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.
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.

<table>
<thead>
<tr>
<th>Strategy Use</th>
<th>Team Talk (oral and written)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Random Reporter:</strong></td>
<td><strong>The Random Reporter:</strong></td>
</tr>
<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>

<table>
<thead>
<tr>
<th>Word Power</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Random Reporter:</strong></td>
<td><strong>The Random Reporter:</strong></td>
</tr>
<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>

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

Reading: Identify and analyze important story events by tracing plot development and identifying turning points.

Writing: Use words and phrases to link ideas.

Unit Overview

The focus of this unit is for students to identify and analyze important story events by tracing plot development and identifying turning points. Students will use a plot line to connect and describe the events of the text to develop a better understanding of the story.

Unit Topic/Content

Journey to Jo’Burg: A South African Story by Beverley Naidoo is a story about thirteen-year-old Naledi and her younger brother, Tiro, who journey to Johannesburg from their small village in South Africa. Their objective is to find their mother, Mma, who lives and works as a maid in Johannesburg, and bring her back to the village to help care for their gravely ill baby sister, Dineo. On their journey, Naledi and Tiro are exposed to experiences that show them the depth and complexities of the racial hostility and discrimination in South Africa.

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

#### Journey to Jo’Burg

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 1–9</td>
<td>(Embedded) Background video: “South Africa in Black and White”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 10–20</td>
<td></td>
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<td>Lesson 3</td>
<td>pages 21–28</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 29–36</td>
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<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 37–41</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>

#### Journey to Jo’Burg

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 42–49</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 50–55</td>
<td>(Embedded) “Team Talk Response”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 56–61</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 62–69</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 70–75</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>
Lesson 1

**Reading Objective:** Identify and analyze important story events by tracing plot development and identifying turning points.

**Teacher Background**

In this unit, students will identify and analyze important story events by tracing plot development and identifying turning points. To achieve this, students will use a plot line. This organizer will allow students to see the rising action as it builds to the climax, followed by falling action to the conclusion of the text. Identifying and analyzing story events enables students to better understand the action of the story and more fully understand the plot and climax of the text.

In this initial reading, students are introduced to the main characters: Naledi, a thirteen-year-old girl, and her younger brother, Tiro. We learn that their baby sister, Dineo, is very ill and close to death. Naledi convinces Tiro that they must go get their mother, Mma, who lives and works in Johannesburg more than 300 kilometers away from their village. The children begin their journey, walking down the big tar road, singing as they go, until they come to a small town. Naledi and Tiro become afraid that they will be stopped by police, who are dangerous and who always check adults’ passes, which indicate whether they may change jobs or travel.

**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:** How might going on a journey far from home change you?

**Set the Stage**

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

   **How might going on a journey far from home change you?**

   *I might see people who are different from me, and I might learn about a new culture. I might realize how much I have to appreciate because I might see people who are very poor or homeless.*

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 text, author, and reading objective.

4. Distribute copies of Journey to Jo’Burg. Have students preview the text. Use Think-Pair-Share to ask:

   Is this literature or informational text? How do you know?

   The text is literature. Students will cite evidence that the text is literature, such as the use of the words novel, stories, the story of, etc. in the subtitle or blurb on the back of the book.

   After previewing Journey to Jo’Burg, what do you think the book will be about? Explain the clues that you used to make this prediction.

   Accept reasonable responses. For example: The book will be about children from South Africa who make a journey.

5. Explain to students that the setting of this story is South Africa. Point out South Africa on a map so students can see where the story takes place.

6. Show the video “South Africa in Black and White.”

7. Use Think-Pair-Share to ask:

   How did the white government use apartheid to maintain power and control in South Africa?

   They passed laws to keep other races out of the cities and in poverty-stricken shanty towns. The white government also forced other races to carry a pass book with them that contained all their personal information in it.

   When did apartheid end, and who became the first black president of South Africa?

   Apartheid ended in 1990, and Nelson Mandela became the first black president of South Africa in 1994.
Interactive Read Aloud

1. This cycle our reading objective is: identifying and analyzing important story events by tracing plot development and identifying turning points.

2. Read pages 1–5 aloud, referring to the glossary on page 77 for clarification of Tswana and Afrikaans terms. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help me trace the plot development to identify and analyze story events, I am going to use a graphic organizer. (Draw a plot line.) This type of organizer is called a plot line. I like to think of a plot line as a kind of road map. A road map shows important places, such as towns, that you will pass through on the way to your destination. Similarly, a plot line identifies the events in the story as they lead from one event to the next. Using a plot line will allow me to see the events that build up to the climax of the story. We call the action leading up to the climax the rising action because these events help to build suspense and make us wonder what will happen next. The climax of the story is the high point, or the moment of the most intense action. The climax of a story is like the peak of a mountain: it’s as high as you can go. After the climax, the action usually drops, like going downhill. We refer to that as the falling action. We will use these terms and explore them more fully as we read the text and add events and actions to our plot lines. What do I know from the reading so far? I know that the problem in the story is that Naledi and Tiro’s baby sister, Dineo, is very sick, and the children are afraid that she may die. Naledi and Tiro decide to walk to Johannesburg to get their mother so she can come back to the village and help Dineo. The text says that Johannesburg is more than 300 kilometers away. That is very far, so that tells me that if Naledi and Tiro are willing to walk that far, they must be very concerned about Dineo. I wonder why their mother works and lives so far away from them though. I see that the children’s aunt and grandmother are caring for them. Maybe there are no jobs in their small village. I will look for the answer to that question as I read on, and I will also look for more information to add to my graphic organizer.</td>
</tr>
</tbody>
</table>

3. Use Think-Pair-Share to ask:

How will this information help you identify the important events of the story?

By using a plot line, I can see what is happening in the story, which helps me better understand the events and the climax of the story.
4. Model creating a graphic organizer, such as a plot line, and making notes. A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plot Line</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Climax:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Rising Action:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Falling Action:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Resolution:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Problem:</strong> Dineo is very sick; Naledi and Tiro decide to go to Johannesburg to bring their mother, Mma, back.</td>
</tr>
<tr>
<td><strong>Question:</strong> Why does Mma work so far away?</td>
</tr>
</tbody>
</table>

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 6 with their partners.

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

**How is the road from the village described? What does this tell you about where Naledi and Tiro live?**

*The road is described as just two tracks made by tires leading through the grassland. It tells me that their village is in the middle of nowhere and that cars don’t go there very often.*

**Tiro says that they do not even have one cent. What does this tell you about the family?**

*This tells me that they are very poor. They couldn’t afford to send a telegram.*

**What effect does this have on the events of the story?**

*Because they are poor, Naledi and Tiro have to walk to Johannesburg instead of taking a train or car. Also, since they are poor, they can’t afford to take Dineo to the hospital to get medical care for her.*

Use **Random Reporter** to debrief.
6. Refer students to the Summarizing Strategy Card for literature in their team folders.

**Summarizing**

**Informational Text**

1. **Think:** What clues can help you identify the important events or ideas?
   - titles
   - headings
   - bold text
   - captions
   - sidebars

2. As you read, make notes about important points and supporting details from the text.

3. Use your notes to briefly restate the important ideas or events in your own words.


**Literature**

1. As you read, note what you learn about:
   - main characters
   - setting
   - story problem or conflict
   - important events
   - solution and ending

2. Use your notes to briefly retell the main events of the story in your own words.


Explain that the strategy card can help them as they read and retell the important events in the text. Review the steps on the card. Encourage students to refer to the Summarizing Strategy Card as they read and summarize story events with their partners.

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 7–9 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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><strong>1.</strong> What word does Naledi use on page 8 to describe policemen, and why does she describe them this way? Use information</td>
</tr>
<tr>
<td>from the text to support your answer. [MI, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td><strong>100</strong> = On page 8, Naledi says policemen are dangerous because they are always checking grown-ups’ passes. Also on page</td>
</tr>
<tr>
<td>8, Naledi says that her uncle told them that a policeman sent him to a prison farm for not having his pass one day. <strong>Additionally,</strong> Naledi says that the older schoolchildren even made up a song about what the police do if they catch someone without his or her pass; one could even be killed. <strong>These examples illustrate why Naledi believes that the police are dangerous.</strong></td>
</tr>
<tr>
<td><strong>90</strong> = Naledi says that policemen are dangerous because they will put grown-ups in prison or worse if they catch them without their passes. Naledi remembers her uncle telling them that he was sent to prison for not having his pass, so they are afraid of policemen.</td>
</tr>
<tr>
<td><strong>80</strong> = Naledi says the policemen are dangerous.</td>
</tr>
<tr>
<td><strong>2.</strong> Why is the pass so important for adults? Use information from the text to support your answer. [DC, MI, SA] (Team Talk</td>
</tr>
<tr>
<td>rubric)</td>
</tr>
<tr>
<td><strong>100</strong> = The pass is so important for adults because Naledi says on page 8 that if adults want to change jobs or visit another place, they must have a pass. <strong>In addition,</strong> Naledi says that the police are always checking adults’ passes, so the adults must carry their passes with them at all times. <strong>That is why the pass is so important for adults.</strong></td>
</tr>
<tr>
<td><strong>90</strong> = Naledi says the pass is very important for adults because it allows them to change jobs or visit somewhere. Also, adults have to show their passes to the police when the police ask for it.</td>
</tr>
<tr>
<td><strong>80</strong> = The pass is important for adults because it allows them to do different things, and they have to carry it with them.</td>
</tr>
</tbody>
</table>
3. What problems or complications are Naledi and Tiro facing? Explain how this is an example of rising action in the story. Use information from the text to support your answer. **(Write) [RE, DC, SA]** (Team Talk rubric)

100 = Naledi and Tiro are facing problems on their journey. **For example,** it says on page 8 that they are afraid that a policeman will stop them because they are strangers, and they know that policemen are dangerous. **Additionally,** on page 9, the text says that “they knew the fear in the other’s heart as they walked through the strange town.” It is part of the rising action because it builds suspense and makes us wonder what will happen next. These are the problems that Naledi and Tiro are facing, and we are worried for them.

90 = Naledi and Tiro are facing problems because on page 8, it says that they are afraid that a policeman will stop them because they are strangers, and they know that policemen are dangerous. The text says that “they knew the fear in the other’s heart as they walked through the strange town.”

80 = Naledi and Tiro are scared and nervous when they walk through the town.

4. How would you describe Naledi, and what do her actions show about her? Use information from the text to support your answer. **[RE, SA]** (Team Talk rubric)

100 = Naledi is a strong, caring, and brave person. **For example,** in the text, she tells Tiro that they have to go and get their mother so their baby sister, Dineo, won’t die. Also, Naledi is prepared to walk over 300 kilometers to go to a city she has never been to because she loves her baby sister so much. **That is why I think Naledi is strong, caring, and brave.**

90 = Naledi is brave because she is ready to walk over 300 kilometers to go to a strange city to look for her mother. Naledi is also kind because she loves her baby sister and is very concerned about her.

