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.
We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.
Informational

Unit 1

Clarify Words and Ideas

The Skin You’re In
ask magazine
The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

### Strategy Use

**The Random Reporter:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
<td>100 gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
<td>90 gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td>80</td>
<td>identifies a problem that a team member had understanding the text.</td>
<td>80 uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
</table>

### Word Power

**The Random Reporter:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and expands on the meaning, for example, identifies related words, a second meaning, a word connotation, an antonym.</td>
<td>100 gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.</td>
<td>90 gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.</td>
</tr>
<tr>
<td>80</td>
<td>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
<td>80 reads a short passage and pronounces most of the words correctly.</td>
</tr>
</tbody>
</table>

### Summary

**The Random Reporter:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and uses key vocabulary correctly.</td>
<td>100 gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
<td>90 gives an 80-pt. response and includes main points or events and important details.</td>
</tr>
<tr>
<td>80</td>
<td>presents main ideas and important details in his or her own words and without personal opinion.</td>
<td>80 selects a graphic organizer that is appropriate for the text.</td>
</tr>
</tbody>
</table>

### Team Talk (oral and written)

**The Random Reporter:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
<td>100 gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
<td>90 gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td>80</td>
<td>uses full sentences to clearly and correctly answer the question.</td>
<td>80 uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
</table>
Unit Objectives

**Reading:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Writing:** Write a complete answer that explains your thinking.

Unit Overview

The purpose of this unit is to teach clarifying strategies to improve your students’ reading comprehension. When students use clarifying, they check to make sure that they understand what they have read, and then they go back to clear up anything that was confusing. Clarifying helps students monitor their comprehension at both the word and idea levels. Students need a variety of clarifying techniques to help them comprehend increasingly difficult text. Examples of strategies for clarifying include:

- Look for familiar parts in words—base words, root words, prefixes and suffixes.
- Use context clues to figure out word meaning.
- Reread to review context.
- Read ahead to add context.
- Use background knowledge to make connections.
- Visualize what is going on in the text.
- Use a dictionary.
### Unit Topic/Content

In this unit, students read articles from *ask* magazine: The Skin You’re In. Article topics include the roles that skin plays as a major organ, an artist who paints animals on hands, the relationship between skin color and protection from the sun’s UV rays, and the story of how Louis Braille came to develop a dot-based writing system for the blind.

### Text and Media Selections

**Internet/Media Options**

To expand your students’ background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.
### Cycle 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 6–8</td>
<td>(Embedded) Process video: “Word-Pronunciation Strategies”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 11–13</td>
<td>(Embedded) Process video: “Team Strategy Discussion”</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 14–16</td>
<td>(Embedded) Process video: “Sentence/Passage Strategies”</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>page 13</td>
<td>(Embedded) Process video: “Read and Respond Homework”</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
</tbody>
</table>

### Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 17–19</td>
<td>(Embedded) Process video: “Team Talk”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 19 and 20</td>
<td>(Embedded) Process video: “Rating Vocabulary Words”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 21–23</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 24 and 25</td>
<td>(Embedded) Background video: “Braille”</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>page 25</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>
Welcome Lesson

**Objective:** Form teams to help students improve one another’s reading and learning skills.

**Teacher Background**
In this lesson, you will:
1. Welcome your students to their new class, the Reading Edge.
2. Form teams for the first quarter and conduct a team-building activity.
3. Pass out team score sheets.
4. Introduce students to Read and Respond homework.

**Active Instruction**

(22 minutes)

**Big Question**
Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What is the most important skill that you learned in Getting Started? Why?

**Set the Stage**
1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:
   
   What is the most important skill that you learned in Getting Started? Why?
   
   *Answers will vary.*

2. Introduce the unit objective.
   
   Our **objective is to help one another improve our reading and learning skills.** We’ll do this by working in teams. If we work hard and help one another, everyone can and will succeed! Now let’s get in our teams.

3. Randomly assign students to teams, and tell them which tables they will move to. Use **1-2-3 Move** to prompt students to move. Give each team a team score sheet.
Team Discussion

1. Tell partners to use the questions in their student editions and their own questions to interview each other. Tell them to note things that they have in common.

   1. What is one of your strengths?
   2. What makes you proud?
   3. What is your favorite thing to do?
   4. What is your least favorite thing to do?

2. Ask partners to introduce each other to the team. Ask students to make a web in their notebooks of things they have in common. Tell teams to choose a team name based on what they have in common and to write it on their team score sheets and a table tent.

3. Review the role cards as necessary. Randomly assign a team leader, and ask the team leader to give a card to each teammate. Tell students to follow the directions on their cards as they discuss the Team Talk questions. Point out that the team has to make sure that each member knows the answer and can share it during the Lightning Round.

Team Talk Questions

1. What is your team name? Why did you choose that name?
   *Answers will vary.*

2. What do you and your teammates have in common? How will that help you work together?
   *Answers will vary.*

3. What did you find surprising about one of your teammates? Explain your answer.
   *Answers will vary.*

4. Have students thoroughly discuss Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.

5. Circulate and give feedback to teams and students. Ask questions to encourage further discussion.
Class Discussion (18 minutes)

**Lightning Round**

1. Remind students that you will use Random Reporter to choose the student who will answer for each team.

2. Tell them that Random Reporters will earn team celebration points for correct responses. Tell students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

3. Have each team count off, and tell students to write their number in their notebooks so they will remember it.

4. Use **Random Reporter** to have teams answer the first question. Write team names on the Team Celebration Points poster, and give each team a point.

   Use **Random Reporter** to have teams share oral Team Talk responses for the remaining questions. Ask other teams to agree, disagree, or add on to responses.

5. Distribute Read and Respond forms. Explain the homework to students. Tell them that they will practice reading and that they will each fill out a Read and Respond form. Review the questions on the form, and tell students that the questions relate to strategies and skills that they will practice in the Reading Edge. Tell them that completing Read and Respond forms and answering the questions will help them earn team points.

   Allow students time to choose a reading selection from the classroom library to use for their homework assignment.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
Lesson 1

**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Teacher Background**

In this lesson, you will introduce clarifying strategies and the use of the Clarifying Strategy Card. The Clarifying Strategy Card is a tool that prompts your students to stop when their comprehension breaks down and use strategies to fix it. The front of the card explains the clarifying process. The back of the card lists clarifying strategies. Your students will see the partners in the video use the Clarifying Strategy Card as they read. Students will read the article “The Skin You’re In” from *ask* magazine. This article describes how skin functions as a major organ of the body. As students read, encourage them to use sticky notes to mark what is unclear in the text, and have them use the strategies listed on the card to help them pronounce unfamiliar words and figure out their meanings. In this lesson, you will also introduce student routines for partner reading and strategy-use discussion.

**Active Instruction**

(22 minutes)

**Big Question**

Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** When you are reading and you come to something that is unclear or confusing, what do you do?

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **When you are reading and you come to something that is unclear or confusing, what do you do?**

   *Answers will vary. Some students may say that they skip over it. Others may say that they stop and try to figure it out. Some students may say that if it is a word they don’t know, they look it up in a dictionary.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them they earn team celebration points during the Lightning Round.

   Refer students to the reading objective for this cycle.
Our reading objective for this cycle is to use clarifying strategies to figure out the meanings of words, phrases, and passages. The word *clarify* comes from the word *clear*. Clarifying strategies help us clear up problems we have with understanding what we read. Sometimes there is a word or phrase that we don’t know. Sometimes an idea is worded in a complicated way that is hard to understand. Using clarifying strategies can help.

3. Refer students to the following Clarifying Strategy Card in their team folders. Have them note that the front of the card lists steps for clarifying. Read the steps on the card aloud. Have them look at the back of the card and note that it includes strategies for pronouncing unfamiliar words and strategies for figuring out meaning.

![Clarifying Strategy Card]

**Clarifying**

1. When you don’t know or understand something...STOP!
2. Mark it with a sticky note.
3. Use strategies to figure it out.
4. When you clarify it, put a check mark on the sticky note.
5. Take the sticky-note problem to your team for help.

**To pronounce an unfamiliar word:**
- break the word into chunks.
- blend it.
- look for a base word.
- reread it.

**To figure out a word’s meaning:**
- reread or read ahead to find clues in the text.
- look for familiar word parts.
- picture what is going on in the text.
- use background knowledge.
- use a glossary or dictionary.

4. Introduce the video.

*We are going to watch a video of partners who are reading an interesting article. The partners will come to some tricky words that they don’t know. What will they do? Skip over them? Use strategies? Watch carefully to see how they deal with sticky-note problems.*

5. Show the video. Debrief the video. Use *Think-Pair-Share* to ask:

- What did the partners do when they came to a word that they couldn’t pronounce?
- Which strategies did the partners use to help them pronounce the words?
- Why did they use different strategies?

6. Introduce the texts, authors, and reading objective.
Interactive Read Aloud

1. Distribute copies of *ask* magazine: The Skin You’re In. Have students preview pages 6–8.

2. Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Read pages 6 and 7 (stopping at “when sunlight shines on it.”). A sample Think Aloud follows.

```
Sample Think Aloud

(Stop at the word *regulate*.) “Skin helps...” Hmm...I’m not sure how to pronounce this word. I’ll put a sticky note on it and look at the Clarifying Strategy Card. (Refer to the strategy card.) I’m going to try to break this word into chunks, *reg-u-late*, and blend it, *regulate*. I’ve heard this word before, but I’m not sure what it means. The Clarifying Strategy Card gives me a few strategies to use when I don’t know a word.

One strategy is to reread or read ahead to find clues in the text, so I’m going to read that sentence again. “Skin helps regulate body temperatures as well, keeping you from heating up or cooling down too quickly.” If skin helps to keep us from heating up and cooling down too fast, it is helping to control our body temperature. I think *regulate* must mean control. I can check that sticky note because I clarified the word.

(Continue reading to the word *manufactures*, and pause.)

Hmm. I can’t pronounce this word either. I’ll mark it with a sticky note and check the Clarifying Strategy Card. Maybe I could break the word into chunks again, *man-u-fac-tures*, and blend it, *manufactures*. I’ve heard that word before. A factory *manufactures* or makes things. *Manufactures* means makes. (Reread the sentence.) “Your skin *makes* vitamin D, an important nutrient, when sunlight shines on it.” I tried it out in the sentence, and it makes sense.
```

3. Refer students to their Clarifying Strategy Cards. Use **Think-Pair-Share** to debrief the Think Aloud.

**What did I do when I came to a word that I could not pronounce?**

*You stopped and marked the word with a sticky note. You looked at the Clarifying Strategy Card for a strategy to pronounce it. Then you broke the word into chunks and blended it.*

**Which clarifying strategy did I use to figure out the meaning of a word?**

*You reread and read ahead to find clues in the sentence. You guessed at the word’s meaning and tried it out in the sentence to see if it made sense.*

4. Partner Practice: Have students read the next paragraph (sentence ending “…top flake off.”) aloud with their partners and use clarifying strategies to pronounce any unfamiliar words. Remind them to use sticky notes to mark words that they need to stop and figure out and to refer to their Clarifying Strategy Cards. When they have figured out a word, they can put a check on the sticky note next to it.
5. Debrief partner practice. Use **Think-Pair-Share** to ask:

**What words in the paragraph did you have to stop and figure out? Which strategies did you use?**

*Answers will vary. For example, we had to stop and figure out the word outermost. We broke it into chunks to pronounce it: outer- most. *It has the words outer and most in it. The text says the outermost layer of skin is called the epidermis. It renews itself, and the dead cells on top flake off. We figured out that in this sentence, the outermost layer of skin has to be the top layer since the dead skin cells flake off.*

**How did clarifying the word help you better understand the text?**

*Figuring out what outermost means helped us understand that the epidermis is the top layer of skin.*

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**Teamwork**

(20 minutes)

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**Partner Prep**

1. Refer students to the teamwork routines for partner reading in their team folders. Explain that students will be partner reading regularly in the Reading Edge.

<table>
<thead>
<tr>
<th>With Partners</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Finally</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Partner Reading</td>
<td>Take turns reading a paragraph or section of text aloud. Mark problems with a sticky note.</td>
<td>Clarify confusing words and passages.</td>
<td>After each paragraph or section, the listening partner restates the main ideas or events.</td>
<td>Both partners make notes about main ideas or events. Review the paragraph or section, and discuss supporting details. Add them to your notes.</td>
<td>Take unsolved sticky-note problems to team discussion.</td>
</tr>
</tbody>
</table>

Point out to students that during partner reading, partners take turns reading and restating the main ideas in the text. One partner reads a paragraph or section of text aloud. The listening partner restates the main ideas or events in that section. Then they switch the roles of reading and restating.

**Partner reading—reading aloud, listening, and restating the important points—improves brain connections. It focuses attention for learning new information and helps us clarify our thinking.**

2. Explain what partners should do when they come to a word, phrase, or passage that needs to be clarified. When they come to anything confusing or unclear in their reading, they mark it with a sticky note and try to make sense of it using the clarifying strategies. If they cannot clarify it, they take their sticky-note problem and try to solve it with the help of the rest of their team during team discussion.
3. Have students read and restate: pages 7 (beginning “Your body constantly...”) and 8 (paragraph ending “…from the cold.”) aloud with partners.

4. Circulate and check for comprehension and evidence of strategy use, for example, use of sticky notes.

5. Give students feedback. Prompt and reinforce their discussions.

**Team Discussion**

1. Refer students to the following in their student editions.

<table>
<thead>
<tr>
<th>Strategy Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discuss sticky-note problems, and try to solve them.</td>
</tr>
<tr>
<td>• Discuss which strategies you used. How did you figure it out?</td>
</tr>
<tr>
<td>• Discuss how figuring out the problem helped you understand the text.</td>
</tr>
<tr>
<td>• Check that all team members can share your team’s strategy discussion in the Lightning Round.</td>
</tr>
</tbody>
</table>

Explain that teams will discuss their sticky-note problems and use clarifying strategies to figure them out. Point out that teams should prepare all team members to share their team’s clarifying discussion because any team member can be called on in the Lightning Round.

2. Preview the Team Talk questions.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is a word or phrase that a team member marked with a sticky note? [CV]</td>
</tr>
</tbody>
</table>

*For example, a team member marked the word detect on page 8 with a sticky note because he didn’t know the meaning.*

*In another example, a team member marked the word insulates on page 8 with a sticky note because she could not pronounce it.*

2. Explain which clarifying strategies you used to figure out the marked word or phrase. [CV]

*detect: We used clues in the sentence to figure it out. We figured out from the clues pressure, pain, warmth, and cold that these are things that you sense with nerves, so detect must mean sense.*

*insulates: We broke the word into chunks, in-su-lates, and blended to pronounce it. When we pronounced it, a team member figured it out from background knowledge. He knew that insulated wires protect you from getting an electric shock. We figured out that insulates means protects.*

*continued*
Team Talk Questions continued

3. Explain how figuring out the word or phrase helped you better understand the text. [CV]
   detect: Figuring out the meaning of detect helped us understand that nerves in our skin help us sense things such as pressure and cold.

   insulates: When we figured out the meaning of insulates, we understood that a layer of your skin tissue with fats and something called collagen protects your body from the cold.

4. In paragraph 1 of “The Skin You’re In,” what is the author’s main point about the jobs that skin has to do? Support your answer with evidence from the text. [MI]
   For example, I think the author's main point in this paragraph is that skin has a few jobs to do. The text says that skin stops the loss of fluids and blood, protects internal organs and muscles, and helps control body temperature.

3. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

4. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion tp

Lightning Round

1. Following is the strategy-use routine for class discussion.

   Class Discussion
   Strategy-Use
   • Describe your team’s strategy use.
   • How did you resolve a sticky note?
   • How did it help you understand the text?

2. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

3. Use Random Reporter to have teams share their team’s strategy discussion. Ask each Random Reporter to respond to Team Talk questions #1–3.
   Award team celebration points to teams whose Random Reporters:
   • identify a word marked with a sticky note (what they needed to clarify),
   • describe which strategies they used to figure it out, and
   • explain how figuring out the word helped them better understand the text.
4. Use **Random Reporter** to have teams share their discussions of Team Talk question #4.

   Award team celebration points to teams whose Random Reporters answer the question and support their answers with evidence from the text.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. Review the Read and Respond homework. Remind students that they chose a book or article from the classroom library or other source to read. For homework each day, students will read from their selected reading for twenty minutes. They will note on their Read and Respond homework forms the date and the page numbers they read and have it initialed by an adult listener.

   Refer to the questions on the form. Explain that students will write answers to the questions, and in lesson 7, they will use their answers to prepare and make presentations of their reading selections to their teams.
Strategy Use

- Discuss sticky-note problems, and try to solve them.
- Discuss which strategies you used. How did you figure it out?
- Discuss how figuring out the problem helped you understand the text.
- Check that all team members can share your team’s strategy discussion in the Lightning Round.
Lesson 2

**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Teacher Background**
In this lesson, students continue to read “The Skin You’re In.” Today’s reading describes the relationship between an animal’s environment and its skin. As students discuss the comprehension problems that they mark with sticky notes, encourage them to explain which strategies they used to solve the problems. Refer them to the Clarifying Strategy Card.

**Active Instruction**

(25 minutes)

**Big Question**
Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: What is the meaning of the underlined Spanish word in this sentence? Use your Clarifying Strategy Card.
Because it is so caliente in the desert, animals have to find ways to stay cool.

**Set the Stage**

1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:

   What is the meaning of the underlined word? Explain the strategies that you used to figure it out.

   *Students will probably say that it means hot or warm. For example, we used clues in the sentence to guess the meaning. The sentence mentions staying cool in the desert. This is a clue that caliente means hot. We tried hot in the sentence, and it made sense.*

   *Another example, we pictured what was going on. If animals are trying to stay cool in the desert, it must be hot.*

   Use Random Reporter to debrief, and award team celebration points to teams that describe the strategies they used.

2. Point out that students were able to figure out the meaning of a word in a different language. They used clues in the sentence. They pictured what was going on in the sentence to guess the meaning, and then they tried it out in the sentence to see whether it made sense.
3. Introduce the video.

_These partners have used strategies to pronounce unfamiliar words. Now they are trying to figure out the meanings of some tough words. As you watch, think about what advice you would give the partners about using clarifying strategies._

Show the first part of “Word-Meaning Strategies.”

_The partners are stuck on some words. They figured out how to pronounce these words but haven’t figured out what they mean._

4. Have teams discuss what advice they would give the partners to figure out the meanings of these words.

Use **Random Reporter** to have teams share their discussions.

5. Show the second part of the video “Word-Meaning Strategies” to see which strategies the partners used to clarify words.

Use **Random Reporter** to have teams share which strategies the team in the video used.

**Interactive Read Aloud**

1. Have students preview today’s text, “The Skin You’re In,” pages 8 and 9, in _ask_ magazine. Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Challenge students to actively listen because you will ask them to identify the strategies that you used. Read the section “Groovy Dolphins and Armored Sharks,” page 8 (paragraph 1) aloud, stopping at the word _grooves_ to think aloud and clarify the word. A sample Think Aloud follows.

   **Sample Think Aloud**
   
   “…discover that it is actually covered with tiny grooves.” Hmm. I stopped because I don’t know the meaning of this word. I’ll mark it with a sticky note and try some strategies. The first clarifying strategy that I’m going to try is reading ahead to figure out its meaning. “These rippled channels run from nose to tail…” This is a clue. It’s a description of _grooves_. Now I can picture them in my mind because I know that one meaning of _channel_ is a long, narrow line through which water runs. _Grooves_ are long, narrow lines in the dolphin’s skin. I’ll try out that meaning in the sentence to see if it makes sense. “…discover that it is actually covered with tiny long and narrow lines.” Yes, that makes sense. _Grooves_ means long, narrow lines. I clarified it, so I can check off that sticky note. So to restate this section, dolphins may look like they have smooth skin, but it’s really covered with long, narrow lines that are so tiny that you need a microscope to see them.

2. Use **Think-Pair-Share** to debrief the Think Aloud.

   _Which clarifying strategies helped me figure out the meaning of _grooves_?_
You read ahead to find clues. You used the clue “rippled channels” to figure out the meaning of the word and then tried out the meaning in the sentence.

3. Partner Practice: Have students read the rest of the text in the section “Groovy Dolphins and Armored Sharks” aloud to their partners and use clarifying strategies to figure out any unfamiliar words. Use Think-Pair-Share to ask:

Which words in the sentence did you have to stop and figure out?
Which strategies did you use?

For example, we had to stop and figure out the word preventing. We broke it into chunks to pronounce it. We’ve heard the word before and sort of know the meaning. We reread the sentence and looked for clues. The sentence said the grooves protect dolphins by preventing parasites from attaching to its skin. This was a clue that preventing means stopping.

In another example, we had to stop and figure out the word microscopic. We tried breaking it into parts and sounding it out. We saw the word microscope. Then we figured out that microscopic must mean something that is so small that you need a microscope to see it. So a shark’s denticles are covered with riblets that are so small that you need a microscope to see them.

Teamwork

(20 minutes)

Partner Prep

1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine. Remind students that during partner reading, partners take turns reading and restating the main ideas in the text. One partner reads a paragraph or section of text aloud. The listening partner restates the main ideas or events in that section. Then they switch the roles of reading and restating.

2. Remind partners what they should do when they come to a word, phrase, or passage that needs to be clarified. When they come to anything confusing or unclear in their reading, they mark it with a sticky note and try to make sense of it using the clarifying strategies. If they cannot clarify it, they take their sticky-note problem and try to solve it with the help of the rest of their team during team discussion.
3. Have students read and restate: **pages 9–11 (paragraph ending “…light-colored skin.”)** aloud with partners.

4. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

**Team Discussion**

1. Refer students to the following in their student editions.

   **Strategy Use**
   - Discuss sticky-note problems, and try to solve them.
   - Discuss which strategies you used. How did you figure it out?
   - Discuss how figuring out the problem helped you understand the text.
   - Check that all team members can share your team’s strategy discussion in the Lightning Round.

Remind teams that they will discuss their sticky-note problems and use clarifying strategies to figure them out. Point out that teams should prepare all team members to share their team’s clarifying discussion because any team member can be called on during the Lightning Round.

2. Preview the Team Talk questions.

   **Team Talk Questions**
   
   1. What is a word or phrase that a team member marked with a sticky note and brought to the team? [CV]

   *For example, a team member marked the word evaporates on page 9 with a sticky note because he could not pronounce it.*

   *Another example: A team member marked the word circulates on page 10 with a sticky note because the meaning wasn’t clear to her.*

   continued
Team Talk Questions  

2. Explain which clarifying strategies you used to figure out the marked word or phrase. [CV]
   evaporates: We broke the word into chunks (ev-ap-o-rates) and blended them to pronounce it. We reread and tried to find clues, but that didn’t help. We finally looked it up in the dictionary and found out that evaporates means changes into vapor or disappears.

   circulates: We used clues in the text and a related word, circle, to figure it out. We figured out that circulates must mean moves around in a circle.

3. Explain how figuring out the word or phrase helped you better understand the text. [CV]
   evaporates: The text says that sweat helps mammals cool down when it evaporates off the skin. So figuring out what evaporates means helped us understand how sweat helps to keep mammals cool.

   circulates: Figuring out the meaning of circulates helped us understand how elephants cool their bodies. They flap their ears to cool off their blood, and then the blood circulates, or moves around their bodies, and cools them down.

4. What are some examples of how animals control their body temperature? [MI]
   According to the text, one way that hippos control their body temperature is with blood sweat. The photo on page 10 shows blood sweat on a hippo’s skin. Elephants cool their blood by flapping their ears. On page 10, the text says that this cools the blood in the ears, and then it circulates through their bodies.

3. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

4. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion  

Lightning Round

1. Following is the strategy-use routine for class discussion.

   Class Discussion
   Strategy-Use

   - Describe your team’s strategy use.
   - How did you resolve a sticky note?
   - How did it help you understand the text?

2. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the
Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

3. **Use Random Reporter** to have teams share their team’s strategy discussion. Ask each Random Reporter to respond to Team Talk questions #1–3. Award team celebration points to teams whose Random Reporter:
   - identifies a word marked with a sticky note (what they needed to clarify),
   - describes which strategies they used to figure it out, and
   - explains how figuring out the word helped to better understand the text.

4. **Use Random Reporter** to have teams share their discussions of Team Talk question #4.

   Award team celebration points to teams whose Random Reporters use full sentences to answer the question and support their answers with examples from the text.

5. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams who are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Strategy Use

- Discuss sticky-note problems, and try to solve them.
- Discuss which strategies you used. How did you figure it out?
- Discuss how figuring out the problem helped you understand the text.
- Check that all team members can share your team's strategy discussion in the Lightning Round.
Lesson 3

**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Teacher Background**

In this lesson, you will introduce the strategy-use rubric. The rubrics in the Reading Edge, which can be found in the team folders, set expectations for student responses. They are tools for teams as they prepare for the Lightning Round to help them discuss, give feedback, and evaluate whether they have a high-quality response. The rubrics are also tools for evaluating and giving feedback during the Lightning Round. In the video that students see today, teams are having strategy discussions. Using the strategy-use rubric, your students evaluate the teams’ responses.

The reading today describes the functions of nerve endings in skin.

**Active Instruction**

*(25 minutes)*

**Big Question**

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

When Tammy found the starving puppy, it was *skeletal*, but after being fed well for a couple of weeks, it looks like a plump furball.

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   *What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.*

   *When Tammy found the starving puppy, it was skeletal, but after being fed well for a couple of weeks, it looks like a plump furball.*

   *Explain the strategies you used to figure it out.*

   *Students will probably say that skeletal means “like a skeleton.” For example, we saw the familiar word skeleton in the word. We figured that a starving dog would look like a skeleton.*

   *Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.*
2. Display the strategy-use rubric (also in the team folder).

<table>
<thead>
<tr>
<th>Strategy Use</th>
<th>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
</tr>
<tr>
<td>80</td>
<td>identifies a problem that a team member had understanding the text.</td>
</tr>
</tbody>
</table>

Explain that rubrics are tools that teams will use to prepare their Random Reporters to earn points in the Lightning Round. Note that to earn points in the Lightning Round, the Random Reporter must give a 100-point answer. To earn points for strategy use, the Random Reporter will:

- identify a sticky-note problem that a team member had understanding the text,
- describe a strategy that was used to solve the problem, and
- explain how using the strategy helped in better understanding the text.

3. Introduce the video.

We are going to watch a video of a team preparing for the Lightning Round. They are discussing sticky-note problems.

Show the first part of the video. Use Think-Pair-Share to debrief.

**How did the team prepare for the Lightning Round?**

Do you think the team is ready for the Lightning Round? Why or why not?

Introduce the second video segment.

**The teams are about to enter the Lightning Round. Listen carefully to their Random Reporters, and use the strategy-use rubric to rate their answers.**

4. Show the second part of the video. Use Think-Pair-Share to debrief.

**Looking at the strategy-use rubric, how did the team earn a point on the poster?**

*The team earned a point because their Random Reporter gave a 100-point answer. He told about the sticky-note problem, which strategies they used to figure it out, and how figuring out the problem helped them better understand the text.*
Interactive Read Aloud

1. Have students preview today’s text for the section “Sensitive Skin” on pages 11–37 in ask magazine. Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Challenge students to actively listen because you will ask them to identify the strategies that you used. Read the section “Sensitive Skin” on page 36 aloud, stopping at the word continuous to think aloud and clarify the word. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Some detect…” Hmm. I stopped because I can pronounce this word, but I don’t really know what it means. I’ll mark it with a sticky note and try some strategies from the Clarifying Strategy Card.</td>
</tr>
<tr>
<td>I see the word continue in continuous. I know that continue means to go on. So something that is continuous is probably something that goes on. (Reread the sentence.) This sentence is saying that some nerve endings detect continuous pressure, or pressure that goes on for some time. That makes sense.</td>
</tr>
</tbody>
</table>

2. Use Think-Pair-Share to debrief the Think Aloud.

Which clarifying strategies helped me figure out the meaning of continuous?

You looked for a familiar word and used your background knowledge to figure out what continuous means.

3. Partner Practice: Have students read the rest of the paragraph aloud to their partners and use clarifying strategies to figure out any unfamiliar words. Use Think-Pair-Share to ask:

Which words in the sentence did you have to stop and figure out? Which strategies did you use?

For example, we had to stop and figure out the word sensitive. We broke the word into chunks (sen-si-tive) and blended the chunks to pronounce it. We reread and read ahead to find clues to its meaning in the sentence but still couldn’t figure out the meaning. We looked for familiar word parts and saw the word sense in sensitive. We figured out that sensitive must mean being able to sense. The nerves’ endings can sense the lightest touch.
Teamwork (20 minutes)

Partner Prep

1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.

