title of this book, *Notes From the West*, tells me that I will probably read about the western part of America. When I page through the text, I see maps and photographs of places in the American West. I think I was right, and the topic of this book is the western part of the United States.

- Use the items below to build or activate background knowledge about the topic.
 - Have students look at the map on page iv of the text. Use **Team Huddle** to have students discuss what they already know about any of the states on the map. Use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students identify which western state they would choose to live in and why. Randomly select a few students to share.
 - Share a few important or interesting facts about the West. For example, Spanish explorers were the first Europeans to travel through much of the region. Also, in the 1800s, many settlers from the eastern United States traveled thousands of miles by horse, by wagon, and on foot to make new homes in the West.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.



The next step of TIGRRS is to identify the intent of the author, or the reason the author wrote the book. When I looked through the pages of *Notes From the West*, I saw photographs of different locations in the western states and a lot of information about these places. I think the author's intent is to inform readers about the American West. Since Marta wrote a blog, she probably also wants to hear what others have to say about the West. Explain what a blog is. You probably noticed that page 1 looks a lot like a web page. You may also have noticed the word *blog* above the picture of Marta on that page. A blog is like a journal, except it is written online so many people can read it. People can write blogs about any topic, and readers comment on their blogs.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from

the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

The third step of TIGRRS is to choose which organizer we should use to record the important ideas we read in the text. Let’s take a look at the text to see if I can find any clues. This text is divided into sections. For example, the City by the Bay is one section. It looks like each section tells about a big idea. The photographs, captions, and other text features on the pages give more information, or details, about these ideas. I think the best organizer to use is an idea tree. Display an idea tree. First, we should record the topic of the text on the idea tree in the section called Topic. Then, we will write the main ideas in the circles at the end of the longer branches. After that, we’ll write the supporting details next to the lines coming out of the circles.

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

Vocabulary TP

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



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

Word and Page Number	Identification Strategy	Definition	Sentence
region page 5	chunk: re-gion	area of land	Explorers discovered that the <i>region</i> was very dry and dusty.
studio page 6	chunk: stu-di-o	room for making audio or video recordings	The <i>studio</i> was made to look like a doctor’s office to shoot the scene.
calm page 9	blend	smooth	The lake was <i>calm</i> on the sunny day.

Word and Page Number	Identification Strategy	Definition	Sentence
stretches page 11	base word + ending: stretch + es	spreads out	The Atlantic Ocean <i>stretches</i> all the way from the United States to England.
border page 12	chunk: bor-der	line between two areas	We live near the <i>border</i> between Texas and Oklahoma.
separate page 18	chunk: sep-a-rate	divide	Mica’s dad built a fence to <i>separate</i> their backyard from the field behind it.
chilly page 19	base word + ending: chill + y	cool	Mom said to wear a jacket because it was <i>chilly</i> outside.
erupts page 20	chunk: e-rupts	forcefully pushes out material such as lava or steam	Sometimes when a volcano <i>erupts</i> , people who live nearby have to leave the area.

Using the Targeted Skill (Introduction and Definition)

- Introduce the skill and its importance in informational text.

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

- Use **Think-Pair-Share** to have students identify the different ways that information is presented in *Notes From the West*. Randomly select a few students to share. As students share, use the text to show examples of each type of text feature.

When we read informational text, the author often uses text features to give us more information than just sentences and paragraphs. Text features, such as photographs, captions, headings, and maps, are tools that teach us more about the topic. Let’s preview *Notes From the West* to see what text features the author uses to give us extra information. Allow students one or two minutes to preview the text. **What are some text features the author uses to give us additional information in this book?** *Photographs, headings, maps, captions, and charts.* **Excellent! All those are different ways the author gives us additional information.**

- Direct students’ attention to the map on page iv of the text. Model how students can gather information from text features by reading what this text feature states or displays.

Look at the map of the United States on this page. This text feature provides a lot of information about the topic of our book. The map is labeled the West, and we can see that some states are colored in and named. These must be the states that make up the American West. I'll bet that we'll read about these states in the text. There are also places in these states that are marked by push pins. These are probably important or interesting locations in the West. The author has given some valuable information with this text feature.

- Tell students that they will gather information from text features as they read the text.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them that you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read pages 1 and 2 aloud. Use a **Think Aloud** to model using the text features to gather more information.

Now that I've read the text on these pages, I will look at the text features to see if I can gather more information. On page 2, I read about San Francisco. The text says that the city is hilly and that people use cable cars to get around. When I look at the photograph on page 2, I can see what a cable car looks like and a view from the top of a hill in San Francisco. This photograph provides information I couldn't get just from reading the text.

- Read pages 3 and 4 aloud, and point out the text features on each page.
- Summarize the main ideas from your reading, and write them on the idea tree.

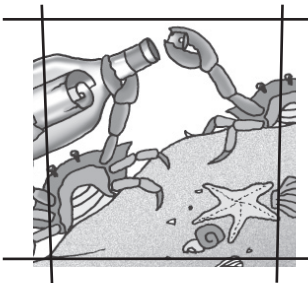
Preview Team Talk

- 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.

Team Talk

1. Why is the region with a lot of computer-related companies called Silicon Valley? |CE|
2. How did the author find that television shows are different from real life? |CC|
 - a. Actors all live together in television studios.
 - b. Houses and other buildings are fake.
 - c. Costumes that actors wear are fake.
 - d. Actors drive really fancy cars.
3. What additional information do the text features on page 6 give about the San Diego Zoo? (Write-On) |TF|
4. How does the Hoover Dam help the people of Nevada and Arizona? |DC|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR** pages 5–14 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

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

Team Talk

1. Why is the region with a lot of computer-related companies called Silicon Valley? |CE|

100 points = *The region with a lot of computer-related companies is called Silicon Valley because computer chips are made from silicon. The text says that technology companies like Google and Facebook are located there.*

90 points = *The region with a lot of computer-related companies is called Silicon Valley because computer chips are made from silicon. Technology companies are located there.* **80 points** = *Computer chips are made from silicon.*

2. How did the author find that television shows are different from real life? |CC|
 - a. Actors all live together in television studios.
 - b. Houses and other buildings are fake.
 - c. Costumes that actors wear are fake.
 - d. Actors drive really fancy cars.

3. What additional information do the text features on page 6 give about the San Diego Zoo? (Write-On) |TF|

100 points = *One photograph on page 6 provides additional information about what the San Diego Zoo looks like. Other photographs show a meerkat and an African elephant. The caption for the photographs tells me that the zoo is home to thousands of animals.* **90 points** = *One photograph provides additional information about what the San Diego Zoo looks like. Other photos show a meerkat and an African elephant.* **80 points** = *One photograph shows what the San Diego Zoo looks like.*

4. How does the Hoover Dam help the people of Nevada and Arizona? |DC|

100 points = *The Hoover Dam helps the people of Nevada and Arizona by providing power. The author says that the dam makes power from water, instead of coal or oil.* **90 points** = *The Hoover Dam helps the people of Nevada and Arizona by providing power.* **80 points** = *It provides power.*

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

Class Discussion TP

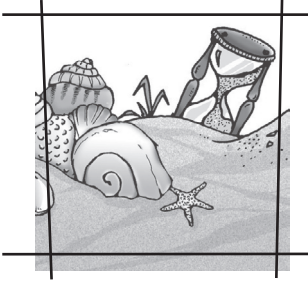
- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	<ul style="list-style-type: none"> – Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.
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Think-and-Connect Discussion	<ul style="list-style-type: none"> – Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions. 	
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc; vertical-align: top; padding: 5px;">Team Talk Extenders</td> <td style="padding: 5px;"> <p>What can you tell about the geography of the West from Marta’s blog?</p> <p>How could the Hoover Dam be good for the environment?</p> </td> </tr> </table> <ul style="list-style-type: none"> – Award team celebration points. 	Team Talk Extenders
Team Talk Extenders	<p>What can you tell about the geography of the West from Marta’s blog?</p> <p>How could the Hoover Dam be good for the environment?</p>	

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

Timing Goal: 5 minutes

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

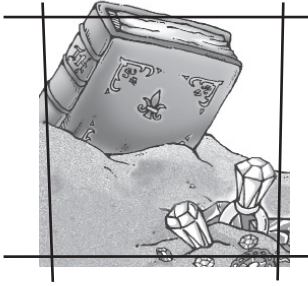
Page 5

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

Team Celebration Points

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

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



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

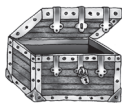
Team Cooperation Goal

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

Set the Stage



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

Vocabulary **TP**

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

Strategic Review

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

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

How is the Hoover Dam important to the people of Arizona and Nevada?

