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.

Informational

Clarify Complex Text

*Staying Healthy: It’s a Science!*
*Odyssey magazine*
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>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>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>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:** Use strategies to clarify complex text.

**Writing:** Use precise language and key terms from the text to explain the topic.

Unit Overview

In this unit, students will apply the clarifying strategies they learned in the unit Clarify Words and Ideas (level 6, unit 1) to complex text. The following is an explanation of complex text.

**Complex Text**

As students move through middle school and on to high school, college, and work, they will be expected to read text that can be described as complex. According to the 2006 ACT report *Reading Between the Lines*, text may be complex due to:

- Relationships: Interactions among ideas or characters are involved or difficult to recognize.
- Richness: The text contains significant amounts of highly sophisticated information conveyed through data or literary devices.
- Structure: The text is organized in elaborate and unconventional ways.
- Style: The author's tone and use of language are intricate.
- Vocabulary: The author's word choice is demanding and depends on context.
- Purpose: The author's intent in writing the text is implied and open to interpretation.

### Cycle 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skill</th>
<th>Reading</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Word roots, context, similarities in word parts</td>
<td>“The Reasons Why You Don’t Exercise”</td>
<td>15–17</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Using words in new contexts</td>
<td>“Laugh Yourself Healthy”</td>
<td>32–35</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Using tables and diagrams; clarifying scientific terms</td>
<td>“Label Lab”</td>
<td>18 and 19</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Analyzing sentences</td>
<td>“When Words Hurt”</td>
<td>36–38</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>All strategies</td>
<td>“The Uncommon Science Behind the Common Cold”</td>
<td>30 and 31</td>
</tr>
</tbody>
</table>
## Unit Topic/Content

This *Odyssey* magazine presents articles on a variety of health topics: nutrition, exercise, sleep, the common cold, verbal abuse, the health aspects of mountaineering, and Lyme disease.

## 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

### Cycle 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 15–17</td>
<td>(Embedded) “Team Talk Response”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 32–35</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 18 and 19</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 30 and 31</td>
<td>(Optional) Background: “Immune Cells in Action,” PBS Learning Media (1:40) <a href="http://www.pbslearningmedia.org/content/tdc02.sci.life.stru.immune">www.pbslearningmedia.org/content/tdc02.sci.life.stru.immune</a></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>

### Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 6–9</td>
<td>(Embedded) “Fluency”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 10–14</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 22–25</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 26–28</td>
<td></td>
</tr>
<tr>
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<td>writing in response to reading</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Lesson 1

**Reading Objective:** Use strategies to clarify complex text.

**Teacher Background**

This article discusses the value of exercise.

In this lesson, you will discuss complex text and model using context, similar word parts, and Latin and Greek roots to clarify the words *physical* and *mortality*. *Physical* comes from the Greek root *phys‑*, meaning nature, natural, or material nature of. Related words are *physiology* (study of how a living body works), *physique* (the build of a living organism), and *physician* (doctor, who heals or cures the body). *Mortality* comes from the Latin root *mort‑*, meaning death. Related words are *mortuary* (funeral home), *mortician* (one who takes care of the dead), *immortal* (incapable of dying), and *postmortem* (an examination to determine cause of death). Students will practice using Greek roots to clarify the word *aerobic*, from the Greek root *aero‑*, meaning air or mist. Related words are *aerosol*, *aeronautics*, *aerate*, *aerodynamic*, and *aerial*.

**Active Instruction**

(22 minutes)

**Big Question**

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

**The Big Question:** What does good health mean to you?

**Set the Stage**

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

   **What does good health mean to you?**
   
   *(Answers may vary.)* Good health means that I feel good and can do the things I want.

   **What is one good health habit that you have?**
   
   *(Answers may vary.)* I play basketball for at least a half-hour every day.

   **Are you interested in good health?**
   
   *Answers may vary.*
2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them they earn team celebration points during the Lightning Round.

3. Introduce the texts, authors, and reading objective.

4. Have teams discuss the strategies that they use when they first pick up a text. Use Random Reporter to share team responses.

   For example, I scan the text to see if it is informational or literary; look for clues to predict the topic and the author’s intent; figure out how the text is set up so I can choose a graphic organizer for notes.

   Refer students to pages 15–17 in the magazine (today’s reading).

   **T:** Exercise  
   **I:** To get people to exercise  
   **G:** Web, outline, T-chart, or other reasonable response

**Interactive Read Aloud**

1. This cycle our reading objective is: to use strategies to clarify complex text.

2. Tell students that as they move through middle school and on to high school and beyond, they will encounter more and more complex text. Display the blackline master below, and review the points with students.

   **Complex Text**

   **Relationships:** Interactions among ideas or characters are involved or difficult to recognize.

   **Richness:** The text contains significant amounts of highly sophisticated information that is conveyed through data or literary devices.

   **Structure:** The text is organized in elaborate and unconventional ways.

   **Style:** The author’s tone and use of language are intricate.

   **Vocabulary:** The author’s word choice is demanding and depends on context.

   **Purpose:** The author’s intent in writing the text is implied and open to interpretation.

   2006 ACT report *Reading Between the Lines*

3. Tell students that in this unit, they will practice reading complex text. Tell students that today they will focus on context, similar word parts, and word roots to improve their understanding of complex text. Remind students that many of our words have Latin or Greek roots. Give a common example such as the Latin root *cent*, which means a hundred and is the root word for *cents* (100 cents in a dollar), *century* (100 years), and *centipede* (an insect relative with one hundred legs).
4. Explain the use of context to figure out words by displaying the following blackline master and reviewing it with students.

**Teacher’s Note:**
The word *samochód* is pronounced sam'-oh-hood.

The driver unlocked the samochód door, slid into the seat, put the key in the ignition, adjusted the rear-view mirror, released the parking brake, put the transmission into drive, and drove slowly down the street.

Use *Think-Pair-Share* to ask:

**What is a samochód, and how did you figure out the meaning?**

*A car.* Everything else in the sentence describes driving a car, so I used my background knowledge and the context of the sentence to figure out that *samochód* means car.

Point out that *samochód* is the Polish word for *car*. Using the words around an unfamiliar word can help you clarify the unfamiliar word; this is context.

Remind students of the clarifying strategies. Refer students to the following clarifying strategies in their student editions, and review the strategies with students.

<table>
<thead>
<tr>
<th>Clarifying Strategies</th>
</tr>
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<tbody>
<tr>
<td>• Look for familiar parts in words—base words, root words, prefixes, and suffixes.</td>
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<td>• Mark unfamiliar words with sticky notes, and ask someone for help.</td>
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<tr>
<td>• Find basic part of the sentence—noun, verb, object—and qualifying words and causes.</td>
</tr>
</tbody>
</table>

5. Read paragraph 1 on page 16 aloud. A sample Think Aloud follows.
**Sample Think Aloud**

(Read the first sentence, up to mental, aloud.)

“Different scientific studies explored physical activity’s impacts on mortality rates, disease rates,...” Wait a minute; I’m not sure of the words physical and mortality. (Model using a dictionary to find the definitions and the Greek and Latin roots.) The root of physical is Greek: phys-, meaning nature, natural, or of material nature. So physical activity is moving one’s material nature—one’s body.

The root of mortality is Latin: mort-, meaning death. That makes sense in the sentence because it says “mortality rates, disease rates.” Disease and death are often related.

Using the context of the passage and the Greek and Latin roots helps me clarify certain words. Now I can continue reading.

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<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Restate important ideas in the text, and add notes to the graphic organizer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner pairs:</td>
<td>Read aloud/think aloud with the next passage to practice the skill or strategy.</td>
</tr>
</tbody>
</table>

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6. Use **Think-Pair-Share** to have students use the Greek or Latin roots to identify the meanings of the following words: physician, physiology, mortician, and immortal.

7. 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 paragraph 2 on page 16. Have dictionaries available for students to reference. Use **Random Reporter** to debrief.

   **What does “aerobic activity” mean? How did you figure it out?**

   “Aerobic activity” means activity during which you breathe in a lot of air. The Greek root of the word is aero-, which means air.

   **What do the following words mean: aerate, aerial, and aerosol?**

   Aerate means to add air; aerial relates to something in the air; aerosol is a spray of mist or air.

   Have students read the first sentence in the next paragraph (“The long-term benefits...”), and use **Think-Pair-Share** to ask:

   **What is the meaning of the term life expectancy, and how did you figure it out?**

   Life expectancy means how long you can expect to live. I used the similar word part expect to help me figure out the meaning of the term.

8. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

   Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

   A sample graphic organizer follows.
Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 15–17 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion
1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

### Team Talk Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Rubric</th>
<th>Points</th>
</tr>
</thead>
</table>
| **1.** The physical activity guidelines for Americans recommend three types of exercise for children and teens. Which type(s) are you doing when you play a game of soccer? Explain your answer. | [CV, RE] | **100** = When you play soccer, you are doing all three types of exercise. You are doing aerobic exercise when you run on the field and get your heart beating faster. You are doing leg-muscle strengthening and bone strengthening when you run and kick the ball because your leg muscles are moving your body’s weight and taking an impact. *Soccer would be a good exercise to stay fit.*

**90** = When you play soccer, you are doing all three types of exercise—aerobic and muscle and bone strengthening.

**80** = You are doing all three types of exercise. |

**2.** Define the word *bolster* on page 17 from the context: “And exercise can bolster the immune system, so you’re less likely to get sick.” How does this meaning of the word *bolster* compare with its meaning as a pillow? | (Write) [CV] | **100** = As used in the sentence, bolster means something like support because it says that the immune system works better with exercise. Bolster is also a name for a pillow. Pillows can support you as you lie in bed or sit in a chair. In both situations, the word refers to some kind of support.

**90** = Bolster means something like support. Bolster is also a name for a pillow. Pillows can support you.

**80** = It means something like support. Pillows can support you. |

**3.** What does the phrase “evidence based” on page 16 mean? | [CV] | **100** = The phrase “evidence based” means that an idea has a lot of evidence to support it. In this case, committees from the U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention reviewed years of evidence about exercise. The final conclusion is that the physical activity guidelines for Americans are correct in their recommendations. *Important decisions about health should be evidence based.*

**90** = It means that an idea has a lot of evidence to support it. The committees from the U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention reviewed years of evidence about exercise.

**80** = It means an idea has a lot of evidence. |
4. What are four benefits of regular exercise? [MI]

100 = According to the article, exercise gives us many benefits. Regular exercise helps people maintain a healthy weight. It reduces the risk of some diseases such as stroke, heart disease, and some cancers. Regular exercise also improves mood and the ability to handle stress. Everyone should exercise regularly because it will improve one’s general health.

90 = Regular exercise helps people keep a healthy weight. It reduces some diseases such as stroke. Regular exercise improves mood and makes you feel better.

80 = It helps your weight. It reduces some diseases such as stroke. It makes you feel better.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

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

7. If some teams finish ahead of others, have them practice their fluency.

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

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### 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.

3. Show video “Team Talk Response.”
Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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**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.
Complex Text

Relationships: Interactions among ideas or characters are involved or difficult to recognize.

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2006 ACT report Reading Between the Lines
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# From Student Edition

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</tbody>
</table>
Lesson 2

**Reading Objective:** Use strategies to clarify complex text.

**Teacher Background**
This article discusses the physical effects of laughter on the body.
In this lesson, you will model clarifying unusual uses of words.

**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, and model chunking as needed. Then read the meaning of the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>optimize</td>
<td>op-tim-ize</td>
<td>improve, make effective</td>
<td>Ted wanted to optimize his chances of making the team, so he practiced pitching every afternoon.</td>
</tr>
<tr>
<td>mirthful</td>
<td>mirth-ful</td>
<td>joyful</td>
<td>The baby’s mirthful actions made everyone laugh.</td>
</tr>
<tr>
<td>synthesized</td>
<td>syn-the-sized</td>
<td>made, combined, or formed</td>
<td>Brad synthesized a go-cart from an orange crate and skates.</td>
</tr>
<tr>
<td>disparaging</td>
<td>dis-par-a-ging</td>
<td>insulting, ridicule</td>
<td>Juanita apologized for the disparaging remarks about Anna’s dress.</td>
</tr>
</tbody>
</table>
**Word** | **Pronunciation** | **Definition** | **Sample Sentence**
--- | --- | --- | ---
permeates (verb) page 38 | per-me-ates (PUR-mee-ates) | spreads or flows through | The smell of freshly baked cookies permeates the house and makes me hungry.
overt (adjective) page 37 | o-vert (oh-VURT) | not hidden, obvious | Everyone could see Martha’s overt joy in winning the science award.
induce (verb) page 33 | in-duce (in-DOOSE) | cause, persuade | Brenda’s mom tried to induce her to try out for the play, but Brenda was too shy.
subtle (adjective) page 36 | sub-tle (SUT-l) | slight, difficult to detect | Wanda’s perfume was so subtle that I could hardly smell it.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

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

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

   **T:** Laughter

   **I:** To tell people that laughter can keep you healthy

   **G:** Web, outline, T-chart, or other response

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

   **How often do you laugh in an average day?**

   *(Answers will vary.) I probably laugh fifty times a day.*

   **After you have had a good laugh, how do you feel?**

   *(Answers will vary.) I feel good.*
Do you think laughter has any health benefits? Why?
(Answers will vary.) I don’t think it helps my health.

**Interactive Read Aloud**

1. Refer students to the reading objective.

2. Point out that writers sometimes use common words in unusual ways or scientific words in unusual ways. Read paragraph 1 on page 32 aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>The author uses the words <em>contagious</em> and <em>infectious</em> in relation to laughter, but I usually see these words used in relation to disease—a contagious and infectious disease. In the context of a disease, these words mean that the disease can be passed from one person to another. When talking about laughter, I guess these words mean that when one person laughs, other people will start to laugh; the laughing gets passed from one person to another. Sometimes authors use a word in a different context than I am used to, so I have to think about what the word really means—its basic definition—and then see how that basic definition applies to the new context.</td>
</tr>
</tbody>
</table>

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read paragraphs 2 and 3 on page 32, starting at “Dr. William Fry,...”

Use **Random Reporter** to debrief. Have students identify the basic meaning of “looking at laughter scientifically.”

“Looking at laughter scientifically” means that researchers are doing scientific experiments on people who laugh. Science is a specific method for studying the natural world.

If necessary, point out that studying something scientifically means making a hypothesis, doing a controlled experiment, recording data, and drawing a conclusion—seeing what the data says about the hypothesis.

Point out that the words *laughter* and *scientifically* don’t usually occur in the same sentence, so you have to think a little to clarify the meaning.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.
A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laughter</strong></td>
</tr>
<tr>
<td>A. Laughter is contagious and infectious.</td>
</tr>
<tr>
<td>B. Adults laugh less than kids.</td>
</tr>
<tr>
<td>C. Norman Cousins laughed to get rid of the pain from his autoimmune illness.</td>
</tr>
<tr>
<td>1. Watched funny movies</td>
</tr>
<tr>
<td>2. Found that when laughed for 10 min., pain gone for at least 2 hrs.</td>
</tr>
</tbody>
</table>

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: **pages 32–35 aloud with partners.**

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
</table>
| 1. Give two examples from the text of how laughter affects hormones in your body. [CV, RE] (Team Talk rubric)  
(Accept reasonable responses.) |
| 100 = According to this article, laughter increases good stress hormones (beta-endorphins) by 27 percent, which boosts both your mood and immune system to fight illness. Laughter also increases growth hormone by 87 percent, which helps you wake up with lots of energy. Laughter has a beneficial effect on hormones. |
| 90 = Laughter increases good stress hormones. Laughter also increases growth hormone by 87 percent, which helps you wake up with lots of energy. |
| 80 = Laughter increases good stress hormones and growth hormone. |
| 2. What does the author mean in the sentence “Beyond his doctors’ expectations, Cousins’ illness went into remission” on page 32? How did you figure it out? [CV] (Team Talk rubric) |
| 100 = In this sentence, the author means that the doctors did not expect Cousins to get better; they did not think laughing would help his disease. However, the doctors were proved wrong; Cousins’ disease got better. I figured out the meaning by first ignoring the qualifying first clause and analyzing the main part of the sentence: disease got better. Then I added the information from the qualifying clause. Looking for the basic sentence in a complex sentence helped me find the meaning. |
| 90 = The author means that the doctors did not expect Cousins to get better. However, the doctors were proved wrong. I figured out the meaning by first ignoring the qualifying first clause and looking for the main part of the sentence. |
| 80 = He means that the doctors did not expect him to get better, but they were wrong. I figured out the meaning by looking for the main part of the sentence. |
| 3. Read the second sentence in the left column on page 35. What happened to their blood flow when the volunteers watched the silly movie? Explain how you figured it out. (Write) [CV, SA] (Team Talk rubric) |
| 100 = When the volunteers watched the silly movie, their blood flow increased by 22 percent. I used two strategies: word clarification and sentence clarification. For example, I know that the words hooting and hollering refer to laughing. The clause ends with a comma, which means it is a complete thought. Then the next idea follows—that blood flow decreased by 35 percent while the volunteers were watching the stressful movie. Paying attention to comma placement can improve your understanding. |
| 90 = When the volunteers watched the silly movie, their blood flow increased by 22 percent. |
| 80 = Their blood flow increased. |
4. Summarize the author's message in this article. What is the take-home message? How does the author support her message? [MI, AA] (Summary rubric)

100 = The author’s message in the article “Laugh Yourself Healthy…and That’s No Joke!” is that if you laugh regularly, you will be healthier. She supports her position by citing studies and their results done by researchers such as Dr. Lee Berk, Dr. Stanley Tan, and Dr. Michael Miller. The author uses specific examples like laughter improving the immune system and helpful stress hormones such as beta-endorphins. The author makes a point by supporting it with evidence.