80 = Naledi is brave and smart.

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), notes 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.
Randomly select team representatives who will share:
- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Class Discussion
(18 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.

Celebrate team successes!

The top team chooses a cheer.

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

**Reading Objective:** Identify and analyze important story events by tracing plot development and identifying turning points.

**Teacher Background**

In this reading, Naledi and Tiro stop by an orange orchard on the road and meet a boy who works on the farm. He shows them a place to spend the night. The following morning, the children begin walking on the road again. A man transporting oranges stops and offers them a ride to Johannesburg. The children accept the offer and experience their first time riding on a truck.

![Active Instruction]

**Active Instruction**

(25 minutes)

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, and model 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>kilometer (noun)</td>
<td>ki-lom-e-ter (ki-LOM-i-ter)</td>
<td>a metric unit of length, equal to .62 miles</td>
<td>The zoo was so large that it had <strong>kilometer</strong> signs to show how far you had walked.</td>
</tr>
<tr>
<td>page 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>telegram (noun)</td>
<td>tel-e-gram (TEL-e-gram)</td>
<td>a message sent by a telegraph</td>
<td>The commander had to send a <strong>telegram</strong> because the only communication device they had was a telegraph.</td>
</tr>
<tr>
<td>page 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

continued
### Analyze Story Events

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>longed</td>
<td>longed</td>
<td>desired, craved</td>
<td>She <em>longed</em> to run along the beach again and feel the sand between her toes.</td>
</tr>
<tr>
<td>(verb) page 9</td>
<td>(lawngd)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lorry</td>
<td>lorry</td>
<td>large motor truck used to transport materials</td>
<td>The men loaded the <em>lorry</em> with blocks for the construction site.</td>
</tr>
<tr>
<td>(noun) page 19</td>
<td>(LOR-ee)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>telegraph</td>
<td>tel-e-graph</td>
<td>a communication device that sends and receives messages</td>
<td>In World War II, messages were sent by telegram on a <em>telegraph</em> machine.</td>
</tr>
<tr>
<td>(noun) page 19</td>
<td>(TEL-i-graf)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crags</td>
<td>crags</td>
<td>steep, rugged rocks, usually sticking out</td>
<td>The cliff divers climbed up the <em>crags</em> to reach the platform where it was safe to dive.</td>
</tr>
<tr>
<td>(noun) page 20</td>
<td>(kragz)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>commotion</td>
<td>com-mo-tion</td>
<td>noisy, loud action</td>
<td>When we heard horns and shouts, my mother asked me about all the <em>commotion</em> outside.</td>
</tr>
<tr>
<td>(noun) page 36</td>
<td>(kuh-MOH-shuhn)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clambered</td>
<td>clam-bered</td>
<td>to have climbed with effort or difficulty, using hands and feet</td>
<td>We watched from the ground as the firemen <em>clambered</em> up the ladders to fight the house fire.</td>
</tr>
<tr>
<td>(verb) page 37</td>
<td>(KLAM-berd)</td>
<td></td>
<td></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 text, author, and reading objective.

4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
Show the following media clip to build additional background on the history of apartheid in South Africa:

Twelve Disciples of Nelson Mandela: Living Under Apartheid (clip 1 of 2), www.pbslearningmedia.org/content/51728209-213c-49e8-8f75-f5f146d8e4d5

**Interactive Read Aloud**

1. This cycle our reading objective is: identifying and analyzing important story events by tracing plot development and identifying turning points. Explain to students that this skill will assist them in making connections to the text because it will help them understand the story more fully.

2. Read pages 10–13 aloud. A sample Think Aloud follows.

**Sample Think Aloud**

<table>
<thead>
<tr>
<th>What <strong>rising action</strong> has occurred in today's reading that should be added to my plot line? Remember that <strong>rising action</strong> includes the events and action in the story that build toward the <strong>climax</strong> of the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let me see… Naledi and Tiro have stopped at an orange orchard and are eating oranges when they meet a boy who works on the farm. He helps them by telling them to hide their peels from the farmer and also offers them a safe place to sleep for the night.</td>
</tr>
</tbody>
</table>

3. Explain to students that action and events in stories usually come at intervals and that action tends to build over the course of the text. Explain that there are also periods of waiting between events or action in which more information is given to the reader so he or she is able to better understand the story elements such as characters, events, the problem, and the solution. Tell students that at these points in a story, they may not add anything to their plot line.

**Partner pairs:** Identify how the skill was used.

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

**In what ways does a plot line help you visualize the way a story is developing?**

* A plot line helps me see how the action is building and how the events are moving toward the climax so I can see how the story unfolds.*

Explain to students that in the same way, a plot line helps a reader to know where the story is going and to better understand what is leading up to the approaching climax, or high point, of the text.
4. Model creating a graphic organizer, such as a plot line, and making notes. A sample graphic organizer follows.

![Sample Graphic Organizer]

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 pages 14 and 15 with a partner. Use **Think-Pair-Share** to ask:

**What is happening on these pages?**

*The boy comes back and takes Naledi and Tiro to a shed where they can spend the night.*

Use **Random Reporter** to debrief.

Remind students to think about the events and action that are occurring in the story so they can add rising action to the plot line. Also tell students to watch for the climax of the story as they continue to read.

6. Refer students to the Summarizing Strategy Card for literature. Review the story elements on the card that they will want to pay attention to as they read. Remind them that the strategy card can help them as they read and summarize the important events in the story.
Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 16–20 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. What happens when Naledi and Tiro return to the road? How does this event help to advance the plot? Use information from the text to support your answer.
   (Write) [RE, DC, SA] (Team Talk rubric)

   100 = When Naledi and Tiro return to the road, the text says they are almost happy because the road is cool, and they sing as they walk. A truck driver stops and offers them a ride, and Naledi and Tiro gladly accept. This helps to advance the plot because they don’t have to spend a week walking to Johannesburg to find their mother. They can get there faster on the truck. In this way, getting a ride from the truck driver helps the plot to advance.

   90 = When Naledi and Tiro return to the road, a truck driver stops and offers them a ride, and Naledi and Tiro gladly accept. This helps to advance the plot because they don’t have to spend a week walking to Johannesburg to find their mother. They can get there faster on the truck.

   80 = When Naledi and Tiro return to the road, they are happy and ride on the truck.

   continued
### Team Talk Questions continued

#### 2. What is the mood at this point in the story? Use information from the story to support your answer.  **[RE, SA]** (Team Talk rubric)

- **100** = *The mood at this point in the story is happy and excited.* On page 16, the text says that the children are happy to find the road again, and they start singing. On page 17, Naledi and Tiro laugh as they get in the truck, so I know they are happy. **Additionally**, on page 19, it says they are really on their way, and they are watching everything go by, so I know they are excited and happy.

- **90** = *The mood in the story right now is happy because Naledi and Tiro are singing, laughing, and having fun on the truck.*

- **80** = *The mood is excited and happy.*

#### 3. Who helps Naledi and Tiro, and what do the children experience for the first time? Support your answer with information from the text.  **[MI, SA]** (Team Talk rubric)

- **100** = *Naledi and Tiro get assistance from a truck driver.* The truck driver is delivering oranges, and he stops to give them a ride. On page 19, it says that it is the children’s first time on a truck. *So I know that the driver helps Naledi and Tiro, and they get to ride on a truck.*

- **90** = *Naledi and Tiro get help from a truck driver who is delivering oranges and stops to pick them up. They get to ride on a truck for the first time.*

- **80** = *Naledi and Tiro get help from a driver and ride on a truck.*

#### 4. What does Naledi say that their mother always tells them when she first comes to visit? Why does their mother say she has to work so far away, and what does this tell you about their mother and what she values? Use information from the text to support your answer.  **[DC, RE, SA]** (Team Talk rubric)

- **100** = *Naledi says that their mother’s first remarks when she comes to visit are about school.* On page 20, Naledi says their mother always talks to them about how they must work hard in school. Also, in the text, their mother says she has to work far away so she can get money to send them to school. *This tells me that she values their education. She probably wants them to go to school so they can have a better life.*

- **90** = *Naledi’s mother always asks them about school. Naledi says her mother tells them to work hard in school. On page 20, their mother says she works far away so she can make money to send them to school. This tells me that school is very important to her.*

- **80** = *Naledi’s mother wants them to do well in school and thinks school is important. She works far away to make money.*

#### 5. What do you notice about the words *telegram* and *telegraph*? What other words do you know that start with the prefix *tele-*?  **[CV]**

*They both start with tele-. The words telephone and telemarketers.*

---

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), notes 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

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.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>kilometer (noun) page 2</td>
<td>ki-lom-e-ter (ki-LOM-i-ter)</td>
<td>a metric unit of length, equal to .62 miles</td>
<td>The zoo was so large that it had kilometer signs to show how far you had walked.</td>
</tr>
<tr>
<td>telegram (noun) page 4</td>
<td>tel-e-gram (TEL-e-gram)</td>
<td>a message sent by a telegraph</td>
<td>The commander had to send a telegram because the only communication device they had was a telegraph.</td>
</tr>
<tr>
<td>longed (verb) page 9</td>
<td>longed (lawngd)</td>
<td>desired, craved</td>
<td>She longed to run along the beach again and feel the sand between her toes.</td>
</tr>
<tr>
<td>lorry (noun) page 19</td>
<td>lorry (LOR-ee)</td>
<td>large motor truck used to transport materials</td>
<td>The men loaded the lorry with blocks for the construction site.</td>
</tr>
<tr>
<td>telegraph (noun) page 19</td>
<td>tel-e-graph (TEL-i-graf)</td>
<td>a communication device that sends and receives messages</td>
<td>In World War II, messages were sent by telegram on a telegraph machine.</td>
</tr>
<tr>
<td>crags (noun) page 20</td>
<td>crags (kragz)</td>
<td>steep, rugged rocks, usually sticking out</td>
<td>The cliff divers climbed up the crags to reach the platform where it was safe to dive.</td>
</tr>
<tr>
<td>commotion (noun) page 36</td>
<td>com-mo-tion (kuh-MOH-shuhn)</td>
<td>noisy, loud action</td>
<td>When we heard horns and shouts, my mother asked me about all the commotion outside.</td>
</tr>
<tr>
<td>clambered (verb) page 37</td>
<td>clam-bered (KLAM-berd)</td>
<td>to have climbed with effort or difficulty, using hands and feet</td>
<td>We watched from the ground as the firemen clambered up the ladders to fight the house fire.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Identify and analyze important story events by tracing plot development and identifying turning points.

**Teacher Background**

In today’s reading, Naledi and Tiro arrive in Johannesburg. The truck driver who provides a ride for them instructs them to go to the bus stop and gives them coins for the bus. When the children are scolded and forbidden to board a whites-only bus, a young woman named Grace explains the racially-dictated bus rules and offers to take them to their mother since her mother works very close to there. Grace brings Naledi and Tiro to the street their mother works on and offers to take them back to her house in Soweto that evening.