Listening Comprehension

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

Yesterday we read about some different places in California. We learned about San Francisco, San Jose, Hollywood, and San Diego. We were also able to use text features such as photographs to get more information. For example, by looking at photographs in the text, we learned what cable cars in San Francisco and the San Diego Zoo look like. These photographs helped us to better understand the information in the text.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 15 and 16 aloud, pointing out the text feature as you read. Use a **Think Aloud** to model how to use the photographs on page 15 to gather more information.



This page gave a lot of information about Pikes Peak in Colorado. I read about the train that takes people to the top of the mountain. The author also wrote about the bighorn sheep she saw on the way up. The pictures on the page give me additional information about the train and the sheep. I can see what the sheep look like and why they are called bighorn sheep. The other picture shows the incredible view from the train ride up Pikes Peak. These pictures provide important information that wasn't in the text.

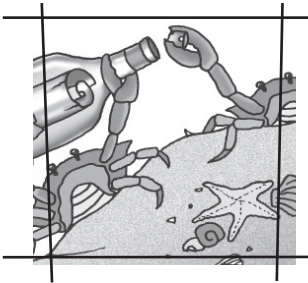
- Read page 17 aloud, and add main ideas to your idea tree as you read.

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. Do people travel to the Great Salt Lake to fish? |DC|
2. What additional information does the top photograph on page 19 give about Wyoming? (Write-On) |TF|
3. Look at the photograph of the bison on page 20. Where was it taken? |TF|
 - a. the Hoover Dam
 - b. Portland, Oregon
 - c. the Great Salt Lake
 - d. Yellowstone National Park
4. What causes Old Faithful in Yellowstone to erupt seventeen times a day? |CE • 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 18–26 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

Team Talk

1. Do people travel to the Great Salt Lake to fish? |DC|
100 points = People do not travel to the Great Salt Lake to fish. The text says the water is too salty for fish to live there. **90 points** = People do not travel to the Great Salt Lake to fish. **80 points** = People don't fish there.

2. What additional information does the top photograph on page 19 give about Wyoming? (Write-On) |TF|
100 points = The top photograph on page 19 shows what the town of Jackson Hole, Wyoming, looks like. You can see that it is a small town, and mountains border it. **90 points** = The top photograph on page 19 shows what the town of Jackson Hole, Wyoming, looks like. **80 points** = It shows what the town of Jackson Hole looks like.

3. Look at the photograph of the bison on page 20. Where was it taken? |TF|
 - a. the Hoover Dam
 - b. Portland, Oregon
 - c. the Great Salt Lake
 - d. Yellowstone National Park

4. What causes Old Faithful in Yellowstone to erupt seventeen times a day? |CE • DC|
100 points = Old Faithful erupts seventeen times a day because Yellowstone sits on a supervolcano. The heat from the volcano causes geysers like Old Faithful to erupt and spray hot water. **90 points** = Old Faithful erupts seventeen times a day because heat from a supervolcano causes geysers to spray hot water. **80 points** = Heat from a volcano causes geysers like Old Faithful to spray hot water.

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

Class Discussion **TP**



Strategy-Use Discussion

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

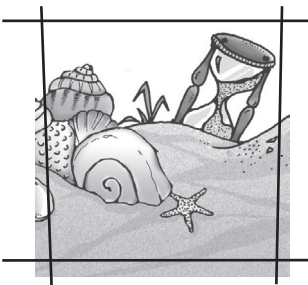
Think-and-Connect Discussion	<ul style="list-style-type: none"> - Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. - Allow students time to discuss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

The text describes towns in the West where all the people left because the mines closed, leaving behind ghost towns. What are some other reasons people might abandon a town or region?

How did the activities that Marta enjoyed differ in each state?

- Award team celebration points.

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

Timing Goal: 5 minutes

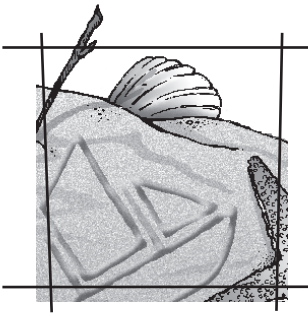
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. SR
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

Page 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

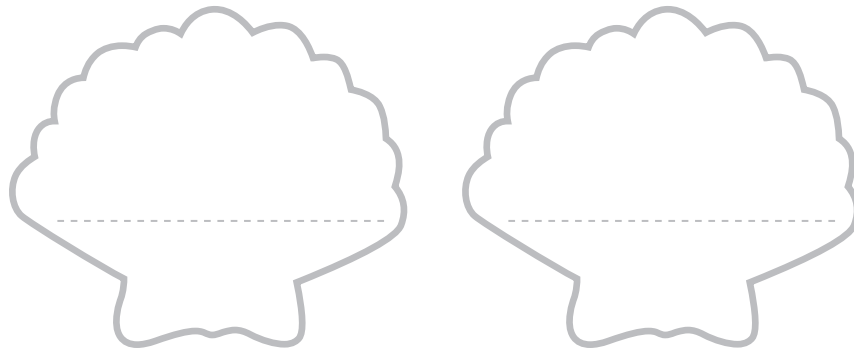
Preparation: Display the following words: *sleepy, street, slice, and angry.*



- Direct students to the four words that you have displayed. Use **Think-Pair-Share** to have students tell a word that means the same, or almost the same, for each word. Randomly select a few students to share. *Sleepy: tired; street: road; slice: cut; angry: mad.*
- Remind students that words with the same, or almost the same, meaning are called synonyms. Use **Think-Pair-Share** to have students tell the Word Treasure clue that Captain Read More uses for synonyms. Display the Word Treasure clue for synonyms (two shells that look the same).

You just found synonyms for familiar words. Remember, synonyms are words that have the same, or almost the same, meaning. Which Word Treasure clue does Captain Read More use to remind us that some words are synonyms? Allow time for students to discuss with their partners. That's right. He uses two shells that look the same.

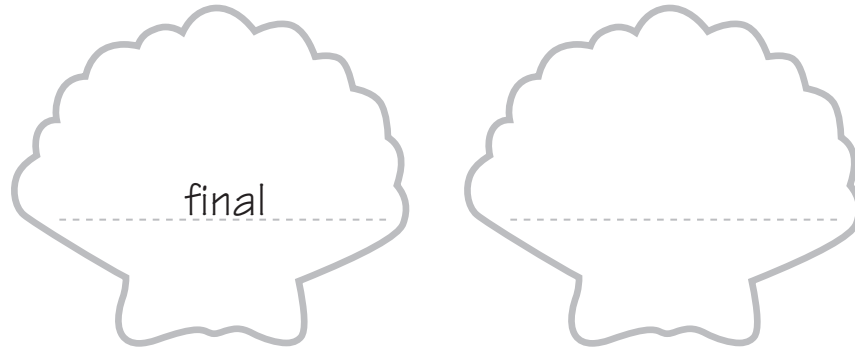
Blackline master provided.



- Review why Captain Read More thinks it is important to know synonyms by explaining that synonyms help us to define words, make connections among words, and become better speakers and writers.

Remember that Captain Read More thinks it is important for us to know synonyms because they help us to define words and make connections among words we know. Synonyms also help us to become better speakers and writers because we can use more advanced words. For example, instead of using the word *smart*, we can use words like *brilliant* or *clever*.

- Display one set of shells on the board. Write the word “final” on the first shell.



- Use **Think-Pair-Share** to have students identify a synonym for *final*. Write the synonym on the matching shell as students share their responses. *The word last.*
- Tell students that some of the words in their vocabulary list have synonyms. Remind students to look for these words the next time they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review as necessary, the Word Power activity before having students begin. **SR**

Teacher’s Note: Accept reasonable responses for skill-practice items and test questions; most words have more than one synonym.