90 = The author’s message is that if you laugh regularly, you will be healthier. She supports her position by showing studies and their results done by researchers. The author uses examples such as laughter improving the immune system.

80 = If you laugh regularly, you will be healthier. She supports her position by talking about studies and their results.

5. The vocabulary word induce comes from the Latin root word duc, meaning to lead, bring, or draw along. How does the meaning of duc relate to the meaning of induce?

(Accept reasonable responses.) Induce means to cause or persuade. The definition of induce is related to lead or bring because to cause something could mean to lead it or bring it.

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), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

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

7. If some teams finish ahead of others, have them practice their fluency.

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

(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.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>optimize</td>
<td>op-tim-ize (OP-tih-myze)</td>
<td>improve, make effective</td>
<td>Ted wanted to optimize his chances of making the team, so he practiced pitching every afternoon.</td>
</tr>
<tr>
<td>mirthful</td>
<td>mirth-ful (MIRTH-full)</td>
<td>joyful</td>
<td>The baby's mirthful actions made everyone laugh.</td>
</tr>
<tr>
<td>synthesized</td>
<td>syn-the-sized (SIHN-the-sized)</td>
<td>made, combined, or formed</td>
<td>Brad synthesized a go-cart from an orange crate and skates.</td>
</tr>
<tr>
<td>disparaging</td>
<td>dis-par-a-ging (dih-SPARE-ah-jing)</td>
<td>insulting, ridicule</td>
<td>Juanita apologized for the disparaging remarks about Anna's dress.</td>
</tr>
<tr>
<td>permeates</td>
<td>per-me-ates (PUR-mee-ates)</td>
<td>spreads or flows through</td>
<td>The smell of freshly baked cookies permeates the house and makes me hungry.</td>
</tr>
<tr>
<td>overt</td>
<td>o-vert (oh-VURT)</td>
<td>not hidden, obvious</td>
<td>Everyone could see Martha's overt joy in winning the science award.</td>
</tr>
<tr>
<td>induce</td>
<td>in-duce (in-DOOSE)</td>
<td>cause, persuade</td>
<td>Brenda's mom tried to induce her to try out for the play, but Brenda was too shy.</td>
</tr>
<tr>
<td>subtle</td>
<td>sub-tle (SUT-I)</td>
<td>slight, difficult to detect</td>
<td>Wanda's perfume was so subtle that I could hardly smell it.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Use strategies to clarify complex text.

**Teacher Background**

This article discusses some of the chemistry of food and provides guidance in reading food labels.

In this lesson, students will clarify diagrams and charts and clarify text by putting together information from different parts of the article. Students will also clarify key scientific terms.

**Chemistry background:** This lesson describes some of the chemistry of the food we eat. Several diagrams of molecules are shown in the article. Molecules of food and other substances are made up of atoms of elements; the common ones in our foods are carbon (shown in the diagrams as black dots), hydrogen (shown in the diagrams as clear circles), and oxygen (shown in the diagrams as shaded circles).

Chemical bonds join atoms together in molecules. The bonds are shown in the diagrams as a straight line between two atoms, bonding either two atoms of the same kind, such as a carbon atom with another carbon atom, or different types of atoms, such as when a carbon atom bonds with a hydrogen atom. Some molecules are in straight chains, as in fats, and some can form rings (hexagons), such as in cholesterol and sugar molecules. Chemical bonds can be single bonds (shown as a single line) or double bonds (shown as a double line).

A carbon atom typically forms four chemical bonds. So if a double bond is present, the carbon atoms involved will have fewer bonds with hydrogen. That molecule has less hydrogen overall and is termed unsaturated. In saturated fats, the molecule has only single bonds, and it has as much hydrogen as possible.

Table salt is sodium chloride. Na is the chemical symbol for sodium, and Cl is the chemical symbol for chlorine. In the section on sodium, the large black dot in the diagram is a chlorine atom, and the smaller circle is a sodium atom. The chemical symbols for the elements carbon, hydrogen, and oxygen are C, H, and O respectively.
Active Instruction

(25 minutes)

Partner Vocabulary Study

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.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m a little puzzled by the word hormone. The article on laughter mentioned hormones frequently. If I use the context of all the parts of the article that relate to hormones, I think a hormone is a substance or chemical produced in the body that regulates or affects the body. The article mentions quite a few hormones, so there must be a lot of them.</td>
</tr>
</tbody>
</table>
Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Build background about the topic.

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

Set the Stage

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

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

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

4. Ask for a show of hands from those students who read food labels. Ask volunteers to tell the rest of the class what they learn from reading food labels.

5. Have teams discuss and report on their preview of the text, pages 18 and 19, and explain their thinking. Use Random Reporter to share team responses.

   **T:** Food labels
   **I:** How to read and interpret food labels
   **G:** Web, outline, chart, or other reasonable response

6. Tell students that this article describes the chemistry of food.
7. Review, or provide information about, atoms, molecules, and chemical bonds:
   • All matter—any material that has mass and takes up space—is made of atoms.
   • An atom is the tiniest piece of matter that has the characteristics of that matter.
   • Atoms can be joined together with chemical bonds to form molecules.
   • Molecules can contain the same kinds of atoms or combinations of different atoms. For example, the oxygen we breathe is made of oxygen molecules: two atoms of oxygen bonded or joined together: \( \text{O}_2 \). The water we drink is made of one oxygen atom and two hydrogen atoms: \( \text{H}_2\text{O} \).
   • Scientists use a chemical shorthand for showing elements and molecules.
   • The types of atoms in a molecule and their arrangement determine what kind of matter it is.
   • Some molecules, such as oxygen or water, are very small, with only two or three atoms. Some molecules, such as those in food, have tens, hundreds, or even thousands of atoms in them.

**Interactive Read Aloud**

1. Remind students that many informational texts put information in tables or use diagrams to highlight what is discussed in the text. Also remind students that every area of study, such as science, has its own set of important words and terms. Some scientific terms are common words that have a scientific application.

2. Read the section titled “Fats” on page 18 aloud. Use a Think Aloud to model how to use the written information to clarify the diagrams, how diagrams can clarify written information, and how to clarify key scientific terms.
The first sentence tells me that fats are made of “long strings of carbon and hydrogen atoms.” If I look at the picture to the right of the text, I see long chains of dots hooked together. I know that sometimes scientists represent atoms as circles and the bonds that hold them together as straight lines.

From the written description, I can tell that the top diagram is for the saturated fats because all the bonds are single. The second diagram is a monounsaturated fat because there is only one double bond. I looked back at the text and the diagrams to clarify what the author is telling me.

In the next two paragraphs, I see the words saturated and unsaturated. I know these words in an everyday sense. A towel could be saturated with water, meaning it is very wet and probably can’t get any wetter. An unsaturated towel could mean that it is only partly wet and could absorb more water. The use of saturated and unsaturated in the context of “saturated fats” and “unsaturated fats” means that saturated fats hold a lot of hydrogen and that unsaturated fats hold less. When I look at the first diagram, I see all single bonds. If I count the hydrogen atoms—the clear circles—I find eight. When I look at the second diagram, I see a double bond—a double line. If I count the hydrogen atoms, I find six. So a saturated fat has a lot of hydrogen, like a saturated towel has a lot of water, and an unsaturated fat has less hydrogen, like an unsaturated towel is only partly wet. This is a good example of a common word that has a scientific meaning. I must pay attention to the context and the explanations to clarify words like this and purely scientific terms such as fatty acid chains.

Use Think-Pair-Share to prompt use of the skill or strategy.

**How do the diagrams help you clarify the text?**

The diagrams put the text into pictures so you can see what the fats look like at the molecular level.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read paragraph 7 on page 18 (“LDL...”), and use Think-Pair-Share to ask:

**What is the scientific term in this paragraph? What is its everyday translation, and how did you figure it out?**

Use Random Reporter to debrief.

The scientific term is low-density lipoprotein, and its everyday translation is bad cholesterol. I read on, and the definition is given in the rest of the sentence.

Have students look at the labels at the top of page 19. Ask them to note what is similar about the labels and what is different.

The labels are set up the same way for each food. The differences are the amounts and percentages of the ingredients.
Partner pairs: Review, reread to clarify, and add to the graphic organizer.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Fats</th>
<th>Cholesterol</th>
<th>Sodium</th>
<th>Carbohydrates</th>
<th>Protein</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Saturated fats—single carbon bonds; animal products; solid at room temp.; ex. butter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unsaturated fats—have 1 or more double bonds; liquid at room temp.; ex. olive oil</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trans fats—have double bonds but are straighter &amp; act like saturated fats</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teamwork (20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 18 and 19 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.
Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. Use the information about unsaturated fats on page 18 to clarify the word polypeptide. (Write) [CV, SA] (Team Talk rubric)
   
   100 = The information in the section titled “Unsaturated fats” explains that the poly- in polyunsaturated means more than one. So a polypeptide is more than one peptide. I used the meaning of the word part poly- to clarify the word polypeptide.
   