<table>
<thead>
<tr>
<th>With Partners</th>
<th>First</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1 Partner Reading</td>
<td>Take turns reading a paragraph or section of text aloud. Mark problems with a sticky note.</td>
<td>Clarify confusing words and passages. After each paragraph or section, the listening partner restates the main ideas or events.</td>
<td>Both partners make notes about main ideas or events. Review the paragraph or section, and discuss supporting details. Add them to your notes.</td>
<td>Take unsolved sticky-note problems to team discussion.</td>
<td></td>
</tr>
</tbody>
</table>

2. Remind partners what they should do when they come to a word, phrase, or passage that needs to be clarified. When they come to anything confusing or unclear in their reading, they mark it with a sticky note and try to make sense of it using the clarifying strategies. If they cannot clarify it, they take their sticky-note problem and try to solve it with the help of the rest of their team during team discussion.

3. Have students read and restate:

   - pages 12 (paragraph beginning “Animals are much…”) and 13 (not including the section “Special Skins for Special Jobs”) aloud with partners.

4. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

1. Remind students that in their teams they will:

   - Discuss sticky-note problems, and try to solve them.
   - Discuss which strategies you used. How did you figure that out.
   - Discuss how figuring out the problem helped you understand the text.
   - Check that all team members can share your team’s strategy discussion in the Lightning Round.

2. Remind teams to use the strategy-use rubric to prepare for the Lightning Round.

3. Preview the Team Talk questions.
Team Talk Questions

1. What is a word, phrase, or passage that a team member marked with a sticky note? Explain which clarifying strategies you used to figure out the marked word or phrase. How did figuring out the word, phrase, or passage help you better understand the text? [CV] (strategy-use rubric)

100 = A team member marked the word *flinches* on page 13. He reread the sentence and figured out that when a person feels a bug on him or her, he or she often jerks, or makes a quick movement. So that was probably the meaning of *flinches*. He tried the meaning out in the sentence, and it made sense. Figuring out the meaning of the word helped him understand how our brains and our skin work together to control how we react to certain things, such as a bug crawling on us or someone tickling us.

90 = A team member marked the word *flinches* on page 13. He reread the sentence and figured out that when a person feels a bug on him or her, he or she often jerks, or makes a quick movement. So that was probably the meaning of *flinches*. He tried the meaning out in the sentence, and it made sense.

80 = A team member marked the word *flinches* on page 13.

2. Explain how animal whiskers work. [MI]

*Animal whiskers are connected to nerves under the skin. They help animals judge the size of spaces and tell where smells are coming from. Animal whiskers are very sensitive.*

3. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

4. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

(15 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
2. Display the strategy-use rubric.

<table>
<thead>
<tr>
<th>Strategy Use</th>
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<tr>
<td>The Random Reporter:</td>
</tr>
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<td>that was used to solve the problem.</td>
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<tr>
<td>80    identifies a problem that a team</td>
</tr>
<tr>
<td>member had understanding the text.</td>
</tr>
</tbody>
</table>

Remind students that the Random Reporter’s response must provide all the elements listed in the three point levels on the rubric to earn points on the poster for the team.

3. Use Random Reporter to have teams share their team’s strategy discussions. Ask Random Reporters to respond to Team Talk question #1.

Class Discussion

<table>
<thead>
<tr>
<th>Strategy-Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe your team’s strategy use.</td>
</tr>
<tr>
<td>• How did you resolve a sticky note?</td>
</tr>
<tr>
<td>• How did it help you understand the text?</td>
</tr>
</tbody>
</table>

4. Award team celebration points to teams whose Random Reporters give 100-point answers. Record these points on the poster.

Use Random Reporter to have teams share their discussions of Team Talk question #2.

Award team celebration points to teams whose Random Reporters use full sentences to answer the question and support their answers with examples from the text.

5. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

• Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 4

**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Teacher Background**

In this lesson, students watch partners in the video use the partner reading routine as they take turns reading aloud a section of text and restating the main ideas. When trying to restate, the partners realize that they need to stop and use clarifying strategies to figure out the passage. During the Interactive Read Aloud, read a section of text aloud, and challenge students to restate the main ideas in the text with their partners. How did restating help them check their understanding?

Today students will read “Hand Gogh,” an article about an artist who paints animals on people’s hands.

**Active Instruction**

(25 minutes)

**Big Question**

Post and present today’s Big Question. Have students write a response to the question as they arrive for class.

*The Big Question:* What is the meaning of the underlined phrase in this sentence? Use your Clarifying Strategy Card.

If you don’t have any sunscreen, protecting your skin from UV rays on a hot, sunny day can be a **bear of a problem**.

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   What is the meaning of the underlined phrase in this sentence? Use your Clarifying Strategy Card.

   If you don’t have any sunscreen, protecting your skin from UV rays on a hot, sunny day can be a **bear of a problem**.

   **Explain the strategies you used to figure it out.**

   *Students will probably say that “bear of a problem” means a big or difficult problem. For example, to figure out the meaning of the phrase, we reread the sentence and looked for clues. We decided it would be a big problem to protect your skin on sunny days if you didn’t have sunscreen. So a “bear of a problem” is probably a big problem.*

   Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.
2. Point out that students have been using strategies to clarify the meanings of words and phrases. Use **Think-Pair-Share** to ask:

**Suppose you read a sentence or paragraph, and you don’t understand it. What do you do? Which strategies could you use to figure out what the sentence or paragraph means?**

*If there are words that we don’t know, we could clarify them first. We could reread what we don’t understand. We could read on to see if there are clues in the text. We could picture what is happening to try to figure it out.*

3. Introduce the video.

**We are going to watch a video of partners in the team who are struggling with the meaning of a passage.**

Show the video. Use **Think-Pair-Share** to debrief.

**How did the partners know that they had a sticky-note problem?**

**Which strategies did the partners use to figure out the meaning of the passage?**

### Interactive Read Aloud


Refer to the reading objective, and review the skill if necessary. Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Read page 14, stopping after the name Hand Gogh. A sample Think Aloud follows.

#### Sample Think Aloud

| **I don’t understand why Guido Daniele would be called Hand Gogh. That seems like a really strange name. I’m going to read on to see if it is explained.** |
| **(Read to the end of the paragraph aloud.)** |
| **Now I understand. Hand Gogh is a combination of the word hand and the name of the famous artist Vincent van Gogh. That clarifies the name Hand Gogh. So to restate the main idea of the paragraph, Daniele is called Hand Gogh because he is an artist who paints on people’s hands.** |

2. Use **Think-Pair-Share** to debrief the Think Aloud.

**Which clarifying strategies did I use?**

*You read on and found clues in the rest of the paragraph about why Daniele is called Hand Gogh.*
3. Partner Practice: Have students read the next paragraph on page 15 aloud to their partners. Listening partners restate the ideas in the paragraph. Use Think-Pair-Share to ask:

**How did restating the ideas help you check your understanding?**

*My partner restated the main idea as “Painting on a hand is hard.” I added “Models have to be still for hours as Daniele paints,” as a main point. Restating helped us get both important points from the text.*

---

**Teamwork**

(20 minutes)

**Partner Prep**

1. Prepare students for partner reading. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.

<table>
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<td>Take turns reading a paragraph or section of text aloud. Mark problems with a sticky note.</td>
<td>Clarify confusing words and passages.</td>
<td>After each paragraph or section, the listening partner restates the main ideas or events.</td>
<td>Both partners make notes about main ideas or events. Review the paragraph or section, and discuss supporting details. Add them to your notes.</td>
<td>Take unsolved sticky-note problems to team discussion.</td>
</tr>
</tbody>
</table>

Have students read and restate: page 16 aloud with partners.

2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

**Team Discussion**

1. Refer students to the following teamwork routines for strategy use in their team folders.

Remind students that in their teams they will be:

- Discuss sticky-note problems, and try to solve them.
- Discuss which strategies you used. How did you figure that out.
- Discuss how figuring out the problem helped you understand the text.
- Check that all team members can share your team’s strategy discussion in the Lightning Round.
2. Remind teams to use the strategy-use rubric to prepare for the Lightning Round.

3. Preview the Team Talk questions.

<table>
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| 1. What is a word, phrase, or passage that a team member marked with a sticky note? Explain which clarifying strategies you used to figure out the marked word or phrase. How did figuring out the word, phrase, or passage help you better understand the text? [CV] (strategy-use rubric)  
100 = A team member marked the word canvasses because she didn’t know what it meant. She reread the sentence but still couldn’t figure out the meaning, so she checked the dictionary. This helped us understand that a canvas is a surface for painting. Daniele uses his son and daughter as canvases because he paints on their hands.  
90 = A team member marked the word canvasses because she didn’t know what it meant. She reread the sentence but still couldn’t figure out the meaning, so she checked the dictionary.  
80 = A team member marked the word canvasses because she didn’t know what it meant. |
| 2. Explain how Daniele prepares to paint his hand art. [MI]  
Daniele looks at photographs of the animal that he will paint so he is able to capture its character. In addition, he studies the hand that he will paint to figure out positioning and the texture of the model’s skin. These preparations enable Daniele to paint realistic hand animals. |
| 4. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form. |
| 5. Award team celebration points for good team discussions that demonstrate 100-point responses. |

Class Discussion (15 minutes)

Lightning Round

1. Display the strategy-use rubric.
Strategy Use
The Random Reporter:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
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<td>100</td>
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<tr>
<td>80</td>
<td>identifies a problem that a team member had understanding the text.</td>
</tr>
</tbody>
</table>

Remind students that the Random Reporter’s response must provide the elements from all three levels on the rubric to earn points on the poster for the team.

2. Use **Random Reporter** to have teams share their team’s strategy discussion. Ask each Random Reporter to respond to Team Talk question #1. Award team celebration points to teams whose Random Reporters:
   - identify a word marked with a sticky note (what they needed to clarify),
   - describe which strategies they used to figure it out, and
   - explain how figuring out the word helped them better understand the text.

3. Use **Random Reporter** to have teams share their discussions of Team Talk question #2.

   Award team celebration points to teams whose Random Reporters describe the strategies that they used and how figuring out the problem helped them understand the text.

4. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:
   - **How many points did your team earn today?**
   - **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 5

**Writing Objective:** Write a complete answer that explains your thinking.

**Teacher Background**

The writing project in lesson 5 prepares students for the writing section of the cycle test. In today's lesson, students will practice writing a response to a strategy-use question. Model using the strategy-use rubric as a checklist for drafting your response.

**Active Instruction**

(10 minutes)

**Big Question**

Post and present today's Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

It is too hazardous to go back into the building after the earthquake because it might collapse completely.

**Set the Stage**

1. Refer students to today's Big Question. Use Think-Pair-Share to ask:

   What is the meaning of the underlined word in this sentence? Explain the strategies that you used to figure it out. Use your Clarifying Strategy Card.

   *It is too hazardous to go back into the building after the earthquake because it might collapse completely.*

   Hazardous means dangerous. We figured it out by using clues in the sentence. If a building was about to fall down because of an earthquake, it would be dangerous to go back into it.

   Use Random Reporter to debrief, and award team celebration points to teams that describe the strategies they used.

2. Remind students that this cycle they have been using clarifying strategies, answering questions, and explaining their thinking. Refer students to the writing objective. Tell them that today they will practice writing a complete answer to a strategy-use question in preparation for the test in the next lesson.

3. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.
Model a Skill

1. Refer students to the strategy-use rubric. Remind students that a complete written strategy-use answer includes the same three levels outlined by the rubric. Review the rubric.

<table>
<thead>
<tr>
<th>Strategy Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Random Reporter:</strong></td>
</tr>
<tr>
<td>100 gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
</tr>
<tr>
<td>90 gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
</tr>
<tr>
<td>80 identifies a problem that a team member had understanding the text.</td>
</tr>
</tbody>
</table>

2. Model writing an answer to a strategy-use question. Point out that first you will tell what you had to mark with a sticky note.

   **A word in the passage that confused me was the word marvelous.**

   Point out that next you will describe the problem and what you did to solve it—which strategy you used to figure out the problem.

   **I stopped and reread the sentence to look for clues to figure out the problem.**

   Point out that next you will explain how using the strategy helped you better understand the text.

   **It says that biological clocks are marvelous mechanisms that keep life running on time. From these clues, I guessed that marvelous means wonderful in this sentence. I tried out this meaning, and it made sense.**

**Teamwork (20 minutes)**

**Independent Work**

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they answer all parts of the question and to the strategy-use rubric to check the quality of their response.
Team Discussion

1. Refer students to the peer feedback checklist in their student editions. Introduce the peer feedback routine.

Peer Feedback

1. Read your writing project to your teammates. Remember to read with expression.
2. Ask each of the questions below. Note your teammates’ suggestions in the margin of your writing project.
   - Did I identify a problem I had in understanding the text?
   - Did I describe the problem and which strategy I used to solve it?
   - Did I explain how using the strategy helped me better understand the text?
3. Make revisions.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback.

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Class Discussion

Lightning Round

Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the strategy-use rubric. Using the rubric, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- Does the writer identify a problem that he or she had understanding the text?
- Does the writer describe the problem and which strategy was used to solve it?
- Does the writer explain how using the strategy helped him or her to better understand the text?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.
**Reflection on Writing**

Have students reflect on their use of the writing process. Ask:

- **Did using the rubric help you write a complete answer? How?**
  
  *Answers will vary.*

- **What was the most useful feedback that you received? How did it affect your revisions?**
  
  *Answers will vary.*

**Celebrate**

1. **Tally the team scores on the poster, and celebrate teams that are accumulating points.** Have teams reflect on the following questions:

   - **How many points did your team earn today?**

   - **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - **Something to cheer about:** Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. **As a reminder, refer students to the Read and Respond homework assignment described in their student editions.**

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
Writing Prompt

Read the text box titled “The Clock Inside You” on pages 26 and 27, and mark with a sticky note a word, phrase, or sentence that you needed to clarify. Describe the problem and the strategy that you used to solve the problem. Explain how using the strategy helped you better understand the text.

Peer Feedback

1. Read your writing project to your teammates. Remember to read with expression.

2. Ask each of the questions below. Note your teammates’ suggestions in the margin of your writing project.
   - Did I identify a problem I had in understanding the text?
   - Did I describe the problem and which strategy I used to solve it?
   - Did I explain how using the strategy helped me better understand the text?

3. Make revisions.
Lesson 6

**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Writing Objective:** Write a complete answer that explains your thinking.

**Teacher Background**

During today's cycle test, students will use strategies to clarify what they read and will identify which strategies they used to clear up anything confusing. Students may use the Clarifying Strategy Card as they read and answer the test questions.

Be prepared to pass out a colored pen to each student. After taking the test, students will discuss their answers with their teams, receive feedback, and have the opportunity to improve their answers using the colored pens. When you are scoring the test, score students’ original answers, and add extra points for improved answers.

**Active Instruction**

(5 minutes)

**Big Question**

Post and present today's Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

Scalpels and other tools used for surgery are cleaned until they are **sterile** so germs aren’t spread to patients during operations.

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **What is the meaning of the underlined word in this sentence? Explain the strategies that you used to figure it out. Use your Clarifying Strategy Card.**

   **Scalpels and other tools used for surgery are cleaned until they are **sterile** so germs aren’t spread to patients during operations.**

   *For example, sterile means free of germs or very clean. To figure it out, we reread and used clues in the sentence. If scalpels and other tools are cleaned so germs won’t be spread during an operation, they must be cleaned until they are free of germs. So it makes sense that sterile would mean free of germs.*

   Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.
Prepare Students for the Test

Partner Review
1. Remind students that they have been practicing using clarifying strategies to figure out the meanings of words, phrases, and passages. Tell students that they will use these strategies and explain their thinking as they take the cycle test.

2. Have partners review their Clarifying Strategy Cards and writing projects. Allow 2 or 3 minutes for this activity.

Test Directions
1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer. Part II of the cycle test requires them to write a complete answer to a strategy-use question. Remind them that their writing project was practice for writing the answer to the strategy-use question for part II of the test.

3. Point out that questions #1, #2, and #3 ask about clarifying strategies and require students to explain their thinking.

4. Ask students to identify key words and phrases in question #3.

3. “Other artificial skins enable people to take a little piece of Earth’s environment with them when they work.” The word artificial most nearly means—

   A. natural.
   B. thin.
   C. bumpy.
   D. man-made.

How did you figure out the meaning of artificial? [CV]

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

   Today you will read about special skins.
Tell students that they have 20 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.

Teamwork (10 minutes)

Team Discussion

1. Pass out a colored pen to each student.
2. Explain the student routine for team discussions after the test.

<table>
<thead>
<tr>
<th>After the Test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Strategy Use</td>
<td>• Describe your strategy use.</td>
</tr>
<tr>
<td></td>
<td>• How did you resolve a sticky note?</td>
</tr>
<tr>
<td>Skill-Question Discussion</td>
<td>• Discuss the skill question in teams.</td>
</tr>
<tr>
<td></td>
<td>• Say the question in your own words, and tell what key words</td>
</tr>
<tr>
<td></td>
<td>or phrases you identified.</td>
</tr>
<tr>
<td></td>
<td>• Read your answer to the team.</td>
</tr>
<tr>
<td></td>
<td>• Think about what you like about your answer and what you</td>
</tr>
<tr>
<td></td>
<td>could have said differently.</td>
</tr>
<tr>
<td></td>
<td>• Use your colored pen to add comments to your answer.</td>
</tr>
</tbody>
</table>

3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Class Discussion (20 minutes)

Lightning Round

1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.
Celebrate team successes!

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - **Something to cheer about:** Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. Explain that in the next lesson, with the help of their teams, students will each prepare an oral presentation about their homework reading selections. Students will use the questions and their answers on the Read and Respond homework form to discuss with their teams and prepare their presentations.

   Introduce the video “Read and Respond Homework.”

   **We are going to watch a video of the team discussing their homework reading selections and preparing for presentations in the Lightning Round.**

   Show the video. Debrief the video.

   **How did the team use the Read and Respond form to prepare their presentations?**

3. Remind students to bring their Read and Respond forms and homework reading selections to the next reading class.

Show the video “Read and Respond Homework.”

The top team chooses a cheer.
**Cycle 1 Test**

**Clarify Words and Ideas**

**Directions:** Read “Special Skins for Special Jobs,” page 13, and answer the following questions on a separate piece of paper. You may use the Clarifying Strategy Card.

**Part I. Comprehension (100 points)**

1. When you are reading, what can you do if you come to something unclear or confusing? [CV]

   *(Accept reasonable responses.*) For example, when I am reading and come to something unclear, I can stop and use clarifying strategies to figure it out. If it is an unfamiliar word, I can break it into chunks to pronounce it. I can reread or read on to find clues in the sentence. I can picture what is happening in the text.

2. “The thin fabric suits are woven with tiny riblets that imitate the grooves in a shark’s denticles.” The word *imitate* most nearly means— [CV]
   - A. fail.
   - B. stop.
   - C. copy.
   - D. cover.

3. “Other artificial skins enable people to take a little piece of Earth’s environment with them when they work.” The word *artificial* most nearly means—
   - A. natural.
   - B. thin.
   - C. bumpy.
   - D. man-made.

   How did you figure out the meaning of *artificial*? [CV]

   *(Answers will vary.*) For example, I read ahead and used clues in the next sentence. Diving suits and space suits are man-made skins, so *artificial* must mean man-made. Or I used background knowledge because I know that artificial colors are not natural, but man-made.

4. Why do Olympic swimmers wear shark suits? [MI]

   *Olympic swimmers such as Michael Phelps wear shark suits to help them swim faster. The suits are made with riblets that reduce friction so a swimmer can move faster through the water.*

5. In what ways does a space suit protect an astronaut? [MI]

   *A space suit protects an astronaut from extreme cold and heat. It is airtight and also protects an astronaut from micrometeorites in space.*
Part II. Writing (100 points)

Write a complete answer to the following:

What is a word, phrase, or passage in today’s reading that you clarified? Explain which clarifying strategies you used to figure out the word, phrase, or passage. Explain how figuring out the word, phrase, or passage helped you better understand the text.

(Answers will vary.)

100 = I had to clarify the word repel on page 13 because I didn’t know how to pronounce it or what it means. I broke it into chunks (re-pel) and blended to pronounce the word. I still didn’t know the meaning, so I reread and read ahead to find clues in the sentence. A clue was the word water. I figured out that if fur and wool repel water, then repel must mean keep it out. Figuring out the meaning of repel helped me understand that high-tech fabrics must also repel water but are much better because they are lighter than wool or fur.

90 = I had to clarify the word repel on page 13 because I didn’t know how to pronounce it or what it means. I broke it into chunks (re-pel) and blended to pronounce the word. I reread and read ahead to find clues in the sentence. I figured out that repel must mean keep it out.

80 = I had to clarify the word repel on page 13 because I didn’t know how to pronounce it or what it means.

The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
<th>Strategy Use</th>
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<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[DC]</td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
</tr>
<tr>
<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<td>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
</tr>
<tr>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
</tr>
<tr>
<td>[AC]</td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Teacher Background**
During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

**Active Instruction**

**Big Question**
Post and present today’s Big Question. Have students write a response to the question as they arrive for class.

**Set the Stage**
1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **What is the meaning of the underlined word in this sentence? Explain the strategies that you used to figure it out. Use your Clarifying Strategy Card.**

   The heat from the fire was so **intense** that the firefighters could feel it through their protective suits and equipment.

   *For example, intense means very strong or powerful. We used clues in the sentence to figure it out. The heat from the fire would have to be very strong for the firefighters to feel it through their suits and equipment.*

   Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.

2. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.
Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

3. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

**Teamwork**

(25–30 minutes)

**Team Discussion**

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

**Teacher’s Note:**

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.
Read and Respond Questions

1. Is your selection informational or literature? Summarize your reading. (summary rubric)

2. Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)

3. Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)

4. Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)

5. Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)

6. Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)

Class Discussion

(20 minutes)

Lightning Round

Use Random Reporter to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Award points for complete answers that explain the student’s thinking. Use the strategy-use rubric to evaluate responses to question #3, give specific feedback, and award points.

Celebrate

1. Tally up this cycle’s points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team’s total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students’ Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.
Lesson 8

**Objectives:** Celebrate successes, and set new goals. Hold a Class Council meeting.

**Teacher Background**
In this lesson, students learn and complete a new opening activity, the Two-Minute Edit. Next, they review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new goals. Then students hold their first Class Council in which they practice using “I” Messages, Think It Through, and the Peace Path to resolve a class problem. The class reflects on the process, sets a goal for improving teamwork, and identifies criteria for evaluating success. The lesson ends with a brain game and a short debriefing of the thinking that students used to play the game.

**Active Instruction**

(2 minutes)

**Two-Minute Edit**
1. As students arrive for class, introduce the Two-Minute Edit. Tell them the types of mistakes to look for in the sentence. Challenge teams to find and fix the mistakes in the following sentence.

   **There are three mistakes in this sentence. Can you find them and fix them?**
   Our skin is extreme flexible, like rubber, and bend as we move our bodies.

   **Answer:** Our skin is extremely flexible, like rubber, and bends as we move our bodies.

2. Use Random Reporter to debrief. Award team celebration points to teams that find the mistakes and can explain the edits that they made.

**Celebrate/Set Goals**

(28 minutes)

1. Use the video to explain how the Team Celebration Points poster scores and test results are combined to identify super, great, and good teams.

   **The team is about to find out how the team did this cycle. Will they be a super team, a great team, or a good team?**

2. Introduce the video by telling students that it will explain how their team celebration points factor into their scores. Show the video.

3. Debrief the video. Use Think-Pair-Share to ask:
How do team celebration points help team scores?

*Team celebration points increase team scores and help teams become super teams.*

4. Distribute students’ scored cycle tests. Allow a few moments for students to review them.

5. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.

6. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.

7. Use the video to introduce the process of selecting a team goal. Debrief the video. Use *Think-Pair-Share* to ask:

   **How did the team use the team score sheet?**

   *They used the team score sheet to check their team scores from the cycle to see how they had done. They used the team score sheet to figure out what they wanted to improve and to set a goal for the next cycle.*

   **What is the team’s goal for the next cycle? Why did they choose that goal?**

   **Why would it help the team to set a goal for the next cycle?**

   *Setting a goal lets all the team members know what they will work on during the next cycle. They will get 10 extra points added to their team celebration total if they make their goal.*

8. Have each team discuss and set a goal for the next cycle and record it on their team score sheet.

   Use *Random Reporter* to ask:

   **What is your team’s goal for the next cycle? Why did you choose that goal?**

   *Accept supported answers.*

9. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

10. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

   **How do you think your progress chart will help you in the Reading Edge?**

   *My progress chart will help me see how far I’ve come in the Reading Edge and what I need to do to grow.*
Class Council
(25 minutes)

Introduce students to the parts of a Class Council.

1. Share class compliments.

2. Discuss a class concern, or use the scenario and discussion hints provided.

3. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

4. Clarify the class goal and the measure of progress that will be discussed at the next Class Council.

**Class compliments:**

Explain that every Class Council begins with class compliments. These are encouraging words that anyone in the class can share during Class Council to acknowledge others. Class compliments provide opportunities to recognize students who help other students meet a goal or who treat others with kindness and respect at any time, even during other classes or times in the school day. Class compliments recognize good, cooperative, respectful behavior.

Read the sample compliment.

I would like to compliment Ava for helping me with my math word problem. After she listened to what was confusing to me, she asked me questions and helped me clarify the question.

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

**What did Ava do to earn a class compliment?**

*Ava actively listened and asked questions to help her friend figure out the math problem. Ava didn’t do the problem for her friend. Ava helped her friend do it herself.*

Ask teams to discuss the following statements to decide which one is not a class compliment.

- “I would like to compliment Derek because he actively listened while I explained my thinking, even when he disagreed.”
- “I would like to compliment Matt on his new football jersey. It is awesome.”
- “I would like to compliment Susan for making sure that everyone contributed to our team discussion.”
- “I would like to compliment my team for not getting distracted by all the noise in the hallway. We had a great discussion.”
Use **Random Reporter** to ask for responses.

**Answer:** The comment about Matt’s football jersey is not an appropriate class compliment. It is not about something that Matt did for someone else; it is about something that he owns.

**Review progress:**
Since this is the first Class Council, there is no goal to review.

**Discuss a concern:**
This is a time for you and your students to bring up concerns or problems that are getting in the way of successful teamwork. Since this is a new process, a scenario and discussion hints are provided for the first three cycles to launch this process. A bank of scenarios and discussion hints for possible use in future Class Councils is included in *The Reading Edge 2nd Edition Middle Grades Teacher’s Guide* and in the online resources.

**Scenario:**
Our class is having trouble keeping an appropriate noise level during teamwork. It is hard for partners to hear each other during partner reading. The Thundercats are part of the problem. Sarah keeps talking about a new TV show that she wants to watch this weekend, and her partner Thomas is getting angry and frustrated as Sarah ignores his requests to pay attention to what he is reading.

**What would you do if you were Thomas? What can the class do to maintain an appropriate noise level?**

**Discussion Hints:**
- Thomas recognizes that his emotional temperature is rising. He can stop and use a cool-down strategy that works for him before he speaks to Sarah again.
- Next, he could use an “I” Message rather than an accusing “You” statement to clearly ask Sarah to participate in partner reading with him.
- Thomas and Sarah could go to a thinking spot and use a Think It Through sheet to organize their thoughts and consider alternate solutions and their consequences.
- Finally, if Thomas and Sarah are still having trouble communicating, they can use the Peace Path. This will give both of them the chance to express how they feel and to think through alternate solutions until they find one that works well for them.

**Set a class goal:**
Identify a way to measure success so students can determine if they have met their goal by the next Class Council. For example, the class could decide to have the teacher signal the class by switching the lights on and off when the noise level gets too high. They could keep track of how many warnings are needed each day to see if they are becoming more aware of when they are too loud.
Brain Game

(5 minutes)

1. Introduce the brain games, starting with “Pass the What?” This game helps the players focus on important details while ignoring distractions.