Student Edition, page 2

Skill Practice

Write a synonym for each of the following words.

1. huge *big*
2. breezy *windy*
3. sad *unhappy*
4. chilly *cold*

Building Meaning			
region	studio	calm	stretches
border	separate	chilly	erupts

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

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

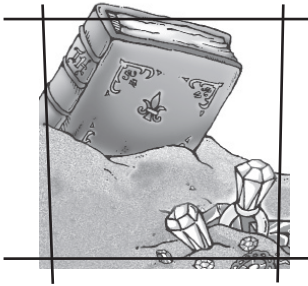
6. Choose the word that best fits in the blank.

The breeze and the shade from the mountains kept it chilly in the valley.



- 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.

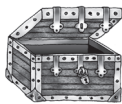
Set the Stage



- 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 causes Old Faithful in Yellowstone to erupt seventeen times a day?

Listening Comprehension

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

Yesterday we continued to use text features, such as photographs and charts, to help us better understand what we read in the text. By reading the text, we learned about Pikes Peak and the effect that high altitudes can have on people. Photographs in the text showed what bighorn sheep on Pikes Peak look like. A chart displayed some western cities that are located at high altitudes.

- 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. Draw students' attention to the images on page 3, and use **Think-Pair-Share** to have students identify what information they can gather from the images and captions. Randomly select a few students to share.



Rereading these pages helps us to better understand San Francisco. What text features on these pages give us even more information about San Francisco? Wait for students' responses. Yes. We learn more about San Francisco from the image of the Golden Gate Bridge and the caption on page 3. What do you learn from these text features? Wait for students' responses. Great. Huge ships, like the *Queen Mary*, can sail under the Golden Gate. That information is not in the text, so these text features truly help us to learn more about the Golden Gate Bridge.

- Read page 4 aloud. Summarize the supporting details from your reading, and write these on your idea tree.

Preview Team Talk

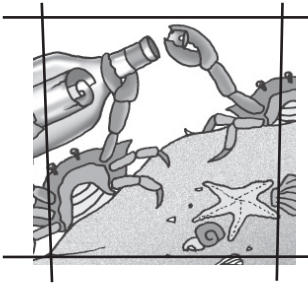
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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

Student Edition, page 3

Team Talk

1. Why is Kauai a great place for water sports? |DC|
2. Look at the map on page 11. Which location is farthest west? |TF|
 - a. Hoover Dam
 - b. San Diego
 - c. Colorado
 - d. Grand Canyon
3. What additional information do the text features on page 11 give about the Mojave Desert? (Write-On) |TF|
4. How was the Grand Canyon formed? |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 5–14 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Why is Kauai a great place for water sports? |DC|

100 points = *Kauai is a great place for water sports because it is an island surrounded by ocean. The text says that in some areas, the water is calm and clear for snorkeling. In other places, there are huge waves for surfing.*

90 points = *Kauai is a great place for water sports because it is an island surrounded by ocean. The water is calm and clear.* **80 points** = *It is an island surrounded by ocean.*

2. Look at the map on page 11. Which location is farthest west? |TF|

- a. Hoover Dam
- b. San Diego
- c. Colorado
- d. Grand Canyon

3. What additional information do the text features on page 11 give about the Mojave Desert? (Write-On) |TF|

100 points = *The map on page 11 shows the route the author took through the Mojave Desert to get to the Grand Canyon. The photograph on the page shows what some of the land and plants in the desert look like.*

90 points = *The map on page 11 shows the route the author took through the Mojave Desert. The photograph on the page shows what the desert looks like.* **80 points** = *It shows the route the author took through the Mojave Desert.*

4. How was the Grand Canyon formed? |CE|

100 points = *The Grand Canyon was formed by the Colorado River. The text says that the rushing waters of the river carved the canyon over many years.* **90 points** = *The Grand Canyon was formed by the Colorado River. It was formed over many years.* **80 points** = *It was formed by the Colorado River.*

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

Class Discussion TP



Strategy-Use Discussion

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

Think-and-Connect Discussion

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

Team Talk Extenders

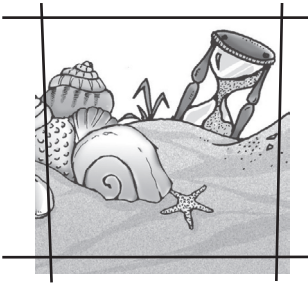
Look at the picture of the Grand Canyon on page 13. The text says the canyon is 277 miles long. If you were going to travel through the Grand Canyon, how would you do it? What equipment would you bring?

Most of this text describes modern life in the American West. How would life have been different for people who lived in the region thousands of years ago?

- Award team celebration points.

Write-On Discussion

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



FLUENCY IN FIVE **TP**

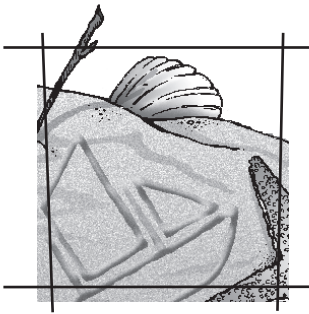
Timing Goal: 5 minutes

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

Student Edition, page 1

Page 19 or pages 8 and 9 (paragraph 1)

- 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 four sets of shells. Write the following words on the first shell of each set: “soar,” “hop,” “silent,” and “paste.”

- Remind students of the Word Power skill (synonyms) and, if necessary, the Word Treasure clue that Captain Read More uses for synonyms (two shells that look alike).
- Have students look at their vocabulary words. Point out that the Definition column contains words that are synonyms for the vocabulary words. Use **Think-Pair-Share** to have students find two words on the vocabulary list and their synonyms. Randomly select a few students to give the synonym pairs. *Calm: smooth; chilly: cool.*
- Direct students’ attention to the four sets of shells on the board.
- Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share. As students share, write the synonym in the matching shell. *Soar: fly; hop: jump; silent: quiet; paste: glue.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 3

Skill Practice

Write a synonym for each of the following words.

1. wealthy *rich*
2. dish *plate*
3. sob *cry*
4. seat *chair*

Building Meaning			
region	studio	calm	stretches
border	separate	chilly	erupts

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

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

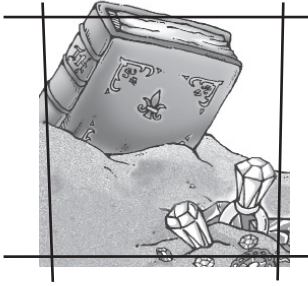
6. Finn looked at a map and saw that a river would separate his campsite from the mountains. *Separate* means—

- a. cross.
- b. divide.
- c. miss.
- d. flow.



- 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.

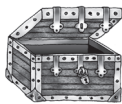
Set the Stage



- 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.

How was the Grand Canyon formed?

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind them of the graphic organizer you are using to help you remember the text.
- Review the information you added to your graphic organizer during yesterday's reading.

Yesterday we reread part of the text. By rereading, we were better able to connect the details in the text features and the main ideas in the text. For example, the picture of the Golden Gate Bridge on page 3 told us additional information that was not shared in the text. We also learned more information about the West from the map on page 11.

- 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.
- Read pages 15–17 aloud. Draw students' attention to the map on page 17. Use **Think-Pair-Share** to have students identify what information they learn from the map. Randomly select a few students to share.