   90 = The information in the section titled “Unsaturated fats” explains that the poly- in polyunsaturated means more than one. So a polypeptide is more than one.
   
   80 = The poly- in polyunsaturated means more than one. Polypeptide is more than one.

2. Would olive oil contain mostly saturated or unsaturated fats? How do you know? [CV, RE] (Team Talk rubric)
   
   100 = According to the text on page 18, unsaturated fats come from plants, so olive oil would contain unsaturated fats and have double carbon bonds. You can tell what kind of fat something is if you know where it comes from.
   
   90 = Unsaturated fats come from plants, so olive oil would contain mostly unsaturated fats.
   
   80 = Unsaturated fats come from plants.

3. Clarify the word synthesized in paragraph 12 on page 18 (“Vitamins...”). Explain how you figured it out. [CV, SA] (Team Talk rubric)
   
   100 = Synthesized means something like made or formed. According to this article, vitamins “must be obtained from the diet.” So if you have to eat them, it probably means you can’t make them. Using the context of the text helps you to figure out words.
   
   90 = Synthesized means something like made or formed. The sentence says vitamins “must be obtained from the diet.” So if you have to eat them, it probably means you can’t make them.
   
   80 = Synthesized means something like made or formed.

continued
Team Talk Questions continued

4. Why should people read food labels? [DC, SA] (Team Talk rubric)
   - 100 = People should read food labels so they can compare foods and choose the one that is best for them. They can also learn what is in the foods they are eating, and they can see whether they are eating a healthy food. Food labels provide useful information.
   - 90 = People should read food labels so they can compare foods and choose the one that is best for them. They can also learn what is in the foods they are eating.
   - 80 = People should read food labels so they can compare foods.

5. In which of the following sentences is the word optimize used incorrectly? [CV]
   - A. To optimize the nice day, we got an early start on our hike.
   - B. Ben wanted to optimize the light for his painting, so he moved the easel to the window.
   - C. The sinking of the boat will optimize its reaching safe harbor.
   - D. Watching funny movies regularly will optimize your mood.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

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

7. If some teams finish ahead of others, have them practice their fluency.

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

Class Discussion tp
(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:** Use strategies to clarify complex text.

**Teacher Background**
This article discusses the impact of verbal abuse on developing brains.
Students continue to practice their clarifying strategies.
Review your school’s bullying policy in case students have questions.

**Active Instruction**
(25 minutes)

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

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

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text, pages 36–38, and explain their thinking. Use Random Reporter to share team responses.

   **T:** Verbal abuse
   **I:** To provide information about verbal abuse
   **G:** Web, outline, or other reasonable response

5. Show video: “Science Nation: Teens and Stress.”

6. Use Think-Pair-Share to ask:

   **How can we know what’s happening inside the brain?**
   Scientists use MRI to show what’s happening inside the brain.

   **How do adult brains differ from teen brains?**
   Teen brains have more involvement of the reward centers in risk behavior than adults do. Also centers that adults use to evaluate risk are less developed in teens.

**Interactive Read Aloud**

1. Tell students that today they will focus on strategies to break down difficult sentences to clarify them. Remind students of basic sentence structure:
   • The subject (noun or pronoun) is the who or what of the sentence.
   • The verb is the action.
   • The object (noun or pronoun) is what is affected by the verb.

2. Provide a simple example such as the following, and have students identify the subject, verb, and object.

   The cat chased his toy under the sofa.
   *(Cat is the subject, chased is the verb, and toy is the object.)*

   Explain that when faced with a difficult sentence, identifying these parts can help the reader understand the sentence’s basic meaning.

3. Refer students to the clarifying tips in their student editions, and review it with students.

   **Clarifying Tips**
   • Identify the sentence parts—subject, verb, object.
   • Identify causes and qualifying words—e.g., although, even, if, unless.
   • Identify the use of commas in the sentence that separate complete ideas and qualifying phrases.

4. Refer students to the list of qualifying words and phrases in their student editions, and review it with students. Point out that many of these words are also examples of academic vocabulary.
5. Read paragraphs 1 and 2 in the sidebar on page 38 aloud. Use a Think Aloud to model the use of the skill or strategy.

**Sample Think Aloud**

The second sentence begins with the word *unlike* and has a comma at the end of the clause, and I see the word *during* near the end of the sentence. These are clauses, so for now, I’ll focus on the main part of the sentence: “the human brain’s development and wiring are guided by our experiences.” The basic meaning is: the brain’s development is guided by experiences. The initial clause contrasts human brains with animal brains by using the word *unlike*, and the final clause, “during childhood and adolescence,” tells when the experiences affect the brain. Identifying where the commas and clauses are helped me clarify the meaning of this sentence.

6. 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 the first sentence in paragraph 3 in the sidebar on page 38. Use **Think-Pair-Share** to ask:

- **Clarify the sentence. What is the basic meaning of the sentence?**

  *Young adults were asked to rate their childhood exposure to parental and peer verbal abuse when they were children.*

  Use **Random Reporter** to debrief.

  *The rest of the sentence qualifies the main meaning, for example, young adults are those ages 18–25 with no history of exposure to abuse.*

  Remind students that they looked for commas and clauses to identify the basic meaning of the sentence and the qualifying information.

7. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

  Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

  A sample graphic organizer follows.
A. Human brain
   1. develops after birth, unlike most animals
   2. development and wiring affected by our experiences
   3. if experiences are negative, brain development negatively affected
   4. new study shows verbal abuse during middle school damages brain

B. Young adult brains examined
   1. examined those with no history of family abuse
   2. brains scanned
   3. those who said they had had peer verbal abuse had undeveloped connections between R and L sides of brain
   4. These young adults also had more anxiety, anger, drug abuse than others who had not had peer verbal abuse.

---

Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Human brain</td>
</tr>
<tr>
<td>1. develops after birth, unlike most animals</td>
</tr>
<tr>
<td>2. development and wiring affected by our experiences</td>
</tr>
<tr>
<td>3. if experiences are negative, brain development negatively affected</td>
</tr>
<tr>
<td>4. new study shows verbal abuse during middle school damages brain</td>
</tr>
</tbody>
</table>

Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 36–38 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion
1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the “(Write)” question. 

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Cue students to use their student routines for strategy use and Team Talk discussion.
1. Summarize the normal development that takes place in the brains of middle school-aged children. Use precise language and key terms in your summary. [CV, MI] (Summary rubric)

100 = According to the text, brain development during the middle school years is in a sensitive period. At this time, many connections in the brain are being made and insulated with myelin that is produced by the glia. It is important to protect the brain during this period of development.

90 = According to the text, brain development during the middle school years is in a sensitive period. At this time, many connections in the brain are being made and insulated with myelin that is produced by the glia.

80 = The brain is building and insulating many connections.

2. According to the sidebar on page 38, a study showed that verbal abuse can affect the brain. What were the effects on the structure of the brain found in the study? [CV, MI] (Team Talk rubric)

100 = In the study, the brains of young adults who said they had experienced verbal abuse were scanned. The scans demonstrated that the connections between the right and left sides of the brain in the corpus callosum were affected. The text says that the connections were underdeveloped, which probably means not as many connections. Those young people who showed the underdeveloped connections had higher levels of anger, depression, anxiety, and drug abuse. The impact of verbal abuse on the brain can lead to many other problems for the individual.

90 = The brains of young adults who said they had experienced verbal abuse were scanned. The scans showed that the links between the right and left sides of the brain were harmed. Those young people who showed the underdeveloped connections had higher levels of anger and drug abuse.

80 = The brains of young adults who said they had experienced verbal abuse were scanned. The scans showed that links in the brain were harmed.

3. What is the author saying when he writes, “If it [Internet bullying] does [offer more opportunities], modern conditions could become an incubator for developing brains with permanent scars,” on page 38? How do you know? (Write) [CV] (Team Talk rubric)

100 = With this sentence, the author is saying that bullying and its effects on adolescent brains will be greater with Internet bullying. An incubator helps premature babies grow. In this case, the word incubator is used to get the point across that verbal bullying can grow with the help of the Internet and other social media. The author uses the word incubator as a metaphor to convey his meaning about the potential growth of social media bullying.

90 = The author is saying that bullying and its meaning for adolescent brains will be greater with Internet bullying. An incubator helps something grow.

80 = Bullying will be greater with the Internet and will hurt more children.
Team Talk Questions continued

4. Summarize the author’s message in this article. What is the take-home message? How does the author support her message? [MI, AA] (Summary rubric)

100 = The author’s message in the article “When Words Hurt” is that verbal abuse and bullying can cause permanent brain damage in children of middle school age. The problem of verbal abuse and bullying should be solved. The author supports her message by citing evidence from victims and work done by researchers Patricia Evans, Ritch Savin-Williams, and Martin Teicher. Giving evidence to support your point helps readers believe your information.

90 = The author’s message is that verbal abuse and bullying can cause permanent brain damage in middle school. The problem of verbal abuse and bullying should be solved. The author supports her message by getting information from victims and work on this problem done by researchers.