<table>
<thead>
<tr>
<th>Brain Game:</th>
<th>Pass the What!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Cognitive</td>
<td>Focus</td>
</tr>
<tr>
<td>Regulation Skill:</td>
<td>To focus on exactly what to say and when, despite</td>
</tr>
<tr>
<td>Purpose:</td>
<td>increasing demands on one's attention</td>
</tr>
<tr>
<td>Directions:</td>
<td>The students play the game in teams. The leader</td>
</tr>
<tr>
<td></td>
<td>passes the pencil to the person on the right (Person</td>
</tr>
<tr>
<td></td>
<td>2), saying, “Here is the pencil.” Person 2 says,</td>
</tr>
<tr>
<td></td>
<td>“The what?” to which the leader says, “The pencil.”</td>
</tr>
<tr>
<td></td>
<td>Then Person 2 passes the pencil to Person 3, saying,</td>
</tr>
<tr>
<td></td>
<td>“Here is the pencil.” Person 3 says “The what?”</td>
</tr>
<tr>
<td></td>
<td>Person 2 turns back to the leader and repeats, “The</td>
</tr>
<tr>
<td></td>
<td>what?” The leader says, “The pencil.” Person 2 turns</td>
</tr>
<tr>
<td></td>
<td>to Person 3 and says, “The pencil.” Person 3 then</td>
</tr>
<tr>
<td></td>
<td>hands the pencil to Person 4, saying, “Here is the</td>
</tr>
<tr>
<td></td>
<td>pencil.” Person 4 says, “The what?” and Person 3</td>
</tr>
<tr>
<td></td>
<td>turns to Person 2 and says, “The what?” and Person</td>
</tr>
<tr>
<td></td>
<td>2 turns to the leader and says, “The what?” The</td>
</tr>
<tr>
<td></td>
<td>answer, “the pencil,” then travels back through each</td>
</tr>
<tr>
<td></td>
<td>person.</td>
</tr>
</tbody>
</table>

More Challenging Variations:
- The leader adds a second item, such as a pen, so the two items are circulating at once, but each item has to be received and passed with the correct question and answer.
- Combine teams, and have three or four items circulating.
- Pass one object to the right and a second object to the left.

Debriefing Questions: What helped you be good at this game? How could you get better?

2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

How will use of this skill improve your success in other classes?
Lesson 1

**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Teacher Background**

In this lesson, you will introduce the Team Talk rubric. Like the strategy-use rubric, the Team Talk rubric sets the expectations for a quality response. You and your students will use it to evaluate their answers in team discussion and in the Lightning Round. Students will view a video of teams using the rubric to build a quality answer. They will also evaluate a team's answer using the rubric. Is it a 100-point answer? Why or why not?

The rubric specifies the use of academic language in a quality answer. Academic language is defined for students as the language used in school. Guide students and teams to an understanding of academic language by discussing examples of it in student answers. Sample 80-point, 90-point, and 100-point answers are provided for each Team Talk question in the Reading Edge, and examples of academic language are indicated.

Students will also use role cards during team discussion.

Today students will begin reading the article *Only Skin Deep: The Story of Skin Color*, which explains how people came to have different skin colors.

**Active Instruction**

*(22 minutes)*

**Big Question**

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** When you answer questions in school, how do you know when you have a quality answer?

**Set the Stage**

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

   **When you answer questions in school, how do you know when you have a quality answer?**

   A quality answer correctly answers the question. It explains your thinking and how you got to that answer.

   Record student responses on the board.
2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

3. Review the Team Celebration Points poster, and challenge teams to build on their success.

4. Display and introduce the Team Talk rubric. The rubric can also be found in the team folder.

<table>
<thead>
<tr>
<th>Team Talk (oral and written)</th>
<th>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td>80</td>
<td>uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
</table>

5. Explain to students that the rubrics are tools for teams to use when they are getting ready for the Lightning Round. When they are discussing and answering Team Talk questions, they will need to have a high-quality 100-point answer to get points for their teams.

6. Review the Team Talk rubric, noting that correctly answering a question in full sentences is the bottom level of the rubric. Answering correctly in full sentences and including evidence to support the answer is the second level. The top level of the rubric describes a high-quality answer. Point out that the top level requires an explanation of the thinking behind an answer and the use of academic language (the language of school).

7. Display the following sample answers to a Team Talk question, and use the rubric to discuss the elements that make a 100-point answer. Note the color coding in the answers that indicates a correct answer, supporting evidence and examples, a wrap-up that connects the answer to the evidence, and examples of academic language.
Sample Team Talk Question

Explain how animal whiskers work.

<table>
<thead>
<tr>
<th>Team A’s answer:</th>
<th>Correct answer in complete sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal whiskers are attached to nerves under the skin. They help tell the animal how big or small a space is.</td>
<td>Supporting evidence and examples Wrap-up that connects the answer to the evidence Uses academic language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team B’s answer:</th>
<th>Correct answer in complete sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal whiskers are connected to nerves under the skin. They help animals judge the size of spaces and tell where smells are coming from. Animal whiskers are very sensitive. Animal whiskers provide a lot of information to the animal.</td>
<td>Supporting evidence and examples Wrap-up that connects the answer to the evidence Uses academic language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team C’s answer:</th>
<th>Correct answer in complete sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal whiskers are attached to nerves and help them.</td>
<td>Supporting evidence and examples Wrap-up that connects the answer to the evidence Uses academic language</td>
</tr>
</tbody>
</table>

8. Introduce the video “Team Talk.”

A team is discussing the answer to another Team Talk question and using the rubric to get ready for the Lightning Round. Let’s see if they prepare a 100-point answer.

Show the first part of the video. Use Think-Pair-Share to debrief.

How did the team use the rubric to prepare for the Lightning Round?

Show the second part of the video. Use Think-Pair-Share to debrief.

Why didn’t the team earn a team celebration point? What was missing from their answer?

Show the third part of the video. Use Think-Pair-Share to debrief.

Did the team use academic language in their answer? How?

Remind students that the rubrics will help them prepare high-quality answers and earn team points in the Lightning Round.

Interactive Read Aloud

1. Have students preview the text Only Skin Deep, pages 17–20 in ask magazine.

Refer to the reading objective, and review the skill if necessary. Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Read page 17 aloud, stopping at the word substance to model the clarifying strategies. A sample Think Aloud follows.
Sample Think Aloud

“Pigment is the...” Hmm, I don’t know this word. I don’t see a base word. I will try breaking it into chunks to help me pronounce it...sub-stance...substance. I have heard this word before, but I don’t know what it means. Maybe I can read ahead and find clues in the sentence. “Pigment is the substance in cells that colors them.” So pigment is a substance in a cell. I’m guessing that substance means stuff. Let me try that out: “Pigment is the stuff in cells that colors them.” That makes sense.

2. Use Think-Pair-Share to debrief the Think Aloud.

Which clarifying strategies did I use?

You broke the word into chunks to pronounce it. You read on to find clues in the sentence. You guessed at the meaning and tried it out in the sentence to see if it made sense.

3. Partner Practice: Have students read the next paragraph on page 17 aloud to their partners. Listening partners restate the ideas in the paragraph. Use Think-Pair-Share to ask:

How did restating the ideas help you check your understanding?

My partner restated the main idea as “Melanin is pigment that colors skin.” I added “There are two types: one reddish yellow and one brown to black,” as a main point. Restating helped us get both important points from the text.

Teamwork

(20 minutes)

Partner Prep

1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.

<table>
<thead>
<tr>
<th>With Partners</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Finally</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Partner Reading</td>
<td>Take turns reading a paragraph or section of text aloud. Mark problems with a sticky note.</td>
<td>Clarify confusing words and passages.</td>
<td>After each paragraph or section, the listening partner restates the main ideas or events.</td>
<td>Both partners make notes about main ideas or events. Review the paragraph or section, and discuss supporting details. Add them to your notes.</td>
<td>Take unsolved sticky-note problems to team discussion.</td>
</tr>
</tbody>
</table>
Have students read and restate: pages 16–19 (stopping at “…gave our ancestors darker skin.”) aloud with partners.

2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

1. Prepare students for team discussion. Refer them to the role cards in their team folders, and explain that the role cards will help to guide their discussions of Team Talk questions. Have teams distribute a role card to each team member.

Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.

2. Remind teams to use the rubrics to prepare for the Lightning Round.

3. Preview the Team Talk questions.
### Team Talk Questions

1. **What is a word, phrase, or passage that a team member marked with a sticky note? Explain which clarifying strategies you used to figure out the marked word or phrase. How did figuring out the word, phrase, or passage help you better understand the text? [CV]** (strategy-use rubric)

   100 = A team member marked the word *ancestors* because she didn’t know how to pronounce it. We broke it into chunks, an‑ces‑tors, and blended to pronounce it, ancestors. We recognized the word, and a team member used background knowledge to explain that her father is making a family tree and that he looks for information about their ancestors, which are the family members who came before, such as great-great-great-grandparents. Knowing what ancestors means helped us understand that the text is talking about ancient ancestors very, very far back in the human family tree.

   90 = A team member marked the word *ancestors* because she didn’t know how to pronounce it. We broke it into chunks, an‑ces‑tors, and blended to pronounce it, ancestors. We recognized the word, and a team member used background knowledge to explain that her father is making a family tree and that he looks for information about their ancestors, which are the family members who came before, such as great-great-great-grandparents.

   80 = A team member marked the word *ancestors* because she didn’t know how to pronounce it.

2. **Explain how you can protect yourself from sunburn. [MI]** (Team Talk rubric)

   100 = To protect yourself from sunburn, you can put on sunscreen. An alternative is to cover up with clothes and a hat. Sunburn protection is important because too much sun exposure can cause skin cancer and other health problems.

   90 = To protect yourself from sunburn, you can put on sunscreen. Another option is to cover up with clothes and a hat.

   80 = To protect yourself from sunburn, you can put on sunscreen.

3. **According to the text, why did the first humans in Africa evolve to have dark skin? Explain. [MI]** (Team Talk rubric)

   100 = According to the text, the first humans in Africa evolved to have dark skin because it provided protection from the sun. The sun is very strong in Africa. Too much UV light from the sun can damage skin cells, cause sunburn, and destroy vitamin B in the body.

   90 = The first humans in Africa evolved to have dark skin because it provided protection from the sun. The sun is very strong in Africa.

   80 = The first humans in Africa evolved to have dark skin because it provided protection from the sun.

4. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

5. Award team celebration points for good team discussions that demonstrate 100-point responses.
Lightning Round

1. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

<table>
<thead>
<tr>
<th>Class Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy-Use</strong></td>
</tr>
<tr>
<td>• Describe your team’s strategy use.</td>
</tr>
<tr>
<td>• How did you resolve a sticky note?</td>
</tr>
<tr>
<td>• How did it help you understand the text?</td>
</tr>
<tr>
<td><strong>Team Talk (written and oral)</strong></td>
</tr>
<tr>
<td>• Did you enjoy your reading? Why or why not?</td>
</tr>
<tr>
<td>• Discuss Team Talk questions.</td>
</tr>
<tr>
<td>• Explain your team’s discussion.</td>
</tr>
<tr>
<td>• Read your team’s written answer to the class.</td>
</tr>
<tr>
<td>• What makes it a good answer? How can you improve it?</td>
</tr>
</tbody>
</table>

2. Use Random Reporter to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award team celebration points on the poster for 100-point responses. Record individual scores on the teacher cycle record form.

3. Use Random Reporter to have teams share their Team Talk responses (questions #2 and #3). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Award team celebration points on the poster for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

   This is the first use of the Team Talk rubric to prepare and evaluate responses.

Team responses and feedback

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
Lesson 2

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Teacher Background
In this lesson, you will introduce vocabulary words for this cycle and the partner vocabulary study routine. Emphasize the value of the vocabulary study routine. Remind students that when partners quiz each other on a regular basis, they are strengthening brain connections and their memories. This studying will help them not only to do well on the cycle test, but also to build their vocabulary knowledge and their ability to understand and use more words.

Today students continue to read the article Only Skin Deep.

Active Instruction (25 minutes)

Partner Vocabulary Study
1. Display the vocabulary words and the following partner vocabulary study routine.

<table>
<thead>
<tr>
<th>Partner Vocabulary Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rate your knowledge of each vocabulary word. + I know this word and can use it.</td>
</tr>
<tr>
<td>2. Discuss with your partner a vocabulary word you know and one that needs further study. ✔ This word looks familiar; it has something to do with...</td>
</tr>
<tr>
<td>3. Take turns pronouncing the vocabulary words, telling their meanings, and using the words in new sentences. ? I don’t know this word; it’s totally new to me.</td>
</tr>
<tr>
<td>4. Listening partners give thumbs up if the word is used correctly or add ideas to help their partners.</td>
</tr>
</tbody>
</table>

2. As they arrive for class, have students copy the vocabulary words in their notebooks and rate their knowledge of each word using the symbols +, ✔, or ? as outlined in step 1 of the partner vocabulary study routine. The routine can also be found in the team folder.

3. Spot check the Read and Respond homework.

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.

3. Explain that each cycle, students will learn vocabulary words from the text they are reading that will be on the cycle test. The vocabulary section of the test makes up one third of their cycle test score. Throughout the cycle, partners will have the opportunity to review and study the vocabulary words in preparation for the test.

4. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking to pronounce the word as needed. Then read the meaning of the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>fantastic</strong> (adjective)</td>
<td>fan-tas-tic (fan-TAS-tic)</td>
<td>extremely good</td>
<td>My bike looked fantastic after I painted it purple with red stripes.</td>
</tr>
<tr>
<td><strong>challenge</strong> (noun)</td>
<td>chal-len-ge (CHAL-inj)</td>
<td>something that is difficult, but interesting, to do</td>
<td>It was a challenge for Brad to learn how to juggle four balls at once.</td>
</tr>
<tr>
<td><strong>character</strong> (noun)</td>
<td>char-ac-ter (KAR-ik-ter)</td>
<td>personality, or traits that make someone unique and interesting</td>
<td>Log walls and a wood-burning stove added to the old cabin’s character.</td>
</tr>
<tr>
<td><strong>perspectives</strong> (noun)</td>
<td>per-spec-tives (per-SPEK-tivs)</td>
<td>viewpoints</td>
<td>Mika walked around the statue so she could see it from different perspectives.</td>
</tr>
<tr>
<td><strong>blemishes</strong> (noun)</td>
<td>blem-ish-es (BLEM-ish-ez)</td>
<td>marks or flaws that spoil the way something looks</td>
<td>The actor covered up the blemishes on his face with makeup.</td>
</tr>
<tr>
<td><strong>evolved</strong> (verb)</td>
<td>e-volv-ed (ih-VOLVD)</td>
<td>developed or changed gradually</td>
<td>Over millions of years, some ocean animals evolved into animals that live on land.</td>
</tr>
<tr>
<td><strong>necessary</strong> (adjective)</td>
<td>nec-es-sar-y (NES-uh-ser-ee)</td>
<td>important to get a specific result</td>
<td>To keep our grass green during the summer, it is necessary to water it every day.</td>
</tr>
<tr>
<td><strong>breakthrough</strong> (noun)</td>
<td>break-through (BREYK-thoo)</td>
<td>important discovery</td>
<td>Finding a cure for cancer would be a major medical breakthrough.</td>
</tr>
</tbody>
</table>
5. Refer to the partner vocabulary study routine chart, and explain that students will use this routine to review their vocabulary during the cycle in preparation for the cycle test.

Introduce the video.

A team is using the partner vocabulary study routine to practice and learn the vocabulary words.

Show the video. Use **Think-Pair-Share** to debrief the video.

**Why did the partners put a ✓ and not a + next to some words?**

When partners use the vocabulary study routine, they are testing each other. Research has shown that learners who test themselves on vocabulary words are able to remember them better with each test. More practice improves one’s memory of the words and their meanings. This study routine will help you not only to do well on the vocabulary part of the cycle test, but also to build your vocabulary knowledge so you can understand and use more words.

6. Have partners practice the study routine with the next words in the vocabulary list.

Use **Random Reporter** to have teams report on a new sentence that they made using a vocabulary word.

7. Explain to teams how they can earn points using the Vocabulary Vault.

Another way to earn points is by bringing in a word from the vocabulary list that was used in another place such as in a magazine, textbook, TV ad, etc. Bring in, or copy, the sentence in which the word was used on a Vocabulary Voucher, and share it with your team. Write the team name on it, and put it in the Vocabulary Vault. We’ll check the vault at the end of the cycle, and teams can earn points by reporting on their word findings.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the texts, authors, and reading objective.
Interactive Read Aloud

1. Tell students that you are going to read aloud. Challenge students to actively listen because you will ask them to restate the ideas in this paragraph to their partners. Point out that if they have trouble clearly restating the text in their own words, it means they have not fully understood it. They will need to refer to their Clarifying Strategy Card and use strategies to clear up the problem.

2. Refer students to the first paragraph in the section “Good Rays, Bad Rays” on page 19. Read the paragraph aloud. Have partners restate the ideas in the paragraph in their own words. Use Think-Pair-Share to prompt use of the clarifying strategies.

Was your partner able to clearly restate the ideas in the paragraph? If not, which clarifying strategies did you use?

My partner got confused about the connection between “darker regions” and “lighter-colored skin.” We reread and figured out that darker regions meant places where it wasn’t as sunny as Africa. This is where lighter-colored skin developed.

3. Partner Practice: Have students read the next paragraph on page 19 aloud to their partners. Listening partners restate the ideas in the paragraph. Use Think-Pair-Share to ask:

How did restating the ideas help you check your understanding?

When we tried to restate the ideas, we found that we had to stop and reread to clarify the connection between UV rays, vitamin D, calcium in the blood, and strong bones.

Teamwork 

(20 minutes)

Partner Prep

1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.

Have students read and restate: pages 19 (paragraph 3) and 20 aloud with partners.

2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

1. Prepare students for team discussion. Refer them to the team discussion role cards in their team folders, and review the cards. Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.
Teams distribute a role card to each team member.

2. Remind teams to use the rubrics to prepare for the Lightning Round.
3. Preview the Team Talk questions.

### Team Talk Questions

1. **What is a word, phrase, or passage that a team member marked with a sticky note? Explain which clarifying strategies you used to figure out the marked word or phrase. How did figuring out the word, phrase, or passage help you better understand the text? [CV] (strategy-use rubric)**
   - **100 = A team member marked the passage about how melanin helps to protect us from sunburn with a sticky note because he couldn’t follow it. He tried rereading and looking at the cartoon pictures of the soldiers with shields. Using these strategies helped him understand that melanin works like a shield against the sun.**

   - **90 = A team member marked the passage about how melanin helps to protect us from sunburn with a sticky note because he couldn’t follow it. He tried rereading and looking at the cartoon pictures of the soldiers with shields.**

   - **80 = A team member marked the passage about how melanin helps to protect us from sunburn with a sticky note because he couldn’t follow it.**

2. **Explain why UV rays are necessary for a healthy body. [MI] (Team Talk rubric)**
   - **100 = UV rays are necessary for a healthy body because they cause the body to make vitamin D. Vitamin D is needed for the body to absorb calcium, which helps bones grow strong. Without enough UV rays, a person might have weak bones.**

   - **90 = UV rays are needed for a healthy body because they cause the body to make vitamin D. Vitamin D is needed for the body to take in calcium, which helps bones grow strong.**

   - **80 = UV rays are needed for a healthy body because they cause the body to make vitamin D.**
3. How can UV rays damage a body? **[MI]** (Team Talk rubric)

   **100 = UV rays can damage a body by causing sunburn and skin cancer and by destroying vitamin B. Vitamin B is needed by the body for a healthy nervous system. More melanin results in darker skin that protects against UV damage.**

   **90 = UV rays can damage a body by causing sunburn and skin cancer and by destroying vitamin B.**

   **80 = UV rays can damage a body by causing sunburn and skin cancer.**

4. Which word from the vocabulary list belongs in the blank? **[CV]**

   Learning that germs caused disease was a _______ in treating sick people.
   
   A. character  
   B. perspectives  
   C. blemishes  
   D. breakthrough

4. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

5. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion (15 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

2. Use Random Reporter to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

3. Use Random Reporter to have teams share their Team Talk responses (questions #2 and #3). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

• Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
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<td>break-throuh</td>
<td>important discovery</td>
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</tbody>
</table>
Lesson 3

**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Teacher Background**
In this lesson, students will begin reading the article *Louis Braille: Opening the Doors of Knowledge*, which tells the story of Louis Braille and his development of a dot-based writing system for the blind.

**Active Instruction** (25 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

   **Partner Vocabulary Study**
   
   1. Rate your knowledge of each vocabulary word.
   2. Discuss with your partner a vocabulary word you know and one that needs further study.
   3. Take turns pronouncing the vocabulary words, telling their meanings, and using the words in new sentences.
   4. Listening partners give thumbs up if the word is used correctly or add ideas to help their partners.

   + I know this word and can use it.
   ✓ This word looks familiar; it has something to do with...
   ? I don’t know this word; it’s totally new to me.

2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.

3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.

Interactive Read Aloud

1. Tell students that you are going to read aloud. Challenge students to actively listen because you will ask them to restate the ideas in these initial paragraphs to their partners. Point out that if they have trouble clearly restating the text in their own words, it means they have not fully understood it. They will need to refer to their Clarifying Strategy Card and use strategies to clear up the problem.
2. Read the first paragraph on page 21 aloud. Have partners restate the ideas in the paragraph in their own words. Use Think-Pair-Share to prompt use of the clarifying strategies.

   Was your partner able to clearly restate the ideas in the paragraph? If not, which clarifying strategies did you use?

   My partner had trouble restating because she didn’t understand the phrase “they thought you had only half their wits.” We reread the sentence and clarified that “half their wits” meant half their brains or intelligence. We figured out that two hundred years ago, blind people were considered less intelligent than other people and had to beg for money or take low-paying jobs.

3. Partner Practice: Have students read the next paragraph on page 21 aloud to their partners. Listening partners restate the ideas in the paragraph. Use Think-Pair-Share to ask:

   To check your understanding, what did Huay do?

   Huay opened a school for blind children and made books with raised letters so blind children could read by touch.

Teamwork

(20 minutes)

Partner Prep

1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.
2. Have students read and restate: pages 21–23 (ending at “…Louis’s dots meant freedom.”) aloud with partners.
3. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.
Team Discussion

1. Prepare students for team discussion. Refer them to the team discussion role cards in their team folders, and review them. Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.

2. Remind teams to use the rubrics to prepare for the Lightning Round.

3. Preview the Team Talk questions.

<table>
<thead>
<tr>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Finally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the question.</td>
<td>Answer the question.</td>
<td>Agree OR disagree.</td>
<td>Summarize.</td>
</tr>
<tr>
<td>1. Read the question to your teammates.</td>
<td>1. Restate the question in your own words.</td>
<td>1. Restate your teammate’s answer.</td>
<td>1. Restate the group’s agreed-upon answer.</td>
</tr>
<tr>
<td>2. Make sure everyone practiced active listening.</td>
<td>2. Use the rubric to form your answer.</td>
<td>2. Agree and add additional information, or disagree and explain why.</td>
<td>2. Check to make sure each teammate understands the answer.</td>
</tr>
<tr>
<td>3. Ask if everyone heard and understood the question.</td>
<td>3. Tell and explain your answer.</td>
<td>3. Ask if everyone heard your answer.</td>
<td>3. Make sure each teammate is ready for the Lightning Round.</td>
</tr>
<tr>
<td>4. Identify the right rubric.</td>
<td>4. Ask if everyone heard your answer.</td>
<td></td>
<td>4. Pass the role cards to the right.</td>
</tr>
</tbody>
</table>

Team Talk Questions

1. What is a word, phrase, or passage that a team member marked with a sticky note? Explain which clarifying strategies you used to figure out the marked word or phrase. How did figuring out the word, phrase, or passage help you better understand the text? [CV] (strategy-use rubric)

100 = One team member marked the word proposal with a sticky note because he didn’t know what it meant in the sentence. A team member used background knowledge and explained that a marriage proposal was making an offer of marriage. A proposal may mean an offer. We looked up proposal in the dictionary, and synonyms for it are offer and suggestion. Figuring out the meaning of proposal helped us understand that the village priest was making an astounding suggestion for Louis to go to Paris to school because there was no money to send him.

90 = One team member marked the word proposal with a sticky note because he didn’t know what it meant in the sentence. A team member used background knowledge and explained that a marriage proposal was making an offer of marriage. A proposal may mean an offer. We looked up proposal in the dictionary, and its synonyms are offer and suggestion.

80 = One team member marked the word proposal with a sticky note because he didn’t know what it meant in the sentence.
1. **Team Talk Questions continued**

2. Why did Louis call Captain Barbier a genius? [MI] (Team Talk rubric)
   - **100 =** Louis called Captain Barbier a genius because he invented night writing. Night writing was a code of raised bumps that soldiers could use to communicate at night. Louis **realized** that blind people could also use night writing to write and read.
   - **90 =** Louis called Captain Barbier a genius because he invented night writing. Night writing was a code of raised bumps that soldiers could use to communicate at night.
   - **80 =** Louis called Captain Barbier a genius because he invented night writing.

3. When Louis was trying to improve night writing, what was his breakthrough? [MI] (Team Talk rubric)
   - **100 =** Louis’s breakthrough was basing his alphabet on six dots instead of twelve. With six dots, each letter was small enough to fit under one fingertip. **According to the text,** this made Louis’s letters easier to read and write.
   - **90 =** Louis’s breakthrough was basing his alphabet on six dots instead of twelve. With six dots, each letter was small enough to fit under one fingertip.
   - **80 =** Louis’s breakthrough was basing his alphabet on six dots instead of twelve.

4. What is a synonym for the word **necessary**? [CV]
   - A synonym for the word **necessary** is **needed**.

4. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

5. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion

(20 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

2. Use Random Reporter to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record these points on the poster. Record individual scores on the teacher cycle record form.

3. Use Random Reporter to have teams share their Team Talk responses (questions #2 and #3). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Ask other teams to agree, disagree, or add on to the responses. Award team celebration points for 100-point responses. Record these points on the poster. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 4

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Teacher Background
In this lesson, students will continue to read about Louis Braille and the reaction to the dot system for reading and writing that he developed. Set the Stage includes a video to build more background on the Braille system.

Active Instruction

(25 minutes)

Partner Vocabulary Study
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Build background for the article that students will continue reading today. Show the video “Braille.” Use Think-Pair-Share to debrief.

What new information did you learn from the video?

I learned that braille characters have six cells with raised dots to stand for letters or shortened words. Also, signs are written in braille so blind people can read them by touch.
Interactive Read Aloud

1. Explain how previewing a text can help to clarify its topic and purpose.

   Previewing a text, or looking at the title, subtitles, pictures, captions, and other text features, can help you clarify what you will be reading about and the purpose of the author.

   Use a Think Aloud to model how to preview page 24 of the article to clarify its topic and purpose.

   **Sample Think Aloud**

   As I preview this page of the article, I see that there is a diagram that demonstrates how to make each letter of the alphabet in braille, and it provides additional information about Louis Braille and his writing system. This diagram will probably help us better understand the rest of the story that we will read today. This clarifies the purpose of the author: to let readers know what braille looks like as they read the story.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

   Have partners preview page 25. Use Think-Pair-Share to ask:

   **What is the diagram on page 25?**

   *The diagram on page 25 is instructions on how to write and read a message in braille.*

   **What is the purpose of this text feature?**

   *We think that the author wants the reader to be able to experience what it is like to write and read braille so he or she can have a better understanding of what it is like to be blind.*

   Use Random Reporter to debrief.

**Teamwork**

(20 minutes)

**Partner Prep**

1. Prepare students for partner reading. Have students read and restate: pages 23 (beginning at “The head of the school…”) – 25 (ending at “…no more dot writing.”) aloud with partners.

2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.
Team Discussion

1. Prepare students for team discussion. Refer them to the team discussion role cards in their team folders, and review them. Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.

Team Talk Questions

1. What is a word, phrase, or passage that a team member marked with a sticky note? Explain which clarifying strategies you used to figure out the marked word or phrase. How did figuring out the word, phrase, or passage help you better understand the text? [CV] (strategy-use rubric)

100 = A team member marked the word scoffed because he didn’t know the meaning. The clarifying strategy we used was to look it up in the dictionary. A meaning for scoffed is laughed at. Clarifying the word helped us understand that some teachers at Louis’s school laughed at the dot-based writing system that he developed.

90 = A team member marked the word scoffed because he didn’t know the meaning. The clarifying strategy we used was to look it up in the dictionary.

80 = A team member marked the word scoffed because he didn’t know the meaning.

2. How did people react to Louis’s new dot system? [MI] (Team Talk rubric)

100 = Some people really liked Louis’s new dot system, and others thought it was foolish. Louis’s friends quickly began using it to write and read. Some teachers at the school thought the dot system was foolish. However, the head of the school welcomed the dot system, and books written with it began appearing in classrooms.

90 = Some people really liked Louis’s new dot system, and others thought it was foolish. Louis’s friends quickly began using it to write and read. Some teachers at the school thought the dot system was foolish.

80 = Some people really liked Louis’s new dot system, and others thought it was foolish.

continued
### Team Talk Questions continued

3. Why didn’t the new head of Louis’s school, Director Pignier, like Louis’s dot system? Support your answer with evidence from the text. [MI]
\[(Team Talk rubric)\]

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Director Pignier did not like Louis’s new dot system because he thought it made students too independent. With Louis’s dot system, students could write and read for themselves. Director Pignier tried to forbid students from using it.</td>
</tr>
<tr>
<td>90</td>
<td>Director Pignier did not like Louis’s new dot system because he thought it made students too independent. With Louis’s dot system, students could write and read for themselves.</td>
</tr>
<tr>
<td>80</td>
<td>Director Pignier did not like Louis’s new dot system because he thought it made students too independent.</td>
</tr>
</tbody>
</table>

4. What is an antonym (opposite meaning) for the word fantastic? [CV]

The word horrible is an antonym for the word fantastic.

