The Civil War

Written by Robert E. Slavin, Kate Conway, and Alli Hoge
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Reading Wings 4th Edition

TARGETED

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:
The Civil War

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INFORMATIONAL (6 DAY)

The Civil War

Written by Robert E. Slavin, Kate Conway, and Alli Hoge

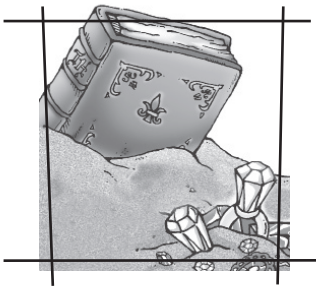
Summary

Although the American Civil War took place more than 150 years ago, it has had a strong, lasting impact on American society. The war, which divided the United States, took place between 1861 and 1865. Northern and southern states had different ideas about slavery and how the government should work. These opposing beliefs led to the deadliest war in U.S. history.

Instructional Objectives

	Reading	Word Power	Writing
CYCLE 1	**Point of view (PV)**	**Synonyms**	**Write a glossary.**
	Students will identify different points of view in the text to better understand the information presented.	Students will use synonyms to improve their understanding of words.	Students will write a glossary of the important terms that are not defined in the text.

Teacher's Note: It may be helpful to have dictionaries available on day 6 in case students need help defining words in their glossaries.



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 **everyone participates**, 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 *The Civil War* by Robert E. Slavin, Kate Conway, and Alli Hoge. As we read, we'll identify different points of view that people have about the same topic. Good readers think about point of view to better understand a text.

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

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

  Remember that when we read informational texts, we use the TIGRRS process. What is the first step in TIGRRS? Wait for students' responses. **Yes, the first step is to identify the topic. Look through the text to see if you can identify the topic.** Allow students time to look through the text. **What is the topic, and what clues helped you to identify it?** Wait for students' responses. **I agree that the topic is the American Civil War. The title is a good clue, and the phrase "the Civil War" is repeated on many pages. The words *battle* and *soldiers* also appear on many pages.**

- Use the items below to build or activate background knowledge about the topic.
  - Use **Think-Pair-Share** to have students identify what they know about the civil war. Randomly select a few students to share.
  - Use **Team Huddle** to have students explain how firsthand accounts can improve their understanding of history, and use **Random Reporter** to select students to share.
  - Share a few facts about the American Civil War, such as that it was fought on American soil, more than 600,000 people died during the course of the entire war, and the two opposing sides were the Union and Confederacy, also known as the North and South.
- Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them identify the author's intent. Randomly select a few students to share.

  Now that we have identified the topic, what should we do next? Wait for students' responses. **Yes, we should identify the authors' intent, or why the authors wrote this text. Why do you think the authors wrote *The Civil War*?** Wait for students' responses. **The authors probably wrote this text to help readers learn more about the American Civil War and to show that people had different feelings about the war.**

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

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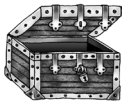
The third step of TIGRRS is to select the best graphic organizer to use with the text. Page through the text again to see which graphic organizer will work best. Allow students a few moments to page through their text again. **Which graphic organizer do you think will work best?** Wait for students' responses. **I think that an idea tree is a good choice. There are section headings and subheadings within each section. Headings tell us that we will read about main ideas. The information within each section will tell us more about the main ideas. As we learn about different people's points of view, we can add details about that for the main ideas. Let's review how to fill out an idea tree. We write the topic in the box called "Topic," but where do we write the main ideas and supporting details?** Wait for students' responses. *We write main ideas in the circles at the end of the long branches and details next to the lines around 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
published page 11	base word + ending: publish + ed	made information available to read	The scientist researched earthquakes and *published* a book about her findings.
territory page 11	chunk: ter-ri-tor-y	an area of land that belongs to a country	In 1803, the United States purchased the Louisiana *territory* from France.

Word and Page Number	Identification Strategy	Definition	Sentence
risked page 12	base word + ending: risk + ed	took a chance	Monifah left her umbrella at home and *risked* getting wet if it rained.
vicinity page 13	chunk: vi-cin-i-ty	area near a particular place	"A foot of snow is predicted in the *vicinity* of Lake County," the weatherman said.
prospect page 14	chunk: pros-pect	possibility	Demetrius was excited at the *prospect* of a day off from school due to snow.
engaged page 14	base word + ending: engag(e) + ed	took part in	Risa *engaged* in arguing with her sister about whose turn it was to do the laundry.
floored page 18	base word + ending: floor + ed	surprised	It *floored* Jillian that her little brother knew so much about outer space.
proposed page 35	base word + ending: propos(e) + ed	suggested	Mr. Fernandez *proposed* that students write a list of questions to review before the test.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in informational text.

  This cycle we will identify point of view. This term refers to who is telling a story, or sharing information. Since we are reading about historical events, it is especially important to distinguish among different points of view.

- Write the following sentences on the board or on a blank overhead transparency.

  1. Yesterday I went to the grocery store.
  2. On Tuesday, he went to the grocery store.

- Use **Think-Pair-Share** to have students identify the point of view in both sentences and how they know. Randomly select a few students to share.

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Which point of view is used in the first sentence, and how do you know? Wait for students' responses. **Yes, the first-person point of view is used in the first sentence. The word *I* is a good clue. Which point of view is used in the second sentence, and how do you know?** Wait for students' responses. **The second sentence uses the third-person point of view. The word *he* is a good clue.**

- Display a T-chart on the board or on an overhead. Label one column "First-Person Point of View" and the other column "Third-Person Point of View."
- Remind students of the difference between the first- and third-person points of view, and write clue words in the appropriate column of the chart.

  Remember that the first-person point of view is told from the perspective of the person who has experienced something. Some clue words are *I, my, me, mine, ours, we,* and *us*. Write these clue words under the "First-Person Point of View" column. **On the other hand, the third-person point of view is told by someone who did not experience something firsthand. Some clue words for this point of view are *he, she, they, them,* and *theirs*.** Write these clue words under the "Third-Person Point of View" column. **If you have trouble identifying point of view as you read, refer to this chart.**

- Leave this chart displayed where students can see it, and point out to students that if they have trouble identifying point of view, they can refer to the point-of-view chart.
- Explain to students that they will read many firsthand accounts of historical events this cycle.

  When reading about history, you will see that not everyone shares the same opinion. Today you will read several firsthand accounts of events that happened during the American Civil War. By reading these accounts and identifying similarities and differences between them, we will better understand the historical event. These firsthand accounts are known as primary accounts. Journal or diary entries are examples of primary sources that contain firsthand accounts.

- Use **Think-Pair-Share** to have students identify why people have different points of view, and randomly select a few students to share.

  Why do you think people have different points of view? Wait for students' responses. **Yes, people live in different places and have different experiences. Location, upbringing, and experiences are factors that contribute to how people feel about things. As you read this cycle, you will see that geography and life experiences impacted people's points of view about historical events.**

- Tell students that they will identify how point of view helps them better understand historical events 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.
- Point out that when they previewed the text for the TIGRRS process, they probably noticed that many pages have a box with the heading "Voices From the Past."
- Use **Think-Pair-Share** to have students predict whether these boxes will use first- or third-person point of view, and randomly select a few students to share.

  Do you think the "Voices From the Past" boxes will use the first- or third-person point of view? Why? Give students time to discuss. **Yes, they will probably use the first-person point of view since they are written by people who lived in the past.**

- Read pages 2–5 aloud, and explain that the introduction gives students an overview of what they will read about in more detail during this cycle.
-
  Read pages 6–8 aloud, and use a **Think Aloud** to model how to identify the point of view used in the "Voices From the Past" box and how it helps you understand the text.

  There is a "Voices From the Past" box here on page 8. I can tell it is written in first person because the writer uses "I witnessed." Remember that *I* is a clue word for first-person point of view. At the bottom of the page, I see that this was written by Elizabeth Keckley, who was a former slave. As Elizabeth witnesses a young boy sold into slavery, she feels that he is being treated no better than livestock. This helps me understand that slaves were not respected by their masters. This also helps me better understand the Louisiana Civil Code on page 7. The code states that slaves did not have any rights, and the way in which this young boy was sold proves it.

- Read pages 9 and 10 aloud, and stop to make points, ask questions, or focus students' attention as needed.
- Remind students to think about point of view as they read.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, 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.