80 = The author’s message is that verbal abuse and bullying can cause permanent brain damage. The author supports her message by giving information.

5. What is a synonym for disparaging? What is an antonym for disparaging? (Reminder: An antonym is a word meaning the opposite.) [CV]

(Accept reasonable responses.) A synonym for disparaging is criticizing. An antonym for disparaging is compliment or praise.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

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

7. If some teams finish ahead of others, have them practice their fluency.

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

Class Discussion tp

(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.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
**Clarifying Tips**
- Identify the sentence parts—subject, verb, object.
- Identify causes and qualifying words—e.g., although, even, *if, unless*.
- Identify the use of commas in the sentence that separate complete ideas and qualifying phrases.

**Qualifying Words and Phrases**
- **Cause**: because, since, as, “now that,” “inasmuch as,” “in order to”
- **Condition**: if, unless, “on condition that”
- **Time**: when, while, since, before, after, until, once
- **Place**: where, wherever
- **Contrast/Opposition**: although, “even though,” despite, “in spite of,” while, where, whereas
- **Other**: which, who, whoever, whom, what, why, how
Lesson 5

**Writing Objective:** Use precise language and key terms from the text to explain the topic.

**Teacher Background**

In this lesson, students will write their own piece of informational writing. The writing prompt is typical of a question students might see on a science or social studies test. The objective is to use key terms and precise language to answer the question. You may wish to review with students what you expect in the way of academic language in their writing. Remind students that the point of their writing is to inform someone of something and to clearly relay how much they know about it. Remind students that they will have a similar writing prompt on the test in lesson 6.

**Active Instruction**

(10 minutes)

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?.”

2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.

3. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

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

**Set the Stage**

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

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

3. Remind students of the texts, authors, and writing objective.
4. Point out to students that they have read several science-related articles and that science has its own vocabulary. Explain that using these words in their writing can also help students learn the words. Refer students to page 32, and point out some of the highlighted words on that page and the call-outs that give the definitions. Explain that scientists have their own vocabulary to be precise and to communicate clearly with other scientists; for example, saying that Norman Cousins had an autoimmune illness is more precise than saying he was sick, and saying that he had ankylosing spondylitis is even more precise. Also point out that for the purpose of understanding the article “Laugh Yourself Healthy…and That’s No Joke!,” it is not necessary to know the name of Mr. Cousins’ disease.

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>How does laughter affect hormones? Cite evidence from the text.</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?**

The prompt asks me to explain how laughter affects hormones, so it is asking me to explain ideas or information on a topic.

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

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.
Use **Think-Pair-Share** to ask:

**Which guideline relates to our writing objective: to use precise language and key terms from the text to explain the topic?**

*The guidelines for ideas, organization, and style apply to the writing objective.*

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

**Model a Skill**

1. Refer students to paragraph 4 on page 34. Tell students that you have to write something about the effect of laughter on diabetic patients. Use **Think-Pair-Share** to have students identify the key terms and precise language in this paragraph that relate to the effect of laughter on diabetic patients.

   *Answers may include:* C-reactive protein, inflammation, percent, cholesterol, “improve heart health,” and diabetic.

2. Tell students that a good way to start planning for a writing project like this is to review and list the precise language necessary to inform or explain.

**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 to Inform or Explain, and the writing objective—to use precise language and key terms from the text to explain the topic.

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

For example, ask:

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

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

Reflection on Writing

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

How did creating and using a graphic organizer work for you? How did it help you 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 precise language in your writing? Explain.

*Answers will vary.*
Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

How does laughter affect hormones? Cite evidence from the text.

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Lesson 6

**Reading Objective:** Use strategies to clarify complex text.

**Writing Objective:** Use precise language and key terms from the text to explain the topic.

**Teacher Background**

“The Uncommon Science Behind the Common Cold” on pages 30 and 31 discusses the common cold: how it is caused, why there is no cold vaccine, and the state of research in finding a cure.

Today’s cycle test challenges students to read and clarify complex text.

Preview the video to decide whether you want to show it to the class: www.pbslearningmedia.org/content/tdc02.sci.life.stru.immune (1:40).

**Active Instruction**

(5 minutes)

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Set the Stage**

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

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

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

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

5. Optional: To build background on the immune system, show the video “Immune Cells in Action.” Use Think-Pair-Share to ask:

**How do white blood cells “remember” viruses?**

*White blood cells that have the antibody for a virus multiply so there are many cells that can kill a virus in the future.*
Prepare Students for the Test

5 minutes

Partner Review
1. Remind students that they have been practicing using strategies to clarify complex text. 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 #3 ask about using strategies to clarify complex text.

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

   3. What is the meaning of the phrase “communicable illness” as used in the sentence on page 30, “It [the common cold] is the most common communicable illness on the planet, yet most people don’t know what really causes it”? Explain how you figured it out. [CV, SA]

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

   Today you will read more about the common cold, something we have all had.

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.
   Refer students to page 30, and use Think-Pair-Share to ask:
   **How did the rhinoceros get its name?**
   Rhino is the Greek root for nose. The rhinoceros has a long horn on its nose, so the nose is very prominent.
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.
Clarify Complex Text

Cycle 1 Test

Clarify Complex Text

Directions: Read “The Uncommon Science Behind the Common Cold,” pages 30 and 31. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is the topic? (5 points)

   The topic of this article is the common cold.

What is the author’s intent? (5 points)

   The author’s intent is to explain the science of the cold.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]

10 points = This article is about the common cold. It is caused by HRV—the human rhinovirus. The virus enters ICAM-1 cells and causes these cells to replicate more viruses. As more cells are infected with the virus, your body starts to fight the virus. It is your body’s response to the infection that causes the cold symptoms. There is no cure. There is also no vaccine because there are more than a hundred different kinds of HRV. However, researchers in Cambridge are studying to see if a cure can be found by preventing HRV from entering the cells. Maybe in the future, the common cold will be a thing of the past.
2. How do researchers at the Medical Research Council Laboratory of Molecular Biology in Cambridge, England, plan to cure the common cold? [MI]

**20 points** = The researchers at this institution found that some antibodies attach to rhinoviruses and drag them into a cell. Inside the cell, there are special proteins that destroy the virus, preventing it from replicating. If the virus doesn’t replicate, then it cannot infect other cells. If the researchers could make a medicine that does the same thing as the proteins that destroy the virus, it might be a cure for the common cold. Studying natural processes may lead to cures.

**15 points** = The researchers at this institution found that some antibodies attach to rhinoviruses and drag them into a cell. Inside the cell, there are special proteins that destroy the virus, preventing it from replicating. If the virus doesn’t replicate, then it cannot infect other cells. If the researchers could make a medicine that does the same thing as the proteins that destroy the virus, it might be a cure for the common cold.

**10 points** = If the researchers could make a medicine that does the same thing as the proteins that destroy the virus, it might be a cure for the common cold.

3. What is the meaning of the phrase “communicable illness” as used in the sentence on page 30, “It [the common cold] is the most common communicable illness on the planet, yet most people don’t know what really causes it”? Explain how you figured it out. [CV, SA]

**20 points** = I think the phrase “communicable illness” means an illness that can be passed easily from one person to another. I figured it out because communicable and communicate have the same base word. When you communicate, you pass information on to someone else. Therefore, by using the strategy of identifying a base word, I know that a communicable illness is one that is passed from one person to another.

**15 points** = I think the phrase “communicable illness” means an illness that can be passed easily from one person to another. I figured it out because communicable and communicate have the same base word.

**10 points** = It can be passed from one person to another.
4. What do intercellular adhesion molecules (ICAM-1s) have to do with the common cold? [CV, RE]

20 points = ICAM-1 cells usually let other molecules attach to receptors to help the body's immune system. However, the virus that causes the common cold also attaches to the receptors on the ICAM-1 cells. Once attached, the virus injects its RNA into the cells. This tricks the cells into making more viruses. The virus takes advantage of these intercellular adhesion molecules to reproduce itself, thus causing the common cold.

15 points = ICAM-1 cells usually let other molecules attach to receptors to help the body's immune system. The virus that causes the common cold attaches to the receptors on the ICAM-1 cells and puts its RNA in so the cells will make more viruses.

10 points = The cold virus attaches to the receptors and puts its RNA into the cells so they will make more viruses.

5. Why isn’t there a vaccine to protect us from the common cold? [CV, MI]

20 points = Scientists cannot create a vaccine for the common cold because there are so many strains of the cold virus. Vaccines target a particular pathogen. According to the text, the common cold is caused by more than a hundred strains of rhinoviruses, so it would require developing a vaccine for every one of them. Disease is variable, so what works for one disease won’t necessarily work for another.

15 points = Scientists cannot make a vaccine because there are so many strains of the cold virus. Vaccines act on a particular pathogen. The common cold is caused by more than a hundred kinds of cold viruses, so you would need to make a vaccine for every one of them.

10 points = There are too many kinds of cold viruses. Each one would need its own vaccine.
Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

Considering what you read this cycle, what are three things you should do to stay healthy? Cite evidence from at least two articles.