**Active Instruction**

(25 minutes)

1. Display the vocabulary words. Have students use the vocabulary study routine as they rate 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. 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.
Sample Think Aloud

I chose the word *proper* because I really want to learn more about this word and what it means. In the text, Naledi says on page 19, “Now for the first time, they were seeing proper mountains with steep rocks and crags.” I am not used to hearing the word *proper* used in this way, so I am wondering what Naledi means when she says “proper mountains.” I will check the dictionary to verify the meaning of the word. (Model verifying the meaning of the word *proper* in the dictionary.)

The dictionary shows several meanings for the word *proper*. I think the meaning that fits best here would be *real*, *right*, or *actual*. So, in this context, Naledi means that she is seeing real, actual mountains that have steep rocks and crags.

Some antonyms for *proper* as it is used in this context would be *fake*, *pretend*, or *incorrect*, and synonyms would be *right*, *authentic*, and *exact*. A meaningful sentence for this word would be: I saw a proper pond that had cattails and water lilies growing in it.

Sample Word Map

<table>
<thead>
<tr>
<th>proper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>definition:</strong> right, real, actual</td>
</tr>
<tr>
<td><strong>synonyms:</strong> exact, right, authentic</td>
</tr>
<tr>
<td><strong>antonyms:</strong> fake, pretend, incorrect</td>
</tr>
</tbody>
</table>

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 text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

**Interactive Read Aloud**

1. This cycle our reading objective is: identifying and analyzing important story events by tracing plot development and identifying turning points.

2. Read pages 21–24 aloud, stopping at the end of the paragraph carried over from page 22. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section of text, we learn some background information about Naledi and Tiro’s father. While this is certainly important information, it isn’t an event and can’t be considered rising action. My objective in this unit is to identify and analyze important story events, so I won’t include this background information on my plot line.</td>
</tr>
<tr>
<td>What else happens in this section of text? Naledi and Tiro arrive at Johannesburg. That’s important! I will add that as rising action on my plot line.</td>
</tr>
<tr>
<td>As Naledi and Tiro have traveled, I have felt the excitement building. The events that are occurring on the journey have contributed to this sense of excitement.</td>
</tr>
</tbody>
</table>

3. Use Think-Pair-Share to ask:

   **How can using a plot line help us identify the events that are leading up to the climax?**

   *When we add the events to our plot line, we are able to see how the story is progressing and building up to the climax, and we are able to identify and understand the events more clearly.*

4. Model creating a graphic organizer, such as a plot line, and making notes. A sample graphic organizer follows.

5. Remind students that the Summarizing Strategy Card for literature can help them as they read and summarize the important events in the story. Point out step 3 on the card: Keep it short. Remind students to leave out the details when summarizing.
Problem: Dineo is very sick; Naledi and Tiro decide to go to Johannesburg to bring their mother, Mma, back.

Rising Action: Naledi and Tiro arrive in Johannesburg.

Falling Action:

Resolution:

Sample Graphic Organizer

**Plot Line**

Climax:

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 25–28 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. What problem or complication develops when Naledi and Tiro try to board the bus? Explain how this is an example of rising action in the story. Use information from the text to support your answer. *(Write) [RE, DC, SA]* (Team Talk rubric)

100 = Naledi and Tiro are not permitted to board the bus because it is for white people only. This is an example of rising action because it shows conflict in the story and makes you feel like the story is building up in tension. On page 26, the young woman tells them that the stop has a white sign and that they need to wait at the stop that has a black sign. Additionally, the woman tells them that they need to look at the front of the bus for a sign that says “non-whites only.” The problem at the bus stop shows rising action and building tension in the story.

90 = Naledi and Tiro are not permitted to board the bus because it is for white people only. This is rising action because it shows that the story is building up in tension. On page 26, the young woman tells them that the stop has a white sign and that they need to wait at the stop that has a black sign. The woman also tells them that they need to look at the front of the bus for a sign that says “non-whites only.”

80 = They can’t ride the bus for white people, so they aren’t allowed to get on the bus; they have to ride the buses for black people.

2. On page 27, what does Naledi mean when she makes the statement “Lucky again”? Do the events that have occurred so far in the story support this statement? Use information from the text to support your answer. *[DC, RE, SA]* (Team Talk rubric)

100 = Naledi means they have had several good things happen to them on the journey. For example, when they were walking down the road, they stopped to pick oranges at a farm, and a boy there helped them by giving them a place to stay for the night. Then a truck driver picked them up and gave them a ride. Now they have met Grace, who will show them where to go to find their mother. In these ways, the children have been lucky on their journey.

90 = Naledi means they have been lucky because first the boy at the farm helped them by telling them to hide their peels and by showing them where to sleep for the night. Then the truck driver picked them up and gave them a ride.

80 = Naledi and Tiro have been lucky because they have been helped on their journey.

continued
### Team Talk Questions continued

3. How does Grace feel about the separate bus and bus stop system, and what statements show you her opinion? How is she different from the children’s mother? Use information from the text to support your answer. [DC, MI, SA]

**100 = Grace does not agree with the bus and bus stop system. In the text, she says the people are stupid and that people should be able to ride any bus. Additionally, Grace says that the buses for white people are only half full, and the buses for black people are full, which isn’t fair. Grace is different from the children’s mother because Naledi says that their mother never speaks out like Grace. Grace disagrees with the bus and bus stop system and speaks her mind.**

**90 = Grace does not agree with the bus and bus stop system. She says that people should be able to ride any bus they want. Grace is different from the children’s mother because Naledi says their mother would never speak out like that.**

**80 = Grace doesn’t like the bus and bus stop system. The children’s mother doesn’t talk like Grace.**

4. On page 28, what does Naledi mean when she says, “So much had been happening that they hadn’t been thinking all along of their little sister”? Use information from the text to support your answer. [MI, RE, SA]

**100 = Naledi means that their journey has been exciting and that they didn’t really think about Dineo while they were traveling. For example, they rode on a truck for the first time, got to see the city of Johannesburg, rode a bus, and met different people who helped them. Also, they had been afraid and were watching out for the police, so they didn’t have time to think about their sick baby sister.**

**90 = Naledi and Tiro haven’t had time to think about Dineo because the text says they were scared and running from the police, and they rode on a truck and a bus.**

**80 = Naledi and Tiro have been busy traveling, so they haven’t been thinking about their sick baby sister.**

5. Which vocabulary word belongs in the blank? How do you know? [CV]

In countries that use the metric system, a ______ is used to measure distances.

**The word kilometer. I know because it is a metric form of measurement for distance and length.**
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, 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: Identify and analyze important story events by tracing plot development and identifying turning points.

Teacher Background
In today’s reading, Naledi and Tiro arrive at the house where Mma works. She is happy to see them, but very concerned about Dineo. The madam she works for tells Mma she must stay until the morning, and Naledi and Tiro see the room behind the house where Mma stays. The children are forbidden by the police to stay in Parktown, so Grace takes them back with her to her home in Soweto. The train that they board is overfilled with people, and Naledi and Tiro are pushed out of the train onto a platform at a train station. The children are afraid and unsure what to do when commotion breaks out at the station as three uniformed officials stand at the top of the steps.

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 text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

**Interactive Read Aloud**

1. Read pages 29–33 aloud, stopping at the end of the sentence that carries over from page 32.

2. Use Think-Pair-Share to ask:

   **What is happening in this section of text?**

   Naledi and Tiro have found their mother, and they are explaining why they came. Mma asks the woman she works for, Madam, if she can go to see her sick daughter, but the Madam says Mma has to wait until the morning.

   **Would you consider this rising action? Should we add it to our plot line?**

   Yes, this is rising action because they haven’t left for home yet, and we don’t know whether Dineo is OK. We should add it to our plot line.

   **Have we arrived at the climax of the story? Why or why not?**

   No, we haven’t arrived at the climax because we still don’t know whether Dineo will be OK and whether Mma and the children will make it home in time to help her.

3. Have students add the action that is occurring in the story to their plot lines.

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**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Plot Line</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Climax:</strong></td>
</tr>
<tr>
<td>Rising Action:</td>
</tr>
<tr>
<td>Naledi and Tiro find Mma and explain Dineo’s condition.</td>
</tr>
<tr>
<td><strong>Falling Action:</strong></td>
</tr>
<tr>
<td>Resolution:</td>
</tr>
<tr>
<td>Problem: Dineo is very sick; Naledi and Tiro decide to go to Johannesburg to bring their mother, Mma, back.</td>
</tr>
</tbody>
</table>
Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 33 (starting at the first full paragraph)–36 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. Why do Naledi and Tiro have to stay with Grace in Soweto instead of with their mother? What does this show you about Johannesburg and how black people are treated there? Use information from the text to support your answer. [DC, MI, SA] (Team Talk rubric)

   100 = Naledi and Tiro have to stay with Grace in Soweto because in the text, the madam says the police won’t like it if the children spend the night in Parktown. This shows me that Johannesburg has laws that are not fair to all people. For example, in the text, white and black people have to ride different buses and wait at different bus stops. So black people are not treated fairly in Johannesburg.

   90 = Naledi and Tiro have to stay in Soweto because the madam says that the police won’t like it if the children spend the night in Parktown. Black people are not treated fairly in Johannesburg because the text says that black people have to ride certain buses, and they work for the white people.

   80 = Naledi and Tiro have to stay in Soweto so the police don’t get angry. Black people are not treated fairly in Johannesburg.
Team Talk Questions continued

2. What are the conditions like on the train to Soweto? [MI, AC, SA] (Team Talk rubric)
   
   A. comfortable
   B. crowded
   C. cheerful
   D. calm

What words and phrases does the author use to assist the reader in picturing the conditions on the train?

100 = I know that the conditions on the train are crowded because in the text, the author says “there was no sitting space,” “it felt as if all their breath was being squeezed out of them,” and “bodies pressed in from above and all around them.” In addition, the text says that the children tried to press back against Grace, but they were pushed out of the train, and she was still wedged inside. This helps me picture how crowded and uncomfortable it was on the train.

90 = The author shows that the train is crowded and packed by saying that there is no room, the children are being pressed, and then they are pushed out of the train by the people pushing out.

80 = The author shows that the train is packed by using words and phrases that show that it is crowded.

3. What causes the commotion on page 36, and whom do you conclude that the figures are? Use information from the text to support your answer. [DC, SA] (Team Talk rubric)

100 = On page 36, there is a commotion at the train station when three figures appear at the top of the stairs. I conclude that the figures in uniforms are police because policemen usually wear uniforms. I think the people are causing a commotion because they are afraid of the police. The text says that everyone is afraid of the police, so I think the figures are policemen, and the people are scared.

90 = The commotion happens when the children see three figures in uniform at the top of the stairs. I think the figures are policemen because the text says that the people are afraid of police, and that’s why there is a commotion.