When you look at the map on page 17, what can you learn? *The map shows which western states the Rocky Mountains run through. Great. The text provides information about the states the Rocky Mountains run through, but the map helps us to visualize this.*

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

Preview Team Talk

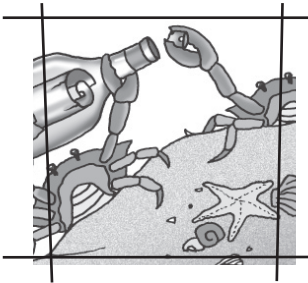
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

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

Student Edition, page 3

Team Talk

1. What additional information do the text features on page 21 give about the Oregon Trail? (Write-On) |TF|
2. How is Portland like the island of Kauai? |CC • TF|
 - a. Both places are great for water sports.
 - b. Both places are on the Oregon Trail.
 - c. Flowers grow well in both places.
 - d. Both places are surrounded by water.
3. Is shipping important for the city of Seattle? Explain. |DC|
4. Use your idea tree to summarize the information in the text *Notes From the West*. |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 18–26 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

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

Team Talk

1. What additional information do the text features on page 21 give about the Oregon Trail? (Write-On) |TF|

100 points = *The text features on page 21 give important information about the Oregon Trail. The map shows the route that the trail took across the western states to Oregon. A picture shows what a covered wagon looked like. Covered wagons were used by settlers traveling on the Oregon Trail.*

90 points = *The text features on page 21 give important information about the Oregon Trail. The map shows the route that the trail took. A picture shows what a covered wagon looked like.* **80 points** = *The map shows the route that the trail took. A picture shows what a covered wagon looked like.*

2. How is Portland like the island of Kauai? |CC • TF|

- Both places are great for water sports.
- Both places are on the Oregon Trail.
- Flowers grow well in both places.
- Both places are surrounded by water.

3. Is shipping important for the city of Seattle? Explain. |DC|

100 points = *I think shipping is important to Seattle because it is a big port city. The author says she saw a lot of boats while she was there. Big ships probably sail to Seattle to trade, just like in San Francisco.*

90 points = *I think shipping is important to Seattle because it is a big port city. Big ships probably sail to Seattle to trade.* **80 points** = *Shipping is important because it is a port city.*

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

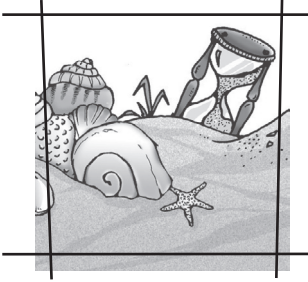
100 points = *The American West has many interesting cities and sights. San Francisco is located on a bay and has one of the biggest ports on the West Coast. Many TV shows and movies are filmed in Hollywood. Hawaii is warm all year and a great place for water sports. The Mojave Desert stretches through four western states. In Colorado, Denver is located a mile above sea level. The Rocky Mountains are 3,000 miles long and home to Yellowstone Park. Portland and Seattle are two rainy cities in the Pacific Northwest. Alaska is a huge state called the Last Frontier.* **90 points** = *The American West has many interesting cities and sights. San Francisco has one of the biggest ports on the West Coast. Many TV shows and movies are filmed in Hollywood. Hawaii is a great place for water sports. Denver is located a mile above sea level. The Rocky Mountains are home to Yellowstone Park. Portland and Seattle are two rainy cities in the Pacific Northwest. Alaska is a huge state.* **80 points** = *The American West has many interesting places. San Francisco has a big port. Hawaii is a great place for water sports. The Rocky Mountains are home to Yellowstone Park. Portland and Seattle are two rainy cities. Alaska is a huge state.*

- 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>The text describes some of the harsh conditions people experienced while traveling on the Oregon Trail. Why might so many families have been willing to travel thousands of miles on the trail to make new homes in the West?</p> <p>Why might Alaska be called the Last Frontier?</p> </td> </tr> </table>	Team Talk Extenders
Team Talk Extenders	<p>The text describes some of the harsh conditions people experienced while traveling on the Oregon Trail. Why might so many families have been willing to travel thousands of miles on the trail to make new homes in the West?</p> <p>Why might Alaska be called the Last Frontier?</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**

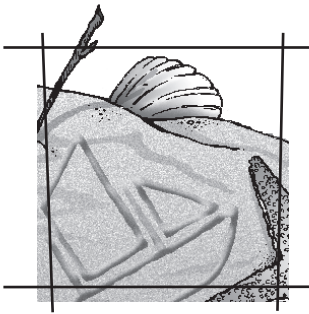
Timing Goal: 5 minutes

- 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 19, pages 8 and 9 (paragraph 1), or page 21 (paragraphs 1–3)

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



WORD POWER **TP**

Timing Goal: 10 minutes



Preparation: Display the Word Power Challenge.



- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms (two shells that look alike).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn synonyms. Randomly select a few students to share. *Synonyms help us to define words and make connections among words. Synonyms help us to become better speakers and writers.*
- Direct students' attention to the Word Power Challenge. Tell students that they will work in **Team Huddle** to identify a synonym for each of the underlined words. Point out that the underlined words are simple, and challenge the teams to find more advanced words to replace them. Explain to students that they might be able to find more than one synonym for each underlined word.

Word Power Challenge

1. I really like going to the beach in the summer.
2. Marsha only made one mistake on her spelling test.



- Use **Random Reporter** to select students to share answers. *Like: enjoy; mistake: error.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 4

Skill Practice

Write a synonym for each of the following words.

1. begin *start*
2. toss *throw*
3. rush *hurry*
4. battle *fight*

Building Meaning			
region	studio	calm	stretches
border	separate	chilly	erupts

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

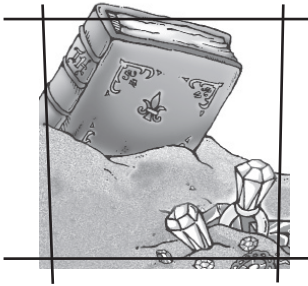
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

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

Soda erupts from a bottle if you shake it before opening.

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

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



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

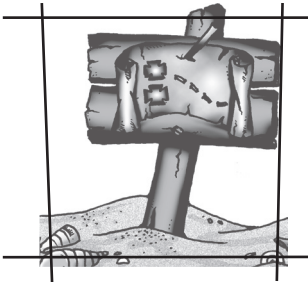
Today you will read more about ghost towns in the American West.

Vocabulary **TP**

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

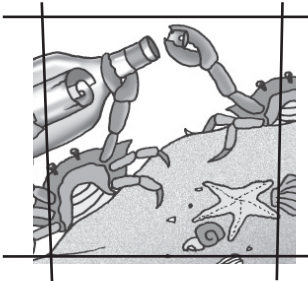
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about text features.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they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



TEST

Timing Goal: 35 minutes

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



TEAMWORK

Timing Goal: 35 minutes

Teacher procedures for Teamwork vary with strategy instruction.

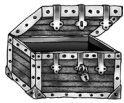
Team Discussion **TP**

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

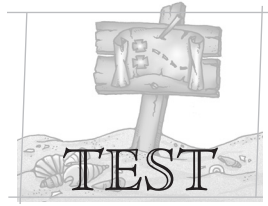


Class Discussion **TP**

- 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.



Ghost towns can be found in most western states.

Ghost Towns of the West

A tumbleweed rolls down Main Street. The wind whistles through broken windows and empty buildings. You can almost see a dusty miner walking into the general store. What is this place? It is a ghost town. And they dot the American West. Here are just a few.

Fairbank, Arizona

At first, this little town was just a stagecoach stop on the way to Tombstone, Arizona. It quickly grew as a railroad stop and mining town. When the mine died, so did the town.

St. Elmo, Colorado

St. Elmo began as a supply town for gold and silver miners. Like Fairbank, as the mines closed, the people left. Today some people claim that the ghost of a young woman named Annabelle still lives in one of the town's old empty hotels.

Puye, New Mexico

This is a different kind of western ghost town. Thousands of years ago, Pueblo Indians in New Mexico built their homes into the cliffs. Scientists believe the land became too dry, and the Pueblos left their town in the cliffs.

Source: www.legendsofamerica.com

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 western ghost towns. I know because the title is “Ghost Towns of the West,” and most of the information in the text is about old empty towns in western states.* **15 points** = *The topic of this text is western ghost towns. I know because most of the information is about old empty towns in western states.* **10 points** = *It tells about ghost towns in the West.*

30 points

2. What is the intent of the author? |AP|

- a. to give information about mining towns
- b. to compare and contrast different towns
- c. to convince the reader to move to the West
- d. to give information about western ghost towns

How do you know?