(Answers may vary.) Three things I can do to stay healthy are exercise, eat right, and laugh. As reported in the article “The Reasons Why You Don’t Exercise,” research shows that exercise provides long-term benefits such as lowering the risks for many diseases such as stroke and heart attack. Exercise also increases a person’s overall fitness; the bones and muscles get stronger. The article “Label Lab: Always Eat Your Molecules!” advises people to eat a balance of foods—fats, carbohydrates, and proteins. People should avoid too much salt and too much saturated fat and cholesterol. The article “Laugh Yourself Healthy…and That’s No Joke!” shows that laughter can be the best medicine. Scientists did research on laughter and found that it decreases stress hormones, such as cortisol, and increases helpful stress hormones such as beta-endorphins. Laughter can also improve the immune system. If you follow the advice given in these articles and eat right, exercise, and laugh, you will be healthier.

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

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
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<tbody>
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<td><strong>Ideas</strong></td>
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<td><strong>Mechanics</strong></td>
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<td><strong>Writing Objective</strong></td>
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</tbody>
</table>
Part III. Vocabulary (100 points)

1. The vocabulary word *synthesized* comes from the Greek root word *syn-*, meaning together or with. How does the meaning of *syn-* relate to the meaning of *synthesized*? [CV]

*(Accept reasonable responses.)* Synthesized means made or combined. If something is made or combined, things are put together.

2. What is a synonym for the word *mirthful*? What is an antonym for the word *mirthful*? [CV]

*(Accept reasonable responses.)* A synonym for mirthful is the word amusing. An antonym for mirthful is the word serious.

3. In which of the following sentences is the word *permeates* used incorrectly? [CV]
   A. The sound of the whispering permeates the brick wall.
   B. The smell of roses permeates the room.
   C. Tea permeates the cup as the tea bag sits in hot water.
   D. After I suggest a picnic, the idea permeates among my friends very quickly.

4. To ______ people to join our club, we should tell them about all the fun activities we do. Choose the word that belongs in the blank. [CV]
   A. overt
   B. disparaging
   C. mirthful
   D. induce

5. The vocabulary word *optimize* comes from the Latin root word *optim-*, meaning best or very good. How does the meaning of *optim-* relate to the meaning of *optimized*? [CV]

*(Accept reasonable responses.)* Optimize means to improve or make effective. If you improve something or make it effective, it gets better, thus reflecting its Latin root.

6. What word from the vocabulary list belongs in the blank? How do you know? [CV]
   A single tear was the only ______ indication of Joan’s sadness.

Subtle. The context of the sentence is that Joan is sad, and she signals her sadness with one tear. This is a very slight indication, so subtle is the vocabulary word that fits this sentence.

7. What is a synonym for the word *overt*? What is an antonym for the word *overt*? [CV]

*(Accept reasonable responses.)* A synonym for overt is the word open. An antonym for overt is the word hidden.
8. In which of the following sentences is the word *disparaging* used incorrectly? [CV]
   A. “It’s not nice to always be disparaging of others; try to be more kind,” Alvin’s mother said.
   B. The movie reviewer made disparaging comments about the new movie and gave it a low rating.
   C. Fans of the opposing team were disparaging our pitcher’s efforts to strike out the batter.
   D. Disparaging Ariel’s painting, the art judge gave her the top award.

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]
   (Answers will vary.) We explored the word *immune*. *Immune* means resistant to or protected from. The immune system keeps us free from infections.

10. As used in the sentence on page 31, “Let one cold sufferer sneeze, and tiny globules of mucus spread rhinovirus throughout the air, to be breathed in by anyone in the vicinity,” *globules* most nearly means—[CV]
   A. mirrors.
   B. insects.
   C. leaves.
   D. droplets.

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

   *Students will explain their thinking. For example, I used the context. The sentence talks about someone sneezing. I have seen someone sneeze and seen them sneeze out tiny droplets, so globules means droplets.*

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

**Reading Objective:** Use strategies to clarify complex text.

**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 students’ forms, and record the number on the teacher cycle record form after class.

Team responses and feedback

Teams report on their review of the texts and Read and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.
Lesson 8

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

Teacher Background

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

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### 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.

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### Brain Game

(5 minutes)

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

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

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

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

Reading Objective: Use strategies to clarify complex text.

Teacher Background
You will refer students to the clarifying strategies in cycle 1, lesson 1 during the interactive read aloud.

In cycle 2, students continue to read articles in Staying Healthy and apply clarifying strategies to complex text.

This article discusses food calories and how the body uses the energy it consumes.

Background on calories:
A calorie is a unit of measure of energy content. Energy is the ability to do work. Changes in our bodies, such as growth, repair, and physical activity, require energy. To maintain a constant weight, the number of calories eaten must equal the number of calories used. Foods contain energy in their chemical bonds (the bonds that hold the molecules together). When chemical bonds are broken as cells break down foods, the energy is released. About half of the energy that we consume is lost as heat. The remaining food energy is used in maintenance, growth, repair, and activity. Once those needs are filled, excess energy is stored for future need in fat molecules; the body uses the energy from food to build fat molecules (make more chemical bonds).

Active Instruction (22 minutes)

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

The Big Question: What is the most important thing you learned in last cycle’s readings?

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

   What is the most important thing you learned in last cycle’s readings?

   (Answers may vary.) The most important thing I learned is how good exercise is for you.
Clarify Complex Text

**How can you use this information for your benefit?**

*(Answers may vary.) I am going to try to get more regular exercise. Every day I plan to take a walk or play an active game.*

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

3. Introduce the texts, authors, and reading objectives.

4. Refer students to pages 6–9. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   **T:** Calories
   **I:** To provide the reader with information about calories
   **G:** Web, outline, T-chart, or other

5. Have students raise their hands to indicate if they have heard about calories. Ask volunteers to tell the class what they know about calories. If you or students have a packaged food item with a food label, have students read the number of calories from the label.

**Interactive Read Aloud**

1. Refer to the reading objective, and review the skill if necessary. Refer students to the clarifying strategies list in cycle 1, lesson 1.

2. Read paragraphs 2 and 3 on pages 6 and 7 aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **This passage has several scientific terms in it:** calorie, bomb calorimeter, metabolism, and metabolic rate. How can you clarify the meanings of these terms?

   *I can clarify these terms by continuing to read. Often, scientific text defines or explains new words, and if you keep reading, the next sentence will probably give you an explanation.*

   **Clarify the main idea in paragraph 3, which begins on page 6 and continues on to page 7.**

   *Metabolism is a multistep breakdown of food that releases energy, and it is affected by what you are doing. Activity, diet, and sleep all impact metabolism.*

   Point out that to clarify a passage such as this, it is wise to read it first and then look for related ideas and ideas that serve as examples. Also point out that it may take more than one reading to clarify the main idea in a passage—thus, the second R in TIGRRS.
3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read paragraph 1 on page 7 to find definitions or explanations of scientific terminology such as thermic effect of food, basal metabolism, adaptive thermogenesis, and adipose tissue.

Use Random Reporter to debrief.

How did you clarify these terms?

The text gives the explanations or definitions of the terms.

What do the terms mean?

Thermic effect of food is the energy used to digest food.

Basal metabolism is the energy used to keep the organs working.

Adaptive thermogenesis is energy used to adjust to mental or physical stress.

Adipose tissue is fatty tissue—cells that store fat.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>calorie</td>
<td>a measure of energy content of food; 1 calorie is amount of energy needed to raise 1 kg water 1° Celsius</td>
</tr>
<tr>
<td>bomb calorimeter</td>
<td>device used to measure calories in food</td>
</tr>
<tr>
<td>metabolism</td>
<td>all the chemical reactions in the body</td>
</tr>
<tr>
<td>metabolic rate</td>
<td>how fast metabolism goes; affected by how much you eat, sleeping, and activity</td>
</tr>
</tbody>
</table>
**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 6–9 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, 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. The following sentence can be found at the beginning of page 8: “They combine excessive calories with slowed metabolic rates to generate plenty of adipose tissue.” Explain the meaning of this sentence. **(Write) [CV, MI]** (Team Talk rubric)

   - **100** = Sumo wrestlers want to build up a lot of fat, or adipose tissue. The sentence means that to gain fat, they eat massive meals with lots of calories and take long naps to slow their metabolic rates. Sumo wrestlers intentionally change their diet and activity patterns to reach a certain goal—to gain weight.

   - **90** = Sumo wrestlers want to build up a lot of fat. To do that, they eat big meals with lots of calories and take long naps.

   - **80** = It means they eat big meals with lots of calories and take long naps.

   *continued*
### Team Talk Questions continued

2. In terms of calories, which would be better to eat: 9 grams of sugar or 4 grams of fat? Explain your answer. [AA, SA] (Team Talk rubric)

   100 = In terms of calories, eating 9 grams of sugar is the same as 4 grams of fat. Nine grams of sugar multiplied by 4 calories per gram = 36 calories; 4 grams of fat multiplied by 9 calories per gram = 36 calories. If you know the calories in food, you can determine how much you are eating.