80 = There is a commotion when the people see the three policemen at the top of the stairs because the people are afraid.
4. How have the events in the story taken an unexpected turn? Do you think the children are still feeling lucky on their journey? Use information from the text to support your answer.  

(Write)  

100 = The story has taken an unexpected turn because the children got pushed out of the train when they were on their way to Soweto with Grace. Now they are by themselves at the train station, and Naledi says on page 36, “What now?” Naledi and Tiro are alone, and the text says there are three figures in uniform who create a commotion at the station. I don’t think the children are feeling lucky now because the text says that Grace couldn’t get off the train, and they are stuck at the train station. In conclusion, the story has turned, and Naledi and Tiro aren’t feeling as lucky now.  

90 = The story has turned because the text says that Naledi and Tiro get pushed off the train, and they are alone. I don’t think they feel lucky because in the text, they look at each other and say, “What now?”  

80 = The story has turned because the children are alone. I don’t think they feel lucky.  

5. Which vocabulary word has noise as a synonym and quiet as an antonym?  

[CV]  

The word commotion because commotion is the same as noise, and quiet is the opposite of commotion.

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), notes 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

(15 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 words and phrases to link ideas (*because, also, for example*).

**Teacher Background**

Students will use words and phrases (such as *because, also,* and *for example*) in their writing to link ideas. Students will write about what Naledi and Tiro have learned about their country on their journey so far.

**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 text, author, and writing objective.
4. Students will use what they have learned from identifying and analyzing the events of the story to write about what the main characters, Naledi and Tiro, have experienced and learned about their country on their journey.
5. 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>What has occurred on Naledi and Tiro’s journey so far, and what have they learned about their country? Use words and phrases (such as because, also, and for example) to link ideas. Use information from the text to support your answer.</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?**

Write a literary response because we are writing about the characters in the story and what they have learned on their journey.

6. Refer students to the following writer’s guide in their student editions. Point out that the Writing a Literary Response guide 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 a Literary Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</td>
</tr>
<tr>
<td>• Support your point with evidence from the text.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by making a clear point about an aspect of the literary work.</td>
</tr>
<tr>
<td>• In the middle, support your point with examples and evidence from the text.</td>
</tr>
<tr>
<td>• End with a closing statement.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Choose and quote words, phrases, and dialogue from the text to support your point.</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.

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**

1. Explain to students that to complete our writing task, we refer to our plot line to analyze the events of the story. Then we can make a clear point and conclusion about what the characters, Naledi and Tiro, have learned on their journey. Point out that as they support their points, they need to include words and phrases that help them link their ideas.
2. Model using the following organizer to link ideas with words and phrases.

<table>
<thead>
<tr>
<th>What was learned?</th>
<th>Linking word: because</th>
<th>What experience caused the learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned to tie my shoes.</td>
<td></td>
<td>I tripped and the untied laces fell over.</td>
</tr>
</tbody>
</table>

3. Explain to students that in a similar way, they will use connecting words to link what Naledi and Tiro have experienced on their journey with what they have learned. Tell students that they can use this organizer, or one they develop themselves, to help them connect the events of the journey to what the characters learned by using connecting words such as because, also, and for example.

4. Model using the organizer to link Naledi and Tiro’s experience of trying to board the whites-only bus.

<table>
<thead>
<tr>
<th>What was learned?</th>
<th>Linking word: because</th>
<th>What experience caused the learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naledi and Tiro learned that there are separate buses for whites and blacks.</td>
<td></td>
<td>The bus driver of the whites-only bus forbids them to board the bus.</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.

**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 a Literary Response and the writing objective—to use words and phrases to link ideas.

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

For example, ask:

- Does the writer make a clear point about an aspect of the literary work?
- Does the writer support the point with evidence from the text?
- Does the writer begin with a clear point, support the point with examples and evidence, and conclude with a closing statement?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer use connecting words and phrases to link 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 include connecting words and phrases?
  
  *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

What has occurred on Naledi and Tiro’s journey so far, and what have they learned about their country? Use information from the text to support your answer.

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Lesson 6

Reading Objective: Identify and analyze important story events by tracing plot development and identifying turning points.

Writing Objective: Use words and phrases to link ideas (because, also, for example).

Teacher Background

Today’s cycle test challenges students to identify and analyze important events in the text and to answer questions related to those events.

In this reading, Naledi and Tiro are at the train station and a commotion starts when policemen arrive. The people at the station are yelling at the policemen as they question a man about his pass. The policemen tell Naledi and Tiro to go, and they run to the man’s house to get the man’s son to bring the pass. They return to the station just as the police van is pulling away with the boy’s father inside. Grace calls to them from the railway bridge, and they are reunited with her.

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.

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 text, author, 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 identifying and analyzing story events and using words and phrases to link ideas.

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

   **What have we done to identify and analyze important events in the story?**

   *We have used a plot line to help us see the rising action that leads to the climax, or peak, of the story.*

   **How has the plot line helped us better understand the story so far?**

   *It allows us to trace the action and see what is happening in the story so we can better understand the events, such as the rising action and the climax.*

   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 #2 and #5 ask about important story events.

4. Ask students to identify key words or phrases in question #5.

5. **Why do you think the author included the incident with the police? What does it show Naledi and Tiro about the country that they live in? Use information from the text to support your answer. [RE, DC, 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 a portion of the text, Journey to Jo’burg, and answer questions related to this reading and to the text that you have read so far.**
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)

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)

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 1 Test

Analyze Story Events

**Directions:** Read *Journey to Jo’Burg*, pages 37–41, 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 cycle.

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

1. On page 37, why are people running from the police? Use information from the text to support your answer. [MI, DC, SA]

   **20 points =** The people are running away to escape from the police because the text says that when the police catch people without a pass, the people could potentially go to prison or even be killed. So the people are afraid and are running to get away from the police.

   **15 points =** People are trying to get away from the police. The text says that if people get caught without a pass, they could be sent to prison or worse.

   **10 points =** People are running from the police because they are scared of the police.

2. What problems do Naledi and Tiro face on their journey to Johannesburg? How are these problems resolved? Use information from the text to support your answer. [RE, DC, SA]

   **20 points =** Naledi and Tiro face many problems on their journey to Johannesburg. For example, the text says that Johannesburg is over 300 kilometers away, and they would’ve had to walk there, but a man in a truck gives them a ride. Also, they are starving and stop by an orange farm to eat some oranges, but they are in danger of getting caught by the farmer. A boy catches them and helps them by telling them to hide their peels and by offering a shed for them to sleep in. They try to board a bus, but the bus driver won’t let them. Then they meet Grace, who helps them, but they lose her on the train and run into policemen. Luckily, the policemen let them go, and they find Grace. In these ways, all of their problems on the journey are resolved.

   **15 points =** Naledi and Tiro face many problems on the journey but get a lot of help. First, they are very hungry and eat oranges at a farm. A boy there helps them by giving them a place to stay. Also, they would have had to walk over 300 kilometers, but a man in a truck gives them a ride. They aren’t allowed to ride a bus because the bus is for white people only, but Grace helps them and shows them which bus to ride.

   **10 points =** Naledi and Tiro face many problems, but they get help and solve them.
3. What do the children mean, and whom are they referring to, on page 40 when they say it is a “relief to be with her again”? Use information from the text to support your answer. [DC, RE, SA]

20 points = The children mean that it is a relief to be back with Grace because without her, they don’t know where to go, and they are afraid that the police might take them away. For example, in the text, the man who gives them a ride tells them that Johannesburg is dangerous, and they can’t just walk around by themselves. So the children feel better to be back with an adult because Grace can watch over them.

15 points = The children feel better when they are with Grace because Johannesburg is a dangerous place. In the text, when the children are at the train station, they see what the police can do to people, and they are afraid.

10 points = The children feel safer when they are with Grace and she is helping them.

4. Analyze this statement: The police in Naledi’s country are respected and admired. Is this a true statement? Use evidence from the text to support your answer. [AA, MI, SA]

20 points = No, this is not a true statement. The police in Naledi’s country are feared and detested by the people who live there. The text says that everyone is afraid of the police because they put people in jail and even kill people for almost no reason. Also, the people at the train station are running away from the police, which shows me that the people are frightened of the police. So I know the police in Naledi’s country are not respected or admired.

15 points = No, the police in Naledi’s country are not respected or admired because at the train station, the people are afraid of the police and run from them.

10 points = The people in Naledi’s country are afraid of the police and don’t respect them.

5. Why do you think the author included the incident with the police? What does it show Naledi and Tiro about the country that they live in? Use information from the text to support your answer. [RE, DC, SA]

20 points = I think the author included this incident with the police to show the reader how violent and dangerous Johannesburg really is. The text says that even the schoolchildren know that the police are to be feared, which demonstrates that the police in this country are not to be trusted, but feared. I think the commotion with the police shows Naledi and Tiro that the country they live in is very dangerous.

15 points = I think the author included the incident with the police to show the reader how dangerous Johannesburg is, even for children. It shows Naledi and Tiro that people run from the police and that the country is dangerous.
Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Based on what you have read so far in the text, what do you think the themes of this text are? Use specific evidence from the text to support your answer.

From what I have read so far, I think the themes of the text are hope and family. I know one theme is hope because Naledi has shown throughout the text that she has hope. For example, when Tiro questions how they are going to get all the way to Johannesburg, Naledi tells him that they will get there somehow and that they will find a way. This shows me that she has hope and doesn’t give up. Also, when the children lose Grace at the train station, Naledi doesn’t give up, but tells Tiro that they have to slip past the police.

I think another theme is family because in the text, the families help each other and stick together. For instance, Mmangwane and Nono help Mma by taking care of the children and doing the housework while she is away working in Johannesburg. This shows me that family is very important and that they take care of one another.

Those are the reasons I think the themes of the text are hope and family.

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

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
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<tr>
<td>• Supports the point with evidence from the text</td>
</tr>
<tr>
<td>0–25 pts.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begins by making a clear point about an aspect of the literary work</td>
</tr>
<tr>
<td>• In the middle, supports the point with examples and evidence from the text</td>
</tr>
<tr>
<td>• Ends with a closing statement</td>
</tr>
<tr>
<td>0–25 pts.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Quotes words, phrases, and dialogue from the text to support the point</td>
</tr>
<tr>
<td>0–25 pts.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Uses correct punctuation, capitalization, spelling, and grammar</td>
</tr>
<tr>
<td>0–10 pts.</td>
</tr>
<tr>
<td><strong>Writing Objective</strong></td>
</tr>
<tr>
<td>• Use words and phrases to link ideas (because, also, for example)</td>
</tr>
<tr>
<td>0–15 pts.</td>
</tr>
</tbody>
</table>
Part III. Vocabulary (100 points)

1. Use two vocabulary words in a question. [CV]
   
   How many kilometers did the man drive them in the lorry?