---

4. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

5. Award team celebration points for good team discussions that demonstrate 100-point responses.

---

### Class Discussion (20 minutes)

#### Lightning Round

1. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

2. Use Random Reporter to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

3. Use Random Reporter to have teams share their Team Talk responses (questions #2–4). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Ask other teams to agree, disagree, or add on to the responses. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 5

Writing Objective: Write a quality answer that includes supporting facts or examples.

Teacher Background
In this lesson, students will practice writing a paragraph in preparation for the cycle test. Emphasize for students the qualities of an informative paragraph: that it begins with a clearly introduced topic followed by examples or facts that support the topic and ends with a closing statement that supports the information.

Active Instruction
(10 minutes)

Partner Vocabulary Study
Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

<table>
<thead>
<tr>
<th>Partner Vocabulary Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rate your knowledge of each vocabulary word.</td>
</tr>
<tr>
<td>2. Discuss with your partner a vocabulary word you know and one that needs further study.</td>
</tr>
<tr>
<td>3. Take turns pronouncing the vocabulary words, telling their meanings, and using the words in new sentences.</td>
</tr>
<tr>
<td>4. Listening partners give thumbs up if the word is used correctly or add ideas to help their partners.</td>
</tr>
</tbody>
</table>

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.

3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and writing objective.
4. Remind students that this cycle they have been using the Team Talk rubric to help them prepare quality answers that include supporting examples or facts. Refer students to the writing objective. Tell them that today they will practice writing a quality answer to a question in preparation for the test in the next lesson.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

```
Writing Prompt

How did human skin color evolve differently based on where people live?
Include supporting examples or facts from the reading.
```

6. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing to inform or explain is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
</tbody>
</table>
| • Clearly introduce the topic.  
• Develop the topic with relevant details. |
| **Organization**           |
| • Begin by introducing the topic.  
• In the middle, provide facts, examples, or events that help a reader understand the information.  
• End with a closing statement that supports the information. |
| **Style**                  |
| • Use words and phrases that help a reader understand how the facts or events are related.  
• Include details or examples that help a reader make a mind movie. |
| **Mechanics**              |
| • Use correct punctuation, capitalization, spelling, and grammar. |

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use Think-Pair-Share to ask:

**Which guideline relates to our writing objective: to write a quality answer that includes supporting facts or examples?**

_Under Organization, the second guideline to provide facts, examples, or events that help a reader understand the information relates to our writing objective._

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.
Model a Skill

Tell students that before writing, it can be useful to organize their ideas. Demonstrate the use of a graphic organizer for prewriting. A sample graphic organizer follows.

Sample Graphic Organizer

- **Example 1:** Norway/Denmark—people living in cold, dark places develop lighter skin.
  - How did skin color evolve differently based on where they live?
- **Example 2:** Africa—people living in sunny, hot places have darker skin.
  - Darker skin helps protect from UV rays.

**Teamwork**

(20 minutes)

**Independent Work**

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.

**Team Discussion**

1. Refer students to the peer feedback checklist, and review how to get/give feedback.

**Peer Feedback**

1. Read your writing project to your teammates. Remember to read with expression.
2. Ask each of the questions below. Note your teammates’ suggestions in the margin of your writing project.
   - Is it easy to identify the topic?
   - Are there facts, examples, or events that help a reader understand the information?
   - Is there anything that does not fit?
   - Does the writing end with a closing statement that supports the information?
   - Is the writing organized so you can see how the pieces are connected? Did I explain my thinking?
3. Make a revision plan. On the back of your paper, list one or two of the most important changes you could make based on your teammates’ feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist.

<table>
<thead>
<tr>
<th>Editing Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ capitalization and punctuation</td>
</tr>
<tr>
<td>✓ words spelled correctly</td>
</tr>
<tr>
<td>✓ no sentence fragments or run-on sentences</td>
</tr>
<tr>
<td>✓ verb tense consistent</td>
</tr>
<tr>
<td>✓ Subjects and verbs agree.</td>
</tr>
<tr>
<td>✓ standard English</td>
</tr>
</tbody>
</table>

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Class Discussion

(30 minutes)

Lightning Round

Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing to inform or explain and the writing objective—to write a complete answer that explains your thinking.

Using the writer’s guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- Does the writer introduce the topic clearly?
- Does the writer include facts and examples to help a reader understand the information?
- Does the writer end with a closing statement that supports the information?
- Does the writer use appropriate academic language and full sentences?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.
**Reflection on Writing**

Have students reflect on their use of the writing process. Ask:

- **How did creating and using a graphic organizer work for you? How did it help you to write your draft?**
  
  *Answers will vary.*

- **What was the most useful feedback that you received? How did it affect your revisions?**
  
  *Answers will vary.*

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   - **How many points did your team earn today?**
   
   - **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - **Something to cheer about:** Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Writing Prompt

How did human skin color evolve differently based on where people live? Include supporting examples or facts from the reading.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
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</table>
| Ideas | • Clearly introduce the topic.  
       | • Develop the topic with relevant details. |
| Organization | • Begin by introducing the topic.  
              | • In the middle, provide facts, examples, or events that help a reader understand the information.  
              | • End with a closing statement that supports the information. |
| Style  | • Use words and phrases that help a reader understand how the facts or events are related.  
       | • Include details or examples that help a reader make a mind movie. |
| Mechanics | • Use correct punctuation, capitalization, spelling, and grammar. |
Lesson 6

**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Writing Objective:** Write a quality answer that includes supporting facts or examples.

**Teacher Background**

During today’s cycle test, students will use strategies to clarify what they read and will identify which strategies they used to clear up anything that was confusing. Students may use the Clarifying Strategy Card as they read and answer the test questions.

Be prepared to pass out a colored pen to each student. After taking the test, students will discuss their answers with their teams, receive feedback, and have the opportunity to improve their answers using the colored pens. When you are scoring the test, score students’ original answers, and add extra points for improved answers.

### Active Instruction

(5 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rereate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the texts, authors, and reading and writing objectives.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.
Prepare Students for the Test

(5 minutes)

Partner Review

1. Remind students that they have been practicing using clarifying strategies to figure out the meanings of words, phrases, and passages and writing a complete answer that explains their thinking. Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like and their Clarifying Strategy Cards.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.

3. Point out that questions #1 and #3 ask about clarifying strategies.

4. Ask students to identify key words and phrases in question #3.

   3. “Students filled his classes, and he in turn filled them with hope and the promise that they each had something valuable to contribute to the world.”

      If your partner could not pronounce the word contribute, which strategies should he or she try? Which strategies should your partner try to figure out the meaning of contribute? [CV]

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

   Today you will read the conclusion to the story of how Louis Braille developed a dot system of writing and reading for blind people.
Test (30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.

Teamwork (10 minutes)

Team Discussion
1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.

<table>
<thead>
<tr>
<th>After the Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Strategy Use</td>
</tr>
<tr>
<td>- Describe your strategy use.</td>
</tr>
<tr>
<td>- How did you resolve a sticky note?</td>
</tr>
<tr>
<td>Skill-Question Discussion</td>
</tr>
<tr>
<td>- Discuss the skill question in teams.</td>
</tr>
<tr>
<td>- Say the question in your own words, and tell what key words or phrases you identified.</td>
</tr>
<tr>
<td>- Read your answer to the team.</td>
</tr>
<tr>
<td>- Think about what you like about your answer and what you could have said differently.</td>
</tr>
<tr>
<td>- Use your colored pen to add comments to your answer.</td>
</tr>
</tbody>
</table>

3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Class Discussion (10 minutes)

Lightning Round
1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.
Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Cycle 2 Test

Clarify Words and Ideas

Directions: Read page 25 (starting with the paragraph that begins “But no one...”), and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may use the Clarifying Strategy Card.

Part I. Comprehension (100 points)

1. Refer to the paragraph on page 25 that begins “But no one...” and the sentence “The students defied the director.” In this sentence, the word defied most nearly means— [CV]
   A. obeyed.
   B. disobeyed.
   C. tricked.
   D. liked.

   Explain how you clarified defied.

   20 points = To figure out the meaning of defied, I used clues in the paragraph and my background knowledge. The students were using the dot alphabet even though the director told them not to. They disobeyed him. So I figured that defied must mean disobeyed.

   15 points = To figure out the meaning of defied, I used clues in the paragraph and my background knowledge. The students disobeyed him. So I figured that defied must mean disobeyed.

   10 points = To figure out the meaning of defied, I used clues in the text and my background knowledge.

2. How did the students react when the director of Braille’s school banned the use of his dot writing? Support your answer with evidence from the text. [SA]

   20 points = The students disobeyed the director. According to the text, they used dot writing secretly and passed notes at night. When the director saw how committed the students were to dot writing, he gave up.

   15 points = The students disobeyed the director. They used dot writing secretly and passed notes at night.

   10 points = The students disobeyed the director.

3. “Students filled his classes, and he in turn filled them with hope and the promise that they each had something valuable to contribute to the world.”

   If your partner could not pronounce the word contribute, which strategies should he or she try? Which strategies should your partner try to figure out the meaning of contribute? [CV]

   (Accept responses that identify a strategy.)
20 points = I would advise my partner to try breaking the word into chunks and then blending the chunks to pronounce the word. To figure out the word, I would advise my partner to look for clues in the sentence or look it up in the dictionary.

15 points = I would advise my partner to try breaking the word into chunks and then blending the chunks to pronounce the word. To figure out the word, I would advise my partner to look for clues in the sentence.

10 points = I would advise my partner to try breaking the word into chunks.

4. Why is artist Guido Daniele called Hand Gogh? [MI]

20 points = Daniele is called Hand Gogh because he creates works of art on people’s hands. Daniele paints realistic pictures of animals on hands. The nickname is a combination of the word hand and the name of the artist Vincent van Gogh.

15 points = Daniele is called Hand Gogh because he creates works of art on people’s hands. Daniele paints pictures of animals on hands.

10 points = Daniele is called Hand Gogh because he creates works of art on people’s hands.

5. Refer to pages 18 and 19 of the article Only Skin Deep. Why did the first humans in Africa develop dark skin? [MI]

20 points = The first humans in Africa developed dark skin because their skin produced more melanin to protect them from the sun. UV rays from the sun can cause sunburn and skin cancer and can destroy vitamin B in the body. Melanin helps to protect skin from sun damage and turns it darker.

15 points = The first humans in Africa developed dark skin because their skin produced more melanin to protect them from the sun. UV rays from the sun can cause sunburn and skin cancer and can destroy vitamin B in the body.

10 points = The first humans in Africa developed dark skin because their skin produced more melanin to protect them from the sun.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Why did people who settled in parts of the world that are darker and colder than Africa develop lighter skin over time? Include supporting examples or facts from the article Only Skin Deep.

People who settled in darker, colder parts of the world developed lighter skin over time because it was good for their health. While too much sun can cause health problems, such as sunburn and skin cancer, too little sun is also unhealthy. For example, when UV rays from the sun hit human skin, vitamin D is produced. Vitamin D aids in the development of strong bones. Lighter skin lets in more UV rays so the human body can make enough vitamin D.
The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
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<td><strong>Style</strong></td>
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<td></td>
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<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td><strong>Writing Objective</strong></td>
</tr>
</tbody>
</table>

**Part III. Vocabulary** (100 points)

1. Which word from the vocabulary list belongs in the blank? [CV]

   The artist wanted to look at the horse from different _______ before he painted it.
   - A. challenge
   - B. perspectives
   - C. blemishes
   - D. breakthrough

2. Use the word *blemishes* in a meaningful sentence. [CV]

   Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: Haley used a rag and soap to clean the blemishes off her shoes.

3. What is a synonym for the word *fantastic*? [CV]

   The word excellent is a synonym for fantastic.

4. Which word from the vocabulary list belongs in the blank? [CV]

   A long nose and huge floppy ears add to an elephant’s special _______.
   - A. perspectives
   - B. blemishes
   - C. character
   - D. evolved
5. Use the word challenge in a meaningful sentence. [CV]

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: Climbing to the top of Mount Everest is a serious challenge.

6. Which word from the vocabulary list belongs in the blank? [CV]

As people moved out of Africa and settled in darker, colder areas, their skin ________ to be lighter in color.

A. evolved  
B. challenge  
C. necessary  
D. character

7. Which word from the vocabulary list belongs in the blank? [CV]

Learning that germs caused disease was a ________ in treating sick people.

A. character  
B. perspectives  
C. blemishes  
D. breakthrough

8. Which word from the vocabulary list belongs in the blank? [CV]

It is ________ to wear a space suit for a person to walk on the moon.

A. necessary  
B. challenge  
C. evolved  
D. character

9. As used in the sentence “So, while it protects the skin from too many harmful rays, melanin can also prevent the body from absorbing the rays it needs to make vitamin D,” the word prevent most nearly means— [CV]

A. pretend.  
B. enter.  
C. start.  
D. stop.

10. As used in the sentence “Daniele’s models must remain perfectly still for hours as he paints,” on page 15, the word perfectly most nearly means— [CV]

A. silently.  
B. quickly.  
C. completely.  
D. slowly.

Explain how you figured out the meaning of the word.

I figured it out because I knew it would be hard to paint on a person’s hand if he or she moved at all. The person would need to stay completely still. So I know that perfectly most nearly means completely in this sentence.
<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[DC]</td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
</tr>
<tr>
<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<td>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
</tr>
<tr>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
</tr>
<tr>
<td>[AC]</td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>

Unit 1 Clarify Words and Ideas
Lesson 7

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Teacher Background
During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

Active Instruction

Two-Minute Edit
1. Display a sentence that could be improved, for example, a sentence that is incomplete, awkwardly worded, uninteresting, lacks punctuation, or in which the subject and verb do not agree. As students arrive, have teams discuss how they would improve the sentence. A sample Two-Minute Edit sentence follows.

Darker skin protect people damage by sun

Answer: Darker skin protects people from damage by the sun.

2. Use Random Reporter to check corrections. Award team celebration points.

Vocabulary
Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.
4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

**Teamwork**

(25 minutes)

**Team Discussion**

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

**Teacher’s Note:**

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

### Read and Respond Questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is your selection informational or literature? Summarize your reading. (summary rubric)</td>
</tr>
<tr>
<td>2.</td>
<td>Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td>3.</td>
<td>Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)</td>
</tr>
<tr>
<td>4.</td>
<td>Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)</td>
</tr>
<tr>
<td>5.</td>
<td>Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)</td>
</tr>
<tr>
<td>6.</td>
<td>Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)</td>
</tr>
</tbody>
</table>
Class Discussion (15 minutes)

**Lightning Round**

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

**Celebrate**

1. Tally up this cycle’s points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team’s total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students’ Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.
Lesson 8

**Objectives:** Celebrate successes and set new goals. Hold a Class Council meeting

**Teacher Background**

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.

**Active Instruction**

(20 minutes)

**Two-Minute Edit**

1. Display and have students complete the Two-Minute Edit as they arrive for class. A sample Two-Minute Edit sentence follows.

   What would you do to make this sentence better?

   today computer translate braille and print

   **Answer:** Today computers translate braille and print.

2. Use **Random Reporter** to check corrections. Award team celebration points.

**Celebrate/Set Goals**

(20 minutes)

1. Distribute students’ scored cycle tests. Allow a few moments for students to review them.

2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.

3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.

4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students’ scores.

   **What was your team’s highest score?**

   **What score do you want to improve?**
What can the team do to improve that score?

Use Random Reporter to ask:

What is your team’s goal for the next cycle? Why did you choose that goal?

Accept supported answers.

5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

Class Council

(30 minutes)

1. Share class compliments.

2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?

3. Discuss a class concern, or use the scenario and discussion hints provided.

4. Have teams discuss and then use Random Reporter to share responses.

5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

Scenario:

Some kids in Jana’s reading class have been teasing her because she always gets good grades. Jana has been thinking about messing up on the next reading test. Pretend that you are Jana. What would you do? Pretend that you are one of Jana's teammates. What would you do?

Some kids have been teasing Carson because he is having trouble keeping up in reading class. He’s been thinking about going to the nurse during the next reading class—after all, reading does make him feel queasy. Pretend that you are Carson. What would you do? Pretend that you are one of Carson's teammates. What would you do?

Discussion Hints:

Putting yourself in another’s shoes is one way to better understand how to be a good friend. Help students develop empathy for others with role-playing and taking on someone else’s point of view.

Model how to show respect for one another while giving feedback, asking for help, and recognizing successes. Make your classroom a sarcasm-free zone.

Support teamwork: Use team-building activities, review team goals regularly,
and celebrate as a class when goals are met. Present the beginning of each cycle as a fresh starting point and another opportunity to set goals and move ahead with one another’s help.

Be an active listener. Model how to ask open-ended questions. Paraphrase what the other person tells you, and check your understanding. Provide examples of situations in which you can see each situation from someone else’s point of view.

The middle grades are a time for learning how to be a good friend and how to choose new friends. Change teams once or twice each grading period to give students a chance to get to know a broader circle of people. Make class celebrations meaningful and participatory for students. Emphasize how great it feels to set and meet goals when everyone participates.

**Brain Game**

(5 minutes)

1. Choose a brain game from the card set, and then play the game.

2. Use the following questions to debrief and remind students of self-regulatory strategies:

   **What did this game require your brain to do?**

   **How will use of this skill improve your success in other classes?**
Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found on the Reading Edge online resources. Contact your SFA coach for more information.

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Clarify Words and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts Standards: Reading: Foundational Skills</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics and Word Recognition</strong></td>
<td></td>
</tr>
<tr>
<td>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
</tr>
<tr>
<td>RF.5.3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
<td></td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td></td>
</tr>
<tr>
<td>RF.5.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts Standards: Reading: Informational Text</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td></td>
</tr>
<tr>
<td>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts Standards: Language</strong></td>
<td></td>
</tr>
<tr>
<td>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts Standards: Writing in History/Social Studies/Science</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td></td>
</tr>
<tr>
<td>WHST.6-8.2. Introduce a topic clearly, previewing what is to follow.</td>
<td></td>
</tr>
</tbody>
</table>
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.
The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

### Strategy Use

<table>
<thead>
<tr>
<th>The Random Reporter:</th>
<th>100</th>
<th>gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90</td>
<td>gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>identifies a problem that a team member had understanding the text.</td>
</tr>
</tbody>
</table>

### Team Talk (oral and written)

<table>
<thead>
<tr>
<th>The Random Reporter:</th>
<th>100</th>
<th>gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90</td>
<td>gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
</table>

### Word Power

<table>
<thead>
<tr>
<th>The Random Reporter:</th>
<th>100</th>
<th>gives a 90-pt. response and expands on the meaning, for example, identifies related words.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a second meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a word connotation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>an antonym.</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
</tr>
</tbody>
</table>

### Fluency

<table>
<thead>
<tr>
<th>The Random Reporter:</th>
<th>100</th>
<th>gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90</td>
<td>gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>reads a short passage and pronounces most of the words correctly.</td>
</tr>
</tbody>
</table>

### Summary

<table>
<thead>
<tr>
<th>The Random Reporter:</th>
<th>100</th>
<th>gives a 90-pt. response and uses key vocabulary correctly.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90</td>
<td>gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>presents main ideas and important details in his or her own words and without personal opinion.</td>
</tr>
</tbody>
</table>

### Graphic Organizer/Notes

<table>
<thead>
<tr>
<th>The Random Reporter:</th>
<th>100</th>
<th>gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90</td>
<td>gives an 80-pt. response and includes main points or events and important details.</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>selects a graphic organizer that is appropriate for the text.</td>
</tr>
</tbody>
</table>
Unit Objectives

**Reading:** Use clues and strategies to help identify main ideas.

**Writing:** Use details to support the main idea.

Unit Overview

This unit focuses on the TIGRRS process, a process that will help students prepare to read and understand informational text. The acronym stands for topic, intent, graphic organizer, read and restate, reread and review, and summarize. Students will practice previewing text to predict the topic and the intent of the author. They will use text features, such as titles, headings, subheads, graphics, and words in bold type, to determine how the text is organized. As a prereading strategy, students ask themselves:

- How is this text set up?
- What key words or text features tell me how the author organized the ideas?
- How can I best map this information? Which type of graphic organizer will work best with this structure?

Graphic organizers include not only the important facts from a text, but also show how these facts are related. Students will use different types of graphic organizers, such as a concept map, a chart, and a Venn diagram, and evaluate which works best. Guide students to understand that making a graphic organizer to record main ideas can help them recall the important information and also show the relationship of ideas.

Following is an explanation of the TIGRRS process that is included in the team folder.
Follow the FIGRRS path to read and understand informational text better.

**Topic**
- Look for clues to predict the topic:
  - title, headings, and subheadings;
  - pictures, diagrams, and captions; and
  - words in bold.
  
  Think about what you already know about this topic.

**Intent**
- Why did the author write the text? Look for clues to predict the author's intent:
  - title and subtitle; and
  - introduction, preface, and book-jacket notes.

**Graphic Organizer**
- Choose a format for your notes.
- Create a graphic organizer to make notes on the main ideas and supporting information in the text and to show how they are related.

**Read and Restate**
- Use strategies as you read with your partner.
- Restate the main ideas in your own words.
- Record main ideas on your graphic organizer.

**Reread and Review**
- Choose an important section of the text to reread.
- Reread with your partner to:
  - clarify anything that was confusing,
  - find evidence to support the main ideas, and
  - add supporting information to your notes.
- Review your notes to:
  - make connections between ideas and
  - ask new questions.

**Summarize**
- Review your graphic organizer, and summarize what you have learned from the text.

In this unit, students will use clues and strategies to help identify the main, or central, ideas of the text. Students will read multiple articles on different topics that are all related to engineering or architecture. Recognizing main ideas—which information is most important and central to the reading—will help students make connections and deepen their understanding of the big ideas that are presented. For writing, students will use details to support the main idea. Their answers to the writing prompt should reflect the academic language they are expected to use when answering questions.

**Unit Topic/Content**
Students will read *AppleSeeds* magazine: How Did They Build That? They will read several articles that discuss the planning, design, and construction of various structures such as skyscrapers, roller coasters, tunnels, dome roofs, water parks, and cable bridges. Students will also read about animal architects and Frank Gehry’s unique architectural style.

**Text and Media Selections**

**Internet/Media Options**
To expand your students’ background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.
### At a Glance

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>“Watts Towers: Something Big,” pages 2 and 3</td>
<td></td>
</tr>
<tr>
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<td>self-selected reading</td>
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<td>Lesson 8</td>
<td>Getting Along Together</td>
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</table>

### Cycle 2

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</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
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<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
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<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
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</tbody>
</table>
Lesson 1

**Reading Objective:** Use clues and strategies to help identify main ideas.

**Teacher Background**

In Active Instruction, you will introduce the TIGRRS process for reading informational texts. In upcoming lessons, there will be numerous opportunities to review TIGRRS, so don’t feel that students have to master the process in the first lesson.

In this lesson, students make webs to record and organize information in the text. Using a web will prepare students to create and utilize more complex organizers as they read. Students will read information related to building and construction. They will read about different structures, including the history, function, design, and construction of the various structures.

The Big Question for this unit asks students to identify a favorite building and provide the reasoning behind their opinions. This will get students thinking and talking about architecture and structures and the functions and purposes they serve and will create opportunities for discussions to evolve throughout the unit.

**Active Instruction**

(22 minutes)

**Big Question**

Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:**

What is your favorite building in the world and why?

**Set the Stage**

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **What is your favorite building in the world and why?**

   *My favorite building is M&T Bank Stadium because that is where the Baltimore Ravens play. The Ravens are an amazing football team and I see the stadium when I watch games on TV. The stadium is huge and it has purple seats because the Ravens’ colors are purple and black. The sportscasters who come to M&T Bank Stadium always talk about how the stadium is state-of-the-art.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they earn team celebration points during the Lightning Round.
3. Introduce the texts, authors, and reading objective.

4. Distribute copies of the *AppleSeeds* magazine: How Did They Build That? Have students preview the text. Use **Think-Pair-Share** to ask:

   **Is this literature or informational text? How do you know?**

   *This text is informational. The table of contents, article titles and headings, and captions are evidence that the text is informational.*

5. Have partners survey the magazine to determine the topic. Use **Think-Pair-Share** to ask:

   **What is the topic of this text? How do you know?**

   *The topic of the text is building different types of structures. The title of the text, How Did They Build That?, is a clue. The titles of the articles, “Dome Sweet Dome,” “Amazing Tunnels,” and “Building a Water Park,” are clues that this is about building different structures.*

   Point out that by previewing the text and using clues, such as headings, subheadings, pictures, and captions, to predict the topic, students have established a purpose for reading: to learn about how different structures are made.

6. Introduce the TIGRRS process for reading informational text. Refer students to the explanation of the TIGRRS steps in their team folders. Tell students that using the TIGRRS process can help them better understand informational text.

   Review the first two steps of the TIGRRS process: topic and intent of author.

---

**Follow the TIGRRS path to read and understand informational text better.**

<table>
<thead>
<tr>
<th><strong>T</strong>opic</th>
<th>Look for clues to predict the topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• title, headings, and subheadings;</td>
<td></td>
</tr>
<tr>
<td>• pictures, diagrams, and captions; and</td>
<td></td>
</tr>
<tr>
<td>• words in bold.</td>
<td>Think about what you already know about this topic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I</strong>ntent</th>
<th>Why did the author write the text? Look for clues to predict the author's intent:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• title and subtitle; and</td>
<td></td>
</tr>
<tr>
<td>• introduction, preface, and book-jacket notes.</td>
<td></td>
</tr>
</tbody>
</table>

| **G**raphic **O**rganizer | Choose a format for your notes. Create a graphic organizer to make notes on the main ideas and supporting information in the text and to show how they are related. |

<table>
<thead>
<tr>
<th><strong>R</strong>ead and <strong>R</strong>epeat</th>
<th>Use strategies as you read with your partner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• restate the main ideas in your own words.</td>
<td>Record main ideas on your graphic organizer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>R</strong>ead and <strong>R</strong>eview</th>
<th>Choose an important section of the text to reread. Reread with your partner to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clarify anything that was confusing,</td>
<td></td>
</tr>
<tr>
<td>• find evidence to support the main ideas, and</td>
<td></td>
</tr>
<tr>
<td>• add supporting information to your notes.</td>
<td>Review your notes to:</td>
</tr>
<tr>
<td>• make connections between ideas and</td>
<td></td>
</tr>
<tr>
<td>• ask new questions.</td>
<td></td>
</tr>
</tbody>
</table>

| **S**ummarize | Review your graphic organizer, and summarize what you have learned from the text. |
7. Have students open their texts to “Watts Towers: Something Big,” pages 2 and 3, and have partners survey the article to determine the topic and the author’s intent. Allow students a minute for this activity. Use Think-Pair-Share to ask:

What is the topic of this text? How do you know?

_The topic of this text is building towers. I know because the title of the article is “Watts Towers: Something Big.” The photos also show a man building a tower, so I know the article will be about building towers._

From your initial look at the text, what do you predict the author’s intent in writing it is? What kind of information does the author want the reader to learn? Explain your thinking.

_I think the author wants me to learn about the Watts Towers such as who built them and why. Clues are the title of the article and the sidebar, “Staggering Stats.” I think the author intends to inform me about the statistics on these structures._

8. Explain that the next step in the TIGRRS process is to choose a graphic organizer for making notes.

Discuss the different graphic organizers that can be used with informational text to show the relationship of ideas. These might include:

- a web or outline to show the main ideas and supporting details,
- a Venn diagram to compare and contrast,
- a timeline or sequence chain to show the order of events, and
- a chart to show categories of information or cause-and-effect connections.

Model choosing a graphic organizer, and explain your thinking.

As I skim each paragraph in this article, it looks like the author provides a lot of facts and details about the Watts Towers. I think a web might be the best graphic organizer to use; it will help me organize the main ideas in these paragraphs and the details about them. I can record a main idea in a bubble and the supporting details around it.

Point out to students that the first three steps in the TIGRRS process—predicting the topic, determining the author’s intent, and choosing a graphic organizer—help prepare them to read the text more effectively.

| Topic: | Watts Towers |
| Intent: | Provide information about who built them and why |
| Graphic Organizer: | Web |
**Interactive Read Aloud**

1. This cycle our reading objective is to use clues and strategies to help identify main ideas.

   **There are several clues and strategies that we can use to identify the main idea** (list these on the board):
   - Look at the first sentence.
   - Use the text features.
   - Look for repetition of terms or ideas.
   - Ask yourself, “Is this really important?” or “What is important to know?”
   - Look for supporting details.