20 points = *I know that the intent of the author is to give information about western ghost towns because the text tells about different empty towns in the West. For example, people left Fairbank and St. Elmo when the mines closed.* **15 points** = *I know that the intent of the author is to give information about western ghost towns because the text tells about different empty towns in the West.* **10 points** = *It tells about different empty towns in the West.*

20 points

3. What additional information do the text features give about ghost towns? |TF|

20 points = *The text features give information about the ghost towns in the West. The map shows exactly where ghost towns are located. The caption says that ghost towns can be found in most western states.* **15 points** = *The text features give information about the ghost towns in the west. The map shows where ghost towns are located.* **10 points** = *The map shows where ghost towns are located.*

20 points

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

20 points = *Ghost towns dot the American West. Fairbank, Arizona, was a stagecoach stop and then a mining town that died when the mine closed. People also left St. Elmo, Colorado, when the mines closed. Some claim that a ghost lives in an old hotel there. Thousands of years ago, Pueblo Indians built a town in the cliffs at Puye, New Mexico. They left the town when the land became too dry.* **15 points** = *Ghost towns dot the American West. Fairbank, Arizona, was a mining town that died when the mine closed. People also left St. Elmo, Colorado, when the mines closed. Pueblo Indians built a town in the cliffs at Puye, New Mexico, and left when the land became too dry.* **10 points** = *Fairbank, Arizona, died when the mine closed. People left St. Elmo, Colorado, when the mines closed. Pueblo Indians left Puye, New Mexico, when the land became too dry.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write a synonym for each of the following words.

5 points 1. tardy *late*

5 points 2. every *all*

5 points 3. odor *smell*

5 points 4. boat *ship*

Building Meaning

region	studio	calm	stretches
border	separate	chilly	erupts

10 points 5. Write a meaningful sentence for the word *separate*.

10 points = Caycee will separate her winter and summer clothing into two different piles. **5 points** = Caycee will separate her winter and summer clothing. **1 point** = Caycee will separate her clothing.

10 points 6. We only go sailing when the water in the bay is calm.

10 points 7. The frontier stretches across the borders of four states. *Stretches* means—

- goes below.
- is over.
- spreads out*.
- joins together.

10 points 8. Melanie's uncle worked at the television studio as a cameraman.

10 points 9. The Pacific Northwest is a region of the United States that gets a lot of rain. *Region* means—

- area of land*.
- wet area.
- desert.
- rocky land.

10 points 10. Usually, you have to show your passport before you can cross the border into another country.

10 points

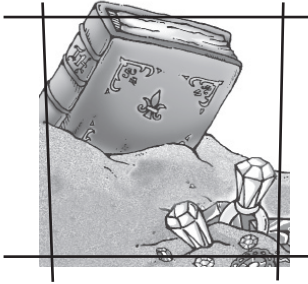
11. Nina sat in the sun after she got out of the river because the water was so chilly.

Chilly means—

- a. peaceful.
- b. cool.
- c. rough.
- d. warm.

10 points

12. When the volcano erupts, hot lava and ash shoot high into the sky.



DAY 6

ACTIVE INSTRUCTION

Set the Stage (5 minutes)

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

The main topic of study for our research project is a city or state in the United States.



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

Student Edition, page 4

Research Purpose

In this unit, you will ask questions, find information, and present your findings to others.

Team Cooperation Goal (5 minutes)

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

Get Organized (10 minutes)

- Present the research focus and product.

Student Edition, page 4

Research Focus

Important characteristics of a city or state in the United States

Research Product

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

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

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

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

Research is supposed to help you explore a topic in more detail. How you ask a question can impact the amount of information that you find when you research. There are two types of questions: close-ended and open-ended. Close-ended questions have answers with very little detail, such as “yes” or “no.” For example, “Do whales live in the Pacific Ocean?” is a close-ended question. Close-ended questions are like our Right There questions. You don’t have to search very far for the answer.

Open-ended questions have longer, more descriptive answers. For example, “What types of whales live in the Pacific Ocean?” is an open-ended question. Open-ended questions are like our Think questions. You have to search in more than one place for the answer.

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

Get Ready to Research (10 minutes)

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

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

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

- Tell students that they will use resources for their research, including *Notes From the West*. Distribute the materials that students may use.
- Have students follow the routine for choosing a research question for their team. When students finish, check to make sure that each team has chosen one research question.
- Tell students that one step in getting ready to research is to search for information about the topic in the glossary, index, and table of contents of the student text and resource materials, and to use search engines to find information on the Internet.
- Use **Think-Pair-Share** to ask students what key words they might look for during their search.



- Use **Random Reporter** to have students share their ideas. List any suggested key words on chart paper (optional).

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

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

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

Display the sample sentences.

1. Which city in the United States is the best place to live?
2. What water sports are popular in Hawaii?

Read the first question. **Think about this question. It asks about the best U.S. city to live. I will have to state an opinion to answer this question because not everyone will agree which city is best. I will also have to include good reasons to support my opinion. I would use the Writing to State an Opinion scoring guide to guide my research and writing.**

Read the second question. **To answer this question, I would explain what those water sports are. I don't need to give an opinion. I need to provide facts and details that help others to understand the information. For this question, I will use the Writing to Inform or Explain scoring guide to do my research and writing.**

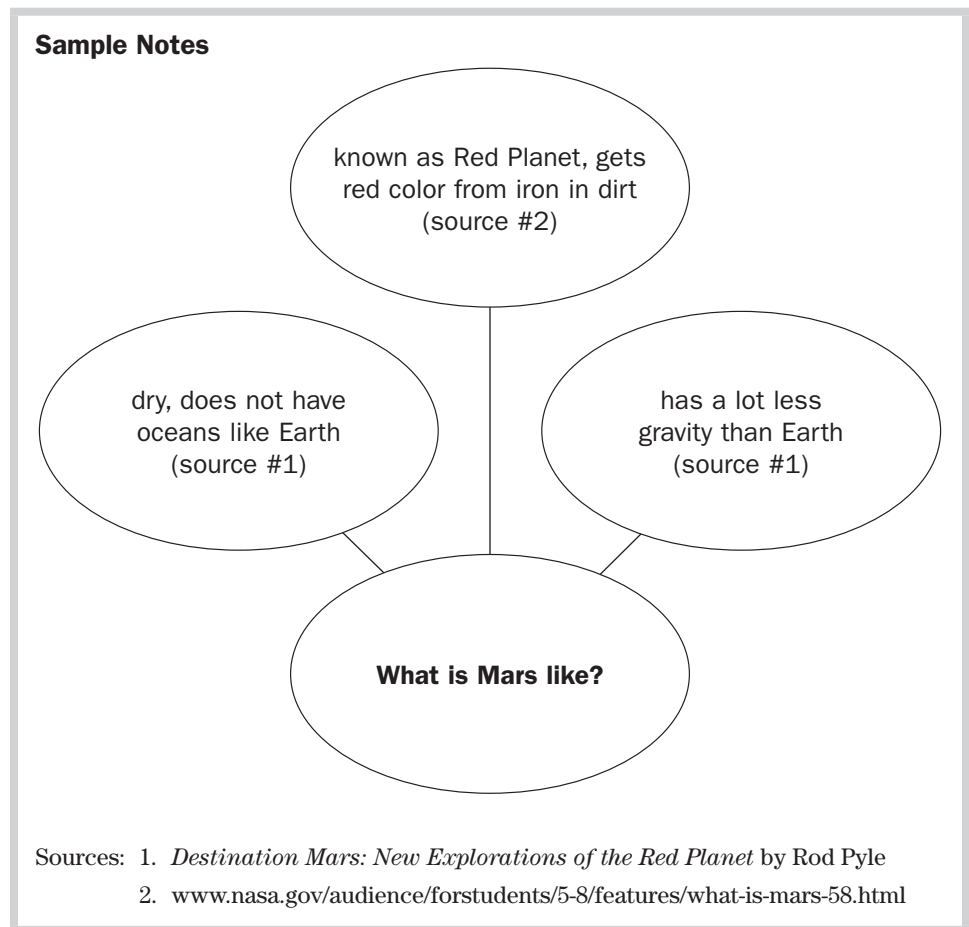
- Use **Team Huddle** to have students identify which scoring guide they should use and why. Use **Random Reporter** to have students share.

- Award team celebration points.

Interactive Skill Instruction (25 minutes)

- Present the mini-lesson on note taking and citing sources.
- Remind students about the graphic organizers they use to record ideas as they read. Explain that taking notes for a research project is similar, except they must also be sure to write down exactly where the information was found.
- Explain that we can't copy from a book. Point out that we need to paraphrase, or put the information in our own words. Tell students that taking notes helps us to do that.
- Display the graphic organizer. Tell students that this is a sample organizer for a project in which the student will write to explain or inform.