2. In which of the following sentences is the word *commotion* used incorrectly? [CV]
   
   A. It was so quiet in the classroom, the principal was upset that there was such a commotion.
   B. After the crash, I heard a huge commotion and people outside.
   C. The police came to the house because neighbors reported a commotion inside.
   D. My mom told me to stop causing a commotion with my friends in the yard.

3. Write a meaningful sentence using the word *telegram*. [CV]
   
   Tiro wanted to send his mother a telegram, but they didn’t have enough money.

4. What is a synonym for the word *longed*? What is an antonym for the word *longed*? [CV]
   
   A synonym for longed is the word wanted. An antonym for longed is the word disliked.

5. The path along the cliff was steep, and the rocks formed ______ that projected out. Choose the word that belongs in the blank. [CV]
   
   A. hills
   B. crags
   C. jetties
   D. dips

6. Which of the following would NOT be measured in kilometers? [CV]
   
   A. distance from your home to the nearest state park
   B. length of the entire Mississippi River
   C. distance from my bed to the closet
   D. distance from the East Coast of the U.S. to the West Coast

7. Use two vocabulary words in a meaningful sentence. [CV]
   
   Please send a telegram from the telegraph to tell them we are on our way.

8. Write a meaningful sentence using the word *clambered*. [CV]
   
   My friend and I clambered up the ladder to my tree fort.

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]
   
   The word that we explored was scrambled. The meaning is to move with urgency or panic. We scrambled to the exit when the fire alarm went off.
10. As used in the sentence “‘Come!’ he beckoned, and began to lead the way through rows and rows of orange trees,” *beckoned* most nearly means— [CV]  
   A. waved goodbye.  
   B. signaled to follow.  
   C. threatened forcefully.  
   D. joked teasingly.

Explain how you figured out the meaning of *beckoned*.

*Students will explain their thinking. For example: I used the context. The passage talks about him leading the way, so I figured out that beckoned means that he signaled to follow.*

<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Definition</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>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
</tr>
<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
</tr>
<tr>
<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<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: Identify and analyze important story events by tracing plot development and identifying turning points.

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 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

<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 student’ 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 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.

---

**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?**
Lesson 1

**Reading Objective:** Identify and analyze important story events by tracing plot development and identifying turning points.

**Teacher Background**

In today’s reading, Naledi and Tiro are at Grace’s house, where they meet her younger brothers, Paul and Jonas. While they are eating dinner together, Naledi notices a family photograph and asks Grace who is in the picture. Grace explains that the older boy is her oldest brother, Dumi, but he is not there anymore. Curious, Naledi inquires where Dumi is. Grace informs them that it is not to be discussed and tells them they must keep it a secret. Grace goes on to describe the student protest in 1976, when schoolchildren in South Africa protested the white government determining what blacks should be taught in school. The police retaliated, killing and injuring hundreds, and arresting hundreds more. Dumi was arrested but returned from prison soon after, sharing that he was beaten badly by the police. Later, Dumi disappeared, and the family searched for him until they received a letter a year later that explained that he had escaped to another country to go to school. Dumi shared that he will not give up the fight, that he will return one day, and that he will continue to work toward freedom for their people. Naledi begins to question what freedom truly means.

**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:** Analyze this quote by the former president Reagan: “Freedom is the right to question and change the established way of doing things.” What do you think he meant by this? What does freedom mean, and why is it so important?

**Set the Stage**

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

   Analyze this quote by the former president Reagan: “Freedom is the right to question and change the established way of doing things.” What do you think he meant by this? What does freedom mean, and why is it so important?

   I think it means that when you are free, you can ask whether things are fair and whether they are being done the best way. If you have no freedom, you have no chance to change things. Freedom means being able to work together to change things and make them better for everyone.
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 text, author, and reading objective.

4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

**Interactive Read Aloud**

1. Read pages 42–44 aloud.

2. Use Think-Pair-Share to ask:

   **How does Grace feel about the way black people are treated? How do you know?**

   *She thinks it is terrible and wrong because she gets angry when she talks about it. On page 42, she is talking sharply about washing at the tap, and she is angry about the buses at the bus stop when she meets the children.*

   **How does this background information help us better understand the events of the story?**

   *It helps us understand why black adults have to carry a pass and why whites and blacks have to ride separate buses.*

   Explain to students that since there is no action occurring at this point in the text, we do not have any rising action to add to our plot lines.

   Use Think-Pair-Share to ask:

   **Why does an author provide background information such as this?**

   *Authors provide background information to describe important information and details that will help us better understand the events.*

3. Display the graphic organizer. Explain to students that as they do their partner reading, they should add important events to their plot line to help them identify the rising action in the story and to better understand the sequence of events in the text.
Sample Graphic Organizer

**Plot Line**

- **Climax:**
- **Rising Action:**
- **Problem:** Dineo is very sick; Naledi and Tiro decide to go to Johannesburg to bring their mother, Mma, back.
- **Falling Action:**
- **Resolution:**

---

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 45–49 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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.

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<td>1. What were the schoolchildren protesting, and what did the police do in response? Use information from the text to support your answer. [MI, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = The schoolchildren were protesting because they wanted to learn different things. On page 36, the text says that there were thousands of schoolchildren protesting that “their schools taught them only what the white government wanted them to know.” The police responded to the protest by killing people. On page 37, the text says that the police were shooting at everyone and brought in tear gas, tanks, and helicopters. <strong>During the protest, the police killed and injured hundreds, and arrested hundreds more.</strong></td>
</tr>
<tr>
<td>90 = The schoolchildren were protesting because they wanted to learn different things. The text says that they could only learn what the white government wanted them to know. The police started shooting people with guns and used tear gas, tanks, and helicopters.</td>
</tr>
<tr>
<td>80 = The schoolchildren were protesting because they wanted to learn different things.</td>
</tr>
<tr>
<td>2. What happened to Dumi during and after the protest? What does he say he will continue to do, and what further information does Grace’s family receive about his location? [RE, DC] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = Dumi went to prison after the protest. On page 46, it says that Dumi went to prison, and after he got out, he told his family that the police had beaten him badly. Dumi says that he will continue to fight. Additionally, Dumi disappeared for a year, and the text says the family received a letter from Dumi telling them that he is studying in another country and doing well. So Dumi survived the arrest and went away so he could go to school.</td>
</tr>
<tr>
<td>90 = Dumi went to prison after the protest. The text says that he was released, and that he would continue to fight. Then Dumi disappeared for a year. The family got a letter from him telling them that he is fine and is studying in another country.</td>
</tr>
<tr>
<td>80 = Dumi went to prison after the protest.</td>
</tr>
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</table>
Team Talk Questions continued

3. On page 49, Naledi lies awake and asks several questions in her mind. How do these questions show that Naledi is changing because of this journey? What has Naledi learned about her country during this trip? Use information from the text to support your answer. (Write) [RE, DC, SA] (Team Talk rubric)

100 = Naledi has seen a lot on her journey and is changing. Naledi asks questions that show she is changing, such as: What is freedom? What does it mean? Could she live with her mother if there is freedom? Could she go to secondary school? This shows me that Naledi is thinking about what she has seen and heard on her journey and is now aware of what is happening in her country. For example, in the text, Naledi has seen how policemen mistreat and abuse black people and how blacks must ride separate buses and be maids and servants to the white people. Naledi now knows what is occurring in her country and wants change.

90 = Naledi has seen a lot on her journey and she is changing. On this journey, she has seen that black people must ride separate buses, learn what the white government decides, and be maids and servants. Naledi has learned how badly her country treats black people.

80 = Naledi has seen a lot on her journey and is changing.

4. “But Grace said the children marched because they had to learn a lot of ‘rubbish’ in school.” In this sentence, the word rubbish most nearly means— [CV, SA] (Team Talk rubric)

A. information of no value.
B. drills on folding clothes.
C. writing thank-you letters.
D. important information.

What information in the text helped you determine your answer?

100 = The information in the text that helped me determine that rubbish most nearly means information of no value was the fact that Grace says the schoolchildren protested because they didn’t want to learn what the white government determined they should know. That tells me that the schoolchildren thought they were being taught information of no value.

90 = The information in the text that helped me determine that rubbish most nearly means information of no value because Grace says that the schoolchildren protested having to learn only what the white government said they could learn.

80 = Rubbish means information of no value.

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), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
Analyze Story Events

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, 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 2

**Reading Objective:** Identify and analyze important story events by tracing plot development and identifying turning points.

**Teacher Background**

In this reading, Naledi and Tiro travel on the train back to their home with Mma. On the trip, Naledi shares what Grace told them about the schoolchildren protesting in 1976. Mma explains how things are wrong in the country and how she struggles to work and provide for her children. Naledi begins to process what she has seen and learned on the journey and reflects back on her naiveté before the trip.

**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, and model 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>protesting</td>
<td>pro-test-ing</td>
<td>showing disapproval and disagreement, usually about a particular law or policy of government.</td>
<td>The workers were protesting the new union laws at the State Capitol building by carrying signs and wearing hard hats.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(PROH-test-ing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 45</td>
<td></td>
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</tbody>
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**continued**
### Analyze Story Events

<table>
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<tr>
<th>Word</th>
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<th>Definition</th>
<th>Sample Sentence</th>
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<tbody>
<tr>
<td>alarmed (adjective)</td>
<td>a‑larm‑ed (uh‑LARMD)</td>
<td>showing sudden fear or shock when becoming aware of danger or distress</td>
<td>My mother was alarmed when she learned that my father had been in a car accident, and she gasped in shock.</td>
</tr>
<tr>
<td>clutched (verb)</td>
<td>clutched (kluhchd)</td>
<td>gripped or held tightly</td>
<td>I clutched the handles of my bike to keep from falling off when I swerved off the sidewalk.</td>
</tr>
<tr>
<td>anxiously (adverb)</td>
<td>anx‑ious‑ly (ANGK-shuhs-lee)</td>
<td>fearfully or nervously</td>
<td>My aunt anxiously waited for news from the hospital about my uncle’s condition after he was taken there following a heart attack.</td>
</tr>
<tr>
<td>platform (noun)</td>
<td>plat‑form (PLAT-form)</td>
<td>an elevated area that sits between or alongside tracks at a railroad station</td>
<td>The two brothers stood together on the platform, waiting to board the approaching train.</td>
</tr>
<tr>
<td>weary (adjective)</td>
<td>wear‑y (WEER-ee)</td>
<td>exhausted or fatigued due to hard work, exertion, or stress</td>
<td>My father looked weary after he came home from his job as a bricklayer.</td>
</tr>
<tr>
<td>queue (noun)</td>
<td>queue (kyoo)</td>
<td>a line of people waiting for their turn</td>
<td>At the movie theater, we had to stand in a queue to buy tickets.</td>
</tr>
<tr>
<td>verandah (noun)</td>
<td>ve‑ran‑dah (vuh‑RAN-duh)</td>
<td>a large, open, gallery-type area</td>
<td>We found our seats for the baseball game, and then we walked out to the verandah to get some popcorn and soda.</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 text, author, and reading objective.