2. Remind students that authors often express the main idea in the first sentence. Point out that after reading the section, they should decide whether that sentence tells the most important information. Explain that text features, such as bold print, captions, and headings, can also help them decide what the main idea is if it isn’t directly stated in the passage. Tell students that terms that appear often in a passage can hint at the main idea. Point out that students should ask, “Is this really important?” Explain that if it is the main idea, you will find lots of supporting details that explain and give more information.

3. Tell students that you are going to do the next step in the TIGRRS process: read and restate. Read “Watts Towers: Something Big,” page 2 (paragraph 1) aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
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<tbody>
<tr>
<td>As I read this first paragraph, I realize that the author has given me a lot of information. What is important to know? I think the photo and captions are clues. They are talking about the man who built the Watts Towers, Sabato Rodia. He is a tiny man from Italy who built these towers using wire, cement, broken plates, bottles, and seashells that he collected. The text also says that he built the towers around his home in California. I think this is the important information to know.</td>
</tr>
</tbody>
</table>

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

   **What did I do to figure out the main idea in the paragraph?**

   *You asked yourself, “What is important to know?” You looked for clues such as the photo and caption. You restated the important information from the paragraph.*

   **When reading informational text, why is it important to stop often and ask questions about the reading that you have done?**

   *It is important because informational text has a lot of facts and data, so you need to stop often to check your understanding.*
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 2 (paragraph 2) aloud. Use Think-Pair-Share to ask:

**What have you learned in this section of text? What is important to know?**

*I learned that the Watts Towers are said to be the largest structures ever made by one man; the tallest tower is ninety-nine and one-half feet tall, the size of a ten-story building. The towers are located on a dead-end street in Watts, one of the poorest neighborhoods in Los Angeles, and it took thirty-four years to build them.*

Use Random Reporter to debrief.

6. Explain to students that as we read each section of text within each article, we should record the important information on our graphic organizer to help us identify main ideas and supporting details in the text. Refer to the reread-and-review step of the TIGRRS process. Review the points in this step of TIGRRS.

**Rereading is an important step because it can help us clarify anything confusing in the text. By rereading, we can also identify the details that support a main idea and add them to the graphic organizer. Reviewing the notes on the graphic organizer will help us make connections and ask new questions.**

7. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.
A sample graphic organizer follows.

Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and the TIGRRS process before having students read and restate: 
   pages 2 (starting at paragraph 3) and 3 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use and oral and written Team Talk responses. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

### Team Talk Questions

1. Why do you think Rodia’s neighbors referred to him as “Crazy Sam”? Support your thinking with evidence from the text. [DC, SA] (Team Talk rubric)

   **100** = I think Rodia’s neighbors called him “Crazy Sam” because he did strange things and seemed to be obsessed with building the towers. According to the text, Rodia collected all the materials he used in the towers, so he must have been wandering around frequently, picking up trash and junk to use in his sculptures. Also, the text says that Rodia worked by himself, with buckets on his arms every afternoon and weekend, and that it took him thirty-four years to build the towers. This shows that Rodia was probably different from his neighbors and spent all his time at home working on the towers, which caused his neighbors to call him “Crazy Sam.”

   **90** = I think Rodia’s neighbors called him “Crazy Sam” because he did strange things and seemed to be obsessed with building the towers. Rodia collected all the materials he used in the towers, so he must have been wandering around all the time, picking up trash and junk. Rodia worked by himself, with buckets on his arms, every afternoon and weekend, and it took him thirty-four years to build the towers.

   **80** = I think Rodia’s neighbors called him that because he did strange things and worked all the time on building his towers.

2. Tell one of the main ideas that you recorded on your web. What are some details that support it? [MI, DC] (summary rubric)

   **100** = One of the main ideas from the article is that Sabato Rodia used different materials that he collected to build the Watts Towers. The article explains that Rodia used many different materials that he collected, such as soda bottles, coffee-cup handles, teapots, and even a bowling ball, to create the towers. Additionally, the text states that Rodia used everyday objects, such as baskets, iron gates, chair backs, faucet handles, and cooking utensils, and whatever else he could find to make patterns in the concrete walls and floors of the towers. Rodia even used colorful scraps, such as colored bottle glass, whole and broken pottery, and shells as the found objects in his towers.

   **90** = One of the main ideas from the article is that Sabato Rodia used different materials that he collected to build the Watts Towers such as soda bottles, coffee-cup handles, and teapots, to create the towers. Rodia also used everyday objects, such as baskets, iron gates, chair backs, faucet handles, and cooking utensils.

   **80** = One of the main ideas from the article is that Sabato Rodia used different materials, such as soda bottles and pottery, that he collected to build the Watts Towers.
3. Analyze the section titled “Staggering Stats.” Why do you think the author included this section, and what purpose does it serve? [AP, DC, SA] (Team Talk rubric)

100 = The author included this section because it provides some important data and facts about the Watts Towers. For example, the section includes a list of various objects that Rodia used to make patterns in his concrete walls and floors. Also, the section explains how Rodia included colorful scraps in the concrete to create patterns and gives data on the amount of different materials that he used. The section explains that Rodia signed his initials many times in the sculptures and that he built the towers without scaffolding. This section was included to give interesting facts and data about the towers.

90 = The author included this section to give some extra facts and data about the towers. There is a list of the different objects that Rodia used in the towers, data on the amount of different materials used, information on how he built without scaffolding, and the fact that he signed his initials many times on his sculptures.

80 = The author included this section to give some extra facts and data on the towers.

4. What information in the last two paragraphs of the article is important to know? Summarize the last two paragraphs. (Write) [MI, RE] (summary rubric)

100 = The last two paragraphs of the article provide additional information about Rodia and the sculptures. The article states that when Rodia was seventy-six, he was tired of fixing his sculptures when neighborhood kids would throw rocks and damage them, so he gave his property to a neighbor and moved to a different part of California, where he died ten years later. Rodia also never gave an answer about why he built the towers except that he wanted to “do something big.” So the last two paragraphs tell more information about Rodia and the sculptures.

90 = The last two paragraphs provide more information about Rodia and the sculptures. When Rodia was seventy-six, he was tired of fixing his sculptures when neighborhood kids would throw rocks and damage them, so he gave his property to a neighbor and moved to a different part of California, where he died ten years later. Rodia also never really gave an answer about why he built the towers except that he wanted to “do something big.”

80 = The last paragraphs give more information about Rodia including what happened to him and the sculptures.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. Award team celebration points for good team discussions that demonstrate 100-point responses.

**Class Discussion**

(18 minutes)

**Lightning Round**

1. Use **Random Reporter** to have teams share strategy use and oral and written Team Talk responses. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 2

Reading Objective: Use clues and strategies to help identify main ideas.

Teacher Background
Today students will read about the methods and materials of sand construction and sand structures, including sandcastles and sand sculptures.

Active Instruction
(25 minutes)

Partner Vocabulary Study
1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to 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 “?.”
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, modeling chunking as needed. Then read the meaning of each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>mosaics</td>
<td>mo‑sa‑ics</td>
<td>decorations or pictures usually made of small pieces of material</td>
<td>My mother has tile mosaics in her garden for decoration.</td>
</tr>
<tr>
<td>mythical</td>
<td>myth‑i‑cal</td>
<td>having to do with myths</td>
<td>A dragon is a mythical creature that is often included in myths and fairy tales.</td>
</tr>
<tr>
<td>angular</td>
<td>ang‑u‑lar</td>
<td>having or forming angles</td>
<td>The building was very angular, with triangles repeating throughout the architecture.</td>
</tr>
</tbody>
</table>

continued
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>dredged</td>
<td>(drejd)</td>
<td>dug out or cleared out</td>
<td>The machines working just off the coast had dredged up the sand to help rebuild the beach after the hurricane.</td>
</tr>
<tr>
<td>implements</td>
<td>im-ple-ments (IM-pluh-ments)</td>
<td>tools, utensils, or instruments used in an activity</td>
<td>The sand sculptor used different implements to create unique designs in the sculpture.</td>
</tr>
<tr>
<td>impractical</td>
<td>im-prac-ti-cal (im-PRAK-ti-kuhl)</td>
<td>not useful or practical</td>
<td>The parking lot was not designed effectively and was very impractical, so many cars were backed up, waiting to exit.</td>
</tr>
<tr>
<td>geodesic</td>
<td>ge-o-de-sic (jee-o-DEE-zik)</td>
<td>relating to surface geometry on curved planes</td>
<td>The geodesic dome covers the entire sports stadium and helps to keep the temperature inside consistent.</td>
</tr>
<tr>
<td>physics</td>
<td>phys-ics (fiz-iks)</td>
<td>science that involves matter, energy, motion, and force</td>
<td>My brother has been studying all weekend for his physics exam on Monday, and I could hear him reading aloud the principles of matter, energy, force, and motion.</td>
</tr>
</tbody>
</table>

4. Use Random Reporter to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have students preview today’s text. Refer students to the TIGRRS process. Have partners survey the text to determine the topic. Allow a minute for this activity. Use Think-Pair-Share to ask:
What is the topic of this text? How do you know?

The topic of the text is the design and construction of sandcastles and sand structures. I know this because the title is “Amazing Sandcastles,” and the article has several photos of different sandcastles, sand sculptures, and people doing sand designs.

5. Prompt students to identify the next step of TIGRRS. Have partners predict the author’s intent. Use Think-Pair-Share to ask:

What is the intent of the author? How do you know?

The author wants to inform me about sandcastles, sand structures, and sand design and construction because the article is about how people build in the sand.

6. Remind students that as they read, they make notes about the important ideas on a graphic organizer. Remind students that when they read a text with multiple articles in it, they may use a different graphic organizer for each article.

Refer students back to “Amazing Sandcastles” on pages 4–6. Model looking for clues and identifying the appropriate graphic organizer to use.

As I’m looking through the text, there aren’t any headings to help me organize main ideas and supporting details. The text does seem to provide a lot of information on sandcastles, sand sculptures, and sand design. I think a web might be the best organizer to use; it will help me organize the main ideas in these paragraphs and the details about them. I can record a main idea in a bubble and the supporting details around it.

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Design and construction of sand structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intent:</td>
<td>Provide information about how people build sand structures</td>
</tr>
<tr>
<td>Graphic</td>
<td>Web</td>
</tr>
<tr>
<td>Organizer:</td>
<td></td>
</tr>
</tbody>
</table>

7. Review the Big Question with students: What is your favorite building in the world, and why?

Use Think-Pair-Share to ask:

How might technology and advancements in machinery affect the design, materials, and equipment used in construction?

Technology might improve how buildings are designed because as computers and software change, blueprints and building designs can all be on computers instead of on paper. Machines are becoming more intricate and advanced, which enables builders to do things that they couldn’t do before.
Interactive Read Aloud

1. Refer students to the reading objective: to use clues and strategies to help identify main ideas. Remind students of the clues and strategies that we can use to identify the main idea (list these on the board):
   - Look at the first sentence.
   - Use the text features.
   - Look for repetition of terms or ideas.
   - Ask yourself, “Is this really important?” or “What is important to know?”
   - Look for supporting details.

2. Tell students that you are going to do the next step in the TIGRRS process: read and restate. Read “Amazing Sandcastles” page 4 (paragraphs 1 and 2) aloud. A sample Think Aloud follows.

   **Sample Think Aloud**
   
   Let me think about the information I read. What is important to know in this section of text? So far I see that there are international sand-sculpting competitions held annually where sand artists (called master sculptors) compete using sand and water to build their masterpieces. This is relevant information, so I want to be sure that I include this on my web.

3. Use **Think-Pair-Share** to ask the following:
   
   **What did I ask myself after I read the text?**
   
   *You asked yourself what was important to know in this section of text.*
   
   **How does asking this question help to identify the main ideas of the text?**
   
   *Asking this question helps us determine the most important information, which can assist us in finding the main idea of the reading.*

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 4 (paragraph 3) aloud. Use **Think-Pair-Share** to ask:

   **What is different about lake sand and ocean sand? How do their different properties relate to sand sculpting?**
   
   *The article says that lake sand and ocean sand are different because lake sand grains are sharp and angular and ocean sand grains are round. Lake sand usually has silt mixed in with it from the lake bottom where it was dredged, so it looks almost like mud. Lake sand is best for building tall sculptures. Ocean sand grains are round, like tiny marbles, because they have been rolled smooth by the wave action on the beach for centuries.*

   Use **Random Reporter** to debrief.
5. Refer to the reread-and-review step of the TIGRRS process. Review the points in this step of TIGRRS. Remind students that rereading is an important step because it can help them clarify anything confusing in the text. By rereading, they can also identify details that support the main ideas and add them to their notes. Reviewing their notes will help them make connections and ask new questions.

6. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

---

**Sample Graphic Organizer**

- **sand sculptures, sand sculpting**
  - lake sand: dredged from bottom, mixed with silt, looks like mud, grains are sharp and angular; best for tall sculptures
  - ocean sand: round

- **types of sand**
  - Sand artists called master sculptors compete in sand-sculpting competitions internationally every year.

---

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading and the TIGRRS process before having students read and restate: pages 4 (starting at the last paragraph)–6 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

---

*Cue students to use their student routines for partner reading and the TIGRRS process.*
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use and oral and written Team Talk responses. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the “(Write)” question.

**Team Talk Questions**

<table>
<thead>
<tr>
<th>1. What is the first step in the process of sand sculpting? Why do you think this is such an important part of the process? [MI, RE] (Team Talk rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 = <em>The first step in the process of sand sculpting is making a plan.</em> <strong>According to the text,</strong> sculptors make a plan by working from a photograph or a drawing. This is an important part of the process because it helps the artist know what his or her finished project should look like, and it gives the sculptor a model to go by. <strong>In this way,</strong> making a plan is the first and most important part of the sand-sculpting process.</td>
</tr>
<tr>
<td>90 = <em>The first step in the process is to make a plan, which is important because it helps the artist to know what his or her sand sculpture should look like.</em> The article says that the sculptor uses a photograph or drawing to help him or her make his or her plan for the sculpture.</td>
</tr>
<tr>
<td>80 = <em>Making a plan is the first step, and it is important because it shows the sculptor what his or her sculpture should look like.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Tell one of the main ideas that you recorded on your web. What are some details that support it? (Write) [MI, RE, SA] (summary rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 = <em>One of the main ideas that I recorded on my web is that sand sculptors use many different implements to build their sculptures.</em> According to the text, sculptors carve the sand using different implements such as their fingers, hands, knives, straws, spoons, and brushes. Using different implements helps the sculptor to create his or her sand sculptures.</td>
</tr>
<tr>
<td>90 = <em>One of the main ideas that I recorded on my web is that sand sculptors use many different implements to build their sculptures.</em> Sculptors carve the sand using different implements such as their fingers, hands, knives, straws, spoons, and brushes.</td>
</tr>
<tr>
<td>80 = <em>One of the main ideas that I recorded on my web is that sand sculptors use many different implements to build their sculptures.</em></td>
</tr>
</tbody>
</table>

continued
3. How does ocean sand sculpting differ from lake sand sculpting? Support your answer with evidence from the text. [DC, MI, SA] (Team Talk rubric)

100 = Wooden forms are not used in ocean sand sculpting. The article states that ocean sand sculptures cannot be built as high, so there is no need to use wooden forms as in lake sand sculpting. In this way, ocean sand sculpting differs from lake sand sculpting.

90 = Wooden forms are not used in ocean sand sculpting, and ocean sand sculptures cannot be built as high as lake sand sculptures.

80 = Wooden forms aren’t used in ocean sand sculpting as they are in lake sand sculpting.

4. How are master sculptors similar to Sabato Rodia, the artist we read about yesterday? Support your answer with information from the text. [DC, SA] (Team Talk rubric)

100 = Master sculptors are similar to Rodia because they are both artists and create masterpieces. For example, the text says that Rodia used many different tools in his sculptures, and master sculptors also use different tools. In addition, some master sculptors work alone, and Rodia worked alone. Also, master sculptors don’t use scaffolding in their sculptures, and Rodia didn’t use scaffolding while building. Additionally, they both engage in building things and creating art. In these ways, Rodia is similar to the master sculptors.

90 = Master sculptors are like Rodia in some ways because Rodia used many different tools in his sculptures, and master sculptors also use different tools. Some master sculptors work alone, and Rodia worked alone.

80 = Master sculptors are like Rodia because they are artists and both create artwork.

5. Which word from the vocabulary list belongs in the blank? How do you know? [CV]

What types of ________ do you typically use for school?

The word implements because it is asking us what we use in school.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion (15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use and oral and written Team Talk responses. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>mosaics</td>
<td>mo-sa-ics</td>
<td>decorations or pictures usually made of small pieces of material</td>
<td>My mother has tile mosaics in her garden for decoration.</td>
</tr>
<tr>
<td>mythical</td>
<td>myth-i-cal</td>
<td>having to do with myths</td>
<td>A dragon is a mythical creature that is often included in myths and fairy tales.</td>
</tr>
<tr>
<td>angular</td>
<td>ang-u-lar</td>
<td>having or forming angles</td>
<td>The building was very angular, with triangles repeating throughout the architecture.</td>
</tr>
<tr>
<td>dredged</td>
<td>(drejd)</td>
<td>dug out or cleared out</td>
<td>The machines working just off the coast had dredged up the sand to help rebuild the beach after the hurricane.</td>
</tr>
<tr>
<td>implements</td>
<td>im-ple-ments</td>
<td>tools, utensils, or instruments used in an activity</td>
<td>The sand sculptor used different implements to create unique designs in the sculpture.</td>
</tr>
<tr>
<td>impractical</td>
<td>im-prac-ti-cal</td>
<td>not useful or practical</td>
<td>The parking lot was not designed effectively and was very impractical, so many cars were backed up, waiting to exit.</td>
</tr>
<tr>
<td>geodesic</td>
<td>ge-o-de-sic</td>
<td>relating to surface geometry on curved planes</td>
<td>The geodesic dome covers the entire sports stadium and helps to keep the temperature inside consistent.</td>
</tr>
<tr>
<td>physics</td>
<td>phys-ics</td>
<td>science that involves matter, energy, motion, and force</td>
<td>My brother has been studying all weekend for his physics exam on Monday, and I could hear him reading aloud the principles of matter, energy, force, and motion.</td>
</tr>
</tbody>
</table>
Lesson 3

Reading Objective: Use clues and strategies to help identify main ideas.

Teacher Background
Today students will read about Frank Gehry, the architect known for his innovative and unusual buildings such as the Disney Concert Hall in Los Angeles and the Experience Music Project in Seattle.

In this lesson, you will also introduce the partner routine for practicing fluency and the fluency rubric. The fluency rubric will help partners give feedback to each other to improve their fluency. It is also a tool for evaluating and giving feedback to students in the Lightning Round.

Active Instruction

(25 minutes)

Partner Vocabulary Study
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Refer students to the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic and identify clues. Randomly select a few students to share.

5. Have partners survey the text to determine the topic. Use **Think-Pair-Share** to ask:

   **What do you predict the topic of this text is? How do you know?**

   *I predict that the topic of the text is this architect, Frank Gehry, who designed and constructed all the buildings in the photos of the article.*

6. Prompt students to identify the next step of TIGRRS. Have partners predict the author’s intent. Use **Think-Pair-Share** to ask:

   **What is the intent of the author? How do you know?**

   *The author wants to inform me about Frank Gehry and the buildings that he has designed and built. I know this because the article seems to be all about this architect and his work.*

7. Remind students that as they read, they make notes about the important ideas on a graphic organizer. Remind students that when they read a text with multiple articles in it, they may use a different graphic organizer for each article.

Refer students back to “Is It a Guitar? Is It a Ship? No, It’s a Building!” on pages 7–9. Use a Think Aloud to model looking for clues and identifying the appropriate graphic organizer to use.

   *I see that there is a lot of information in this article about Frank Gehry. I want to use an organizer that will allow me to make notes about Frank Gehry, so I think a web will work best here. A web helps me keep the main ideas in the center and then record the supporting facts around the main ideas.*

**Interactive Read Aloud**

1. Read “Is It a Guitar? Is It a Ship? No, It’s a Building!” page 7 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy. Ask the following question:

   **What is different about the buildings that Frank Gehry designs?**

   *Frank Gehry's buildings are different because they are shaped differently than most buildings. He designs buildings that look like guitars or a man and woman dancing together.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

   Have students read page 7 (paragraph 2) aloud.

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

   **What is different about Gehry’s buildings the Disney Concert Hall and Experience Music Project? How do people describe the way they look?**
These buildings are different because they have curved walls covered with bright stainless steel. People describe them as looking like they are melting or like a ship's sails billowing in the wind.

Use Random Reporter to debrief.

3. Remind students that the next step in the TIGRRS process is to reread and review. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

Remind students that their webs may look different and that they may add more bubbles, as needed, for the information they gather from the text.

---

**Sample Graphic Organizer**

```
Frank Gehry – architect

Designs buildings that are shaped differently.

Disney Concert Hall in Los Angeles

Experience Music Project in Seattle
```

---

4. Introduce the partner routine for practicing fluency and the fluency rubric. Explain that fluency is about pronouncing words correctly, reading smoothly and with expression, and at a speed that is just right for understanding the text. Point out that when we practice fluency, we become better and more fluent readers.
5. Refer students to the teamwork routine for fluency, and review the routine.

<table>
<thead>
<tr>
<th>With Partners</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Finally</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Fluency</td>
<td>Choose a short passage from the text.</td>
<td>Practice reading it aloud with your partner.</td>
<td>Use the fluency rubric to give your partner feedback.</td>
<td>Make sure all team members are prepared for a fluency check in the Lightning Round.</td>
<td></td>
</tr>
</tbody>
</table>

6. Display the following fluency rubric (also on the team folder). Remind students that the rubrics are tools to help teams get ready for the Lightning Round. Explain that teams can earn points on the poster when they practice and prepare their team members to read a short passage fluently. Review the levels on the rubric.

<table>
<thead>
<tr>
<th>Fluency</th>
<th>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.</td>
</tr>
<tr>
<td>80</td>
<td>reads a short passage and pronounces most of the words correctly.</td>
</tr>
</tbody>
</table>

7. Introduce the video.

Let’s watch as these partners practice fluency. Using the fluency rubric, think about what feedback you would give the partners. Do they pronounce words correctly? Do they read at just the right rate for the text? Do they read smoothly and with expression?

Use Think-Pair-Share to debrief.

Using the fluency rubric, what feedback would you give the partner?

Accept reasonable responses.

Show the second part of the video.

Use Think-Pair-Share to debrief.

What feedback did the listening partner give the reading partner? How did the feedback help?

8. Refer again to the fluency teamwork routine, and tell partners to practice the routine in partner reading. Point out that teams earn points for fluency during the Lightning Round if their Random Reporters give a 100-point response. Teams will want to be sure that all team members are ready to read a passage fluently.
Teamwork
(20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: pages 7 (starting at the last paragraph)–9 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion
1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What details in the text support the idea that unusually shaped buildings create construction difficulties? Use support from the text in your answer. <em>(Write) [MI, SA]</em> <em>(Team Talk rubric)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Unusually shaped buildings can present difficulties in construction. For example, the text says that curved walls are harder to build than straight ones. Also, workers have to learn new construction methods and use different tools, such as lasers, to build some of Gehry’s unusual designs. Unusually shaped buildings must take longer to plan and construct.</td>
</tr>
<tr>
<td>90</td>
<td>Unusually shaped buildings make construction hard. The text says that curved walls are more difficult to build than straight ones, and new construction methods and tools have to be used.</td>
</tr>
<tr>
<td>80</td>
<td>There are problems in building unusually shaped buildings because they are harder to build than normal shaped buildings.</td>
</tr>
</tbody>
</table>

continued
### Team Talk Questions (continued)

2. What house did Gehry design in the Czech Republic? How did it get its name, and how was it constructed? Use information from the text in your answer. [MI, SA] (Team Talk rubric)

100 = The house Gehry designed in the Czech Republic is called the “Dancing House” because it looks like people dancing, and it was constructed of panels. According to the text, the house looks like a man and a woman dancing together. It was built from ninety-nine concrete panels, each with a different shape and size. The workers used ninety-nine different wooden molds to pour the concrete into and create the panels’ unique shapes. Constructing the unusual building must have required a lot of careful planning.

90 = The house Gehry designed in the Czech Republic is called the “Dancing House” because it looks like people dancing, and it was constructed of panels. The house looks like a man and a woman dancing together. It was built from ninety-nine concrete panels, each with a different shape and size. The workers used ninety-nine different wooden molds to pour the concrete into and create the panels’ unique shapes.

80 = The house Gehry designed in the Czech Republic is called the “Dancing House” because it looks like people dancing, and it was constructed of panels.

3. Does the information in the article support this statement: Frank Gehry’s buildings require new methods of construction? Use information from the article to support your reasoning. [AA, MI, SA] (Team Talk rubric)

100 = Yes, the information in the article supports this statement because the text says that new methods and tools have to be used to build Gehry’s designs. For example, for some buildings, a skeleton of steel beams is covered with a shiny metal skin with little room for adjustment. Also, the text explains that for the “Dancing House,” workers had to build ninety-nine different wooden molds to create ninety-nine different panels. This shows that new methods of construction have to be used in Gehry’s buildings.

90 = Yes, the information in the article supports this statement because it says that new methods and tools have to be used to build Gehry’s designs, such as a skeleton of steel beams is covered with a shiny metal skin and that for the “Dancing House” workers had to build ninety-nine different wooden molds to create ninety-nine different panels.

80 = Yes, the information supports this statement since the workers have to do construction differently.
Team Talk Questions continued

4. What are some of the criticisms of Gehry’s work? Support your answer with evidence from the text. [DC, SA] (Team Talk rubric)

100 = There are several criticisms of Gehry’s work listed in the article. First, the article states that some people don’t think the buildings fit in with their natural surroundings and other nearby buildings. Also, some people complain that the unusual designs are too expensive or impractical. Also, the text points out that a building had to be sanded because of the glare it created. The article doesn’t mention drivers getting in accidents from staring at the buildings.

90 = There are several criticisms of Gehry’s work listed in the article because it says that some people don’t think the buildings fit in with their natural surroundings and other nearby buildings. Some people complain that the unusual designs are too expensive or impractical.

80 = People complain about Gehry’s work because it is very different and costs a lot to build.

5. In which of the following sentences is the word mythical used incorrectly? [CV]

A. The mythical novel was about a girl who came to America from Russia as an immigrant in the 1920s.
B. Many mythical creatures, such as dragons and unicorns, were drawn on the mural.
C. My favorite stories are myths and fairy tales because I enjoy reading about mythical battles and beasts.
D. The story was considered mythical since it originated from a myth and a legend.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Randomly select team representatives who will share:
- strategy use
- oral and written Team Talk responses
- fluency selection

Class Discussion (15 minutes)

Lightning Round
1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate
1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   - How many points did your team earn today?
   - How can your team earn more points?

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 4

**Reading Objective:** Use clues and strategies to help identify main ideas.

**Teacher Background**
Today students will read about the history, design, function, and construction of roller coasters.

**Active Instruction** (25 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Refer students to the steps in the TIGRRS process. Use Think-Pair-Share to have students predict the topic and identify clues and predict the author’s intent. Randomly select a few students to share.
5. Use Think-Pair-Share to ask:

Which graphic organizer(s) will work best with this text? Why?
6. Use Think-Pair-Share to ask:

**In what ways might a roller coaster be difficult to design and build?**

You would have to think about the safety of the people who ride it and the track, speed, and height of the roller coaster.

**What questions do you think would need to be considered before designing and building a roller coaster?**

You would have to consider safety policies and systems, how high the coaster will be, what it will be made of, how fast it will go, and whether it will be a stand-up, sit-down, or hanging roller coaster.

---

**Interactive Read Aloud**

1. Read “Building the Longest, Tallest, Fastest Scream Machines,” page 10 aloud. Use Think-Pair-Share to prompt use of the skill or strategy. Ask the following question:

**What question is presented at the end of this opening paragraph?**

The question at the end of the paragraph is “How in the world do they build these monster coasters?”

**How does the author set the purpose and tone of the article in this first paragraph? What does this tell you about the main idea of the article?**

The author starts by making you feel like you are getting on a roller coaster, so you picture yourself on the coaster. It sets the tone of excitement and adventure for the article, and the question at the end of the paragraph shows that the article’s main idea is how roller coasters are built.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 11 (paragraph 1).

Use Think-Pair-Share to ask:

**Where do amusement parks get their coasters? Is this fact new learning for you or something you already knew?**

Amusement parks get their coasters from manufacturers who build the coasters. This fact is new learning for me because I thought the amusement parks built their coasters themselves.

Use Random Reporter to debrief.
3. Refer to the reread-and-review step of the TIGRRS process. Review the points in this step of TIGRRS.