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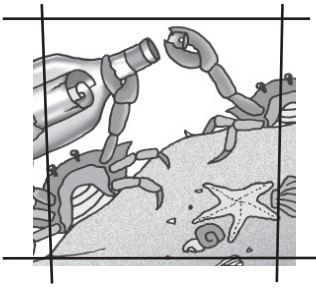
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. Why do you think the author included the chart on page 11? |AP • TF|
2. How did the Underground Railroad impact slaves? |CE|
3. Abraham Lincoln said, "A house divided against itself cannot stand." What do you think that meant? |DC|
4. What is Jenkin Lloyd Jones's point of view about being a soldier? How does his point of view help you better understand the text? (Write-On) |PV|

- 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 11–20 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 do you think the author included the chart on page 11? |AP • TF|

   100 points = *I think the author included the chart on page 11 because the chart helps me understand what different abolitionists did to help end slavery. There are bullets under each person's name that tell the most important facts about them. Sojourner Truth spoke about antislavery, and Frederick Douglass published an antislavery newspaper.* **90 points =** *I think the author included the chart on page 11 because it helps me understand what different abolitionists did to help end slavery. Sojourner Truth spoke about antislavery.* **80 points =** *It helps me understand what different abolitionists did to help end slavery.*

2. How did the Underground Railroad impact slaves? |CE|

   100 points = *The Underground Railroad helped slaves get to safety. Slaves traveled to different stations, or safe places, such as people's homes. Conductors helped slaves move from one station to another. Thousands of slaves escaped through the Underground Railroad.* **90 points =** *The Underground Railroad helped slaves get to safety. Slaves traveled to different stations, or safe places. Conductors helped slaves move from one station to another.* **80 points =** *It helped slaves get to safety.*

3. Abraham Lincoln said, "A house divided against itself cannot stand." What do you think that meant? |DC|

   100 points = *I think that Abraham Lincoln meant that the United States should not split in two because it would no longer be one nation. Some people felt that the southern states should form their own nation, but Lincoln did not. He felt that if the United States was divided, the nation would not be able to face things together.* **90 points =** *I think that Abraham Lincoln meant that the United States should not split in two because it would no longer be one nation. Some people felt that the southern states should form their own nation, but Lincoln did not.* **80 points =** *The United States should not split in two because it would no longer be one nation.*

4. What is Jenkin Lloyd Jones's point of view about being a soldier? How does his point of view help you better understand the text? (Write-On) |PV|

   100 points = *Jenkin Lloyd Jones is worried about being a soldier. He tries to sleep, but his mind wanders. It seems like he is probably thinking about being a soldier and what that life will be like. This helps me better understand that it was hard to be a soldier.* **90 points =** *Jenkin Lloyd Jones is worried about being a soldier. He tries to sleep, but his mind wanders. It seems like he is probably thinking about being a soldier. It was hard to be a soldier.* **80 points =** *He is worried about being a soldier. It was hard to be a soldier.*

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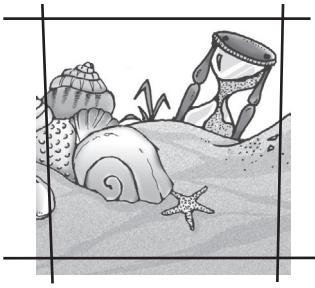
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

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

Strategy-Use Discussion	– Use **Random Reporter** to select two or three students to describe their team's strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use **Random Reporter** to select students to respond to your questions.	
	Team Talk Extenders	What risks do you think slaves and stationmasters faced on the Underground Railroad? Aside from increasing the number of sea battles, how else do you think blockades of southern ports impacted the southern states?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the skill question to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

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- 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?**

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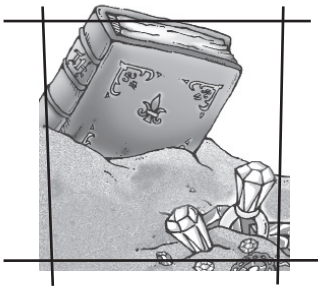

DAY 2

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary TP

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

Strategic Review

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

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

> How did the Underground Railroad impact slaves?

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 that a desire to end slavery led to the American Civil War. There were many abolitionists who fought for the end of slavery. The Underground Railroad helped many slaves escape. Northern and southern states had different ideas about slavery, but Abraham Lincoln did not want the two to split.

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read pages 21 and 22 aloud, and point out that page 22 will be an important reference for students as they read.

  Notice that on page 22, the author included pictures of people involved in the American Civil War and whether they were part of the Union or the Confederacy. There is a brief description of each person below their name. If you have trouble remembering who someone is as you read, you can refer back to this page.

- Read pages 23–25 aloud, and stop to make points, ask questions, or focus students' attention as needed.
- Read pages 26–29 aloud, and use **Think-Pair-Share** to have students identify how William Seward's point of view helps them understand the information on pages 26 and 27. Randomly select a few students to share.

  How does William Seward's point of view help you understand the information on pages 26 and 27? Wait for students' responses. **Right, Mr. Seward does not seem to agree with the Emancipation Proclamation. He says that slaves are freed where they can't be reached, and they are kept as slaves where they can be freed. On page 27, the authors explain that the Emancipation Proclamation did not free slaves everywhere. This shows us that President Lincoln had to be careful about where he freed slaves. He wanted to win the war and preserve the Union.**

- Remind students to think about how point of view helps them better understand historical events as they read.

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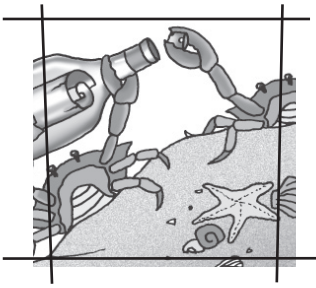
Preview Team Talk

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

Student Edition, page 2

Team Talk

1. How do you think a better knowledge of medicine would have helped doctors during the civil war? |DC • CE|
2. What is Fannie Beers' point of view about hospitals during the American Civil War? How does this help you understand the information on pages 30 and 31? (Write-On) |PV|
3. Why did General Sherman lead his troops through Atlanta and Savannah? |CE|
4. Contrast the United States before Reconstruction with the United States after Reconstruction. |CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: SR

  pages 30–39 aloud with partners.
- If some partners finish reading and filling out their graphic organizers ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

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

- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How do you think a better knowledge of medicine would have helped doctors during the civil war? |DC • CE|

   100 points = *I think that a better knowledge of medicine would have helped doctors during the civil war because they could have saved more lives. In the 1800s, they did not know how infection spread. They did not wash their hands or medical tools. Soldiers got sick because of this lack of knowledge.* **90 points =** *I think that more knowledge of medicine would have helped doctors during the civil war because they could have saved more lives. They did not know how infection spread. They did not wash medical tools.* **80 points =** *They could have saved more lives.*

2. What is Fannie Beers' point of view about hospitals during the American Civil War? How does this help you understand the information on pages 30 and 31? (Write-On) |PV|

   100 points = *Fannie Beers felt that hospitals were awful places filled with very ill people. She shuddered when she looked at them. Her descriptions of the smells in the hospital and the ill people help me understand how different medical care was at the time of the American Civil War.* **90 points =** *Fannie Beers felt that hospitals were awful places filled with very ill people. She shuddered. Her descriptions of the ill people help me understand how different medical care was at the time of the American Civil War.* **80 points =** *Fannie Beers felt that hospitals were awful places. Her descriptions help me understand how different medical care was then.*

3. Why did General Sherman lead his troops through Atlanta and Savannah? |CE|

   100 points = *General Sherman led his troops through Atlanta and Savannah because that is where the Confederacy stored their supplies. Sherman and his troops burned factories where weapons were stored. Sherman thought the Confederacy would fall apart if they did not have supplies.* **90 points =** *General Sherman led his troops through Atlanta and Savannah because that is where the Confederacy stored their supplies. Sherman and his troops burned factories where weapons were stored.* **80 points =** *That is where the Confederacy stored their supplies.*

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Team Talk continued

4. Contrast the United States before Reconstruction with the United States after Reconstruction. |CC|

   100 points = *Before Reconstruction, the United States was divided, but it was not divided after Reconstruction. The United States was split into the Union and Confederacy sides before Reconstruction. After Reconstruction, the United States began to put itself back together. All the seceded states rejoined the Union.* **90 points =** *Before Reconstruction, the United States was divided, but after Reconstruction, it was not divided. The United States was split into the Union and the Confederacy. After Reconstruction, the United States began to put itself back together.* **80 points =** *Before Reconstruction, the United States was divided, but after Reconstruction, it was not.*

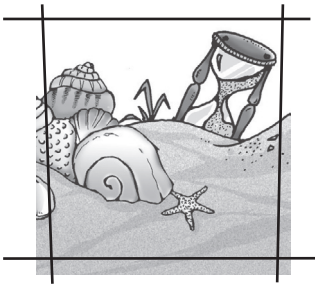
- If some teams finish ahead of others, have them work on their graphic organizers.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

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	How do Clara Barton's contributions affect society today? How do you think Elizabeth Keckley felt when the Thirteenth Amendment was passed? Why?
	– Award team celebration points.	