4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

**Interactive Read Aloud**

1. Read pages 50–54 aloud, stopping at the end of the sentence that carries over from page 53.

2. Use Think-Pair-Share to ask:

   **What is happening at this point in the text?**
   
   *The children are riding the train back home with Mma.*

   **What do the children share with their mother in this section of text?**
   
   *They share what Grace told them about the schoolchildren protesting in 1976.*

   **Have we reached the climax of the story?**
   
   *No, we haven’t reached the climax of the story because we have no resolution about Dineo, and we don’t know yet if she will be OK.*

3. Explain to students that they should add the action to the plot line to see the rising action and approaching climax.

---

**Sample Graphic Organizer**

**Plot Line**

- **Climax:**
- **Falling Action:**
- **Resolution:**

**Rising Action:**

*Naledi and Tiro are riding home on the train with Mma.*

**Problem:**

*Dineo is very sick; Naledi and Tiro decide to go to Johannesburg to bring their mother, Mma, back.*
Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 54 (starting at the first full paragraph) and 55 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. What does Mma mean on page 54 when she says she must struggle every day? Use information from the text to support your answer. [MI, SA] (Team Talk rubric)

   100 = Mma means that she has to work hard each day. On page 54, Mma says she has to struggle every day to make sure everything is done just how the madam wants it. In addition, she says she has to work from seven in the morning until ten or eleven at night, and she only sits down when she eats. I think Mma also struggles because she lives far away from her family and misses her children.

   90 = Mma means she has to work hard each day. In the text, Mma says she has to struggle to do all the cleaning, ironing, cooking, and washing just the way the madam wants it so she can keep her job, and she only gets to sit down when she eats.

   80 = Mma means she works very hard each day.

   continued
Team Talk Questions continued

2. On page 55, what does Naledi mean when she says she suddenly felt very small? Use information from the text to support your answer. [DC, RE, SA] (Team Talk rubric)

100 = Naledi means that she now knows that there is a lot more to the world. On page 55, Naledi says that she had never known that all this land existed or what a city was like. Also, she says that she never knew anyone like Grace or knew her mother like she is starting to. Naledi has changed because she is now aware of what things are like in her country and in Johannesburg. For example, Naledi had no idea that there were separate buses for whites and blacks or that schoolchildren had marched because they didn’t want to just be servants. So Naledi has learned a lot through this journey.

90 = Naledi means that she now knows that there is a lot more to the world. Before, she didn’t know what a city was like or that the country was so big. Also, Naledi didn’t know that whites and blacks had to ride different buses or that school was teaching her to be a servant.

80 = Naledi means that she now knows that there is a lot more to the world.

3. What conflict is helping to build the rising action in this story? In what ways are these events helping to advance the plot of the story? Use information from the text in your answer. (Write) [RE, DC, SA] (Team Talk rubric)

100 = The conflict is the problem that exists between the white and black people in Naledi’s country. These events create tension in the story and anticipation toward the climax that is approaching. For example, in the text, Naledi and Tiro discover the racial struggles that are happening in Johannesburg, and this helps them better understand why the police are feared and why black adults must carry passes. Also, the rising action from the racial conflicts creates suspense and fear, such as when the children were stranded at the train station. In these ways, the conflict builds the rising action that advances the plot.

90 = The conflict is the problem that exists between the white and black people in Naledi’s country. These events are causing problems in the story and are leading to its climax. Naledi and Tiro discover that whites and blacks in Johannesburg can’t ride the same buses and that white people live in big houses while the blacks are their servants. Also, the rising action from the racial conflicts creates fear.

80 = The conflict is the problem that exists between the white and black people in Naledi’s country.
Team Talk Questions continued

4. Does Naledi know her mother better now than before the journey? Explain using information from the text to support your answer. [MI, RE, SA] (Team Talk rubric)

100 = Naledi knows a lot more about her mother now. For example, Naledi now knows where her mother works and what she does all day at the house that she works in. Naledi also learns that her mother has to keep this job because if she loses this job, she won’t be able to find another, and she won’t be able to send money for clothes, food, or school anymore. So in these ways, Naledi knows a lot more about her mother.

90 = Naledi knows a lot more about her mother now. In the text, Mma tells Naledi that she struggles to do all the work the madam wants, and Naledi didn’t know what her mother did before. Now she knows that her mother has to work there so she can make money to buy them clothes and food and send them to school.

80 = Naledi knows a lot more about her mother now.

5. Which vocabulary word has grabbed as a synonym and released as an antonym? [CV]

The word clutched because clutched means the same things as grabbed, and the opposite of clutched is released.

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), notes 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

(15 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.

3. Show video “Team Talk Response.”

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>anxiously</td>
<td>anx-iou-s-ly</td>
<td>fearfully or nervously</td>
<td>My aunt <em>anxiously</em> waited for news from the hospital about my uncle's condition after he was taken there following a heart attack.</td>
</tr>
<tr>
<td>platform</td>
<td>plat-form</td>
<td>an elevated area that sits between or alongside tracks at a railroad station</td>
<td>The two brothers stood together on the <em>platform</em>, waiting to board the approaching train.</td>
</tr>
<tr>
<td>weary</td>
<td>wear-y</td>
<td>exhausted or fatigued due to hard work, exertion, or stress</td>
<td>My father looked <em>weary</em> after he came home from his job as a bricklayer.</td>
</tr>
<tr>
<td>queue</td>
<td>queue</td>
<td>a line of people waiting for their turn</td>
<td>At the movie theater, we had to stand in a <em>queue</em> to buy tickets.</td>
</tr>
<tr>
<td>verandah</td>
<td>ve-ran-dah</td>
<td>a large, open, gallery-type area</td>
<td>We found our seats for the baseball game, and then we walked out to the <em>verandah</em> to get some popcorn and soda.</td>
</tr>
</tbody>
</table>
Lesson 3

Reading Objective: Identify and analyze important story events by tracing plot development and identifying turning points.

Teacher Background

In this reading, Mma and Naledi take Dineo to the hospital. When they arrive, they are dismayed at the number of people waiting. They meet a young woman who has a baby strapped to her back. As they wait, Naledi becomes more anxious and tries to help her baby sister by singing to her and dripping water on her lips.

Teacher’s Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

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 have teams report on a new sentence using a vocabulary word. Award team celebration points.

3. 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.
Sample Think Aloud

I chose the word *rubbish* because I am interested in learning more about it. Grace said that the schoolchildren were marching because they didn’t want to learn the rubbish that they were being taught in school. This sentence makes me think that *rubbish* could mean junk, or garbage. I will check the definition in the dictionary and then come up with a meaningful sentence for this word. (Model verifying the word *rubbish* in the dictionary.)

The dictionary tells me that *rubbish* means useless stuff. That makes sense. So what Grace is really saying is that the schoolchildren don’t want to learn the useless stuff that is being taught in their schools. A meaningful sentence for this word could be: My grandmother thinks that all the music I listen to is rubbish because I like pop music, and she likes classical music.

What are some synonyms for *rubbish*? I think some synonyms for this word are *litter, debris, garbage, junk, or trash*. Some antonyms are *treasures, valuables, or keepsakes*.

Sample Word Map

<table>
<thead>
<tr>
<th>Synonyms: junk, garbage, trash, litter, debris</th>
<th>Antonyms: treasures, valuables, keepsakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useless stuff</td>
<td>Rubbish</td>
</tr>
</tbody>
</table>

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 text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

**Interactive Read Aloud**

1. Read pages 56–58 aloud.

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

   **What is happening in this section of text?**

   "Naledi, Mma, and Tiro arrive home, and Mma gets Dineo. They drive in a car to the hospital and find it packed with sick people."

   **Is the action still rising, or have we reached the climax of the story? How do you know?**

   "The action is still rising. We don’t know what will happen to Dineo, and you can feel the tension building in the story."

3. Have students add the action to the plot line to see the rising action and approaching climax.

---

**Sample Graphic Organizer**

**Plot Line**

- **Climax:**
  - Problem: Dineo is very sick; Naledi and Tiro decide to go to Johannesburg to bring their mother, Mma, back.
  - Rising Action: They arrive home; Mma and Naledi rush to the hospital with Dineo, and the hospital is packed as they wait anxiously for Dineo to be seen.
  - Falling Action:
  - Resolution:
Analyze Story Events

Teamwork
(20–30 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 59–61 aloud with partners.
   (if skipping Interactive Read Aloud, pages 56–61)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. What action is occurring in this section of text, and how is it advancing the plot toward the climax? Use information from the text to support your answer.
   (Write) [RE, DC, SA] (Team Talk rubric)
   100 = Naledi is waiting at the hospital with Mma and Dineo, waiting for Dineo to be seen by the doctor. This action helps to create a sense of urgency as we wonder whether Dineo will live or die. The text says that there are many people waiting to be seen, and they are all crowded together. Additionally, on page 59, Dineo is whimpering from the heat. Naledi tries to sing her songs, but Dineo doesn't even seem to hear her. In these ways, waiting at the hospital creates tension and concern for Dineo.
   90 = Naledi is waiting at the hospital with Mma and Dineo, for Dineo to be seen by the doctor. The text says there are many people waiting to be seen, and they are all crowded together. Naledi tries to sing Dineo songs, but Dineo doesn’t even seem to hear her.
   80 = Mma and Naledi are waiting at the hospital for Dineo to see the doctor.

continued
2. On page 59, the text says, “Naledi felt panic grip her.” What is causing Naledi to feel this way? [MI, DC, SA] (Team Talk rubric)
   
   A. There is no money for the doctor.
   B. Tiro is missing at the hospital.
   C. The waiting room is packed with people.
   D. Dineo is moaning and is not herself.

   Use information from the text to support your answer.

   100 = Naledi feels panic because she is worried about Dineo. On page 59, Mma and Naledi are led down a corridor to a room with even more people waiting to be seen. Additionally, Naledi asks if all these people are ahead of Dineo because she is very concerned that Dineo may die. So Naledi is panicking because she wants Dineo to get medicine from the doctor.

   90 = Naledi panics because she is worried about Dineo. Mma and Naledi are led down a corridor to a room filled with even more people than before, all waiting to see the doctor.

   80 = Naledi panics because she is worried about Dineo.

3. How does Naledi try to help Dineo while they are waiting at the hospital? What does this show you about how she feels about her baby sister? Use information from the text to support your answer. [RE, MI, SA] (Team Talk rubric)

   100 = At the hospital, Naledi tries to assist Dineo. The text says that Naledi sings Dineo songs that usually make her laugh, but now Dineo doesn’t even seem to notice. Also, Naledi cups her hands and gets water from the fountain for Dineo, without touching the sides because it is so dirty. This shows me that Naledi cares tremendously for her baby sister and wants her to get well. Naledi wants to do what she can to help Dineo because she loves her so much.