   90 = Eating 9 grams of sugar is the same as 4 grams of fat. Nine grams of sugar times 4 calories per gram = 36 calories; 4 grams of fat times 9 calories per gram = 36 calories.

   80 = They are the same.

3. Which metabolic strategy would a soccer player need? Support your answer. [DC, SA] (Team Talk rubric)

   100 = Soccer players are endurance athletes like swimmers and distance runners. Soccer players would need a higher proportion of carbohydrates because of the sustained running they do during a game. The amount and kind of exercise you do determines how you should eat.

   90 = Soccer players are endurance athletes like swimmers and distance runners. Soccer players would need more carbohydrates because of the running they do.

   80 = Soccer players would need more carbohydrates.

4. In the sidebar on page 9, Wilbur O. Atwood thought Americans ate too much and exercised too little in 1900, a time before common use of the automobile. What do you think he would think about Americans now? Explain your answer. [AA, SA] (Team Talk rubric)

   (Accept reasonable responses.)

   100 = Based on the information in the article, I think Atwood would be really worried about most Americans today. Compared with 1900, I think we eat too much, especially fast food and high-fat food. We also exercise less. We have cars and don’t have to walk very far, and we have machines, such as washing machines, to do a lot of work for us. Atwood would want us to eat less and exercise more.

   90 = I think Atwood would be really worried about most Americans today. I think we eat too much, especially fast food and high-fat food. We also exercise less. We have cars and don’t have to walk very far.

   80 = I think Atwood would be really worried about most Americans today.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

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

---

**Class Discussion (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.

3. Show video “Fluency.”

**Celebrate**

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

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

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

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

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

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

Reading Objective: Use strategies to clarify complex text.

Teacher Background

This article discusses some of the physical and mental aspects of high-altitude climbing.

In this lesson, students will use similes and metaphors to improve their understanding. While figurative language is often seen as the purview of fiction writers, nonfiction writers also use aspects of figurative language to convey information. It is a common practice in science education to use analogies and comparisons to give the readers or students a clear image by connecting difficult concepts to common experiences. Analogies and comparisons often simplify the structure or process in science (e.g., a DNA molecule is like a ladder), but they serve as a place to start an understanding of the structure or process.

If your students are familiar with similes and metaphors, only a brief review is necessary: similes and metaphors are two types of comparisons between unlike things. Similes use the words as or like in their comparisons (big as a truck). Metaphors do not use the words as or like (She was the apple of his eye.).

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, and model chunking as needed. Then read the meaning of the word.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>regimen</td>
<td>re-gi-men</td>
<td>standard procedure</td>
<td>Tom’s breakfast regimen was to drink a cup of cocoa and then eat a bowl of oatmeal.</td>
</tr>
<tr>
<td>copious</td>
<td>co-pi-ous</td>
<td>abundant, overflowing</td>
<td>Mother made a copious amount of cookies, and there were enough to feed the whole class.</td>
</tr>
<tr>
<td>adverse</td>
<td>ad-verse</td>
<td>harmful</td>
<td>The storm’s adverse conditions caused a lot of damage.</td>
</tr>
<tr>
<td>compensate</td>
<td>com-pen-sate</td>
<td>offset, make up for</td>
<td>Matt can compensate for his slow running speed by hitting the ball very hard.</td>
</tr>
<tr>
<td>acclimated</td>
<td>ac-cli-mated</td>
<td>adapted, adjusted</td>
<td>I acclimated to our new house and felt at home right away.</td>
</tr>
<tr>
<td>accomplices</td>
<td>ac-com-pli-ses</td>
<td>helpers, partners in crime</td>
<td>The police caught the bank robber and his accomplices.</td>
</tr>
<tr>
<td>adage</td>
<td>ad-age</td>
<td>common saying</td>
<td>A common adage is “Haste makes waste.”</td>
</tr>
<tr>
<td>instrumental</td>
<td>in-stru-men-tal</td>
<td>helpful, acting as a means</td>
<td>My math teacher was instrumental in getting the principal to set a date for the school picnic.</td>
</tr>
</tbody>
</table>

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

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

**Set the Stage**

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

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

3. Remind students of the texts, authors, and reading objective.
4. Refer students to pages 10–14 in the magazine. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   **T:** Mountain climbers  
   **I:** To provide information about issues that mountain climbers face  
   **G:** Web, outline, T-chart, or other

5. If you have a world map, point out the location of some of the world’s large mountain chains such as the Rockies (western Canada and down through the U.S.), the Himalayas (north of India), and the Andes (western South America). Also point out some of the well-known mountains such as Mt. Everest (on the border of Nepal and Tibet, 29,029’), Mt. McKinley (Alaska, 20,320’), and Mt. Rainier (Washington state, 14,417’). Point out that nine of the ten highest peaks are in the Himalayas.

6. Use Think-Pair-Share to ask students about mountain climbing.

   Why do people climb mountains? What are some of the things you might need to do to prepare to stay healthy during a climb?

   (Answers will vary.) People climb mountains for fun. I would have to make my arms and legs strong for climbing.

### Interactive Read Aloud

1. Point out that authors use comparisons to give the reader a clear image of something without having to go into lengthy descriptions or explanations. Similes and metaphors are two common types of comparisons.

2. If necessary, review similes and metaphors. Both are comparisons of two unlike things. Similes use the words as or like in the comparison; metaphors do not. Have students give examples. If necessary, give examples of similes (big as an elephant) and metaphors (She was the apple of his eye.).

3. Read the first question and answer on page 11 aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **What is the simile or metaphor in Melissa’s answer?**

   There is a metaphor in the first sentence: “my body is my tool.” She is directly comparing her use of her body in climbing with a tool.

   **How does this metaphor help you understand what she is saying?**

   She is directly comparing her use of her body in climbing with a tool. I know that a tool is something you use to do a job or task. To climb, Melissa uses her muscles and legs; they are like tools to her because they help her do a job.

4. Point out that clarifying complex text requires clarifying words, sentences, passages, and figurative language and that many pieces of complex text may require the application of all these for one passage.
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 paragraph 4 on page 10 and identify a simile or metaphor and what the comparison means.

Use **Random Reporter** to debrief.

*There is a simile in the phrase “you pant like a dog.” This means you are breathing hard, open mouthed, to get as much air as possible.*

6. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

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**Sample Graphic Organizer**

- Need to be healthy
- Carry pack uphill 1,000’–3,000’ per day
- In climbing, your body is a tool
- When not climbing, do physical training 5 days/wk
- Do yoga
- Do weight training
- Work all muscle groups equally

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**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill or strategy.

**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.
Teamwork

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 10–14 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

**Team Talk Questions**

1. How do the food requirements of mountain climbers compare with the food requirements of sumo wrestlers? [DC] (Team Talk rubric)

   100 = The food requirements for sumo wrestlers and mountain climbers are very similar; they both need to eat a large number of calories. In the case of the sumo wrestlers, they eat a lot to gain weight. In the case of the mountain climbers, they eat a lot so they don’t lose weight during a climb. Different athletes may have similar diets for different reasons.

   90 = The food needs for sumo wrestlers and mountain climbers are alike; they need to eat a large number of calories. Sumo wrestlers eat a lot to gain weight. Mountain climbers eat a lot so they don’t lose weight.

   80 = Both need to eat a large number of calories.
2. What is an advantage and a disadvantage of a high-sugar diet? [AA, SA]

(Team Talk rubric)

100 = The **advantage** of a high-sugar diet is best seen in mountain climbers. At high altitudes, the body has difficulty digesting proteins and fats. The advantage of a high-sugar diet is that it provides the energy that climbers need. The **disadvantage** is that on a long-term basis, a high-sugar diet would be bad for you. It would not have the right amount of proteins, fats, or vitamins. Climbers need to adjust their diets depending on what they are doing.

90 = The benefit of a high-sugar diet is best seen in mountain climbers. At high altitudes, the body has difficulty digesting proteins and fats. The benefit of a high-sugar diet is that it provides the energy that climbers need. The **harm** is that on a long-term basis, a high-sugar diet would be bad for you. It would not have the right amount of proteins, fats, or vitamins.

80 = The benefit of a high-sugar diet is that it provides the energy that climbers need. The harm is that on a long-term basis, a high-sugar diet would be bad for you.

3. What do the similes of sugars as twigs, carbohydrates as sticks, and proteins and fats as logs tell you about the ease of energy release from these foods? How does this figurative language help the reader clarify the text? (Write) [CV, SA]

(Team Talk rubric)

100 = Human bodies use food for energy similar to burning different pieces of wood for energy. These similes help me understand how easy it is for the body to get energy from food. I know how a fire burns twigs, sticks, and logs. The food that **produces** energy easily when you digest it is sugar. It burns easily in the body just like twigs burn easily in a fire. **Next** come the carbohydrates. It is a little harder to get energy from carbohydrates, so they are like sticks—larger than twigs. **Last**, proteins and fats produce energy more slowly, but over a longer term. This is like putting logs on the fire. It takes more time for the logs to catch fire, but they burn for a longer period of time. The similes tap into my experiences, so I have a good idea of how the body uses food for energy.