Rereading is an important step because it can help us clarify anything confusing in the text. By rereading, we can also identify the details that support a main idea and add them to the graphic organizer. Reviewing the notes on the graphic organizer will help us make connections and ask new questions.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

---

Partner pairs: Review, reread to clarify, and add to the graphic organizer.

---

Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 11 (starting at paragraph 2)–13 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.
Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. [ST]

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What questions are considered in roller coaster designs? Use information from the text to support your answer. [DC, RE, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = Roller coaster designs are based on several questions. For example, how high will the roller coaster be, what will the surroundings look like, and how much does the park want to spend? Also, the text says that some roller coasters are designed specifically to break records for height, speed, length, or steepness. These are the things considered when roller coasters are designed.</td>
</tr>
<tr>
<td>90 = Roller coaster designs are based on several questions. How high will the roller coaster be, what will the surroundings look like, and how much does the park want to spend? The text says that some roller coasters are made to break records for height, speed, length, or steepness.</td>
</tr>
<tr>
<td>80 = Roller coasters are designed based on several questions.</td>
</tr>
<tr>
<td>2. How is a cable lift different than a traditional chain lift on a roller coaster, and what advantages do cable lifts have? [RE, DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = Cable lifts on roller coasters work differently than chain lifts and have several advantages. For example, the article states that roller coasters were limited to a height of 250 feet with chain lifts because the chains were not strong enough to pull the coaster cars up hills that were higher than that. Also, cable lifts work like an elevator, and they are smoother, stronger, and faster than chain lifts. Cable lifts make it possible to build more thrilling roller coasters.</td>
</tr>
<tr>
<td>90 = Cable lifts on roller coasters work differently than chain lifts and have several advantages. Before, roller coasters were limited to a height of 250 feet with chain lifts because the chains were not strong enough to pull the coaster cars up hills that were higher than that. Cable lifts work like an elevator, and they are smoother, stronger, and faster than chain lifts.</td>
</tr>
<tr>
<td>80 = Cable lifts work differently than chain lifts and have several advantages.</td>
</tr>
</tbody>
</table>
3. Summarize the section with the heading “Is It Safe?” (Write) [MI, SA] (summary rubric)

100 = This section describes roller coaster safety and what makes roller coasters safe. The article states that very few people are hurt on roller coasters each year in the United States and that it is more dangerous to ride in a car than to ride on a roller coaster. Computers control all the parts of roller coasters and let the ride operators know when there are any problems with the cars or tracks. For these reasons, roller coasters are safe and only seem dangerous.

90 = This section tells why roller coasters are safe. Very few people are hurt on roller coasters each year in the United States, and it is more dangerous to ride in a car than to ride on a roller coaster. Computers control all the parts of roller coasters and let the ride operators know when there are any problems with the cars or tracks.

80 = This section describes roller coaster safety and what makes roller coasters safe. Coasters only seem dangerous, but they really aren’t.

4. Explain what the term “Coaster Wars” means. What evidence from the text supports this description? [DC, SA] (Team Talk rubric)

100 = “Coaster Wars” refers to the battle that amusement parks engage in over building the fastest, highest, or most thrilling roller coasters. The article states that amusement parks, such as Cedar Point in Ohio, are always battling to build higher, faster, longer, and scarier coasters. This tells me that “Coaster Wars” refers to parks battling one another to build the best coasters because they want to attract the most visitors to their parks.

90 = The section of the article with the heading “Coaster Wars” explains the meaning of this term. It says that amusement parks, such as Cedar Point in Ohio, are always battling to build higher, faster, longer, and scarier coasters.

80 = The section of the article called “Coaster Wars” explains what coaster wars between parks are.

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. [CV]

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: Cranes and scoops were used when they dredged sand from the bottom of the lake.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

**Class Discussion**

(15 minutes)

**Lightning Round**

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 5

**Writing Objective:** Use details to support the main idea.

**Teacher Background**

During this writing activity, students should be using the academic language that they are expected to use while writing Team Talk answers. They are writing to support the main ideas of the text, so relevant details should be included in their writing as evidence.

**Active Instruction**

(10 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use Random Reporter to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and writing objective.

This cycle you have been reading informative articles related to architectural design and construction, specifically how various structures are built. These texts have presented facts about the design, materials, history, and construction of different sites and structures. Today you will write an informative piece that uses details from the articles to support the main ideas.

---

**Students use the vocabulary study routine to rate their knowledge of each vocabulary word:**

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

**Teams discuss their vocabulary ratings.**
Remember that you should draw relevant and compelling details from the text that support the main ideas of the reading. Your writing should be structured as described in the rubric.

4. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roller coasters used to be designed using chains. Explain how cable lifts have changed roller coasters.</td>
</tr>
</tbody>
</table>

Use Think-Pair-Share to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*It is asking me to explain ideas or information on a topic. The prompt includes the word explain. The prompt does not ask me to state a claim or an opinion and support it or write a literary response.*

5. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing to inform or explain is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly introduce the topic.</td>
</tr>
<tr>
<td>• Develop the topic with relevant details.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by introducing the topic.</td>
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<tr>
<td><strong>Style</strong></td>
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<tr>
<td>• Include details or examples that help a reader make a mind movie.</td>
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<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
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</table>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use Think-Pair-Share to ask:

**Which guideline relates to our writing objective: to use details to support the main idea?**

*Under Ideas, the guideline to develop the topic with relevant details and under Organization, the guideline in the middle to provide facts, examples, or events that help a reader understand the information are both related to the writing objective. Also, under Style, the guideline to include details or examples that help a reader make a mind movie is related to our objective.*
6. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

**Model a Skill**

1. Remind students that the writing objective is using details to support the main idea. Point out that creating a prewriting graphic organizer will help them organize the supporting details that they will include in their paragraphs.

Model recording a main idea and some supporting details from the article on an organizer.

---

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Main Idea</th>
</tr>
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<tbody>
<tr>
<td>Cable lifts have changed how roller coasters are made.</td>
</tr>
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</table>

| Supporting Detail: |
| cables are stronger than chains and work like elevators |

| Supporting Detail: |
| strong cable pulls coaster up tall hills—as tall as 456 feet |

| Supporting Detail: |
| made possible to build taller roller coasters |

**Closing Statement**
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

### Class Discussion

#### Lightning Round

Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer’s guide for writing to inform or explain and the writing objective—to use details to support the main idea.

Using the writer’s guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- Does the writer introduce the main ideas clearly?
- Does the writer include facts and examples to help a reader understand the information?
- Does the writer end with a closing statement that supports the information?
- Does the writer use appropriate academic language and full sentences?
- Does the writer use evidence from the text to support the main ideas?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### Reflection on Writing

Have students reflect on their use of the writing process. Ask:

- How did creating and using a graphic organizer work for you? How did it help you write your draft?
  
  *Answers will vary.*

- What was the most useful feedback that you received? How did it affect your revisions?
  
  *Answers will vary.*

- Did you find it easy or difficult to support the main ideas with details from the text?
  
  *Answers will vary.*
Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • **Something to cheer about:** Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Writing Prompt

Roller coasters used to be designed using chains. Explain how cable lifts have changed roller coasters.

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Lesson 6

**Reading Objective:** Use clues and strategies to help identify main ideas.

**Writing Objective:** Use details to support the main idea.

**Teacher Background**

Today’s cycle test challenges students to use what they have learned in the cycle about identifying the main idea and supporting details.

Today students will read an article that gives information on dome roofs, including the history, functionality, and different types of dome roofs. The article also identifies several specific buildings that have dome roofs such as the Pantheon and London’s Millennium Dome.

**Active Instruction**

**(5 minutes)**

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the texts, authors, and reading and writing objectives.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Prepare Students for the Test**

**(5 minutes)**

**Partner Review**

1. Remind students that they have been practicing using clues and strategies to help identify main ideas and using details from the text to support the main ideas.
Use **Think-Pair-Share** to ask:

**What strategies have you used to identify the main ideas from the texts that you read this cycle?**

*(Answers may vary.)* I used the information in the texts to determine what the most important ideas were in the reading.

Tell students that they will use this skill as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

**Test Directions**

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.

3. Point out that questions #1 and #3 ask about main idea and summarizing.

4. Ask students to identify key words or phrases in question #3.

3. Tell a main idea you recorded on your graphic organizer about the Pantheon. What are some details that support it? *[MI, SA]*

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

**Today you will read more about a particular type of roofing structure.**

**Test** *(30 minutes)*

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.
Teamwork (10 minutes)

Team Discussion
1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Class Discussion (10 minutes)

Lightning Round
1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate
1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?
   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Part I. Comprehension (100 points)

1. What is the topic?
   
   5 points = The topic is dome roofs.

   What is the author’s intent?

   5 points = To inform readers about the purpose and history of dome roofs and how they are constructed.

   Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI]

   10 points = Dome roofs have been around for more than 2,100 years and are amazing feats of construction. The earliest domes were made of concrete until an architect named Buckminster Fuller discovered how to make geodesic domes made of triangles. Other materials used to make domes include aluminum tubes, vinyl, fiberglass, and steel cables. There are also dome roofs called balloon domes that are held up by blown air. Domes cover many important buildings and are some of the strongest structures around.

2. How does the author of “Dome Sweet Dome,” pages 14 and 15, feel about dome roofs? Use evidence from the text to explain your thinking. [AP, DC, SA]

   20 points = The author of “Dome Sweet Dome” feels that domes are amazing and marvelous structures that are very important. In the article, the author describes domes as “marvels of construction” and says that “onlookers were amazed” when they observed the first geodesic dome. In addition, the author states that domes are “amazing examples” of what humans can accomplish using math and physics. Also, the author says that domes “cover some of our most important buildings.” These examples show me that the author thinks domes are very important and interesting.

   15 points = The author of “Dome Sweet Dome” thinks domes are amazing, marvelous, and very important. In the article, the author says that domes are “marvels of construction” and that they are “amazing examples of what humans” can accomplish. The author says that domes cover some of the most important buildings.

   10 points = The author thinks that domes are amazing, marvelous, and very important.
3. Tell a main idea you recorded on your graphic organizer about the Pantheon. What are some details that support it? [MI, SA]

20 points = The Pantheon is an ancient dome that was built in Rome, Italy. It was built more than 2,100 years ago and was constructed of concrete. The Pantheon still stands in Rome today. The dome part of the Pantheon was so heavy that the engineers had to carve designs in the concrete to help it weigh less. There is also a hole at the top of the dome where sunlight comes in and creates a “light show.” The Pantheon was one of the earliest domes made.

15 points = The Pantheon is an ancient dome that was built in Rome, Italy. It was built more than 2,100 years ago and was made of concrete.

10 points = The Pantheon is an ancient dome that was built in Rome, Italy.

4. Does the information in this article support this statement: “Dome roofs are interesting to look at but are not structurally sound”? Support your answer with evidence. [AA, MI, SA]

20 points = The information does not support the statement. According to the text, dome roofs are some of the strongest structures in existence today. This shows that dome roofs are structurally sound and are very strong. The text says that many important buildings have domes covering them, so that means they are structurally sound, or they wouldn’t be on important buildings.

15 points = The information does not support the statement. Dome roofs are some of the strongest structures in existence today. Many important buildings have domes covering them.

10 points = The information does not support the statement because domes are strong.

5. Why was the Millennium Dome built, and where is it located? What other information does the article provide on the Millennium Dome? [RE, MI, SA]

20 points = The Millennium Dome was built in London to celebrate the new millennium and the year 2000. It is the largest single-roofed structure in the world. The text also states that the Millennium Dome is famous and was built to celebrate the beginning of the third millennium (2001–3000) and that it has twelve support towers, one for each of the twelve months of the year. The Millennium Dome is probably strong enough to last until the fourth millennium.

15 points = The Millennium Dome was built in London to celebrate the new millennium and the year 2000. It is the largest single-roofed structure in the world.

10 points = The Millennium Dome was built in London to celebrate the new millennium and the year 2000.

Part II. Writing (100 points)
Write at least a paragraph to answer the following question:
Summarize the section of the article on roller coasters titled “The Design” on pages 11 and 12 in the magazine.

This section of the article is about designing new roller coasters, including where the ideas come from, what questions are asked in the process, and how newer cable roller coasters function. Sometimes ideas for new roller coasters come from amusement parks that hire building companies to design coasters, or a company designs a coaster and sells it to a park. The designers have to think about how high the coaster will be and what will be around it. New roller coasters have cable coaster cars that hook to a cable. The cable pulls the coaster up the hill and then lets the car go. “The Design” section tells important information about roller coaster designs and how cable coasters work.

The following guide is used to score part II of the cycle test.

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<thead>
<tr>
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<tbody>
<tr>
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<td>• Clearly introduces the topic</td>
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<td><strong>Organization</strong></td>
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</tr>
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<td>• Use details to support the main idea.</td>
<td></td>
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</tbody>
</table>
Part III. Vocabulary (100 points)

1. Use the word mosaics in a meaningful sentence. [CV]
   
   Our art teacher had us use different colored tiles to create large mosaics on the floor.

2. Use two vocabulary words in a question. [CV]
   
   Can the geodesic dome prove that you have to use physics in design?

3. The stairs were located in a very ________ place because you had to walk all the way to the end of the building to reach them.

   Choose the word that belongs in the blank. [CV]
   
   A. contemporary
   B. devising
   C. impractical
   D. universally

4. What is a synonym for the word dredged? What is an antonym for the word dredged? [CV]

   A synonym for dredged would be scraped, and an antonym for dredged is dumped.

5. In which of the following sentences is the word implements used incorrectly? [CV]

   A. At school, we use many implements throughout the day to help us complete our work.
   B. Our chemistry teacher had many implements out on his desk, including a beaker and vials.
   C. The mechanic used many different implements when he put the new engine in the car.
   D. The implements on my keyboard were not working correctly, and my computer kept shutting down.

6. Use two vocabulary words in a question. [CV]

   Should the tile mosaics be angular or round?

7. Write a meaningful sentence using the word mythical. [CV]

   Accept responses that show that the student knows the meaning of the word and can use it correctly. For example, “The story had mythical creatures in it such as dragons and fairies.”

8. We studied some math and ________ laws to help us prepare to design our dome models.

   Which vocabulary word belongs in the blank? [CV]
   
   A. impractical
   B. physics
   C. geodesic
   D. dredged
9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

One word we looked at was the word **dull**. This word means not bright, not intense, or dim, as in, “The light from the bulb was dull in the basement.”

10. As used in the passage “Domes certainly are marvels of construction,” on page 14, **marvels** most nearly means— [CV]
   
   A. disasters.
   
   B. jokes.
   
   C. wonders.
   
   D. papers.

Explain how you figured out the meaning of **marvels**.

*I figured out the meaning by using the context and my own knowledge. The text explains that domes are amazing, so I knew that marvels meant they were wonders of construction.*

<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[DC]</td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
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<tr>
<td>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
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<td>[CV]</td>
<td>Clarify vocabulary.</td>
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<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
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<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[AC]</td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Use clues and strategies to help identify main ideas.

**Teacher Background**

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

**Active Instruction**

(20 minutes)

**Two-Minute Edit**

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

**Vocabulary**

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

   Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher’s Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Read and Respond Questions

1. Is your selection informational or literature? Summarize your reading. (summary rubric)

2. Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)

3. Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)

4. Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)

5. Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)

6. Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)
Class Discussion

(15 minutes)

Lightning Round

Use Random Reporter to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle’s points on the poster.

2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.

3. Be sure to record each team’s total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.

4. Collect students’ Read and Respond forms, and pass out new forms.

5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.

Team responses and feedback

Teams report on their review of the texts and Read and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.
Lesson 8

**Objectives:** Celebrate successes, and set new goals. Hold a Class Council meeting.

**Teacher Background**
In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new goals for further improvement.

In the second part of the lesson, students participate in Class Council.

**Active Instruction**

(2 minutes)

**Two-Minute Edit**
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

**Celebrate/Set Goals**

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss students’ scores.

   **What was your team's highest score?**
   **What score do you want to improve?**
   **What can the team do to improve that score?**

   Use Random Reporter to ask:
What is your team’s goal for the next cycle? Why did you choose that goal?

Accept supported answers.

5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

Class Council

(30 minutes)

1. Share class compliments.

2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?

3. Discuss a class concern, or use the scenario and discussion hints provided.

4. Have teams discuss and then use Random Reporter to share responses.

5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

Scenario:

Every day Collin promises his teammates that he will do his reading homework. But when he gets home, he turns on the TV, and pretty soon he just doesn’t feel like reading. Does this ever happen to you? What can Collin do to keep his promise? What can Collin’s teammates do to help?

Discussion Hints:

Connect small, short-term goals with long-term goals.

It is easy to feel overwhelmed by all the demands of the school day. Help students set team goals that are clearly defined and easily met. For example, we will use the strategy rubric to make sure that we have clarified every team member’s sticky-note problems. We will be ready to earn points for strategy use every day this cycle.

Collin’s predicament is a common one. Help students brainstorm ways to help and support one another and put first things first so they can meet short-term goals. Help students choose materials that interest them so they will be more likely to read every day.

Help students track their progress so they can see how meeting daily and weekly goals will ensure that the whole team will meet its quarter goal or semester goal of moving up a level or two.
1. Choose a brain game from the card set, and then play the game.

2. Use the following questions to debrief and remind students of self-regulatory strategies:

   What did this game require your brain to do?
   
   How will use of this skill improve your success in other classes?
Lesson 1

**Reading Objective:** Use clues and strategies to help identify main ideas.

**Teacher Background**
Today students will read about architects of the animal world and how animals construct using various materials and methods.

**Active Instruction**

(22 minutes)

**Big Question**
Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** Which would be most exciting for you to design and build: a skyscraper, water park, cable bridge, or tunnel? Why?

**Set the Stage**
1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:
   
   Which would be most exciting for you to design and build: a skyscraper, water park, cable bridge, or tunnel? Why?

   *Answers will vary.*

   You read about different structures and constructions in the last cycle. Which information has been most interesting to you so far and why?
   *Answers will vary.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

3. Introduce the texts, authors, and reading objectives.

4. Refer students to the first steps in the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic and identify clues and predict the author's intent. Randomly select a few students to share.

5. Use **Think-Pair-Share** to ask:
   
   Which graphic organizer(s) will work best with this text? Why?
   
   **T:** It is about different animals and their homes.
   **I:** To inform the reader about the animals presented and their homes
   **G:** A web to record the important ideas and supporting details
Interactive Read Aloud

1. Refer to the reading goal, and review the skill if necessary.

2. Tell students that you are going to do the next step in the TIGRRS process, read and restate. Read “Animal Architects,” page 16 (the section that begins “Everybody needs a home,” down to the section titled “Beavers”) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   How does the author make a connection for the reader from the reading we have done so far to the new reading about animals?

   The author describes how animals and humans have similar needs and use construction and structures for similar reasons.

   What comparisons and contrasts does the author make between human and animal construction?

   The author compares animal and human homes, identifies the similar needs of animals and humans, and shares that animals build many of the same structures as humans such as bridges, dams, storage areas, and traps. The author says that animals and humans both use different methods and materials for their constructions.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

   Have students read page 16 (the section entitled “Beavers”).

   Use Think-Pair-Share to ask:

   What information does this section provide about beavers’ construction?

   It describes how beavers build their lodges, what materials they use, and the reason beavers have their lodge entrances underwater. Also, it provides information on beaver dams, including why beavers build dams and the benefit of the dams to wildlife.

   Use Random Reporter to debrief.

4. Explain to students that as they read with their partners, they should stop after each section to record important information on their graphic organizer because this will assist them in understanding the main ideas and supporting details of the text.

5. Remind students that the next step in the TIGRRS process is reread and review. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

   Use Random Reporter to debrief. Add student responses to the graphic organizer.

   A sample graphic organizer follows.
Sample Graphic Organizer

- beaver construction
- Entrances to lodges are always underwater to avoid predators.
- Dams help beavers find food and provide pools for other wildlife.
- construct lodges using branches to form cone-shaped frame, then fill in gaps with mud and leaves.

Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: pages 17 and 18 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion
1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
### Team Talk Questions

1. “Birds are among the most amazing architects of the animal world.” What details from the text support this main idea? Use evidence from the text in your answer. (Write) [MI, SA] (Team Talk rubric)

   **100 =** The details in the text support that birds are among the most amazing architects of the animal world. *In the article,* the text says that birds can build massive nests high in tall trees. Tiny birds, such as hummingbirds, build tiny nests that are lined, covered, and camouflaged. Finally, the article says that some birds, such as the bowerbird, build structures that are designed to attract mates. The bowerbird also builds more complicated towers with display areas, like a museum. *In these ways, the information supports that birds are amazing architects.*

   **90 =** The details in the text support that birds are among the most amazing architects of the animal world. Some birds build massive nests high in tall trees, and tiny birds build tiny nests that are lined, covered, and camouflaged. Birds such as the bowerbird build structures that are designed to attract mates. The bowerbird also builds towers with display areas, like a museum.

   **80 =** The details show that birds are amazing architects because they can build different nests and towers.

2. Why do you think the author chose to refer to termites in this article? What information supports the idea that termites are animal architects? Use information from the text to support your answer. [AP, DC, SA] (Team Talk rubric)

   **100 =** I think the author chose to refer to termites in this article because they are animal architects that construct complicated living spaces. *For example,* the text says that termites use dirt and saliva to build twenty foot high mounds that are like apartment buildings that include nurseries, food-storage areas, and gardens. *Additionally,* the text says that termites build tunnels and vents to regulate the heat inside the mound. *This shows that termites are animal architects.*

   **90 =** I think the author chose to refer to termites in this article because they are skilled animal architects who build structures that are like small apartment buildings. Termites use dirt and saliva to build twenty foot high mounds that include nurseries, food-storage areas, and gardens. Termites build tunnels and vents to control the heat inside the mound.

   **80 =** The author chose to include termites because they are skilled animal architects who build cool living spaces.

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*continued*
Team Talk Questions continued

3. Based on the information presented in this article, which of the following would best describe a wombat burrow? [RE, MI] (Team Talk rubric)
   
   A. They are huge but simple in construction.
   B. They can be seen from space and have low sleeping nests to keep them cool.
   C. They are complicated, with several entrances, side tunnels, and resting areas.
   D. They include a platform for storing nuts, seeds, and other food.

Support your answer with information from the text. [SA]

100 = I know that the wombat tunnels are complicated, with several entrances, side tunnels, and resting areas. The text states that the tunnels are elaborate, so I know that the first statement is not correct since the construction is not simple. Additionally, the article says that the sleeping nests are raised on platforms to keep the wombats dry in case of a flood, so I know the sleeping nests are not low and are not used to store food. The information from the article proves my answer is correct.

90 = I know that I am correct since the information in the text supports it. The article says that the wombat tunnels are elaborate, with many entrances, side tunnels, and resting chambers.

80 = I know that I am correct because the information in the article supports my answer.

4. What are bowers, and what purpose do they serve? Support your answer with information from the text. [RE, MI, SA] (Team Talk rubric)

100 = Bowers are structures that are not nests but are built by male bowerbirds to attract mates. The article states that male bowerbirds build bowers as advertisements to attract females. The bowers can be simple, like an avenue for the bowerbird to strut up and down, or more complicated, like a tower with display areas for showing off treasures, like a museum. So male bowerbirds build bowers to attract females.

90 = Male bowerbirds build structures called bowers to attract females. The bowers can be simple or complicated, like a museum to show off the bird’s treasures.

80 = Male bowerbirds build structures called bowers to attract females.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

**Class Discussion**

(18 minutes)

**Lightning Round**

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 2

**Reading Objective:** Use clues and strategies to help identify main ideas.

**Teacher Background**
Today students will read about the design and construction of skyscrapers, in particular the Burj Dubai.

### Active Instruction

(25 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, modeling chunking as needed. Then read the meaning of each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>elaborate</strong> (adjective) page 16</td>
<td>e-lab-or-ate (ih-LAB-er-it)</td>
<td>very detailed, completed with great care</td>
<td>The decorations for the presidential banquet were elaborate, with many large flower arrangements and fancy glassware.</td>
</tr>
<tr>
<td><strong>rival</strong> (adjective) page 16</td>
<td>ri-val (RY-vuhl)</td>
<td>opposing</td>
<td>The rival soccer team was leading in the middle of the fourth quarter, and our hopes of winning the championship were fading quickly.</td>
</tr>
</tbody>
</table>

**Students use the vocabulary study routine to rate their knowledge of each vocabulary word:**

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

**Teams discuss their vocabulary ratings.**

**Introduce vocabulary.**

*continued*
## Word Pronunciation Definition Sample Sentence

<table>
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</thead>
<tbody>
<tr>
<td><strong>stabilize</strong> (verb) page 18</td>
<td>sta-bi-lize (STAY-buh-lyz)</td>
<td>to hold or make stable; to keep level</td>
<td>The columns helped to stabilize the porch and keep the roof from collapsing.</td>
</tr>
<tr>
<td><strong>lubricate</strong> (verb) page 24</td>
<td>lub-ri-cate (LOO-bri-kayt)</td>
<td>to make slippery or smooth by applying a substance such as water or oil</td>
<td>The water slides had streams of water flowing down them to help lubricate the plastic and allow riders to travel faster down the slide.</td>
</tr>
<tr>
<td><strong>preliminary</strong> (adjective) page 25</td>
<td>pre-lim-i-nar-y (pree-LIM-uh-nare-ee)</td>
<td>coming before the main part, introductory</td>
<td>Before we could complete the robot for our science project, we had to make the preliminary drawings and collect materials.</td>
</tr>
<tr>
<td><strong>girders</strong> (noun) page 25</td>
<td>gir-ders (GUR-derz)</td>
<td>horizontal main supporting beams</td>
<td>The construction workers were hoisting the girders up the scaffolding so they could put them in position.</td>
</tr>
<tr>
<td><strong>filtration</strong> (noun) page 25</td>
<td>fil-tra-tion (fil-TRAY-shun)</td>
<td>the process of using a filter to remove something unwanted from a liquid</td>
<td>My dad installed a filtration system on our well so our water from the tap would taste better and wouldn’t contain chemicals.</td>
</tr>
<tr>
<td><strong>reservoir</strong> (noun) page 27</td>
<td>res-er-voir (REZ-er-vwahr)</td>
<td>a natural or artificial lake where water is collected and stored for use</td>
<td>My mother told us we could not swim at the reservoir because the water there is used by the city for drinking water.</td>
</tr>
</tbody>
</table>

4. **Use Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the texts, authors, and reading objective.

4. Have students preview today’s text.
5. Prompt students to identify the next steps in the TIGRRS process. Use Think-Pair-Share to have students predict the topic and identify clues and predict the author’s intent. Randomly select a few students to share.

6. Use Think-Pair-Share to ask:

Which graphic organizer(s) will work best with this text? Why?

T: This text is about the world’s tallest skyscrapers, including the Burj Dubai.
I: To inform readers about the design and construction of the world’s tallest skyscrapers
G: A web because it will help me organize the important ideas and their supporting details

7. Use Think-Pair-Share to ask:

What might designers take into consideration when they are designing and constructing skyscrapers?

They would have to think about what the building will look like, how tall it will be, what materials they will use, and how much it will cost, and they would have to get all the permits and approvals from the city where it will be built. They also have to think about emergency exits, elevators, and safety issues.

To build background about design considerations for safe building construction, show the video “Earthquake Scientist: Jose Restrepo.” Use Think-Pair-Share to debrief the video.

How is this earthquake scientist helping to make buildings safer?

The earthquake scientist is finding ways to make old buildings safer by jacketing columns. He is finding ways to reinforce present buildings to prevent them from collapsing, and coming up with designs to use steel cables that can stretch in an earthquake and return a building to its original position without damage.

Interactive Read Aloud

1. Read “Scraping the Sky in Burj Dubai,” page 19 (paragraph 1) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

What does the term habitable mean?

It means that people can live there and that it can be inhabited.

Why do you think all the floors are not habitable?

From the photo, the very top floors look very small and are very high up, so maybe there is not enough room for someone to actually live on those floors.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 19, starting at the last two words on the page (“In fact,”) and carrying over to page 20 (paragraph 1).
Use **Think-Pair-Share** to ask:

**Why can’t the Burj Dubai officially be considered the tallest building in the world?**

*It can’t be considered the tallest building officially because as of the writing of this article, the building was not completed yet. To be considered the official tallest building in the world, the skyscraper needs to be complete. Also, the article said that no one knew how tall the Burj Dubai would be because it is a secret.*

Use **Random Reporter** to debrief.

3. Explain to students that at the time this article was written, the Burj Dubai was not completed, but it was completed in the fall of 2009 and is now considered the tallest building in the world at 2,717 feet. Tell students that the skyscraper is now called the Burj Khalifa since its completion and that it has 163 habitable floors, 209 floors total.