Blackline master provided.



- Point out that the question is in the middle of the organizer. Explain that the information branching from the question is the facts or details.

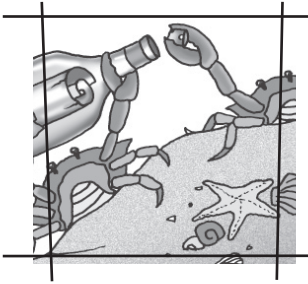
Look at how the question is written in the middle of the organizer. This question is the topic of the research product. Facts and details about the topic are listed around the question. It's important to list the source and page number, if it's available, for each fact. All the sources are also listed at the bottom of the page. Listing the sources helps you or the reader to research the topic further and find more important information.

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

Start Searching (35 minutes)

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

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



DAY 7

TEAMWORK

Interactive Skill Instruction (15 minutes)

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

Blackline master provided.

Sample Notes

```

    graph TD
      A([What is Mars like?]) --- B([known as Red Planet, gets red color from iron in dirt (source #2)])
      A --- C([dry, does not have oceans like Earth (source #1)])
      A --- D([has a lot less gravity than Earth (source #1)])
      A --- E([Romans named Mars after god of war (source #3)])
      A --- F([has largest volcanoes in solar system (source #3)])
    
```

Sources: 1. *Destination Mars: New Explorations of the Red Planet* by Rod Pyle
 2. www.nasa.gov/audience/forstudents/5-8/features/what-is-mars-58.html
 3. www.space.com/47-mars-the-red-planet-fourth-planet-from-the-sun.html



- Point out that you added more notes to the web. Use a **Think Aloud** to identify that one fact does not support the question.

I added some more facts to my organizer. One fact is “Romans named Mars after god of war.” Does that answer the question “What is Mars like?” Use Think-Pair-Share to have students respond. You’re right; this fact doesn’t tell us what Mars is like. I will cross that fact out. Remember that you should only record facts or reasons that support your question. The other fact is “has largest volcanoes in solar system.” Does that detail answer the topic question? Use Think-Pair-Share to have students respond. Correct. It does answer the question, so we’ll leave that fact on the web.

Keep Searching (70 minutes)

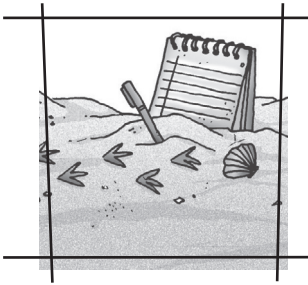
- Have students use the research materials to continue their search for information, and have them use their graphic organizers or notecards to record relevant information.
- Circulate to check each student’s progress.
- Ask partners to share what they have found with each other and prepare to share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

Class Discussion (5 minutes)



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

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



DAY 8

ADVENTURES IN WRITING

Timing Goal: 65 minutes

Drafting (45 minutes)

- Tell students that they will use their plans to write a first draft.
- Review the scoring guides for each research purpose. Tell students that they need to check their writing against the scoring guide to make sure that they include all parts of the research product.
- Model making a plan to turn your notes into the final product. Display your graphic organizer as you think aloud.

Let's take a look at the scoring guide. I see that I need to introduce the topic. That will be a topic sentence. Remember, my topic is what Mars is like. When I look at my notes, the facts I recorded show that Mars is very different from Earth. I will write "Mars is different from Earth in a number of ways." One way Mars is different is that it is a dry planet and does not have oceans like Earth. I'm going to write that next. "Mars is a dry planet. It does not have oceans like Earth." Remember, it's important to write our ideas in our own words. Model writing one or two more ideas. Then model writing a concluding statement. After I write all of my facts, I need to write a concluding statement. My concluding statement will be "Mars' geography and gravity make it very different from Earth."

- Remind students 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 notes in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have each student read his or her writing aloud to a partner to see if it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising (10 minutes)

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other’s drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners’ feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

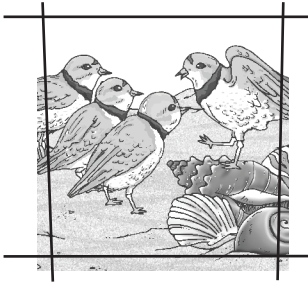
Editing (10 minutes)

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

Rewriting (25 minutes)

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

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



DAY 9

PRESENT AND EVALUATE

List the Presentation Skills on chart paper.



Step Up to Research Evaluation	
Presenter _____	Evaluator _____
Date _____	
Writing Purpose (circle one): To state an opinion To inform or explain	
Writing to State an Opinion (Note one area of strength.)	
The research product states an opinion.	
Reasons that support the opinion are stated.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	
Writing to Inform or Explain (Note one area of strength.)	
The research product introduces the topic.	
Facts and details support the topic.	
Linking words and phrases are used to connect ideas.	
A concluding statement is included.	
Correct punctuation, capitalization, spelling, and grammar are used.	
Make a suggestion for improvement:	
Research Skills (Note one or two strengths.)	Presentation Skills (Note one or two strengths.)
Takes clear notes	Has good eye contact
Cites trustworthy sources	Speaks clearly
Puts information in own words	Is heard by all members of the audience

Interactive Skill Instruction (15 minutes)

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

Present (45 minutes)

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

Team Discussion (20 minutes)

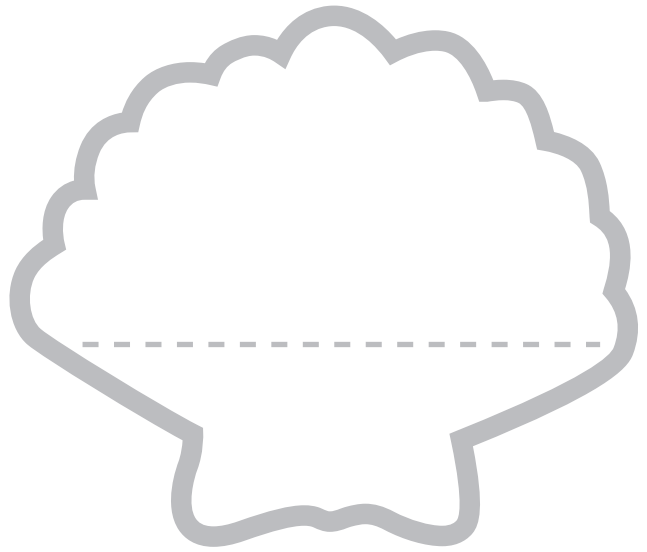
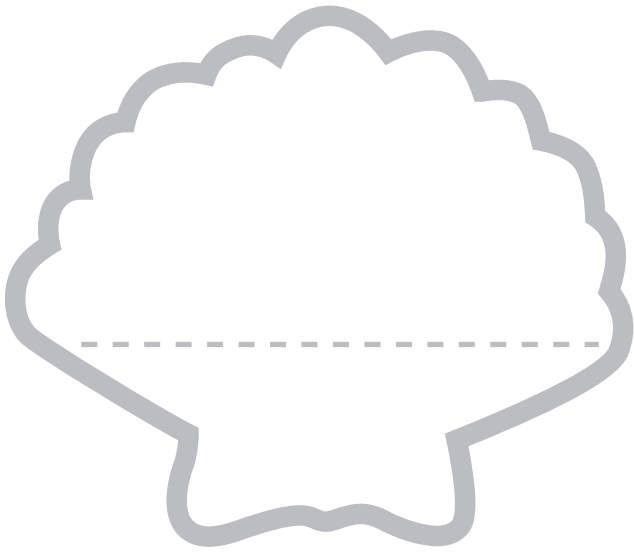
- When all presentations are finished, have students review the feedback that they received.
- Ask team members to share their strengths and suggestions in each category.