   90 = At the hospital, Naledi tries to help Dineo. Naledi sings Dineo songs that she likes and also gets water out of the dirty fountain to put on her lips to make her feel better. Naledi loves her sister very much and wants her to get better.

   80 = At the hospital, Naledi tries to help Dineo.
4. Reflect on the previous question, and consider the following: In what ways has Naledi shown that she is like her mother? Use information from the text to support your answer. [DC, RE, SA] (Team Talk rubric)

100 = Naledi has shown that she is like her mother in many ways. First, she shows that she is caring, like her mother, when she is caring for Dineo at the hospital. In addition, Naledi is like her mother because she is willing to sacrifice by walking over 300 kilometers to get help for Dineo, just as her mother sacrifices her time with her children and works so hard for the madam at the house in Johannesburg. In these ways, Naledi is very much like her mother.

90 = Naledi has shown that she is like her mother in many ways. In the text, Naledi tries to help Dineo at the hospital, just as her mother does. Also, Naledi was willing to walk all the way to Johannesburg to get her mother, which was a sacrifice, just as her mother sacrifices by working so hard and living away from her family to make money for the children to eat, have clothes, and go to school.

80 = Naledi has shown that she is like her mother in many ways.

5. Which vocabulary word belongs in the blank? How do you know? [CV]
The people were ________ at the Capitol because they did not agree with the new law that was passed by Congress.

The word protesting because the sentence says the people did not agree with the new law, and protesting means speaking out against something that you disagree with.

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), notes 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?

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

Reading Objective: Identify and analyze important story events by tracing plot development and identifying turning points.

Teacher Background
In today’s reading, we learn that the young woman that Naledi and Mma meet at the hospital has lost her baby. Mma takes Dineo to see the doctor, who tells her that Dineo must stay at the hospital and that Mma must return in three days to get her. The family waits for the day to arrive when Mma can go back to the hospital to get Dineo. We reach the climax of the story as Mma returns, walking down the road with Dineo on her back. We learn that Dineo is still very weak but is much better.

Teacher’s Note:
Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

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 text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

Interactive Read Aloud

1. Read pages 63–65 aloud.
2. Use Think-Pair-Share to ask:
   What is happening in this section of text?
   Mma and Naledi are waiting for Dineo to be seen by the doctor at the hospital.
   What happens to the young woman’s baby, and how does the author use this event to advance the plot of the story?
   The baby dies, and the author uses this event to create even more fear and anticipation as Naledi waits for Dineo to be seen by the doctor.
3. Explain to students that we are closing in on the climax of the story and that the rising action has reached fever pitch. Remind them to record the rising action on their plot line and to be ready to identify and record the climax of the story, which will be at the top of the organizer like the peak of a mountain.

Sample Graphic Organizer

| Problem: Dineo is very sick; Naledi and Tiro decide to go to Johannesburg to bring their mother, Mma, back. |
| Rising Action: Naledi and Mma wait for Dineo to be seen at the hospital; the young woman’s baby has died while they were waiting for the doctor to see him. |
| Climax: |
| Falling Action: |
| Resolution: |
Teamwork

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 66–69 aloud with partners.

   (if skipping Interactive Read Aloud, pages 63–69)

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. How is Mma’s visit different from her usual visits? What visit does Naledi compare it with? Support your answer with information from the text. [DC, MI, SA] (Team Talk rubric)

   100 = Mma’s visit is very different from her usual visits for several reasons. First, Naledi says that on Mma’s usual visits, there would be excitement as they waited for her to arrive and a flurry of hugs, news, and greetings. Additionally, Mma would usually bring gifts for everyone, and happy days would follow, with Mma playing with Dineo, helping with work, and listening to the children’s stories. Naledi compares this visit with the visit after their father died because there is sadness and fear now, and there is no excitement, no gifts, and no joy since Dineo is sick and in the hospital.

   90 = Mma’s visit is different from her usual visit. On her other visits, she would bring gifts, and they would be excited about her arrival. Naledi says this visit is like the visit after their father died.

   80 = Mma’s visit is different and sad, just like the visit after their father died.

   continued
2. On page 67, the text says, “The grown-ups didn’t speak of their worst fear, although Naledi saw the heavy, worried look in their eyes.” What does this statement mean, and what mood does the author convey by choosing these words? Use information from the text to support your answer. [AC, DC, SA] (Team Talk rubric)

<table>
<thead>
<tr>
<th>Score</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Naledi means that the adults are concerned about Dineo and that their worst fear is that she will die. The text says they are all waiting for the three days to pass so Mma can go back to the hospital and get Dineo, but they don’t know whether she is OK. The author conveys a mood of concern and fear by choosing these words. They are all waiting nervously and thinking of Dineo, hoping that she is OK.</td>
</tr>
<tr>
<td>90</td>
<td>Naledi means that the adults are worried about Dineo and are afraid that she will die. The text says she is very sick, and they are all waiting for the three days to pass so Mma can go to the hospital and get her. The author uses these words to show a mood of fear.</td>
</tr>
<tr>
<td>80</td>
<td>Naledi means that the adults are worried about Dineo and are afraid that she will die.</td>
</tr>
</tbody>
</table>

3. What is happening in this section of text, and how is the problem resolved at the end of the chapter? Use information from the text to support your answer. (Write) [RE, DC, SA] (Team Talk rubric)

<table>
<thead>
<tr>
<th>Score</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>In this section of text, everyone in the family is waiting for Mma to go back to the hospital. In the text, it says they are all waiting for the three days to pass so Mma can go back to the hospital and get Dineo, but they don’t know yet if she is OK. The problem is resolved at the end of the chapter because Mma returns home with Dineo, and Dineo is much better. The text indicates that everyone is relieved and happy that Dineo is home. When my mother came home from the hospital after being sick, everyone at our house felt relieved and grateful, just as Dineo’s family felt when she came home.</td>
</tr>
<tr>
<td>90</td>
<td>In this section of text, everyone in the family is waiting for Mma to go back to the hospital. They are all waiting for the three days to pass so Mma can go back to the hospital and get Dineo, but they don’t know if she is OK. The problem is resolved at the end of the chapter because Mma returns home with Dineo, and Dineo is much better. Everyone is relieved and happy that Dineo is home.</td>
</tr>
<tr>
<td>80</td>
<td>Everyone in the family is waiting for Mma to go back to the hospital. The problem is resolved at the end of the chapter because Mma returns home with Dineo, and Dineo is much better.</td>
</tr>
</tbody>
</table>
4. How do Mmangwane and Nono react to Dineo coming home? What do their reactions show you about how the family members support and care for one another? Use support from the text in your answer. [MI, DC, SA] (Team Talk rubric)

100 = Mmangwane and Nono are very happy to see Dineo come home. On page 69, the text says Mmangwane comes up the road, calling out in delight. Additionally, on page 69, the text says that Nono whispers, “My child,” to Dineo and touches her head. Their reactions show me that they care very much for Dineo and that the family members support one another through hard times. Throughout the text, Nono and Mmangwane help to take care of the children and the house for Mma since she works so far away. The family members care for and support one another.

90 = Mmangwane and Nono are so happy to see Dineo. Mmangwane comes down the road and calls out in delight, and Nono touches Dineo’s head and whispers to her, “My child.” The family loves and supports one another, and Mmangwane and Nono help care for the children and do work around the house.

80 = Mmangwane and Nono are happy to see Dineo. The family members care for one another.

5. In what places might you find yourself in a queue? Why? [CV]

At a baseball game, at a movie, or at the doctor’s office because you have to stand in line at those places, and a queue is a line of people waiting their turn.

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), notes 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 words and phrases to link ideas (*because, also, for example*).

**Teacher Background**

Students will identify the themes of the text based on their identification and analysis of the important events of the story. As part of their focus on writing, they will use words and phrases to link ideas.

**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 text, author, and writing objective.
4. Students will use what they have learned about the story events and reflect on the important events in the text to draw conclusions about the themes of the text.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.
Writing Prompt

What are the themes, or central ideas, of this text? Use words and phrases (such as because, also, and for example) to link ideas. Use information from the text to support your answer.

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?

Write a literary response because the prompt is asking us to identify the themes or central ideas of the text.

6. Refer students to the following writer’s guide in their student editions. Point out that the Writing a Literary Response guide 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 a Literary Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
</tbody>
</table>
| • Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.  
• Support your point with evidence from the text. |
| **Organization**           |
| • Begin by making a clear point about an aspect of the literary work.  
• In the middle, support your point with examples and evidence from the text.  
• End with a closing statement. |
| **Style**                  |
| • Choose and quote words, phrases, and dialogue from the text to support your point. |
| **Mechanics**              |
| • Use correct punctuation, capitalization, spelling, and grammar. |

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

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

1. Explain to students that the writing objective, using words and phrases to link ideas, will help them write paragraphs that can be more easily understood by the reader and that connecting words assist them in supporting their ideas with information.
2. Use the following paragraph to model editing a paragraph to include connecting words and phrases such as because, also, and for example. Do the first two sentences with students, and then have partners work together to edit the remaining portion of the paragraph.

Teamwork is important. It helps us to share ideas. It allows people to use their strengths. We are stronger when we work as a team. Everyone helps and does a job on a team. To succeed as a team, everyone must work together. A team depends on everyone contributing. One person cannot do the work of an entire team.

3. Demonstrate linking the first two sentences, or ideas, by using the word because. A sample Think Aloud follows.

Sample Think Aloud

I know that my objective is to link ideas by using connecting words and phrases. When I look at the first two sentences, I know that these two ideas should be linked because the second idea supports the first one. Let me add a connecting word to link these two sentences together. I will add the word because to form the sentence, “Teamwork is important because it helps us to share ideas.” That sounds much better to me. The connecting word helps me support the first idea with the second idea. Now you will work with your partner to link ideas in the rest of the paragraph using connecting words and phrases.

4. Have teams work together to link the remaining ideas in the paragraph. Use Random Reporter to debrief.
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 a Literary Response and the writing objective—to use words and phrases to link ideas.

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

For example, ask:

- Does the writer make a clear point about an aspect of the literary work?
- Does the writer support the point with evidence from the text?
- Does the writer begin with a clear point, support the point with examples and evidence, and conclude with a closing statement?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer use connecting words and phrases to link 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 use connecting words and phrases to link your ideas?

*Answers will vary.*
How can using connecting words and phrases help the reader better understand the information?

*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

What are the themes, or central ideas, of this text? Use words and phrases (such as because, also, and for example) to link ideas. Use information from the text to support your answer.

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
<th></th>
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</thead>
</table>
| **Ideas**                   | • Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.  
• Support your point with evidence from the text. |
| **Organization**            | • Begin by making a clear point about an aspect of the literary work.  
• In the middle, support your point with examples and evidence from the text.  
• End with a closing statement. |
| **Style**                   | • Choose and quote words, phrases, and dialogue from the text to support your point. |
| **Mechanics**               | • Use correct punctuation, capitalization, spelling, and grammar. |
Lesson 6

Reading Objective: Identify and analyze important story events by tracing plot development and identifying turning points.