4. Remind students that the next step in the TIGRRS process is reread and review. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.
Teamwork

(20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: pages 20 (starting at paragraph 2) and 21 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion
1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. Summarize the information provided about concrete in the section “Fascinating Facts.” (Write) [MI, SA] (summary rubric)

100 = In this section, information is given about the process of mixing concrete in hot temperatures. The article states that when concrete is mixed, it begins as a thick liquid and then hardens until it is like rock. The concrete could crack if it hardens too quickly, and the hotter and drier the temperatures are, the faster the concrete will harden. Since it gets so hot in Dubai, the builders mixed the concrete at night, when temperatures are cooler, and also mixed ice water into the concrete to help it harden more slowly.

90 = This section describes how concrete is mixed in hot temperatures. Since Dubai is so hot, the workers mixed the concrete at night and used ice water in the concrete to keep it from hardening too fast, which can cause cracking.

80 = This section tells how workers had to mix the concrete to keep it from cracking in the hot temperatures of Dubai.

continued
2. What steps are involved in the process of constructing the Burj Dubai? Use information from the text to support your answer. [DC, RE, SA] (Team Talk rubric)

100 = There are many steps involved in the process of constructing the Burj Dubai. The article explains that first, the workers had to dig a really big hole, and then they built a concrete foundation using special concrete mixes for extra strength. Then, a steel skeleton was constructed using beams. Finally, the outside will be covered in mirrorlike glass panels, aluminum, and stainless steel. These steps are involved in the construction of the Burj Dubai.

90 = There are many steps involved in the process of constructing the Burj Dubai. First, the workers had to dig a really big hole, and then they built a concrete foundation using special concrete mixes for extra strength. Then, a steel skeleton was constructed using beams. Finally, the outside will be covered in mirrorlike glass panels, aluminum, and stainless steel.

80 = There are many steps involved in the process of constructing the Burj Dubai such as digging, making a foundation, and building a skeleton frame.

3. How are skyscrapers erected? Use the information provided in the article to describe the processes. [RE, DC, SA] (Team Talk rubric)

100 = There are four steps to erecting a skyscraper. As explained in the text, first, builders arrange piles of beams into what are called spread footings. Then, the builders erect columns on the spread footings and install beams between the columns. Last, the builders enclose the skeleton with curtain walls. Erecting a skyscraper involves many people.

90 = There are four steps to erecting a skyscraper. First, builders arrange piles of beams into spread footings. Then, the builders erect columns on the spread footings and install beams between the columns. The builders then enclose the skeleton with curtain walls.

80 = There are four steps to erecting a skyscraper such as putting in columns and curtain walls.

4. Explain the term “curtain walls.” [CV] (Team Talk rubric)

100 = The term “curtain walls” refers to the walls that are built around the skeleton of a skyscraper. The illustration shows the construction of a skyscraper, and the caption explains that the curtain walls enclose the framework of the skyscraper. I think this name came from the fact that the walls cover the inside of the skyscraper, like a curtain covers a window frame.

90 = “Curtain walls” are the walls that are built around the skeleton of a skyscraper. The illustration shows the construction of a skyscraper, and the caption explains that the curtain walls cover the framework of the skyscraper.

80 = “Curtain walls” are the walls that are built around the skeleton of a skyscraper.
5. What is a synonym for the word *elaborate*? What is an antonym for the word *elaborate*? (Reminder: an antonym is a word meaning the opposite.) [CV]

A synonym for the word *elaborate* is complicated. An antonym for *elaborate* is simple.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

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**Class Discussion**

(15 minutes)

**Lightning Round**

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?
Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
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<tr>
<td>elaborate</td>
<td>e-lab-or-ate</td>
<td>very detailed, completed with great care</td>
<td>The decorations for the presidential banquet were <em>elaborate</em>, with many large flower arrangements and fancy glassware.</td>
</tr>
<tr>
<td>rival</td>
<td>ri-val</td>
<td>opposing</td>
<td>The <em>rival</em> soccer team was leading in the middle of the fourth quarter, and our hopes of winning the championship were fading quickly.</td>
</tr>
<tr>
<td>stabilize</td>
<td>sta-bi-lize</td>
<td>to hold or make stable; to keep level</td>
<td>The columns helped to <em>stabilize</em> the porch and keep the roof from collapsing.</td>
</tr>
<tr>
<td>lubricate</td>
<td>lub-ri-cate</td>
<td>to make slippery or smooth by applying a substance such as water or oil</td>
<td>The water slides had streams of water flowing down them to help <em>lubricate</em> the plastic and allow riders to travel faster down the slide.</td>
</tr>
<tr>
<td>preliminary</td>
<td>pre-lim-i-nar-ya</td>
<td>coming before the main part, introductory</td>
<td>Before we could complete the robot for our science project, we had to make the <em>preliminary</em> drawings and collect materials.</td>
</tr>
<tr>
<td>girders</td>
<td>gir-ders</td>
<td>horizontal main supporting beams</td>
<td>The construction workers were hoisting the <em>girders</em> up the scaffolding so they could put them in position.</td>
</tr>
<tr>
<td>filtration</td>
<td>fil-tra-tion</td>
<td>the process of using a filter to remove something unwanted from a liquid</td>
<td>My dad installed a <em>filtration</em> system on our well so our water from the tap would taste better and wouldn’t contain chemicals.</td>
</tr>
<tr>
<td>reservoir</td>
<td>res-er-voir</td>
<td>a natural or artificial lake where water is collected and stored for use</td>
<td>My mother told us we could not swim at the <em>reservoir</em> because the water there is used by the city for drinking water.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Use clues and strategies to help identify main ideas.

**Teacher Background**

In this lesson, you will introduce the word power journal and the word power rubric. As part of the partner reading routine, students identify a word or words from their reading that they think are important or interesting. They explore the words and create word maps in their word power journals to show what they learn about the words. Each cycle in lesson 3, you will model identifying a word and exploring it in a word map. Sample words, Think Alouds, and word maps are provided in the lessons.

The word power rubric will help partners give feedback about word maps and also guide the team’s word power discussion. Encourage students to look beyond a word and its definition for related words, synonyms and antonyms, multiple meanings, or connotations of words. Use the word power rubric as a tool for evaluating and giving feedback to Random Reporters in the Lightning Round.

This lesson includes the video “Word Power Journal” that shows partners identifying an important word in their reading, talking about why it is an important word, and then looking it up in the dictionary to find out the definition. A partner makes a word map that shows the meaning, a related word, and a sample sentence. The team discusses the word and thinks of some more related words to add to the word map.

Today students will read about the Leonard P. Zakim Bunker Hill Bridge and will learn how the cable-stayed design works for bridges.

**Active Instruction**

(15–25 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to
Introduce the word power journal.

Model exploring a word in the word power journal.

have teams report on a new sentence using a vocabulary word. Award team celebration points.

3. Explain that students will be keeping a word power journal.

   **To build our knowledge of words, we will be keeping word power journals.** When we find important or interesting words during partner reading, we record them in our word power journals and then find out more about them. To explore a word in the word power journal, we make a word map.

4. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to take a look at an interesting word in this section of the text. The word <em>construct</em> appears on page 20 in the sentence “Then, you construct a sturdy foundation in the hole.” I have heard this word before, and I recognize that it is part of the word <em>construction</em>. So based on what I know and the context of the text, I can guess that <em>construct</em> means to build, but let me look it up in the dictionary to verify the meaning. (Model using the dictionary to look up <em>construct</em>.) The dictionary indicates that it means to build or form by putting together parts, so I clarified it correctly. In addition, the dictionary tells me that this word came from the Latin word <em>constructus</em>, which means piled up. My sentence for this word is “My friend and I will construct our tree house using scrap wood and nails.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Word Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>construct</td>
</tr>
<tr>
<td>synonyms:</td>
</tr>
<tr>
<td>build,</td>
</tr>
<tr>
<td>assemble</td>
</tr>
<tr>
<td>antonyms:</td>
</tr>
<tr>
<td>“tear down,”</td>
</tr>
<tr>
<td>destroy,</td>
</tr>
<tr>
<td>demolish</td>
</tr>
<tr>
<td>related words:</td>
</tr>
<tr>
<td>construction,</td>
</tr>
<tr>
<td>constructed,</td>
</tr>
<tr>
<td>constructing</td>
</tr>
<tr>
<td>sentence:</td>
</tr>
<tr>
<td>My friend and I will construct our tree house using scrap wood and nails.</td>
</tr>
<tr>
<td>meaning:</td>
</tr>
<tr>
<td>to build or form by putting together parts</td>
</tr>
<tr>
<td>from Latin word:</td>
</tr>
<tr>
<td>constructus,</td>
</tr>
<tr>
<td>meaning piled up</td>
</tr>
</tbody>
</table>

Introduce the word power journal.

Model exploring a word in the word power journal.
5. Explain that a word map shows what you learned about a word, for example, its meaning, a sample sentence using the word, related words, maybe a second meaning of the word, or an antonym (opposite meaning) for the word.

6. Display the following word power journal rubric (also on the team folder). Remind students that the rubrics are tools to help teams get ready for the Lightning Round. Explain that teams can earn points on the poster when they share words that they explored in their word power journals. Review the levels on the rubric.

<table>
<thead>
<tr>
<th>Word Power</th>
<th>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and expands on the meaning, for example, identifies • related words • a second meaning • a word connotation • an antonym</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.</td>
</tr>
<tr>
<td>80</td>
<td>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
</tr>
</tbody>
</table>

7. Introduce the video.

Let’s watch a team’s word power discussion as they get ready for the Lightning Round.

Use Think-Pair-Share to debrief.

How did the team prepare for the Lightning Round?

Using the word power rubric, do you think the team earned a point for their response in the Lightning Round? Why or why not?

8. Refer students to the teamwork and word power routines. Review the routine, and remind teams that they can earn points for 100-point word power responses.

<table>
<thead>
<tr>
<th>With Partners</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
<th>Fourth</th>
<th>Finally</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Word Power</td>
<td>Add a word to your word power journals, and discuss why you added it. What makes this word important or interesting?</td>
<td>Find out the word’s definition. Use the word in a meaningful sentence.</td>
<td>Explore the word’s meaning, for example, add to your journal: - related words, - a second meaning, - a connotation of the word, or - an antonym.</td>
<td>As a team, share word power. Check to see that all team members are ready for word power in the Lightning Round.</td>
<td></td>
</tr>
</tbody>
</table>
9. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team's goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the texts, authors, and reading objective.

4. Have students preview today's text. Have teams discuss the strategies that they use when they first pick up a text. Use *Random Reporter* to share team responses.

   *For example, I scan the text to look for clues to predict the topic and the author's intent and then figure out how the text is set up so I can choose a graphic organizer for notes.*

5. Have teams discuss and report on their preview of the text and explain their thinking. Use *Random Reporter* to share team responses.

   **T:** It is about cables and how they are used in bridges.
   **I:** To inform readers about cables and how they are used in bridges
   **G:** A web because there seems to be a lot of information, important ideas, and supporting details in this article

**Interactive Read Aloud**

1. Read “It’s All About the Cables,” page 22 (paragraph 1) aloud. Use *Think-Pair-Share* to prompt use of the skill or strategy.

   **What is the real story of the London Bridge, and where is it located now?**

   *The London Bridge washed away once and was replaced with a stone bridge. The London Bridge is actually located in Arizona now.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

   Have students read page 22 (paragraph 2, stopping after the words “...and carries a load.”).

   Use *Think-Pair-Share* to ask:

   **What information does the article give the reader about the Leonard P. Zakim Bunker Hill Bridge?**

   *The article states that the bridge is in Boston, Massachusetts, and was opened in March of 2003. The bridge crosses the Charles River and was built using the cable-stayed design. The Zakim Bridge carries ten lanes of traffic;*
eight lanes pass through the legs of the twin towers, and two lanes travel on the cantilever.

Use Random Reporter to debrief.

3. Remind students that the next step in the TIGRRS process is to reread and review. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston, Massachusetts,</td>
<td>located in Boston, Massachusetts, and crosses the Charles River</td>
</tr>
<tr>
<td>Opening Date</td>
<td>opened in March 2003</td>
</tr>
<tr>
<td>Design</td>
<td>built using cable-stayed design</td>
</tr>
<tr>
<td>Traffic Capacity</td>
<td>carries 10 lanes of traffic; 8 lanes pass through the legs of twin towers, 2 lanes travel on cantilever</td>
</tr>
</tbody>
</table>

Teamwork

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate:

   - pages 22 (starting at paragraph 3, which begins “A cable-stayed...”) and 23 aloud with partners.
   - (if skipping Interactive Read Aloud, pages 22 and 23)
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is a cantilever, and what purpose does it serve on a cable-stayed bridge? [DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = A cantilever refers to a part of the Zakim Bridge. According to the text, a cantilever is a beam that sticks out to the side of the bridge and carries a load. On the Zakim Bridge, the cantilever carries two lanes of traffic. The purpose it serves on a cable-stayed bridge is to carry lanes of traffic, as it does on the Zakim Bridge. In this way, a cantilever is an important part of a cable-stayed bridge.</td>
</tr>
<tr>
<td>90 = A cantilever refers to a part of the Zakim Bridge. The article says a cantilever is a beam that sticks out to the side of the bridge and carries a load. On the Zakim Bridge, the cantilever carries two lanes of traffic. The purpose it serves on a cable-stayed bridge is to carry lanes of traffic, as it does on the Zakim Bridge.</td>
</tr>
<tr>
<td>80 = A cantilever carries lanes of traffic, and it is a beam.</td>
</tr>
</tbody>
</table>

continued
2. Which of the following represents a main idea from this text? [MI, SA] (Team Talk rubric)

   A. The London Bridge belongs in London.
   B. Cable-stayed bridges are the longest bridges.
   C. All bridges should be cable-stayed bridges.
   D. Cable-stayed bridges are extremely strong.

What details in the text support this main idea?

100 = Cable-stayed bridges are extremely strong. According to the article, to prove how strong the Leonard P. Zakim Bunker Hill Bridge is, fourteen elephants were marched across the bridge, both ways. Additionally, the text says the bridge holds ten lanes of traffic. Since the Zakim Bridge is a cable-stayed bridge, this proves that cable-stayed bridges are extremely strong.

90 = Cable-stayed bridges are extremely strong because the text says that fourteen elephants were marched across the Zakim Bridge, which is a cable-stayed bridge, to prove how strong the bridge is.

80 = Cable-stayed bridges are extremely strong because the text shows that.

3. Using the text features at the bottom of page 23, summarize and describe the other five main types of bridges. (Write) [MI, SA] (summary rubric)

100 = According to the text, there are five main types of bridges other than cable-stayed bridges. The article identifies the beam bridge, which is constructed of wooden boards and is the simplest kind of bridge. Another type of bridge is a suspension bridge, such as the Golden Gate Bridge, which is a very old bridge design. Arch bridges are arches built using stone. Many arch bridges from ancient times are still standing. A cantilever bridge is attached on one side and can sometimes swing to let boats pass. Last, a truss bridge is a basic railroad bridge. These represent the five other main types of bridges.

90 = There are five other main types of bridges, such as beam bridges, which are constructed of wooden boards and are the simplest bridges. Suspension bridges, such as the Golden Gate Bridge, are a very old design. Arch bridges are arches built using stone. Many ancient arch bridges still stand. Cantilever bridges are attached on one side and can sometimes swing to let boats pass. Truss bridges are basic railroad bridges.

80 = There are five other main types of bridges: beam, suspension, arch, cantilever, and truss.
Team Talk Questions continued

4. Using information from the text, explain the design and function of cable-stayed bridges. [RE, MI, SA] (Team Talk rubric)

100 = Cable-stayed bridges are designed using cantilevers, pylons, cables, and a deck and are strong enough to carry many lanes of traffic. The article explains that cable-stayed bridges have one or more towers, sometimes called pylons. These pylons are connected by cables to the deck, which is the horizontal structure that the road runs on. Cable-stayed bridges can hold ten lanes of traffic and are designed to be strong and functional.

90 = Cable-stayed bridges are designed using cantilevers, pylons, cables, and a deck and are very strong. Cable-stayed bridges have one or more towers, sometimes called pylons. These pylons are connected by cables to the deck, which is the horizontal structure that the road runs on. Cable-stayed bridges can hold ten lanes of traffic.

80 = Cable-stayed bridges are designed using cantilevers, pylons, cables, and a deck and are strong enough to carry many lanes of traffic.

5. Use the vocabulary word rival in a meaningful sentence. [CV]

The male lion had to fight off the rival lion that had attacked to try to gain control of the pride.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion (20 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • **Something to cheer about:** Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 4

**Reading Objective:** Use clues and strategies to help identify main ideas.

**Teacher Background**
Today students will read about the design, construction, safety, and water management related to water parks.

**Active Instruction**

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

**T:** It is about building water parks and how water parks operate and are designed.

**I:** To inform readers about water parks, how they work, and how they are built

**G:** A web because there are a lot of important ideas and data and photographs with information supporting the ideas.
5. Remind students of the Big Question: Which of these structures would you most like to build? Use Think-Pair-Share to ask:

**Why might we want to learn about the design and construction of water parks?**

*Because they are interesting to us, just like roller coasters, skyscrapers, and bridges.*

### Interactive Read Aloud

1. Read “Move Dirt, Add Water: Building a Water Park,” page 24 (paragraph 1) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

**What is the main idea of the paragraph?**

*The main idea is that water parks are popular and that more are built every year.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 24 (the question and answer only).

Use Think-Pair-Share to ask:

**From what we just read, what are the main ideas of this article? How do you know?**

*The main ideas are that building a water park takes a lot of people, time, and money. I know because the question asks what it takes to build a water park, and that is the answer.*

Use Random Reporter to debrief.

3. Remind students about the next step in the TIGRRS process, reread and review. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.
The Reading Edge Middle Grades • Teacher Edition • Level 4

Sample Graphic Organizer

building a water park requires:

- people
- money
- time

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate:

   pages 24 (starting at paragraph 3, which begins “Building a water park...”)–27 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

**Team Talk Questions**

1. After the plans for a water park are approved, what preliminary groundwork has to be completed before the water rides can be built? Use information from the text to support your answer. [DC, RE, SA] (Team Talk rubric)

   **100 = Preliminary work has to be completed before the water rides can be built.** For example, the text says that first, bulldozers have to clear the land, and then, power shovels and big scrapers shape the land according to the design. Next, backhoes dig deep holes and trenches, and huge concrete columns called floaters are built to anchor the rides to the ground. Electrical wires and plumbing pipes are laid in the trenches, and dump trucks haul away extra dirt. Once this preliminary work is complete, the water rides can be constructed.

   **90 = Preliminary work has to be completed before the water rides can be built.** Bulldozers have to clear the land, and power shovels and big scrapers shape the land to fit the design. Next, backhoes dig deep holes and trenches, and huge concrete columns called floaters are built to anchor the rides to the ground. Electrical wires and plumbing pipes are laid in the trenches, and dump trucks haul away extra dirt.

   **80 = A lot of preliminary work, such as clearing, digging, and hauling, has to be done before the water rides can be built.**

2. How are water rides constructed for a water park? Use information from the text to support your answer. [DC, RE, SA] (Team Talk rubric)

   **100 = Water rides are built up in layers.** According to the text, steel girders that support the rides are lifted into place and secured to floaters. Buildings are then constructed, and pumps and filtration systems are set and hooked to the plumbing. Slides come in pieces and are assembled using cranes that lift workers who lock and bolt the slide segments to the joints. Slide sections are bolted to steel girders, and then stairways and splash pools are built and connected. Finally, pumps and water lines for the rides are hooked up and tested. This is the process of constructing water rides.

   **90 = Water rides are built up in layers.** Steel girders are first lifted into place and hooked to floaters. Buildings go up, and pumps and filtration systems are set and hooked to the plumbing. Slides are put together using cranes that lift workers up to lock and bolt the slide segments to the joints. Slide sections are bolted to the girders, stairways and splash pools are built and connected, and pumps and water lines for the rides are hooked up and tested.

   **80 = Water rides are built in layers, starting with building, adding slides, and hooking up the different systems.**

*continued*
### Team Talk Questions continued

3. Summarize the information presented on page 26 regarding the water quality and safety of water parks. *(Write) [RE, MI, SA]* (summary rubric)

100 = Water quality and safety are extremely important to water parks. For example, water parks have water-quality inspectors who are always checking to make sure that the water at the park is up to the standards of public health. Hundreds of lifeguards are employed at water parks to monitor the rides and pools. Also, there are sensors on rafts for certain rides so if one raft is too close to another, the sensor alerts the computer so it can slow the ride down. In these ways, water quality and safety are top priorities at water parks.

90 = Water quality and safety are important to water parks. Water parks have water-quality inspectors who monitor and check the quality of water at the park to make sure that it is safe and healthy. Hundreds of lifeguards work at water parks to watch the rides and pools. Sensors are also used to help control the rides.

80 = Water quality and safety are important at water parks, and they have a lot of people working to make sure that the water and people are safe there.

4. Analyze the concluding statement of the article from page 26: “Clearly it takes a lot more than WATER to run a water park!” What is the significance of writing the word WATER this way, and why does the author use an exclamation point at the end of the statement? Does the information in the text support this statement? Use evidence from the text to support your answers. *[AP, AC, MI, SA]* (Team Talk rubric)

100 = The author uses capital letters for WATER and an exclamation point because she wants to emphasize that it takes a lot more than just water to run a water park, and the information from the text supports this statement. *For example, the text explains* that it takes hundreds of workers to run the water park such as water-quality inspectors, safety attendants, maintenance workers, ride operators, and hundreds of lifeguards. Also, *the article says* that computers and sensors are needed to monitor all the rides. *These statements prove* the final statement of the article to be true.

90 = The author uses capital letters and an exclamation point because she wants to show that it takes a lot more than just water to run a water park, and the information from the text supports this statement because it takes hundreds of workers such as safety attendants, maintenance workers, ride operators, and hundreds of lifeguards. Also, *computers and sensors are needed to monitor all the rides.***

80 = The author uses capital letters for WATER and an exclamation point because she wants to show that it takes a lot more than just water to run a water park, and the text supports this.

5. Which word from the vocabulary list belongs in the blank? How do you know? *[CV]* (strategy-use rubric)

A ________ should be closely protected so the water supply does not get contaminated.

Reservoir. *The phrase “water supply” is a clue because a reservoir is a place where water is stored and contains a water supply.*
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

**Class Discussion**

(20 minutes)

**Lightning Round**

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • **Something to cheer about:** Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 5

**Writing Objective:** Use clues and strategies to help identify main ideas.

**Teacher Background**
Students should continue the writing practices that you discussed in cycle 1.

**Active Instruction**
(10 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to 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 “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and writing objective.
4. Remind students that they are writing to support the main ideas of the text. Point out that they will be writing informative pieces that should be free from opinions and should contain any technical language used in the text that they reference for writing.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.
Using the information in “Riding the Waves” on page 27, explain what a wave pool is and how it works.

Use Think-Pair-Share to ask:

Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?

The prompt is asking me to explain information on a topic. I know because it asks me to explain something that I read about in the text. It is asking me to explain the information on wave pools from the article.

6. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing to inform or explain is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly introduce the topic.</td>
</tr>
<tr>
<td>• Develop the topic with relevant details.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by introducing the topic.</td>
</tr>
<tr>
<td>• In the middle, provide facts, examples, or events that help a reader understand the information.</td>
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<tr>
<td>• End with a closing statement that supports the information.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Use words and phrases that help a reader understand how the facts or events are related.</td>
</tr>
<tr>
<td>• Include details or examples that help a reader make a mind movie.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use Think-Pair-Share to ask:

Which guideline relates to our writing objective: to use details to support the main idea?

Under Ideas, the guideline to develop the topic with relevant details and under Organization, the guideline in the middle to provide facts, examples, or events that help a reader understand the information are related to the writing objective. Also, under Style, the guideline to include details or examples that help a reader make a mind movie is related to the objective.

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.
Model a Skill

Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer's guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier, especially when a topic is difficult or unfamiliar to the writer.

Point out that you are using a web to organize your writing, but students may find different organizers helpful to them.

Sample Graphic Organizer

<table>
<thead>
<tr>
<th>wave pools</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 to 5 feet deep at deep end</td>
</tr>
<tr>
<td>huge swimming pool with waves</td>
</tr>
</tbody>
</table>

Teamwork

(20 minutes)

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.
Display and evaluate randomly selected writing projects using the writer’s guide.

Class Discussion
(30 minutes)

Lightning Round
Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer’s guide for writing to inform or explain and the writing objective—to use details to support the main idea.

Using the writer’s guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- Does the writer introduce the topic clearly?
- Does the writer include facts and examples to help a reader understand the information?
- Does the writer end with a closing statement that supports the information?
- Does the writer use appropriate academic language and full sentences?
- Does the writer identify the main ideas in his or her summary and include details to support the main ideas?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing
Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

*Answers will vary.*

What was the most useful feedback that you received? How did it affect your revisions?

*Answers will vary.*

Were you able to summarize the main ideas of the text and use supporting details?

*Answers will vary.*
Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Writing Prompt

Using the information in “Riding the Waves” on page 27, explain what a wave pool is and how it works.

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</tr>
</tbody>
</table>
Lesson 6

**Reading Objective:** Use clues and strategies to help identify main ideas.

**Writing Objective:** Use details to support the main idea.

**Teacher Background**
Today students will continue to use clues and strategies to help identify the main ideas of the text.

Today students will read about underground tunnels, including the history, construction, and functions of various tunnel structures.

---

**Active Instruction (5 minutes)**

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

---

**Prepare Students for the Test (5 minutes)**

**Partner Review**

1. Remind students that they have been using clues and strategies to help them identify main ideas and using details from the text to support those main ideas. Tell students that they will use this skill as they take the cycle test.
2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.
Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.

3. Point out that questions #1 and #4 ask about main ideas, supporting details, and summarizing information from the text.

4. Ask students to identify key words or phrases in question #4.

4. Summarize the information about slurry walls that is presented in the text. Use specific evidence from the text in your answer. [MI, SA]

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

   Today you will read about underground tunnels.

Test (30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.

Teamwork (10 minutes)

Team Discussion

1. Pass out a colored pen to each student.

2. Explain or review, if necessary, the student routine for team discussions after the test.

3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.
Class Discussion (10 minutes)

**Lightning Round**

1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.

2. Award team celebration points.

3. Collect test answers. Score original answers, and add extra points for improved answers.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Cycle 2 Test
Identify Main Ideas

Directions: Read “Digging Down…and Under and Through: Amazing Tunnels,” pages 30–32. Use the TGRRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this unit.

Part I. Comprehension (100 points)

1. What is the topic?
   5 points = The topic is underground tunnels.

What is the author's intent?
5 points = To inform readers about underground tunnels and their history, construction, and function.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]
10 points = Tunnels make transportation easier and quicker, and new ways are being found to build bigger and more complicated tunnels. Tunnels have allowed transportation through mountains, under rivers, and underground. For example, the article states that at first, tunnels were built by digging underground with the support of wood, brick, and concrete walls. New methods and machines have been used in recent complicated tunnel projects, such as the Big Dig in Boston and the construction of the Chunnel, a tunnel under the English Channel. Tunnels serve an important purpose in transportation, and the machines, methods, and materials of tunnel construction continue to change.

2. Based on the information presented in this article, what purpose do tunnels serve, and how do they improve transportation? [RE, MI, SA]

20 points = Tunnels create ways to improve transportation because they make transportation easier and quicker. The article states that people have learned to use tunnels to make transportation easier. For example, engineers have dug railroad tunnels through mountains to shorten travel distances and to keep heavy trains from climbing steep slopes. Also, tunnels can go under rivers to allow trains to carry passengers straight into a city without going across water. In addition, subway tunnels allow people to travel underground in all kinds of weather. In these ways, tunnels improve transportation by making it quicker and easier.

15 points = Tunnels help to make transportation quicker and easier. The article says that tunnels can go through mountains, under rivers, and underground. This allows trains and people to travel faster and more easily.

10 points = Tunnels help transportation to be quicker and easier.
3. What is the Chunnel, and what created difficulty in the construction of the Chunnel? How were the issues in the construction project resolved? Support your answer with evidence from the text. [MI, SA]

20 points = The Chunnel refers to three tunnels under the English Channel that were difficult to build and required special machinery and tunneling. For example, the article states that the construction of the Chunnel was very difficult because the engineers had to dig through solid rock and also find a way to keep the tunnel from collapsing from the weight of the water above it. The issues were resolved by engineers using huge tunnel-boring machines to create the tunnels. Concrete liners were then installed to support the walls and were attached to one another to create a tube. The Chunnel was difficult to construct and required special machinery and tunnel-building techniques.

15 points = The Chunnel is a set of three tunnels under the English Channel that needed special equipment and tunnel support. The article says the project was very hard because the engineers had to cut through rock and use special tunnel-boring machines. Also, the tunnel had to be strong and waterproof, so they used special concrete liners that created tubes.