Write-On Discussion

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



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 31 and 32 (main text only)

- 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.

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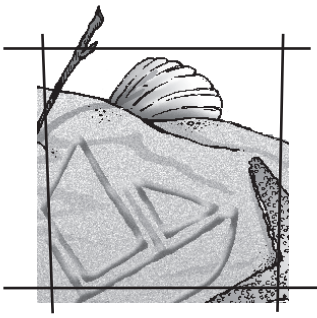


WORD POWER TP

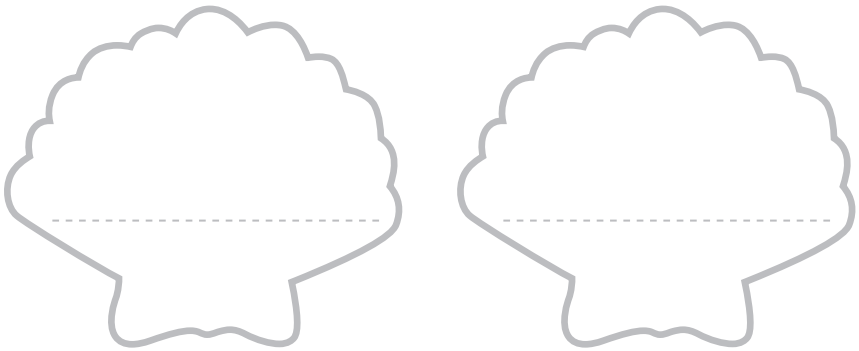
Timing Goal: 10 minutes

Preparation: Display the following four words on the board: ***bloom, collect, fade,*** and ***praise.***

tps

- Direct students to the four words that you have on display.
- Use **Think-Pair-Share** to have students identify a word with a similar meaning for each of the four words, and randomly select a few students to share. Bloom: *blossom*; collect: *gather*; fade: *disappear*; praise: *compliment.*
- Remind students that words with the same, or almost the same, meaning are called synonyms. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for synonyms, and randomly select a student to share.
- Display the Word Treasure clue for synonyms (two shells that look alike).

Blackline master provided.



- Reveal the Word Treasure (skill).

Word Treasure	Sometimes more than one word can have the same, or almost the same, meaning. These words are called synonyms. Learning synonyms helps us define words, make connections between words we know, and become better speakers and writers because we can use a greater variety of words.

- Tell students that as they read, they should look out for words on their vocabulary list that have synonyms.
- 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 and test answers; most words have more than one synonym.

Student Edition, page 2

Skill Practice

Write a synonym for each of the following words.

1. excellent *great*
2. polish *clean*
3. sneak *trick*
4. deliver *bring*

Building Meaning

published	territory	risked	vicinity
prospect	engaged	floored	proposed

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.

   Jessica's friends all read the article she *published* in the school newspaper.

- 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.

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

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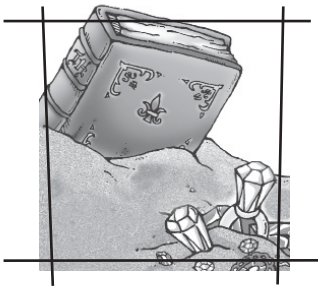

DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

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

Set the Stage

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

Vocabulary TP

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

Strategic Review

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

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

> Why did General Sherman lead his troops through Atlanta and Savannah?

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 that many soldiers died from disease during the war. General Sherman and his troops burned factories where Confederate supplies were stored in Atlanta and Savannah. Abraham Lincoln was assassinated shortly after Lee surrendered. After the war ended, Reconstruction began, and all seceded states rejoined the Union.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 2–8 aloud, and stop to make points, ask questions, or focus students' attention as necessary.
- Reread pages 9 and 10 aloud.
- Use **Think-Pair-Share** to have students identify William W. Brown's point of view about slavery, and randomly select a few students to share.

  What is William W. Brown's point of view about slavery? Wait for students' responses. **Yes, as a result of slavery, William W. Brown does not trust anyone. Knowing this, do you think that he used the Underground Railroad? Why or why not?** Wait for students' responses. **I agree that he probably did not use the Underground Railroad. People who used this had to depend on others, but he did not trust anyone. He wrote that he had to rely on his friend the North Star.**

- Remind students to think about how point of view helps them better understand historical events as they read.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, 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.

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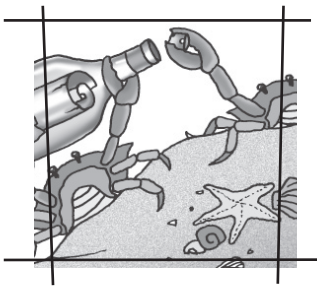
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. What does the caption below the letter on page 13 help you understand? |TF|
2. Why did Kansas get the nickname Bleeding Kansas? |CE|
3. How did southerners feel about being called rebels? |DC|
4. What was Mary Boykin Chesnut's point of view about the war? How was it different than the Jefferson Davis's (the president of the Confederacy)? (Write-On) |PV • CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: SR

  pages 11–20 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 does the caption below the letter on page 13 help you understand? |TF|

   100 points = *The caption below the letter helps me understand what the letter is really about. The caption explains that abolitionists used codes to write letters about the slaves that they helped. In this letter, the word* package *actually refers to runaway slaves.* **90 points =** *The caption below the letter helps me understand what the letter is really about. In this letter, the word* package *actually refers to runaway slaves.* **80 points =** *It helps me understand what the letter is really about.*

2. Why did Kansas get the nickname Bleeding Kansas? |CE|

   100 points = *Kansas got the nickname Bleeding Kansas because of all the battles over slavery in that territory. In Kansas, people had to decide whether it would be a free or slave state. The settlers in Kansas fought about which type of state they would be.* **90 points =** *Kansas got the nickname Bleeding Kansas because of all the battles over slavery in that territory. The settlers in Kansas fought about which type of state they would be.* **80 points =** *There were a lot of battles there.*

3. How did southerners feel about being called rebels? |DC|

   100 points = *Southerners liked being called rebels. The term* rebel *means someone who fights against their country's government. People in the South felt that they were fighting against a tyrant. This reminded them what the colonists did during the American Revolution.* **90 points =** *Southerners liked being called rebels. They felt that they were fighting against a tyrant. This reminded them of the colonists.* **80 points =** *They liked being called rebels.*

4. What was Mary Boykin Chesnut's point of view about the war? How was it different than the Jefferson Davis's (the president of the Confederacy)? (Write-On) |PV • CC|

   100 points = *Mary Boykin Chesnut felt that the Confederates were very strong. She was hopeful that the war would end soon since it had already been so long. On the other hand, the president felt that the Union was very strong and that people should not doubt the Union.* **90 points =** *Mary Boykin Chesnut felt that the Confederates were very strong. She was hopeful that the war would end soon. The president felt that people should not doubt the Union* **80 points =** *Mary Boykin Chesnut felt that the Confederates were very strong. The president felt that the Union was very strong.*

- 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.

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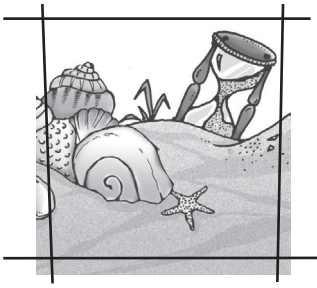
Class Discussion TP

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	Abolitionists used codes in the letters that they wrote about slaves. Can you think of other times in history when codes may have been used? How do you think the Union and Confederate uniforms affected soldiers?
	– Award team celebration points.	
Write-On Discussion	– Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	



FLUENCY IN FIVE TP

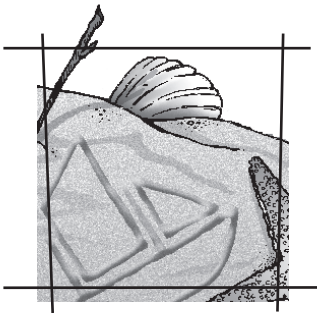
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 31 and 32 (main text only) or page 12

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



WORD POWER TP

Timing Goal: 10 minutes

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue Captain Read More uses for synonyms.
- Use **Think-Pair-Share** to have students identify which words on their vocabulary list have synonyms listed, and randomly select a few students to share. *The words are* prospect, floored, *and* proposed.
- Display three sets of shells on the board. For each set of shells, write one of the following words ("prospect," "floored," or "proposed") on one of the shells and leave the matching shell blank.

tps

Preparation: Display three sets of shells and write the following words on the first shell of each set: ***prospect***, ***floored***, ***proposed***.