Class Discussion (10 minutes)

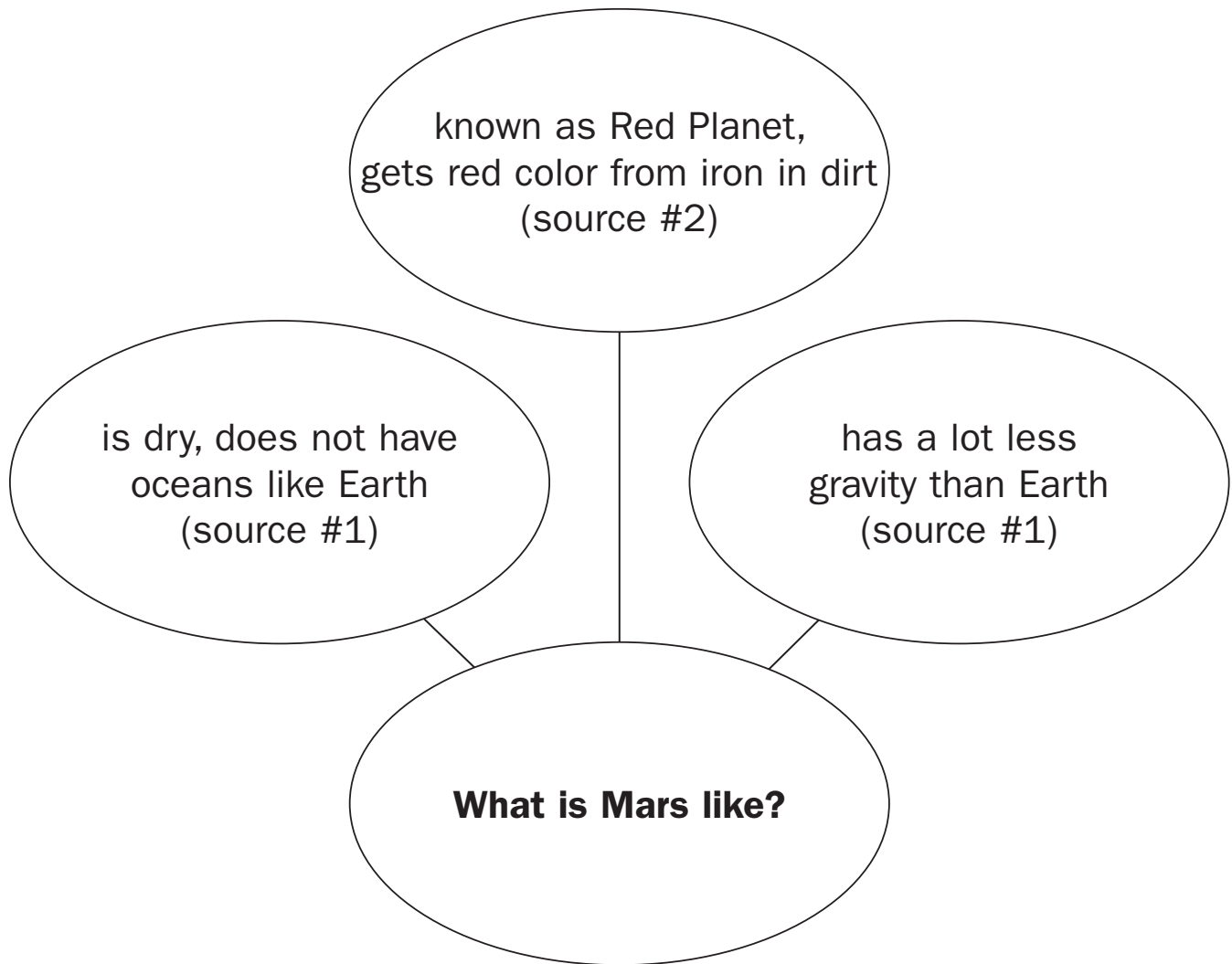


- Use **Random Reporter** to have students share their strengths and areas in need of improvement. Award team celebration points.
- Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next cycle.

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

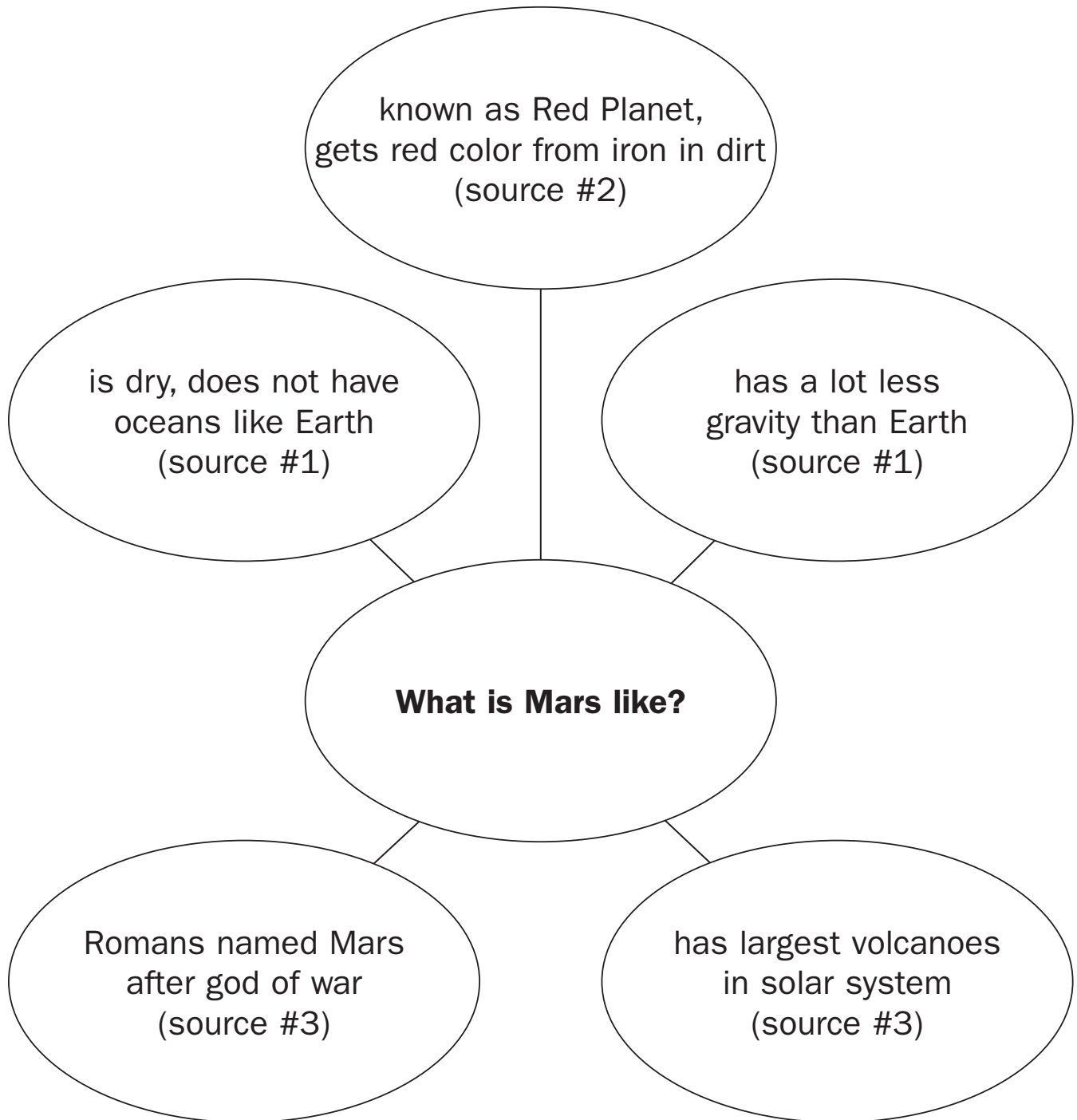


Sample Notes



- Sources: 1. *Destination Mars: New Explorations of the Red Planet* by Rod Pyle
2. www.nasa.gov/audience/forstudents/5-8/features/what-is-mars-58.html