10 points = The Chunnel is a set of three tunnels under the English Channel that were very difficult to build and needed special machines and materials.

4. Summarize the information about slurry walls that is presented in the text. Use specific evidence from the text in your answer. [MI, SA]

20 points = Slurry walls are special walls used in tunnel construction in soft and watery soil that require special equipment and construction techniques. The article states that slurry walls were used in the Big Dig in Boston because the soil was so soft and wet. Slurry walls are constructed by using a special digging machine to dig a trench, filling the trench with a watery mixture called slurry, and then building from the bottom up as machines fill the trench with concrete. When the side walls are built, a concrete roof is put in place, and dirt is excavated to create the tunnel. In this way, slurry walls allow tunnel construction in soft and wet soil.

15 points = Slurry walls are walls used to build tunnels in soft and watery soil that use special equipment and building techniques. Slurry walls were used in the Big Dig in Boston because the soil was so soft and wet. Engineers use a special digging machine to dig a trench, filling the trench with a watery mixture called slurry and then building from the bottom up as machines fill the trench with concrete. Side walls are built, a concrete roof is put in place, and dirt is excavated to create the tunnel.

10 points = Slurry walls are walls used to build tunnels in soft soil that are built using special machines and materials.
5. Why do you think the author included the information on the Big Dig and the Chunnel tunnel projects? Support your thinking with information from the text. [AP, DC, SA]

20 points = I think the author included the information on the Big Dig and the Chunnel tunnel projects so the reader could understand how engineers complete complicated tunnel projects. In the text, the author explains how involved and difficult the Big Dig was due to the soft and wet soil created in Boston from decades of filling in water with rocks and dirt. In addition, the Chunnel project also had difficulties because of the process of cutting through rock and building a strong and waterproof tunnel system. The author includes this information to help the reader understand the challenges that tunnel engineers face in complicated tunnel-construction projects.

15 points = I think the author included the information on these tunnel projects to show how engineers work on difficult tunnel projects. The Big Dig was difficult because of the soft and wet soil, and the Chunnel project was also difficult because of having to cut through rock and build a strong and waterproof tunnel system.

10 points = The author included the information on the tunnel projects to show how engineers work on difficult tunnel projects.

Part II. Writing (100 points)
Write at least one paragraph to answer the following question:
Using the information on page 31, explain the Big Dig.

The Big Dig is a tunnel project in the city of Boston. The tunnels were planned in the 1980s to put highways underground and replace the elevated highways that went through the middle of the city. It was called the Big Dig because it required moving 15 million cubic yards of dirt. The project was difficult because the tunnels had to be dug through soft soil that collapsed easily. To solve the problem, the tunnels were constructed by using slurry walls and a concrete roof and then by digging out the dirt inside to make the tunnel.

The following guide is used to score part II of the cycle test.
Writing to Inform or Explain

<table>
<thead>
<tr>
<th>Ideas</th>
<th>0–25 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly introduces the topic</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>0–25 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins by introducing the topic</td>
<td></td>
</tr>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>0–10 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses correct punctuation, capitalization, spelling, and grammar</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Objective</th>
<th>0–15 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses details to support the main idea</td>
<td></td>
</tr>
</tbody>
</table>

Part III. Vocabulary (100 points)

1. What is a synonym for the word stabilize? What is an antonym for the word stabilize? [CV]

   A synonym for the word stabilize is secure. An antonym for the word stabilize is collapse.

2. Which of the following is not an example of something used to lubricate? Explain why. [CV]
   A. water
   B. oil
   C. glue
   D. grease

   When you lubricate something, you make it slippery or smooth by applying water, oil, or grease, not glue. Glue would make a surface sticky, not slippery.

3. Write a meaningful sentence using the word filtration. [CV]

   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: “The filtration system helped to clean the water and make it healthier for the villagers to drink.”

4. “The ______ roller coaster required thousands of feet of track, intricate planning, and highly detailed computer software systems.”

   Choose the word that belongs in the blank. [CV]
   A. rival
   B. elaborate
   C. synthetic
   D. girder
5. Use two vocabulary words in a question. [CV]

What preliminary work has to be done before we construct a bridge over the reservoir?

6. Write a meaningful sentence using the word rival. [CV]

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: “A rival monkey clan tried to fight for the rights to the territory.”

7. In which of the following sentences is the word girders used incorrectly? [CV]

A. Girders were used to support the beams of the bridge.
B. My mom used the girders to flip the hamburgers on the grill.
C. The blueprints called for girders to be placed on each corner of the building.
D. Several girders were used to support the beams of the tower.

8. What is a synonym for the word preliminary? What is an antonym for the word preliminary? [CV]

A synonym for the word preliminary is introductory. An antonym for the word preliminary is concluding.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

We explored the word fiberglass. Fiberglass is a light and strong material that is made from thin threads of glass and is used to make many different products. Fiberglass is a material that is used for water slides.

10. As used on page 27 in the sentence “Lifeguards are stationed along both sides of the pool,” stationed most nearly means— [CV]

A. positioned.
B. lying.
C. tunneled.
D. teaming.

Explain how you figured out the meaning of stationed.

Students will explain their thinking. For example, I used the context of the sentence. The text says that lifeguards are stationed along both sides of the pool, so I knew that meant they were positioned alongside the pool so they could help anyone who needs help.
<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>[DC]</strong></td>
<td>Make inferences; interpret data; draw conclusions.</td>
<td><strong>[AA]</strong></td>
<td>Analyze an argument.</td>
</tr>
<tr>
<td><strong>[SA]</strong></td>
<td>Support an answer; cite supporting evidence.</td>
<td><strong>[AP]</strong></td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<td><strong>[MI]</strong></td>
<td>Identify the main idea that is stated or implied.</td>
<td><strong>[RE]</strong></td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td><strong>[CV]</strong></td>
<td>Clarify vocabulary.</td>
<td><strong>[AC]</strong></td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Use clues and strategies to help identify main ideas.

**Teacher Background**

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

**Active Instruction**

(20 minutes)

**Two-Minute Edit**

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

**Vocabulary**

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

   Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
Teamwork (25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher’s Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Read and Respond Questions

<table>
<thead>
<tr>
<th>1.</th>
<th>Is your selection informational or literature? Summarize your reading. (summary rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td>3.</td>
<td>Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)</td>
</tr>
<tr>
<td>4.</td>
<td>Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)</td>
</tr>
<tr>
<td>5.</td>
<td>Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)</td>
</tr>
<tr>
<td>6.</td>
<td>Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)</td>
</tr>
</tbody>
</table>
Class Discussion

(15 minutes)

Lightning Round

Use Random Reporter to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle’s points on the poster.

2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.

3. Be sure to record each team’s total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.

4. Collect students’ Read and Respond forms, and pass out new forms.

5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.
Lesson 8

Objectives: Celebrate successes and set new goals. Hold a Class Council meeting.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.

Active Instruction

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.

2. Use Random Reporter to check corrections. Award team celebration points.

Celebrate/Set Goals

(20 minutes)

1. Distribute students’ scored cycle tests. Allow a few moments for students to review them.

2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.

3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.

4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss students’ scores.

   - What was your team’s highest score?
   - What score do you want to improve?
   - What can the team do to improve that score?

Two-Minute Edit

Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.
Use **Random Reporter** to ask:

**What is your team’s goal for the next cycle? Why did you choose that goal?**

*Accept supported answers.*

5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

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**Class Council**

(30 minutes)

1. Share class compliments.

2. Review the class goal set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?

3. Discuss a class concern, or use the scenario and discussion hints provided.

4. Have teams discuss and then use **Random Reporter** to share responses.

5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

**Scenario:**

Joseph feels like his English teacher just doesn’t like him. She hardly ever calls on him, and when she does, she doesn’t agree with his thoughts and opinions about what the class is reading. What would you do if you were Joseph?

**Discussion Hints:**

Teach students that they can use “I” Messages, active listening, and Think-It-Through with adults too. Adults will likely be very impressed by students who solve problems using win-win solutions.

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**Brain Game**

(5 minutes)

1. Choose a brain game from the card set, and then play the game.

2. Use the following questions to debrief and remind students of self-regulatory strategies:

   **What did this game require your brain to do?**

   **How will use of this skill improve your success in other classes?**
Word Power Journal Sample Entry

Sample Word Map
Cycle 2

from Latin word:
constructus,
meaning piled up

meaning: to build
or form by putting
together parts

sentence: My friend
and I will construct
our tree house using
scrap wood and nails.

related words:
construction, constructed,
constructing

antonyms: “tear down,”
destroy, demolish

synonyms: build,
assemble

construct

construct

The Reading Edge Middle Grades • Teacher Edition • Level 4
1. Team score sheets for this unit should be distributed during lesson 1. Students will use this modified version of the team score sheet to review their goals, track their progress through the six-step research process, and tally team celebration points throughout each lesson.

2. All teams will have the same team goal for this unit—to earn as many team celebration points as possible.

3. The teacher cycle record form has also been modified for the research unit.
   - Track student completion of the research steps, using check marks to indicate done or not done.
   - Note the writing purpose that each student selects to evaluate the individual research presentations.
   - Record the writing/presentation score for each student based on the scoring guide for writing that each student chose. This is the only score from the research unit that will roll up into the averages on the classroom assessment summary for the grading period.
   - Record tallies for completion of Read and Respond homework.

4. This is a short, focused research opportunity. While a one-page written product and a three-minute presentation are recommended at this level, please consider your available time and research materials and your students’ Internet access and needs when choosing a product that is appropriate for your class.

Unit Overview

The purpose of the research unit is for students to ask questions, find and organize information, and present their findings to others. Students will present their answers in the form of a research product. Level 4 students will each write at least one page to answer the research question and include at least one text feature to help inform the reader. The text features can be anything that supports the information in their research product, for example, a photograph, drawing, graph, or audio recording. Students will present their findings in a three-minute presentation.

In this lesson, students will be introduced to the research process using a routine based on the Question Formulation Technique (Rothstein, 2012). After students ask questions, they will prioritize and refine their questions, narrowing their list to three researchable questions. Using the Research Question Checklist and team discussion, each student chooses one that they would like to explore through research.

As part of this lesson, you will introduce the difference between open-ended and closed-ended questions. As students learn to refine their questions, we want them to consider how the type of questions they ask can impact their research and, ultimately, their research product.
You will also instruct students on common research skills: taking notes, citing sources, and avoiding plagiarism. There are three common note-taking methods that are used for research.

- **Use a web.** The research question is entered in the center and information is added to branches. Note the source information.

- **Use notecards.** Students record information on one side of the card and the source information on the other. Notecards can easily be arranged and rearranged to match the sequence of information in students’ first drafts.

- **Use a digital log.** This can only be used if students have regular access to a digital device. Students keep a growing log or web with their information and sources as they would if they were using one of the other two methods. However, students may color code information to track connections and easily make edits as they work.

Use your school’s format for citations and bibliographies or the format included in this lesson.

You may want to visit Ask Smithsonian: www.smithsonianmag.com/video/Introducing-Ask-Smithsonian.html. This optional video is useful in motivating students to ask questions. Students can utilize the website to ask their own questions.
Lesson 1

**Teacher Background**

This unit's focus is form and function.

This unit's mini-lesson is on common research skills: taking notes, citing sources, and avoiding plagiarism.

In the introductory unit, students answer a Big Question as they enter the classroom. In subsequent research units, the research focus will be posted, and students will generate questions as they enter the classroom.

**Big Question** (5 minutes)

1. Post and present today’s Big Question. Have students write a response to the question as they arrive for class.

   **The Big Question:** Why do people build things?

2. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:

   **Why do people build things?**

   *(Answers will vary.) People build buildings to live and work in. They build things for fun, like an amusement park.*

3. Post and present the research purpose. Tell students that this unit will be different from the reading units. They will use the books that they have just read in the last unit to ask questions, search for answers, and present their findings to others.

**Active Instruction**

**Generate Questions** (15 minutes)

1. Present the research focus. Have students write their focus-related questions as they enter the classroom.

   **Research Purpose:** In this unit, you will ask questions, find and organize information, and present your findings to others.

   **Research Focus:** Form and function

2. Explain to students that they will now be the ones asking most of the questions. They will start by asking as many questions as they can about this idea, or focus: form and function.

3. Introduce the student routine based on the Questioning Formulation Technique (Rothstein, 2012) for generating lots of questions.
4. Use **Think-Pair-Share** to ask:

**Why will it be difficult to follow this routine?**

*Answers will vary. It will be hard to come up with lots of questions related to the focus. (Remind them to think about the magazine that they read in the last unit.) We may want to answer our questions as we think of them, or it may be hard not to talk about the questions.*

Encourage students to stick to the routines.

5. Have teams use the QFT routine to write as many questions about the research focus as they can in ten minutes.

6. Use **Random Reporter** to select a student from each team to share a question or two.

7. Explain the two basic types of questions. Point out that the types of questions students ask may impact their research and the amount of information that they find.

**Sample Think Aloud**

How you ask a question can influence the kind of answer that you get. For example, some questions are closed-ended, and some are open-ended. Closed-ended questions have one word answers like “yes” or “no,” for example, “Did you do your homework?”

Open-ended questions have answers that are longer and more descriptive, for example, “Why didn’t you do your homework?”

While both types of questions are encouraged when reading, open-ended questions are more appropriate for research because you have more information to search through and write about.

**Prioritize and Improve Your Questions** (10 minutes)

1. Present the research product:

**Research Product:** You will write at least one page that answers your research question and include at least one text feature that helps to inform the audience. You will prepare and deliver a three-minute presentation of your findings.
2. Refer students to the routine for choosing a research question and the Research Question Checklist.

<table>
<thead>
<tr>
<th>Choose a research question.</th>
<th>First</th>
<th>Next</th>
<th>Next</th>
<th>Next</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student writes down up to three researchable questions.</td>
<td>Student 1 reads his or her questions.</td>
<td>Teammates use the Research Question Checklist to discuss which question is most researchable.</td>
<td>Each student chooses one question to research.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Each team makes sure that all teammates are ready to share their research questions with the class.</td>
<td></td>
</tr>
</tbody>
</table>

### Research Question Checklist

<table>
<thead>
<tr>
<th>Is the question interesting and important?</th>
<th>Does the question help me learn something new?</th>
<th>Is the question open-ended?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I need to narrow down the question?</td>
<td>Can the question be answered with the materials available to me?</td>
<td>Can I answer the question in the time that I have to complete my research?</td>
</tr>
</tbody>
</table>

3. Distribute copies of the “How Did They Build That?” AppleSeeds magazine from the previous unit. Tell students that they will use this magazine to look for answers. Explain that reviewing the magazine will help students eliminate some questions that they may not have enough information to answer.

Optional: Display any other materials students may use, and discuss computer use if available.

4. Have students share their questions with their teams and discuss how realistic it is to research each question, given the time and materials available. Teammates help one another narrow down questions to make them more researchable. Each student chooses one question to research.

5. Refer students to the Writing to Support a Claim with Reasons and Writing to Inform or Explain scoring guides. Explain that they need to choose the guide based on the research product and question. Post the sample research questions and model identifying which guide to use.

Post the sample sentences.

1. How does the form of a roller coaster relate to its function?
2. How do animals use form and function in their homes?
Sample Think Aloud

(Read the first question.) This question asks about the form and function of a roller coaster. When I answer it, I will have to state a position—that its form relates to its function or it doesn’t. I will also have to include good reasons that support my position, so I would use Writing to Support a Claim with Reasons to guide my research and writing of the product.

(Read the second question.) This question asks how animals use form and function in building their own homes. When I answer it, I’m just explaining how animals use form and function. I don’t need to make a statement or claim. I need to provide facts, examples, or events that help others understand the information. For this question, I will use Writing to Inform or Explain to guide my research and writing of the product.

6. Have students consider their research question and identify which scoring guide they will use. Use Random Reporter to share responses.

7. Refer students to the team score sheets. Explain that the team score sheet for research is used to track their progress through each step of the research process and is used to record team celebration points. Have students review their research purpose, team goal, and team cooperation goal for this cycle. Tell teams to discuss how they are going to earn more team celebration points during this unit, and have them write that goal in the allotted space.

8. Explain to students that they will earn super, great, or good team status based only on the team celebration points that they earn in this unit.

9. Tell students that the only score they will earn this cycle is a writing score that will be based on the scoring guide that they select for evaluation of their research presentation.

10. Tell students to initial each step of the writing process as it is completed during the unit.

Interactive Skill Instruction (25 minutes)

1. Present the mini-lesson on note-taking, citing sources, and plagiarism.

2. Remind students of the graphic organizers they use to take notes while they read. Explain that taking notes for a research project is much the same thing except that they must also be careful to write down exactly where the information was found.

3. Explain that there is an old expression that says, “Give credit where credit is due.” Use Think-Pair-Share to ask:

   What do you think that means?

   Answers will vary. To give credit means to acknowledge what someone has done.
Explain that intellectual property or someone’s work can be stolen too. Point out that when one uses words that someone else wrote without giving them credit, that’s a kind of robbery called plagiarism.

4. Review the steps for avoiding plagiarism.

<table>
<thead>
<tr>
<th>Citing Sources and Avoiding Plagiarism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow a few simple steps to avoid plagiarism.</td>
</tr>
<tr>
<td>1. Take detailed notes.</td>
</tr>
<tr>
<td>• Keep track of your ideas and the ideas of others by labeling them in your notes.</td>
</tr>
<tr>
<td>• Bring the ideas of others into your fi nal form by noting the source (author, title, page number, and publication date).</td>
</tr>
<tr>
<td>2. Give credit to others’ work.</td>
</tr>
<tr>
<td>• When you use someone else’s ideas, put them in your own words. Record the source (author and date) in parentheses at the end of the sentence or paragraph.</td>
</tr>
<tr>
<td>• Use the correct format for each type of source.</td>
</tr>
</tbody>
</table>

For a book, follow this format:
Author (last name, fi rst name). Date of publication. Title of book or article. Publisher: Location of publication.

Example:

For an Internet site, follow this format:
Title of site or article on site. Name of organization that has the website. Date that you found the information. URL address.

Example:
The offi cial name of this country is the Republic of India. It covers 3.29 million square kilometers or about one-third the size of the United States. (U.S. Department of State, 2012) URL for this information: www.state.gov

5. Refer students to Sample Notes in their student editions. Tell students that “Sample Notes” show examples of how students could take notes on a paragraph about the geography of India. Point out that the source is listed at the bottom of the web.

<table>
<thead>
<tr>
<th>Sample Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.29 million sq. km</td>
</tr>
<tr>
<td>Himalayas—mountains</td>
</tr>
<tr>
<td>1/3 size of U.S.</td>
</tr>
<tr>
<td>flat river valleys, deserts in west</td>
</tr>
<tr>
<td>(Source: Background Note: India. U.S. Department of State, April 17, 2012. <a href="http://www.state.gov">www.state.gov</a>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Note Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Geography of India</td>
</tr>
<tr>
<td>Location: New Delhi</td>
</tr>
<tr>
<td>Note: 3.29 million sq. km, 1/3 size of U.S., Himalayas, flat river valleys, deserts in west</td>
</tr>
<tr>
<td>Source: Background Note: India. U.S. Department of State, April 17, 2012. <a href="http://www.state.gov">www.state.gov</a></td>
</tr>
</tbody>
</table>
6. If students will be using notecards, provide the following instruction:
   - Notes and facts go on one side of the card—in student’s own words or in quotations if writing source’s own words.
   - Source information goes on the reverse side of the card.
   - After initial research is done, students review the information, choose the bits they will use, and put those cards in order to help them organize the first draft.

7. Next have partners work together to identify a page in one of the provided sources that they think might be useful. Have them discuss what they might add to the web or notecard and how they would cite the source.

8. Use **Random Reporter** to share team practice answers, and then award team celebration points.

9. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.

### Sample Think Aloud

For each research product, we will target a specific part of the scoring guide. This is something that we will want to make sure we include in our research and work on improving as we make changes to our product. For students who are using the guide for writing to support a claim with reason the target is to clearly state a position (claim) and include good reasons that support that position. For students using the guide for writing to inform or explain the target is to clearly introduce the topic. Notice that both targets are related to ideas in the scoring guides.

### Start Digging (10 minutes)

1. Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information.

2. Ask students to write the research question in the center of the web or on the first notecard.

3. Circulate, check students’ progress, and record each completed step on the teacher cycle record form. Spot check the Read and Respond homework.

4. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

5. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.
Citing Sources and Avoiding Plagiarism

Follow a few simple steps to avoid plagiarism.

1. **Take detailed notes.**
   - Keep track of your ideas and the ideas of others by labeling them in your notes.
   - In your notes, keep track of where you found information: write down the author, the title, the page number, and the publication date of the book, website, or periodical.

2. **Give credit to other’s work.**
   - When you use someone else’s ideas or information, put them in your own words. Record the source (author and date) in parentheses at the end of the sentence or paragraph.
   - Use quotation marks when you use someone else’s exact words.

3. **Make a bibliography.**
   - This is an alphabetized list of all the sources used to find information for a report or research paper. It always comes at the end of the report or research paper. The bibliography entries include all the information that someone would need to find the original source.
   - Use the correct format for each type of source.

**For a book, follow this format:**

Author (last name, first name). Date of publication. Title of book or article. Publisher: Location of publisher.

Here is an example of a quote that a student used in a presentation about life in India:

“Mahatma Gandhi taught that it is right to hate what is unjust but wrong to hate people.”
(Kalman, 2010)

This is how the student wrote the entry in his bibliography:


**For an Internet site, follow this format:**

Title of site or article on site. Name of organization that has the website. Date that you found the information. URL address.

Here is an example of how the same student used a website for information:

The official name of this country is the Republic of India. It covers 3.29 million square kilometers or about one-third the size of the United States. (U.S. Department of State Fact Sheet, 2012)

This is how he wrote the entry in his bibliography:

Background Note: India. U.S. Department of State. April 17, 2012. www.state.gov
Sample Notes

3.29 million sq. km  1/3 size of U.S.

Geography of India

Himalayas—mountains  flat river valleys, deserts in west

(Source: Background Note: India. U.S. Department of State. April 17, 2012. www.state.gov)

Sample Note Cards

<table>
<thead>
<tr>
<th>Country – Republic of India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital – New Delhi</td>
</tr>
<tr>
<td>Geography – 3.29 million sq. km., about 1/3 U.S.</td>
</tr>
<tr>
<td>Mountainous (Himalayas), West – flat river valleys and deserts</td>
</tr>
</tbody>
</table>

Source:
Background Note: India. U.S. Department of State. April 17, 2012. www.state.gov
Lesson 2

Teamwork

Keep Digging: Search and Process (50 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Remind students that their product should include a text feature. Explain that it should support the content of their research. Tell them that they can create one, or use one they find during their research.

Sample Think Aloud
Remember that the product includes a text feature. The text feature can be anything that supports the information you are writing about, such as a photograph, picture, graph, or audio recording. You might find one you can use as you do your research, or you might decide to create your own. If I wanted a text feature about the form and function of a roller coaster, I might look for a diagram that shows the parts of a roller coaster, or I might create one.

3. Have students continue to use the research materials to search for information, and have them use their graphic organizer or notecards to record relevant information.

4. Circulate, check students’ progress, and record each completed step on the teacher cycle record form.

5. Spot check the Read and Respond homework.

6. Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class prior to class discussion.

Class Discussion (10 minutes)

1. Use Random Reporter to have students share an important piece of information, the source, and why they think the information is important with the class. Award team celebration points.

2. Award extra team celebration points to volunteers who answer the following question: “Did your research change your question or your thinking about what you thought you would find?”

3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.
Lesson 3

**Teamwork**

**Teacher Background**
During this class period, students review their notes, make a plan, and begin their written product. They then share their product with a teammate for feedback and make changes as needed.

**Put It All Together: Draw Conclusions, Write, and Practice** (30 minutes)
1. Explain that an important part in preparing to answer their research question is to make a plan for organizing their information.

2. Have students refer to the scoring guide they selected. Explain that the criteria for ideas, organization, style, and mechanics explains what their written product needs to include.

3. Explain that their written products need a beginning, middle, and end. Point out that the information they write needs to be organized in a way that makes sense to the audience.

4. Ask students to review their notes, and identify a plan for including the information in their research product. Suggest that they number the notes on their webs or rearrange their note cards to put their ideas in order. Have students review their plan with a teammate.

5. Ask each student to draft his or her research product.

**Team Feedback** (20 minutes)
1. Refer students to the evaluation form in their student routines. Explain that students will receive feedback from a team member and then make improvements to their research product. Review each part of the evaluation form.

### Sample Think Aloud

You will use the evaluation form to guide you in giving feedback to your teammate. The first thing you should do is identify the purpose for writing—to inform or explain OR support a claim with reasons. As your teammate shares his or her product, decide which part of the writing is the strongest—ideas, organization, style, or mechanics. Tell your partner which part is the strongest and explain why. Then, identify something for your teammate to improve. Maybe the position (claim) isn’t clear enough. Or, maybe he or she needs to end with a closing sentence.

Next, identify one or two strengths for research skills and presentation skills. This information will be helpful as each of you make improvements and prepare to present your research.
2. Have each team member share his or her presentation with another member of the team.

3. Ask team members to use the evaluation form to give feedback.

4. Tell students to make improvements and prepare for their presentations.

5. Circulate, check students’ progress, and record each completed step on the teacher cycle record form.

6. Spot check the Read and Respond homework.

**Class Discussion** (10 minutes)

1. Award team celebration points to Random Reporters who can report a strength that teammates shared with them about their presentations.

2. Award extra team celebration points to volunteers who share what they have learned about the research, writing, and presentation process.

3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Remind students of the Read and Respond homework assignment.
Lesson 4

Present and Evaluate

In this lesson, students will present their research to groups other than their own teams, and students will use the evaluation form to provide a written evaluation of each presentation that they hear. There will be four rounds of presentations, during which each student will have three minutes to present.

Choose group assignments in advance, or use the following process:

• Count the number of teams.
• Have students count off from 1 to the number of teams. There will be four or five students with each number.
• Have the students who counted off as 1s go to table 1, 2s go to table 2, and so on.

Allow a volunteer to give the first presentation, or designate an individual within each group. Presentations then proceed to the right until everyone has presented. As each presentation concludes, the evaluators complete the evaluation sheets and give them to the presenter.

Present (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Review the criteria for evaluating a presentation, and demonstrate how to complete the evaluation form. Explain that students will provide feedback by writing on the form. Remind students that you will collect the evaluation forms.

3. Designate group assignments, and pass out evaluation forms.

4. Have students move to their designated groups. Begin the presentations.

5. Make sure that each student presents and receives evaluations after the presentation.
Team Discussion (20 minutes)
1. When all presentations are finished, have students return to their teams to review the feedback that they received.
2. Ask team members to share their strengths and suggestions in each category.

Class Discussion (10 minutes)
1. Review each target, and ask for a show of hands indicating areas of strength and areas that need improvement.
2. Use Random Reporter to hold a discussion during which students reflect on the research process and the products that they produced and draw conclusions about successes and areas in need of improvement. Award team celebration points.
3. Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next unit. Award up to 100 points for evidence that the chosen targets were met.
4. Review the total number of team celebration points earned by each team. Use the poster overlay to determine team status (super, great, or good) for this unit.
5. Enter the writing, Read and Respond, and team celebration points scores into the Member Center.
6. Generate the teacher cycle record results report to review team and class averages for the unit.

Remind students of the Read and Respond homework assignment.
Research Evaluation

**Writing Purpose**: (circle one): To inform or explain, To support a claim with reasons

**Writing Quality**: Note one area of strength, and give evidence to support your choice.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Organization</th>
<th>Style</th>
<th>Mechanics</th>
</tr>
</thead>
</table>

Make a suggestion for improvement and a reason for your suggestion.

**Research Skills** (Note one or two strengths.)

<table>
<thead>
<tr>
<th>Answers a focused question</th>
<th>Uses multiple sources</th>
<th>Quotes and paraphrases sources</th>
<th>Cites trustworthy sources</th>
</tr>
</thead>
</table>

**Presentation Skills** (Note one or two strengths.)

<table>
<thead>
<tr>
<th>Good eye contact</th>
<th>Good volume</th>
<th>Clear pronunciation</th>
<th>Enthusiastic presentation</th>
</tr>
</thead>
</table>
Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found on the Reading Edge online resources. Contact your SFA coach for more information.

<table>
<thead>
<tr>
<th>Level 4 Identify Main Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts Standards: Science and Technical Subjects</strong></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>Ri.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td>
</tr>
</tbody>
</table>

| **English Language Arts Standards: Writing** |
| **Text Types and Purposes** |
| W.6.2-2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| **Research to Build and Present Knowledge** |
| W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |

| **English Language Arts Standards: Speaking and Listening** |
| **Presentation of Knowledge and Ideas** |
| SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
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