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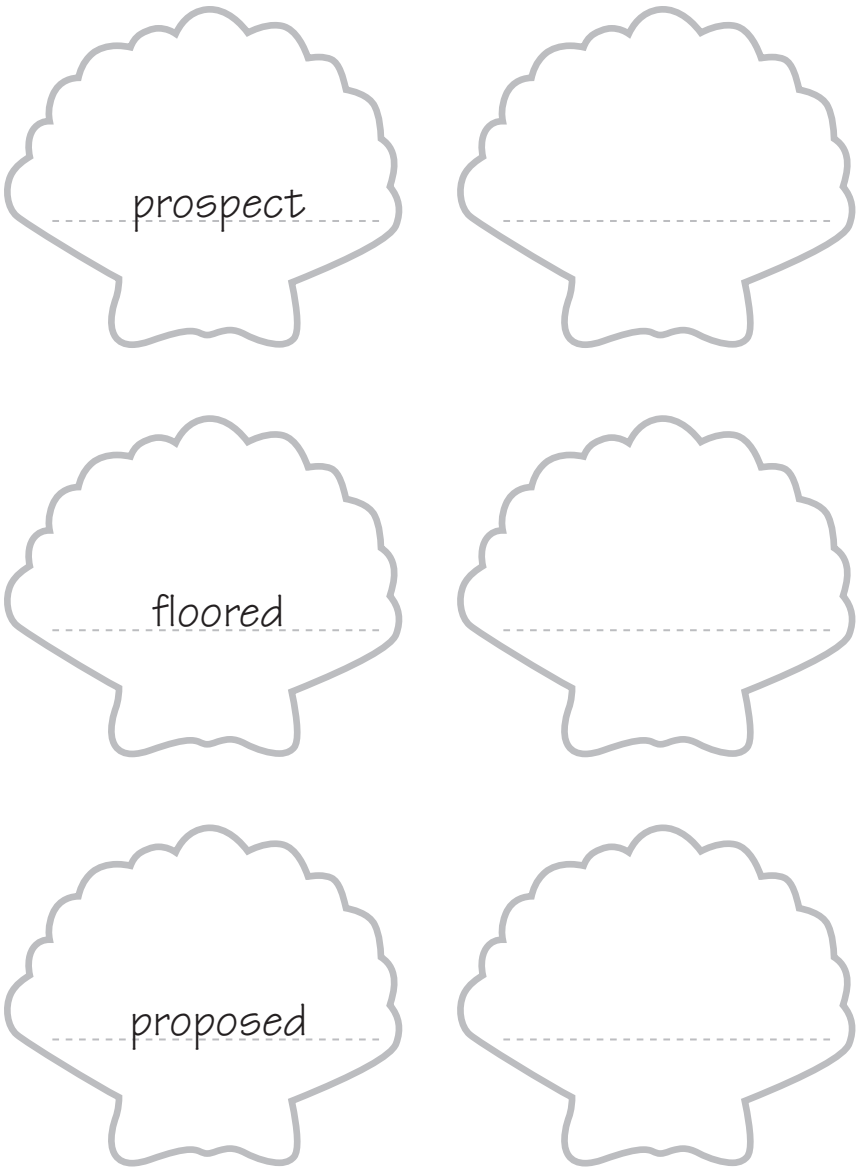

- Use **Think-Pair-Share** to have students discuss a synonym for each word, and randomly select a few students to share. Prospect: *possibility;* floored: *surprised;* proposed: *suggested.*
- Write the synonyms students share on the corresponding shells.
- Point out that in the case of these three words, the definitions were synonyms, but there are even more synonyms for each word.
- Use **Team Huddle** to have students identify additional synonyms for *prospect*, *floored*, and *proposed*, and use **Random Reporter** to select students to share. Prospect: *chance;* floored: *shocked;* proposed: *offered.*
- 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. dull *boring*
2. preserve *save*
3. sore *achy*
4. familiar *known*

Building Meaning

published	territory	risked	vicinity
prospect	engaged	floored	proposed

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. The firefighter <u>risked</u> his own life to rescue the dog from the burning building. *Risked* means—
   a. took a ride.
   b. took a present.
   c. took a bite.
   d. took a chance.

- 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.

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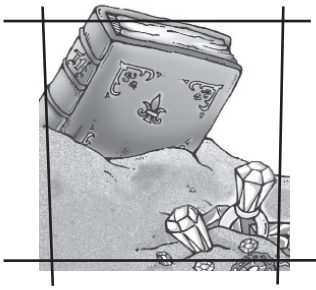
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

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.	– **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.

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

> How did Kansas get the nickname Bleeding Kansas?

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 when we reread, we learned more about how abolitionists published writing to try to end slavery. Despite the Missouri Compromise, Kansas was allowed to decide for itself whether it was a free or a slave state. This resulted in a lot of fighting. The American Civil War officially began when Union forces surrendered Fort Sumter to rebel forces.

- 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 21–25 aloud, and stop to make points, ask questions, or focus students' attention as necessary.
- Read pages 26–29 aloud, and use **Think-Pair-Share** to have students identify why the authors often provide two different points of view on one page—their own and that of a firsthand account. Randomly select a few students to share.

  In some cases, the authors provide a firsthand account in addition to their own point of view. Why do you think the authors do this? Give students time to discuss. **Yes, having two points of view on one page is helpful because the authors did not experience the civil war themselves. Having the "Voices From the Past" boxes that are written in the first-person point of view gives readers a better understanding of what the authors explain. Those boxes tell how people who lived during the American Civil War felt.**

- Remind students to think about how point of view helps them better understand historical events as they read.

Preview Team Talk

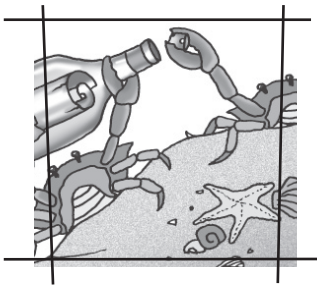
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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.
- Point out that question #4 asks them to use their graphic organizers to summarize the text. Tell them that this will complete the TIGRRS process.

Student Edition, page 3

Team Talk

1. How were General Sherman and Dolly Sumner Lunt's feelings about Sherman's march different? |CC • DC|
2. What was Jenkin Lloyd Jones's point of view about the piece of paper he received? How does this help you better understand what happened at Appomattox Courthouse? (Write-On) |PV|
3. The Thirteenth Amendment was important because— |CE|
   a. it was added to the Constitution.
   b. it abolished slavery in the United States.
   c. it was passed during Reconstruction.
   d. it said that former slaves were citizens.
4. Use your idea tree to summarize the text *The Civil War*. |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 30–39 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.

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- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. SR
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How were General Sherman and Dolly Sumner Lunt's feelings about Sherman's march different? |CC • DC|

   100 points = *General Sherman thought the march was a good thing, but his march made Dolly Sumner Lunt sad. General Sherman burned factories because that would ruin supplies that the Confederates needed. Dolly Sumner Lunt felt that there was no need for the march. The troops destroyed her property, which wasn't necessary.* **90 points =** *General Sherman thought the march was a good thing, but his march made Dolly Sumner Lunt sad. General Sherman burned factories. Dolly Sumner Lunt felt that there was no need for the march.* **80 points =** *He thought the march was a good thing, but it made Dolly Sumner Lunt sad.*

2. What was Jenkin Lloyd Jones's point of view about the piece of paper he received? How does this help you better understand what happened at Appomattox Courthouse? (Write-On) |PV|

   100 points = *Jenkin Lloyd Jones felt that the piece of paper was small but had such good news that it was enough. General Lee surrendered at Appomattox Courthouse and ended the American Civil War. This piece of paper announcing his surrender made Jones and his fellow soldiers very happy. They did not even notice the bad weather.* **90 points =** *Jenkin Lloyd Jones felt that the piece of paper was small but had such good news that it was enough. General Lee surrendered and ended the American Civil War. This piece of paper announcing his surrender made Jones and his fellow soldiers very happy.* **80 points =** *Jenkin Lloyd Jones felt that the piece of paper was small but had such good news that it was enough. It made Jones and his fellow soldiers very happy.*

3. The Thirteenth Amendment was important because— |CE|

   a. it was added to the Constitution.

   b. it abolished slavery in the United States.

   c. it was passed during Reconstruction.

   d. it said that former slaves were citizens.