Writing Objective: Use words and phrases to link ideas (because, also, for example).

Teacher Background

Today’s cycle test challenges students to demonstrate their comprehension of the text and to use the information they have gained from identifying and analyzing the important events of the story.

In this final reading, Naledi and Tiro reflect on their journey and ponder what they have learned about their country, their mother, and themselves.

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 text, author, 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

Partner Review

1. Remind students that they have been practicing identifying and analyzing important story events by tracing plot development and identifying turning points.

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

**What tool have we been using to assist us in identifying and analyzing important events, turning points, and the climax of the story?**

*We have been using our plot lines.*

**What does the plot line show?**

*It shows the problem, the important events in sequence, the rising action, and the climax of the story. It also shows the falling action and the resolution.*

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 #5 ask about important story events.

4. Ask students to identify key words or phrases in question #5.

5. How have the events that occurred on the trip to Johannesburg changed Naledi? Use information from the text to support your answer.

   *RE, DC, 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 the final chapter of the text. You will answer questions based on today's reading and the other readings that you have done in the text.**
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.

   Use Think-Pair-Share to ask:

   Are we still building toward the climax of the story?

   No, we aren’t still building toward the climax of the story because we reached the climax when Mma and Dineo came home.

   Explain to students that since we have reached the climax, or peak, of the story, what we will read today will be the falling action. Falling action refers to the action that takes place after the climax. Tell students that just as you go downhill after you reach the peak of a mountain, the falling action in a story brings the level of excitement back down as it tapers off and falls toward the conclusion of the story.

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.
Analyze Story Events

Cycle 2 Test

Analyze Story Events

Directions: Read Journey to Jo’Burg, pages 70–75, 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 cycle.

Part I. Comprehension (100 points)

1. How does the plot of the story cause Naledi to question her future? What does she realize that she has been learning at school, and how does she feel about this discovery? Use information from the text to support your answer.

   [RE, DC, SA]

   20 points = The plot of the story causes Naledi to question her future because she now realizes that in school, she has been learning to be a servant. Naledi feels angry about it. In the text, Naledi says that she has written letters for jobs as a servant about how good she is at cleaning, washing, cooking, and gardening, ending the letters with “Yours obediently.” In addition, she says that she never got to write a letter about being anything other than a servant. For these reasons, Naledi questions her future and is saddened to realize that she is training to be a servant.

   15 points = The plot of the story causes Naledi to realize that in school, she has only been learning to be a servant. The only letters she has written are about how good she is at servant chores such as cleaning. I think this makes her feel angry because she doesn’t want to be a servant.

   10 points = Naledi realizes that she has been learning to be a servant at school and is not happy about it. She wants to do something else.

2. What occupation does Naledi imagine herself having? [MI, SA]

   A. a nurse
   B. a maid
   C. a teacher
   D. a doctor

Why does Naledi want to do that job? What vision does Naledi have that saddens her? Use information from the text to support your answer.

   20 points = Naledi says that she wants to be a doctor because it would be so useful, especially to her village. Naledi also says that she could look after her own family. The vision that Naledi has that saddens her is when she imagines all these mothers coming to her with tiny, hungry babies, and she can’t help them because she has no food. So Naledi wants to be a doctor to help others, but it makes her sad to think that she might not be able to help the hungry babies.
15 points = Naledi wants to be a doctor to help her family and the people of the village. Naledi gets sad when she imagines hungry babies coming to her, but she has nothing to give them.

10 points = Naledi wants to be a doctor, but it makes her sad to think that she can’t help everyone.

3. What does the nurse tell Mma that Dineo needs, and why is Mma worried? Use information from the text to support your answer. [MI, DC, SA]

20 points = The nurse tells Mma that Dineo needs more milk, fruits, and vegetables to be healthy. Mma is worried because she knows that Dineo isn’t getting enough healthy things to eat. In the text, it says that the family doesn’t have enough money to buy healthy foods, and Mma says they work very hard, but earn very little. In addition, the young woman at the hospital has been told that her baby needs more milk, but she doesn’t have enough money to buy it, and Mma says Dineo has the same problem. So I know that Mma is worried that there won’t be enough money to buy milk, fruits, and vegetables for Dineo to eat.

15 points = The nurse tells Mma that Dineo needs more milk, fruits, and vegetables to be healthy. Mma is worried because she doesn’t think there will be enough money to buy the healthy food that Dineo needs. In the text, Mma says that they work very hard, but earn very little.

10 points = The nurse tells Mma that Dineo needs more milk, fruits, and vegetables to be healthy.

4. On page 54, Mma states, “But those children who marched in the streets don’t want to be like us…learning in school just how to be servants. They want to change what is wrong…even if they must die!” How do you think Mma feels about the people who are willing to fight, and what message do you think she wants her children to take from this statement? Use information from the text to support your answer. [DC, MI, RE]

20 points = I think Mma feels proud and respects the people who are willing to fight. She wants her children to realize that what is happening in their country is not right and that there is hope for change. For example, in the text, Mma says that she has to struggle and work so hard to get money to pay for the children’s food, clothing, and school, and that she won’t be able to get another job if she loses that one. I think she admires the people who are standing up and saying that things are wrong in the country. She tells Naledi and Tiro that what is happening is wrong and that the children want things to change.

15 points = I think Mma feels proud and respects the people who are willing to fight. She tells the children that what is happening is not right, and she wants them to know that there is hope and that people are fighting for change.

10 points = I think Mma feels proud and respects the people who are willing to fight.
5. How have the events that occurred on the trip to Johannesburg changed Naledi? Use information from the text to support your answer. [RE, DC, SA]

20 points = The trip to Johannesburg changed Naledi because before the trip, she didn’t realize what was happening to black people in her country. Now Naledi realizes why black people are afraid of the police and that black people do not have equal rights. Also, the text states that Naledi hadn’t thought about her mother’s job before. After the trip, Naledi realizes how hard her mother works as a servant and what her mother sacrifices for her children. In these ways, the events of the story have changed Naledi.

15 points = Naledi is different now because she has seen what is happening in Johannesburg, how people are terrified of the police, and how dangerous the city is. Also, Naledi understands now that her schooling is just training her to be a servant, but she has dreams of becoming a doctor. At the end of the book, Naledi says that she wants to have new friends who are older and can teach her, as Grace did.

10 points = Naledi knows what her country is like now and why people are afraid of the police. Naledi wants to be a doctor, not a servant like her mother.

Part II. Writing (100 points)
Write at least one paragraph to answer the following question:
Does the title of the text accurately reflect the text’s themes? Use information from the text to support your answer.

Yes, the title accurately reflects the text’s themes of hope, family, and change. In the text, Naledi changes, grows, and learns from the journey to Johannesburg. Naledi learns so much about her country, her mother, and herself during her journey. For example, Naledi says that on the train ride home, she felt very small because she had never realized that there was so much land. Also, Naledi asks herself questions, such as “What is freedom?” and “What does it actually mean?” This shows me that she is learning about herself and her views on things like freedom. In these ways, the title reflects the themes of the text because Naledi goes on a journey of her own as she learns about hope, family, and change.
The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
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<tbody>
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<td><strong>Ideas</strong></td>
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<td><strong>Style</strong></td>
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<tr>
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<td><strong>Mechanics</strong></td>
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<tr>
<td>• Uses correct punctuation, capitalization, spelling, and grammar</td>
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<tr>
<td><strong>Writing Objective</strong></td>
</tr>
<tr>
<td>• Use words and phrases to link ideas (because, also, for example).</td>
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</table>

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

1. Write a meaningful sentence using the word weary. [CV]
   
   *I felt very weary after I hiked all day, and I couldn’t wait to lie down on my bed.*

2. In which of the following sentences is the word *protesting* used incorrectly? [CV]
   
   A. She was protesting loudly because she was so excited about her birthday gift.
   
   B. The firemen were protesting the closing of one of the city's large fire stations.
   
   C. Workers were protesting that the supermarket wouldn’t pay for their insurance.
   
   D. Many people were protesting the decision made by the Supreme Court.

3. Use two vocabulary words in a question. [CV]
   
   *Why had my mother clutched my hand when we were standing on the platform at the subway station?*

4. What is a synonym for the word *alarmed*? What is an antonym for the word *alarmed*? [CV]
   
   A synonym for alarmed is frightened. An antonym for alarmed is relaxed.
5. When we went to the baseball game, we had to stand in a ________ and wait for them to take our tickets.

Choose the word that belongs in the blank. [CV]

A. verandah  
B. platform  
C. queue  
D. protest

6. Write a meaningful sentence using the word clutched. [CV]

_I clutched my money in my hand so I wouldn’t lose it._

7. In which of the following sentences is the word anxiously used incorrectly? [CV]

A. I was anxiously lying on the couch, watching my favorite show on TV.
B. The man anxiously waited for a cab to pick him up for the airport.
C. My mother anxiously listened for the phone so she could talk to my dad.
D. On the morning of the sale, people were waiting anxiously for the store to open.

8. Use two vocabulary words in a question. [CV]

_Did you see the people protesting out on the verandah?_

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]

_The word that we explored was clasping. It means holding onto tightly, as in “My grandmother was clasping my arm so she wouldn’t fall on the icy sidewalk.”_

10. As used in the sentence “With head bowed, almost buried in the parcel, the young woman forced herself up and stumbled out of the waiting room,” parcel most nearly means— [CV]

A. bag.  
B. sign.  
C. box.  
D. crate.

_Students will explain their thinking. For example, I used the context. I know that the woman was carrying something and that she had her head buried in it, so I knew it was a bag._
<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[DC]</strong></td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td><strong>[AC]</strong></td>
<td>Author’s craft; literary devices.</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Identify and analyze important story events by tracing plot development and identifying turning points.

**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

<p>| | |</p>
<table>
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<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>
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 (tp)
(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 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.

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?
Sample Word Map
Cycle 1

proper

synonyms: exact, right, authentic

definition: right, real, actual

antonyms: fake, pretend, incorrect

Sample Word Map
Cycle 2

rubbish

useless stuff

synonyms: junk, garbage, trash, litter, debris

antonyms: treasures, valuables, keepsakes
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.

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<tr>
<th>Level 4</th>
<th>Analyze Story Events</th>
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<tbody>
<tr>
<td><strong>English Language Arts Standards: Reading Literature</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td></td>
</tr>
<tr>
<td>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
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<tr>
<td>RL.6.2. Determine a theme or 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>
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<tr>
<td><strong>English Language Arts Standards: Writing</strong></td>
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<tr>
<td><strong>Text Types and Purposes</strong></td>
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<tr>
<td>W.6.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.</td>
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