Sample Notes

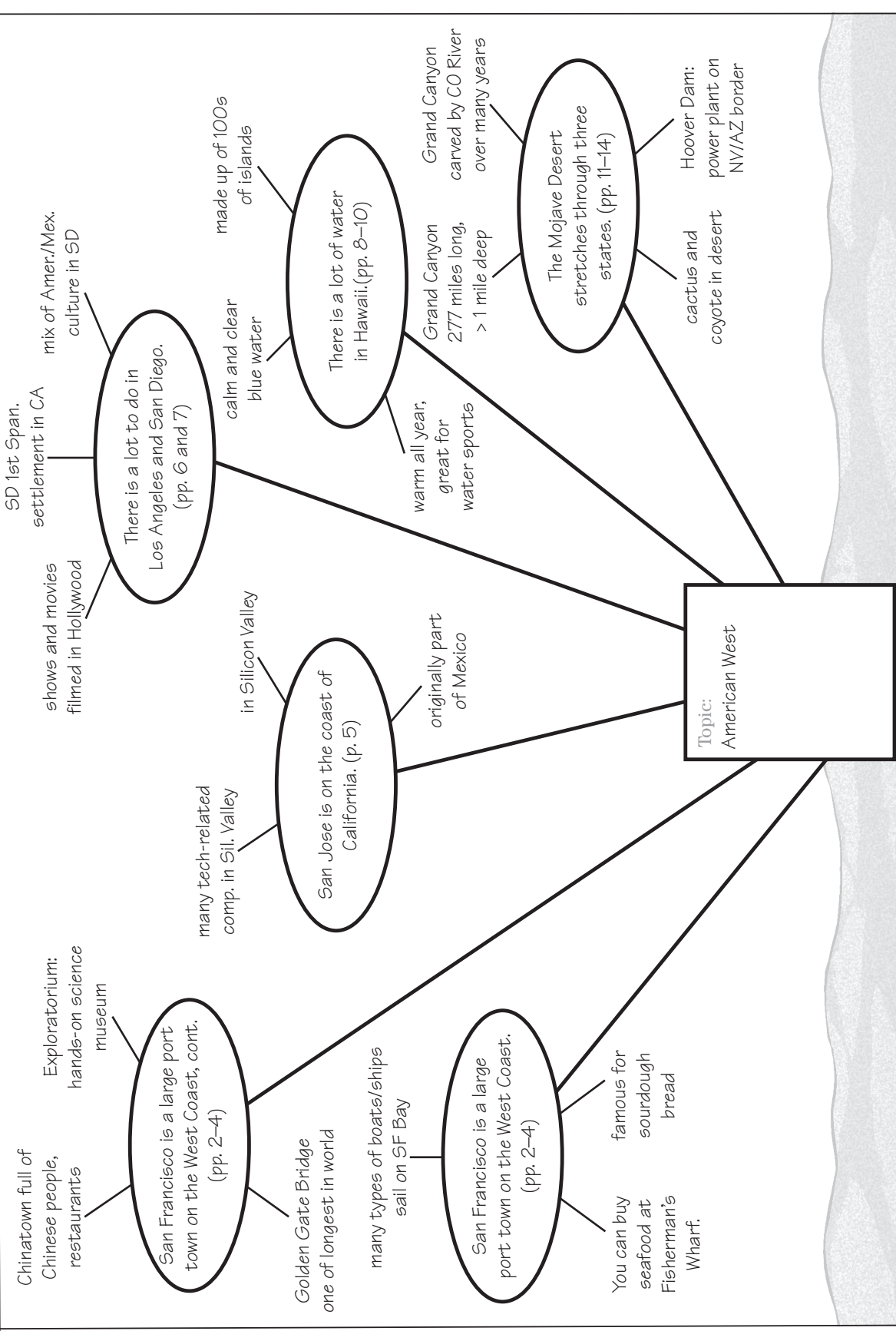


- Sources: 1. *Destination Mars: New Explorations of the Red Planet* by Rod Pyle
2. www.nasa.gov/audience/forstudents/5-8/features/what-is-mars-58.html
3. www.space.com/47-mars-the-red-planet-fourth-planet-from-the-sun.html



Title: American Journeys: Notes From the West

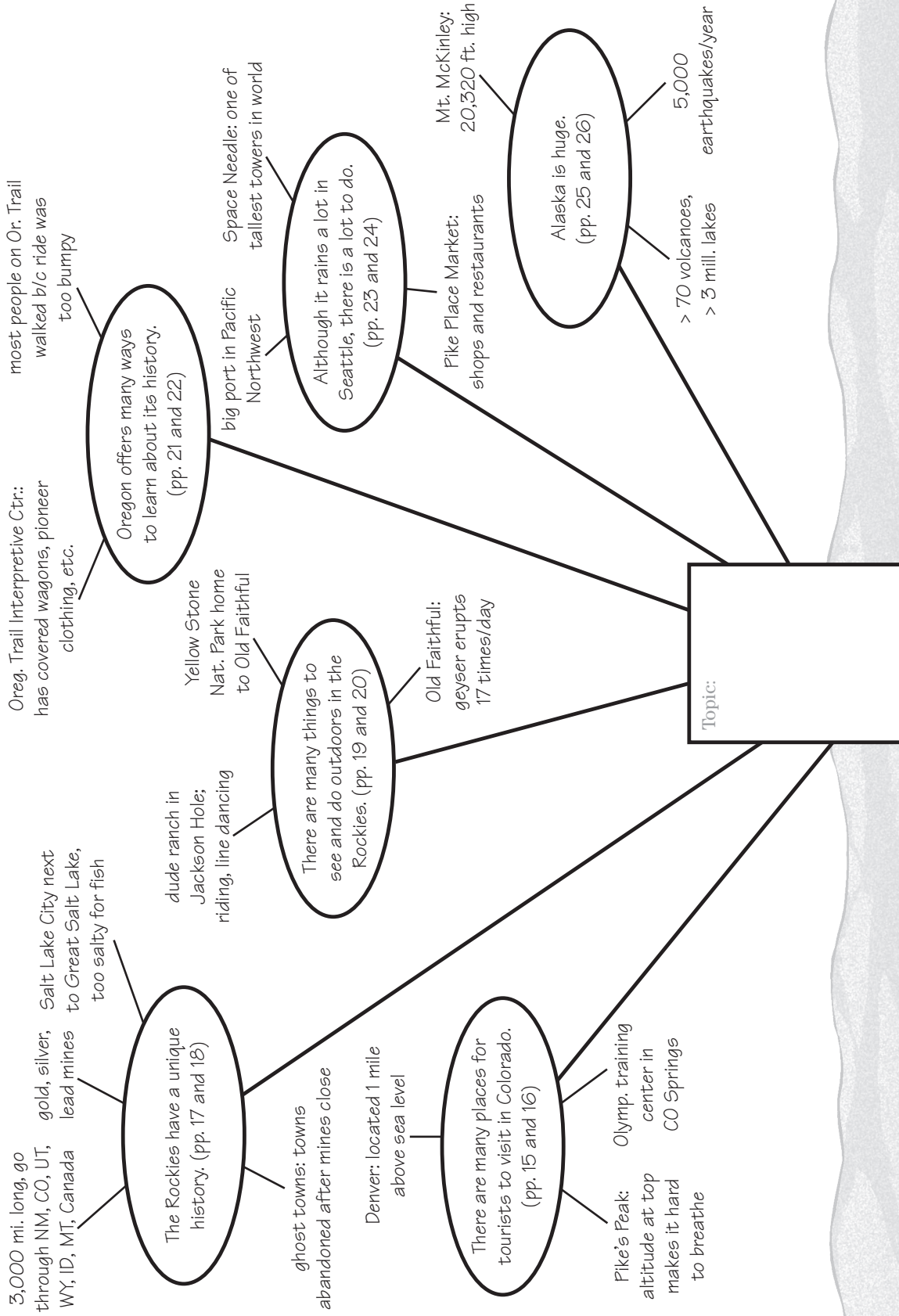
Idea Tree





Title: American Journeys: Notes From the West, cont.

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.

<i>LEVEL 4 / American Journeys: Notes From the West</i>
<p>English Language Arts Standards: <i>Reading: Informational Text</i></p> <p>Integration of Knowledge and Ideas</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
<p>English Language Arts Standards: <i>Language</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
<p>English Language Arts Standards: <i>Writing</i></p> <p>Research to Build and Present Knowledge</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
<p>English Language Arts Standards: <i>Speaking and Listening</i></p> <p>Presentation of Knowledge and Ideas</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>