Team Talk continued

4. Use your idea tree to summarize the text *The Civil War*. |SU|

   100 points = *The American Civil War was the deadliest war in the history of the United States. A desire to preserve the Union and end slavery led to the war because slavery was outlawed in the North, but it was still legal in the South. Not only did the North and South feel differently about slavery, but they also had different ideas about how the country should be run. The Underground Railroad allowed many slaves to escape to the northern states. In April 1861, the civil war officially began when Union forces surrendered Fort Sumter. Although President Lincoln did not want to see the country divided, there were many battles. He was assassinated in 1865 and did not live to see slavery officially abolished. During Reconstruction, the United States had to rebuild itself. The civil war had a lasting impact on the United States.* **90 points =** *The American Civil War was the deadliest war in the history of the United States. A desire to end slavery led to the war. In the northern states, slavery was outlawed, but it was still legal in the southern states. The Underground Railroad allowed many slaves to escape. In April 1861, the civil war officially began. Although President Lincoln did not want to see the country divided, there were many battles. He was assassinated in 1865 and did not see slavery officially abolished. The civil war had a lasting impact on the United States.* **80 points =** *The American Civil War was the worst war in the history of the United States. Ending slavery led to the war. In the North, slavery was outlawed, but it was still legal in the South. In April 1861, the civil war officially began. Although President Lincoln did not want to see the country divided, there were many battles. He did not see slavery officially abolished.*

- 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.

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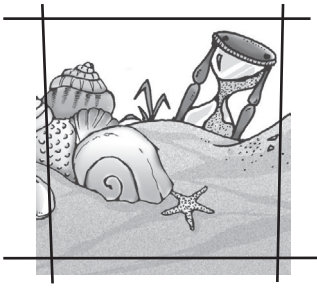
<table>
<tr><td rowspan="3">Think-and-Connect Discussion</td><td colspan="2">– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
– Allow students time to discuss your questions.
– Use Random Reporter to select students to respond to your questions.</td></tr>
<tr><td>Team Talk Extenders</td><td>Confederate troops stored supplies in factories and warehouses, which were easy targets for Union troops. What are some other places they could have stored supplies? Why?

Describe the impact of the Fourteenth and Fifteenth Amendments.</td></tr>
<tr><td colspan="2">– Award team celebration points.
– Allow students time to discuss their summaries.
– Use Random Reporter to select students to share their summaries.</td></tr>
<tr><td>Write-On Discussion</td><td colspan="2">– 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.</td></tr>
</table>



FLUENCY IN FIVE TP

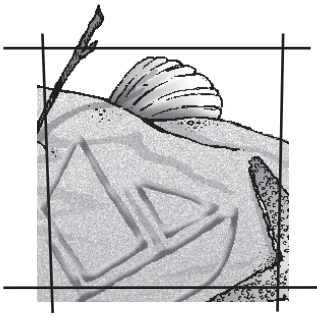
Timing Goal: 5 minutes

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

Student Edition, page 1

Pages 31 and 32 (main text only), page 12, or pages 38 and 39

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



WORD POWER TP

Timing Goal: 10 minutes

- Remind students of the Word Power skill (synonyms) and the Word Treasure clue that Captain Read More uses for synonyms (two seashells that look alike).
- Use **Team Huddle** to have students identify why Captain Read More wants them to learn synonyms, and use **Random Reporter** to select students to share. *Synonyms help us define words and make connections between words. Synonyms help us become better speakers and writers.*

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Preparation: Display the Word Power Challenge.

- Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to identify a synonym for the underlined words. Point out that the underlined words are simple, and challenge the teams to find more advanced synonyms, or words to replace those that are underlined.
- Remind students that there may be more than one synonym that works for each underlined word.

Word Power Challenge

Vicente felt <u>happy</u> that it was the weekend.

Lauren visited her grandmother <u>often</u>.

- Use **Random Reporter** to select students to share. *Synonym for* happy*:* excite, thrilled*;* often: regularly, frequently.
- 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: For skill-practice item #4, students may write synonyms for *kid* as a verb or as a noun. Accept answers for either usage.

Student Edition, pages 3 and 4

Skill Practice

Write a synonym for each of the following words.

1. design *create*
2. honest *truthful*
3. groan *moan*
4. kid *joke*

Building Meaning

published	territory	risked	vicinity
prospect	engaged	floored	proposed

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.

   Since everyone had great projects, it *<u>floored</u>* Dante when he won a blue ribbon in the science fair.

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

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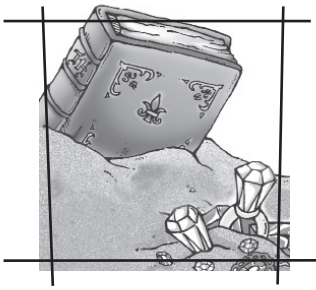


DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

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

Set the Stage

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

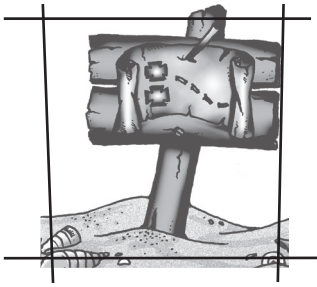
  Today you will read about the Battle of Bull Run.

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

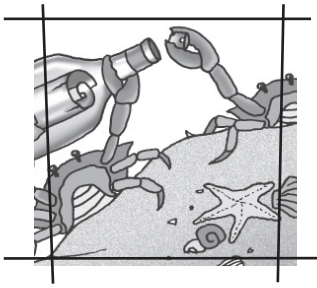
- Distribute the test, and preview it with students without providing information about the answers. Point out that question #3 asks about point of view.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they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

Team Discussion TP

Teacher procedures for Teamwork vary with strategy instruction.

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

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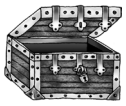
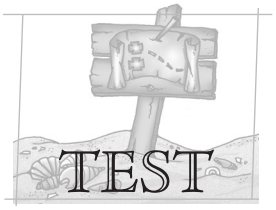
Class Discussion TP

- 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.	– **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.

"Voices From the Past"

I could not believe all the fighting that was taking place. It was like nothing I had ever seen before. Men were shot, and I saw many men bleeding. They were badly wounded. This war was more serious than I think anyone realized. Seeing such a gory sight made the war very real.

—Samuel English
Corporal in Company D

Battle of Bull Run

July 21, 1861 was not just another day in the Civil War. 35,000 Union troops left Washington, D.C. They were going to Bull Run, a small river in Virginia. General McDowell was in charge of these troops. They planned to fight the Confederates.

General McDowell planned to attack the troops from the left. What he did not know was that the Confederate troops had the same idea. General McDowell wanted to beat the Confederates at Bull Run, so the Union troops could get into Richmond, the Confederate capital. If they took Richmond, they would end the war.

General Johnston and General Beauregard led the Confederate troops. There were 15,000 more Union troops than Confederates. When the troops got to the river, they fought for five hours. In the middle of the day, the Confederates broke the right side of the Union's formation. There was a lot of chaos. Weapons were fired.

Finally, the Union troops went back to Washington. The Confederates won, surprising the Union troops. The Confederates felt more confident after they won. However, the Union felt differently. 3,000 Union soldiers died during this battle. This showed people how serious the war was.

Sources: americanhistory.about.com/od/civilwarbattles/p/cwbattle_bull1.htm
www.civilwar.org/battlefields/bullrun.html?tab=facts
www.history.com/topics/battle-of-first-bull-run
www.eyewitnesstohistory.com/bullrun.htm

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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 is the battle of Bull Run. I know because of the title. The author shares details about Bull Run, such as how many troops there were on each side and how long the battle lasted.* **15 points =** *The topic is the battle of Bull Run. I know because of the title. The author shares details about Bull Run.* **10 points =** *The Battle of Bull Run. The title is a clue.*

30 points

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

   a. to convince readers that General McDowell was the best general
   b. to inform readers about what happened at the Battle of Bull Run
   c. to explain why the Battle of Bull Run was the worst battle
   d. to compare and contrast two generals during the Civil War

   How do you know?

   20 points = *I know this is the author's intent because the author tells details about the battle. The author tells the generals' plans for the battle. The author does not try to convince or compare and contrast.* **15 points =** *I know this is the author's intent because the author tells details about the battle. The author tells the generals' plans. The author does not try to convince.* **10 points =** *The author tells details about the battle.*

20 points

3. What is Samuel English's point of view? How does this help you better understand the Battle of Bull Run? |PV|

   20 points = *Samuel English's point of view is that the fighting at Bull Run was like nothing he had seen before. He writes that the war was more serious than people realized. This helps me understand the impact of the war on the people and all the soldiers who died.* **15 points =** *Samuel English's point of view is that the fighting at Bull Run was like nothing he had seen before. This helps me understand the impact of the war on the people.* **10 points =** *Fighting at Bull Run was like nothing he had ever seen. This helps me understand the impact of the war on the people.*

20 points

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

   20 points = *The Battle of Bull Run took place on July 21, 1861. Union and Confederate troops fought at Bull Run, a river in Virginia. There were more Union troops than Confederate troops. Many Union soldiers died while fighting. The Confederate troops won, which is not what the Union troops expected. The Confederate troops felt much more confident after they won this battle.* **15 points =** *The Battle of Bull Run took place on July 21, 1861. Union and Confederate troops fought at Bull Run. There were more Union troops than Confederate troops. Many Union soldiers died. The Confederate troops won, which is not what the Union troops expected.* **10 points =** *The Battle of Bull Run took place on July 21, 1861. Union and Confederate troops fought. There were more Union troops. The Confederate troops won.*

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. howl *shout*

5 points 2. result *effect*

5 points 3. quarrel *fight*

5 points 4. opinion *thought*

Building Meaning

published	territory	risked	vicinity
prospect	engaged	floored	proposed

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

10 points = *The author published another book about the silly detective because he was a popular character.* **5 points =** *The author published another book about the silly detective.* **1 point =** *The author published another book.*

10 points 6. Many people packed up and left the *vicinity* where a tornado was predicted to strike.

10 points 7. After her team won their basketball game, Deshondra proposed they go out for pizza. *Proposed* means—

a. refused.
b. believed.
c. suggested.
d. arrived.

10 points 8. Maddie was not happy about getting her tonsils out, but the *prospect* of eating a lot of ice cream sounded good.

10 points 9. It floored Mr. Rodriguez that his students nominated him for Teacher of the Year. *Floored* means—

a. surprised.
b. confused.
c. annoyed.
d. destroyed.

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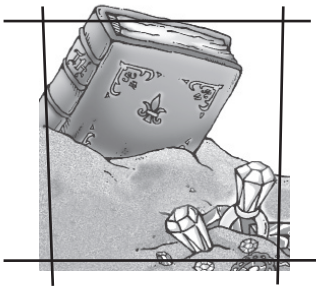
10 points 10. Siobhan's father did not know if his new business would succeed, so he *risked* a lot.

10 points 11. Guam became a *territory* of the United States after the Spanish-American War.

10 points 12. The scientist spoke to students and then engaged in a question and answer session. *Engaged* means—

a. would not go.
b. hid from view.
c. walked up to.
d. took part in.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

  Today you will use the text *The Civil War* to create your own glossary of terms for your classmates.

Team Cooperation Goal

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

Build Background

tps

- Introduce the activity, writing a glossary. Use **Think-Pair-Share** to have students identify why authors include glossaries in informational text, and randomly select a few students to share. Point out some war-specific terms defined in the glossary.

  Why do authors include glossaries in informational text? Wait for students' responses. **Yes, authors include glossaries in informational text because there may be words that readers are unfamiliar with. Since informational texts often focus on a specific topic, there may be words that are only used in a certain context. The text this cycle was about the American Civil War, so a lot of terms in the glossary related to the war. Some examples are *casualties*, *draft*, *ironclads*, and *surrender*. These are terms that you do not often see when you read.**

- Remind students that as they read, they knew if a term was defined in the glossary because it appeared in bold, or darker, text than the rest of the page.
- Display the following example of a glossary with terms related to outer space.

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Blackline master provided.

Outer Space Glossary

asteroid: A rock that orbits the sun.

Most asteroids in our solar system can be found in a thick band between Mars and Jupiter.

axis: An imaginary line on which an object turns.

The earth's axis is tilted, which is why seasons are opposites in the northern and southern hemispheres.

constellation: A group of stars.

The constellation Orion is very recognizable by the three stars that make his belt.

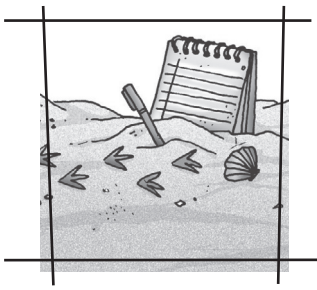
galaxy: A group of stars, dust, and gas held together by gravity.

The Milky Way is the galaxy where the earth's solar system is located.

phase: A change in the shape of the moon.

When the moon is in its new moon phase, the night sky is very dark.

- Tell students that their glossaries will look similar to the sample one they have just reviewed.
- Remind students that the format used in the outer space glossary is the same as the one used in the back of the text *The Civil War*.
- Explain that when defining words in a glossary, simple language should be used since the purpose is to help readers better understand unfamiliar terms. It is best not to use challenging words that may make the term more confusing. Rather, students want their definitions to improve understanding.
- Tell students that they will begin planning their glossaries.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

  Remember that today you will write a glossary that defines terms found in the text *The Civil War*.

tps

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

Student Edition, page 4

Writing Prompt

Write a glossary for the following five terms found in *The Civil War: battlefield* (page 19), *wounded* (page 23), *homesickness* (page 24), *rally* (page 24), and *supplies* (page 30). Alphabetize the word list, and use proper glossary format (capital letter to begin the definition and a period to end it). Be sure to match the definition to the way the term is used in the text. Include an example sentence after the definition for all the words. Use proper spelling.

Scoring Guide

The glossary is for the following five terms: *battlefield, wounded, homesickness, rally,* and *supplies*.	**5 points**
The definitions of the terms match the way they are used in the text, and an example sentence follows the definition for each word.	**10 points each (50 points maximum)**
The glossary is in alphabetical order.	**10 points**
The glossary uses the correct format.	**20 points**
The glossary uses proper spelling.	**15 points**

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

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

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Allow students time to think about how to define the five terms listed in the writing prompt. Suggest that they mark the pages where the terms appear with sticky notes.
- Point out to students that the terms they will define have to do with soldiers.
- Ask one or two students who have examples of good planning to share their ideas with the class.

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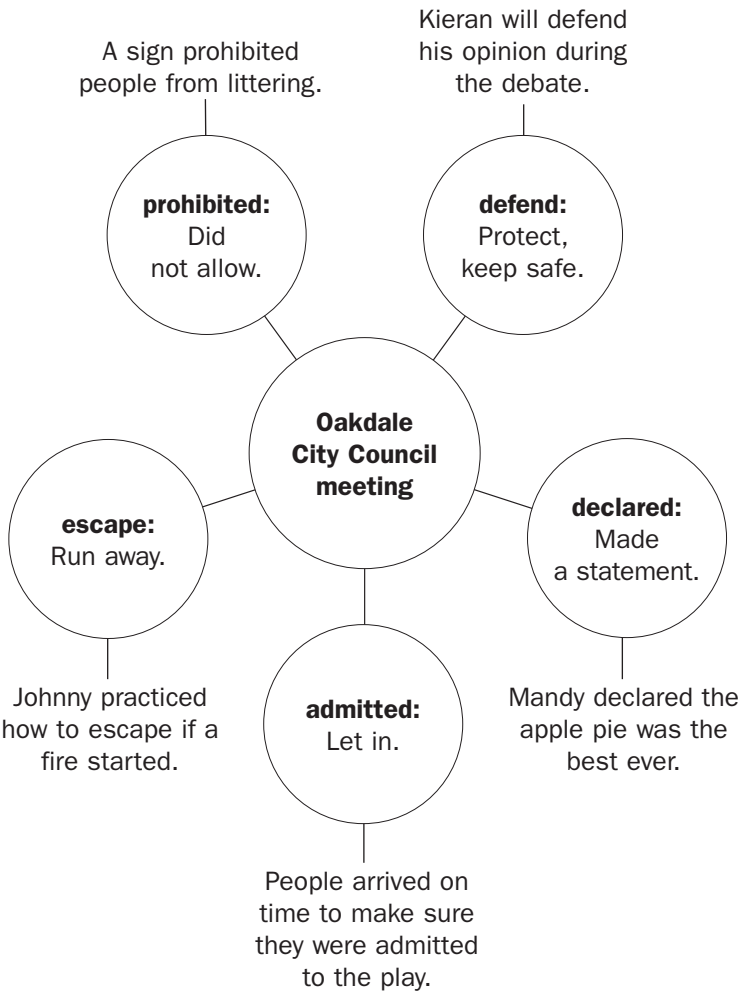
Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Review the proper format for a glossary with students, and explain how students will take the information in their webs and create their glossaries.

  Let's review the proper format for your glossaries. The first thing you should do is look at the words in your web and put them in alphabetical order. Once you have alphabetized them, you can begin putting your glossary together. Remember that the words being defined begin with a lowercase letter. After you write that word, place a colon after it. Then write your definition. Your definition should begin with a capital letter and end with a period. Below each definition, you should have an example sentence.

- Display the following blackline master.

Blackline master provided.

admitted: Let in.

People arrive on time to make sure they were admitted to the play.

declared: Made a statement.

Mandy declared the apple pie was the best ever.

defend: Protect or keep safe.

Kieran will defend his opinion during the debate.

escape: Run away (from something bad).

Johnny practiced how to escape if a fire started.

prohibited: Did not allow.

A sign prohibited people from littering.

- Point out the example sentence that appears below each term in the glossary, and remind students that they will write example sentences. Explain that example sentences help readers better understand the terms.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. SR
- Write the following on the board (format is intentionally wrong).

prohibited Did not allow

admitted Let in

- Use **Random Reporter** to have students share what they would suggest if their partners' glossary looked like this. *The words are not in alphabetical order, there is not a colon after either word, there should be a period added at the end of the definitions, and there is no sentence using the word.*
- Mark corrections on the board.
- Ask students to share and respond with their partners.

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- 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.

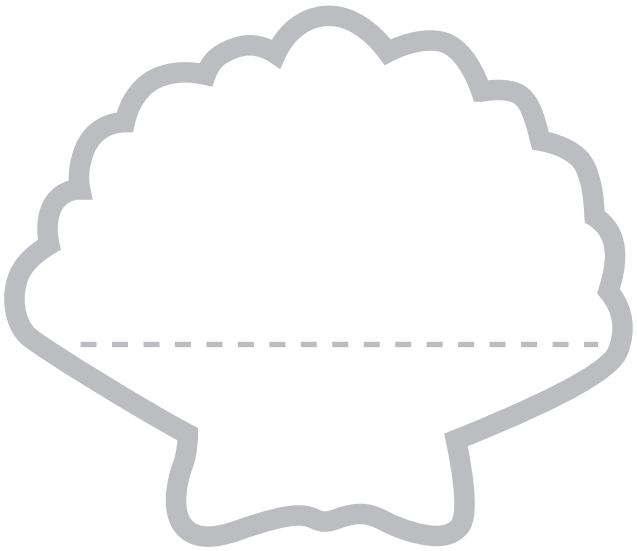
Editing

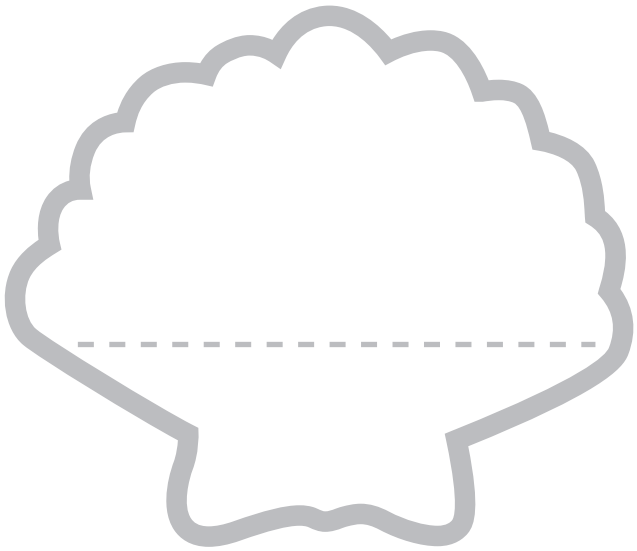
- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling 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

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

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	– **What is your team celebration score?** – **How well did you use the team cooperation goal and behavior?** – **How can you earn more points?**





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Outer Space Glossary

asteroid: A rock that orbits the sun.

Most asteroids in our solar system can be found in a thick band between Mars and Jupiter.

axis: An imaginary line on which an object turns.

The earth's axis is tilted, which is why seasons are opposites in the northern and southern hemispheres.

constellation: A group of stars.

The constellation Orion is very recognizable by the three stars that make his belt.

galaxy: A group of stars, dust, and gas held together by gravity.

The Milky Way is the galaxy where the earth's solar system is located.

phase: A change in the shape of the moon.

When the moon is in its new moon phase, the night sky is very dark.

admitted: Let in.

People arrive on time to make sure they were admitted to the play.

declared: Made a statement.

Mandy declared the apple pie was the best ever.

defend: Protect or keep safe.

Kieran will defend his opinion during the debate.

escape: Run away (from something bad).

Johnny practiced how to escape if a fire starts.

prohibited: Did not allow.

A sign prohibited people from littering.

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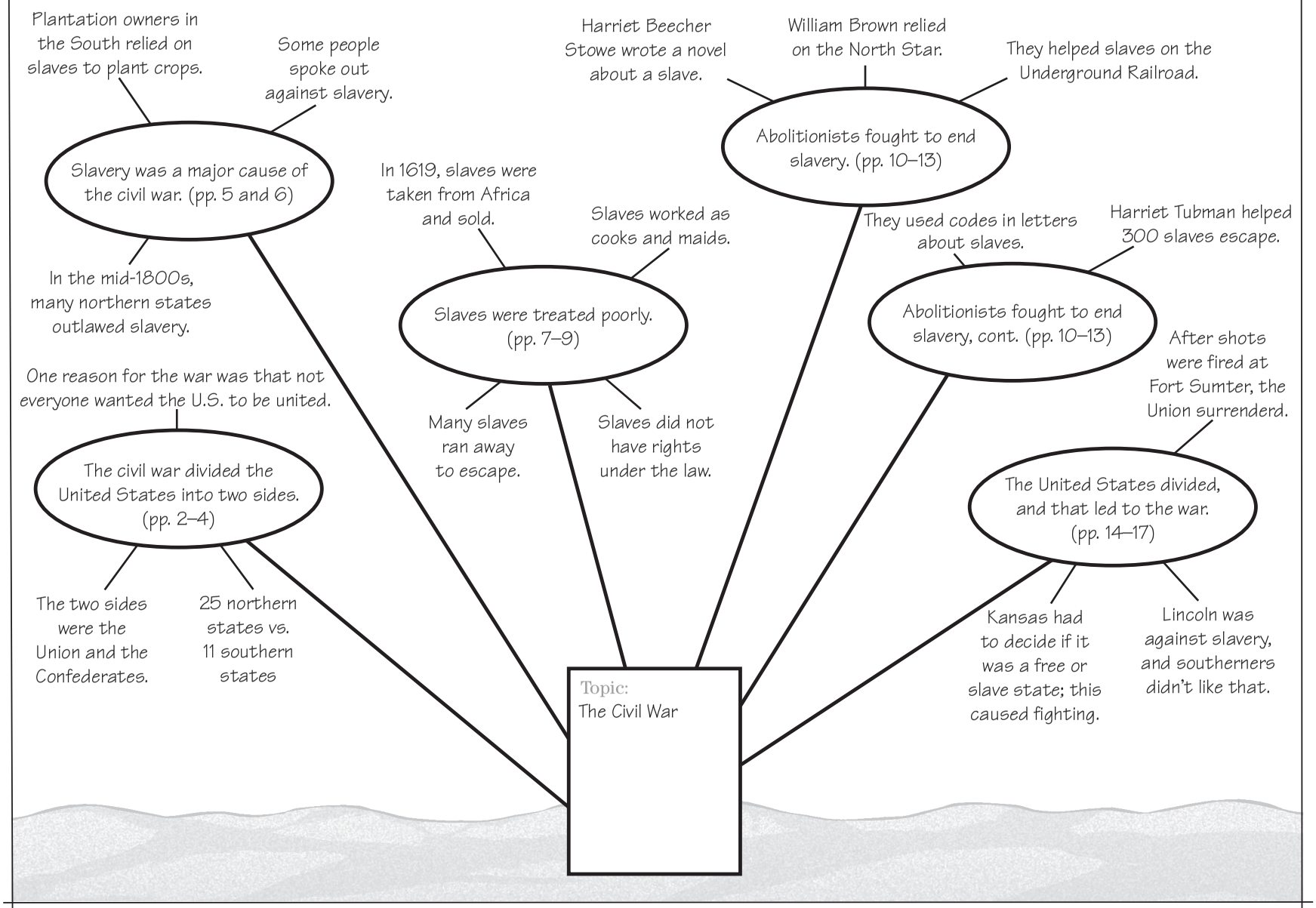
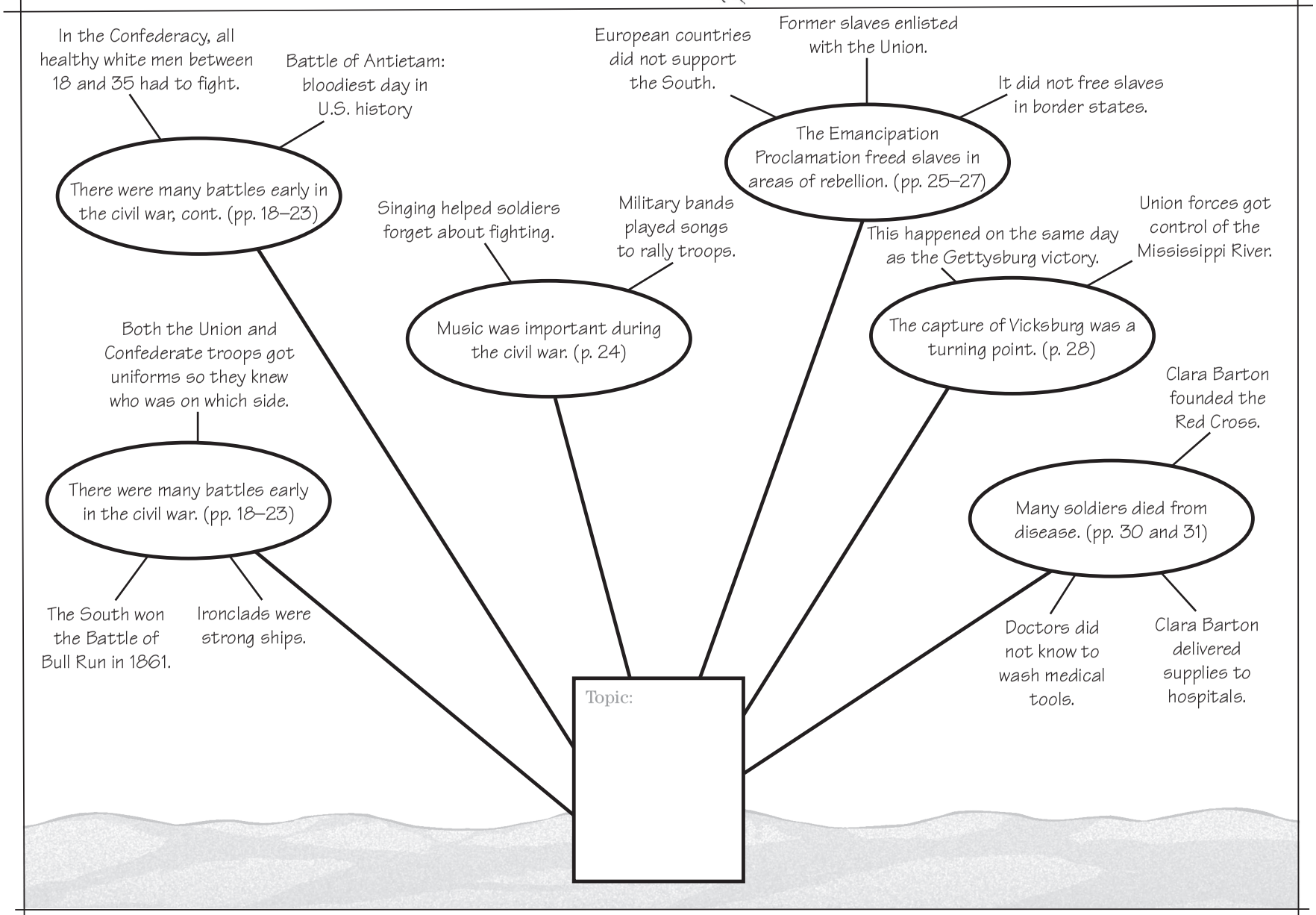
Idea Tree

Title: The Civil War



Idea Tree

Title: The Civil War, cont.



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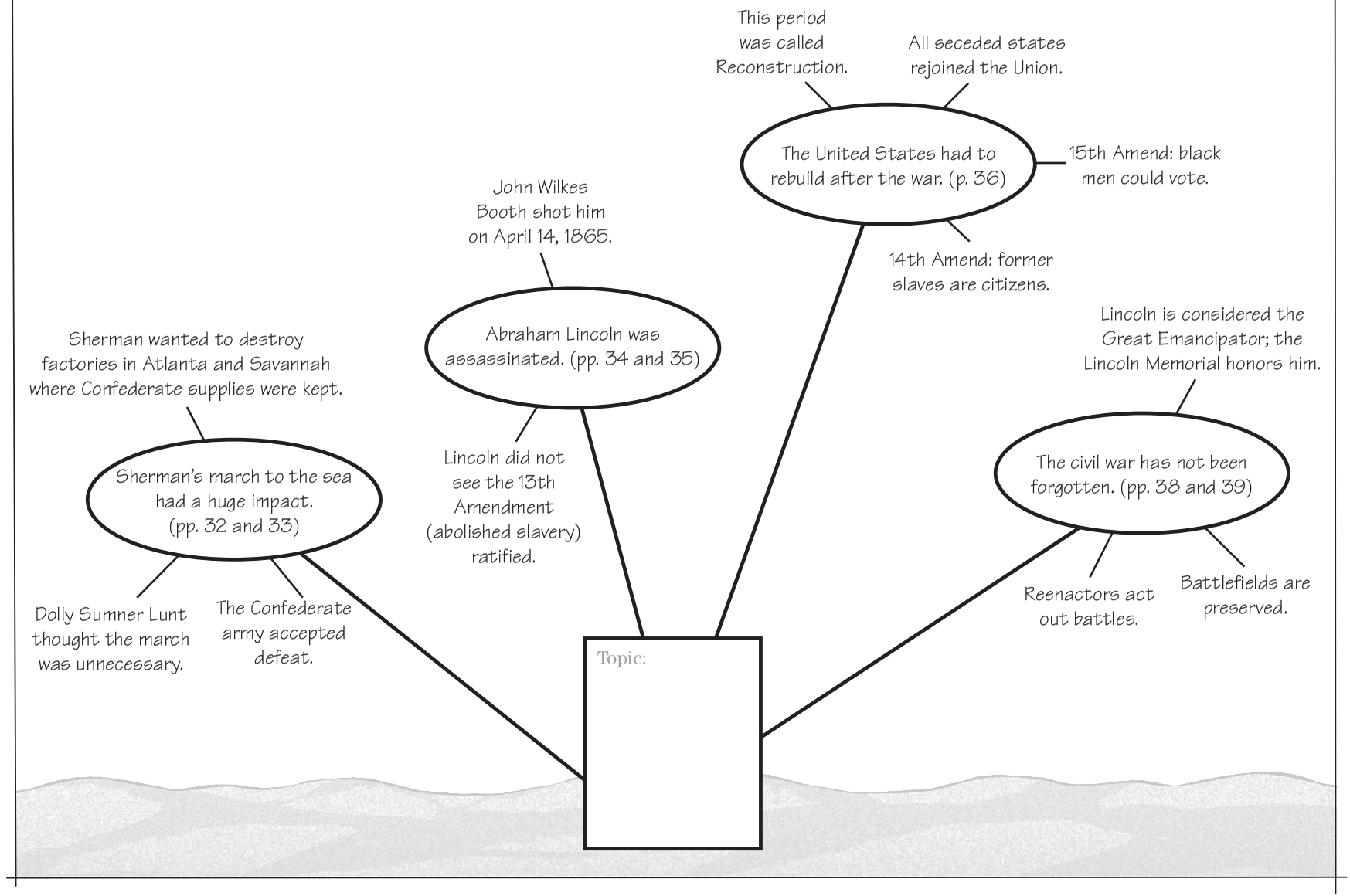
Idea Tree

Title: The Civil War, cont.



Common Core State Standards

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

LEVEL 5 / *The Civil War*
English Language Arts Standards: *Reading: Informational Text*
Craft and Structure RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
English Language Arts Standards: *Language*
Vocabulary Acquisition and Use L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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