90 = Human bodies use food for energy like wood burns in a fire. These similes help me understand how easy it is for the body to get energy from food. I know how a fire burns twigs, sticks, and logs. Sugar burns easily in the body just like twigs burn easily in a fire. It is a little harder to get energy from carbohydrates, so they are like sticks—larger than twigs. Proteins and fats give off energy more slowly. This is like putting logs on the fire. It takes more time for the logs to catch fire, but they burn longer.

80 = We use food for energy like we burn wood for a fire. I know how a fire burns twigs, sticks, and logs.
### Team Talk Questions continued

4. **Why do climbers on Mt. Everest climb slowly and take months to reach the summit?** [CV, RE] (Team Talk rubric)

   **100** = Climbers on Mt. Everest climb slowly because their bodies need to slowly **adjust** to the low-oxygen **environment** at high altitudes. **For example,** their blood needs to have more red blood cells to carry oxygen. **If they climb too quickly,** blood will leak through blood vessels, and fluid will leak into the lungs and brain, causing injury or death. **Like athletes,** climbers **must understand the requirements** of their sport and adjust their **participation** in it to get the best **performance**.

   **90** = Climbers on Mt. Everest climb slowly because their bodies need to slowly get used to the low oxygen at high altitudes. **Their blood needs to have more red blood cells to carry oxygen.**

   **80** = They climb slowly because their bodies need to slowly get used to the low oxygen.

5. “To compensate for this (low oxygen), Arnot climbs Everest slowly, taking months to allow her body to adapt to the thin air.” In this sentence, the word **compensate** most nearly means— [CV]

   A. make up for.
   B. give in to.
   C. come.
   D. gather.

---

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

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

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion
(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.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>regimen</td>
<td>re-gi-men (REJ-ih-men)</td>
<td>standard procedure</td>
<td>Tom's breakfast <em>regimen</em> was to drink a cup of cocoa and then eat a bowl of oatmeal.</td>
</tr>
<tr>
<td>copious</td>
<td>co-pi-ous (KO-pee-yus)</td>
<td>abundant, overflowing</td>
<td>Mother made a <em>copious</em> amount of cookies, and there were enough to feed the whole class.</td>
</tr>
<tr>
<td>adverse</td>
<td>ad-verse (ad-VERSE)</td>
<td>harmful</td>
<td>The storm's <em>adverse</em> conditions caused a lot of damage.</td>
</tr>
<tr>
<td>compensate</td>
<td>com-pen-sate (KOM-pen-sate)</td>
<td>offset, make up for</td>
<td>Matt can <em>compensate</em> for his slow running speed by hitting the ball very hard.</td>
</tr>
<tr>
<td>acclimated</td>
<td>ac-cli-mated (AK-lih-mated)</td>
<td>adapted, adjusted</td>
<td>I <em>acclimated</em> to our new house and felt at home right away.</td>
</tr>
<tr>
<td>accomplices</td>
<td>ac-com-pli-ces (a-KOM-plih-ses)</td>
<td>helpers, partners in crime</td>
<td>The police caught the bank robber and his <em>accomplices</em>.</td>
</tr>
<tr>
<td>adage</td>
<td>ad-age (ADD-ihj)</td>
<td>common saying</td>
<td>A common <em>adage</em> is “Haste makes waste.”</td>
</tr>
<tr>
<td>instrumental</td>
<td>in-stru-men-tal (IN-strah-MEN-tul)</td>
<td>helpful, acting as a means</td>
<td>My math teacher was <em>instrumental</em> in getting the principal to set a date for the school picnic.</td>
</tr>
</tbody>
</table>
Lesson 3

Reading Objective: Use strategies to clarify complex text.

Teacher Background

In this lesson, students read the first part of this article; they will read the rest of the article in lesson 4. The article discusses the effects of Lyme disease in the human body, the cause of Lyme disease, and how it is spread.

Note that ticks are not insects; they have eight legs (insects have six legs) and are classified in the same group as spiders—Arachnida.

Students will continue to clarify complex text.

Teacher’s Note:

Use the Interactive Read Aloud text 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.

Refer students to the second answer on page 11 in Staying Healthy. Read the last sentence aloud (“Most of what we have to eat on a big climb is not only dehydrated but also highly seasoned with artificial flavors and all sorts of preservatives.”), and model doing a word power journal entry for the word dehydrated.
Sample Think Aloud

The word *dehydrated* seems similar to the word *hydrant*. A hydrant is a water supply for firemen. I see them along our streets. The word also has a prefix, *de-* which is a Latin root that means away from or the reverse of. So maybe *dehydrated* means taking water away from something. I know that campers often take dried food with them, so it is food that has been dehydrated. I guess *hydrated* means having water. I’ve heard athletes say they drink water all the time so they stay hydrated. (Model looking up the word in the dictionary.) The dictionary says that *dehydrated* means taking water away. It also says that it comes from the Greek root *hydr*, which means water. I can figure out some words by looking for similar word parts in other words, looking for word roots, and using my background knowledge and common sense.

Sample Word Map

| carbohydrate | (carbon & water = sugars & starches) |
| hydrate | (add water) |
| fire hydrant | (water supply) |
| hydroponics | (growing plants in water; without soil) |
| dehydrated | |
| hydrogen | (part of water) |
| hydroelectric dam |

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Refer students to pages 22–25 in the magazine. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.
Have students indicate by a show of hands if they have ever seen a tick, such as on a dog.

Explain that ticks are parasites and that they get their food by biting another animal and taking in some of its blood. As ticks feed, their abdomens get larger and more rounded. When they stop feeding, they will jump off of the host on their own accord.

Explain that ticks carry some diseases that can infect the animals they bite, so it is a good idea to get rid of ticks before they have a chance to bite.

**Interactive Read Aloud**

1. Read paragraph 7 on page 22, continuing to page 23, aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

   **What do you think the word debilitating means, and how did you figure it out?**

   *(Answers may vary.)* The word debilitating means weakening. I used the context of the sentence and the call-out on multiple sclerosis to figure out the word. It says Lyme disease is as debilitating as multiple sclerosis (MS), and the definition of MS says the symptoms are muscular weakness, lack of coordination, and speech and visual disturbances. This would make someone weak. Lyme disease also makes someone weak because it is debilitating.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read paragraph 2 on page 24.

   Use **Random Reporter** to debrief.

   **How did you clarify the word anthropomorphizing?**

   *The definition of the word is given in a text-feature circle.*

   **Why does Dr. Stricker say it is anthropomorphizing to say B. burgdorferi is smart?**

   *People are smart. A bacterium can’t think, so it can’t be smart.*

3. Point out that the word anthropomorphizing has two Greek roots: anthro- means man and -morph means form or shape. Point out that students read a similar word on page 32, anthropologists, which means people who study and compare human cultures. Explain that both of these words use the same root because both words relate to something about human beings.
4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Lyme disease</th>
<th>caused by bacterium Borrelia burgdorferi</th>
</tr>
</thead>
<tbody>
<tr>
<td>rarely fatal</td>
<td></td>
</tr>
<tr>
<td>mimics a lot of diseases</td>
<td></td>
</tr>
<tr>
<td>can get into brain</td>
<td></td>
</tr>
<tr>
<td>passes to humans through tick bite</td>
<td></td>
</tr>
<tr>
<td>can be debilitating</td>
<td></td>
</tr>
<tr>
<td>memory loss, speech problems, anxiety</td>
<td></td>
</tr>
<tr>
<td>joint &amp; muscle pain, extreme fatigue</td>
<td></td>
</tr>
</tbody>
</table>

Teamwork

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 22–25 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

### Team Talk Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why is Lyme disease difficult to diagnose? [MI] (Team Talk rubric)</td>
<td></td>
</tr>
<tr>
<td><strong>100</strong> = Lyme disease is difficult to diagnose because only about 80 percent of people who get the disease have the early symptom of a bullseye-ring rash. Many of the other symptoms, such as extreme fatigue, could be symptoms of other conditions. For this reason, some doctors call Lyme disease “The Great Imitator.” Because Lyme disease is difficult to diagnose, some people aren’t getting the treatment they need as soon as they need it.</td>
<td></td>
</tr>
<tr>
<td><strong>90</strong> = Lyme disease is hard to diagnose because not everyone who gets the disease has the early symptoms. Many of the other symptoms, such as extreme fatigue, could be symptoms of other conditions. Some doctors call Lyme disease “The Great Imitator.”</td>
<td></td>
</tr>
<tr>
<td><strong>80</strong> = It is hard to diagnose because not everyone has the early symptoms. Many of the symptoms could be other problems.</td>
<td></td>
</tr>
<tr>
<td>2. What is a vector? What is the vector in Lyme disease? [CV] (Team Talk rubric)</td>
<td></td>
</tr>
<tr>
<td><strong>100</strong> = A vector is an animal that transmits a disease from one animal to another. In Lyme disease, the vector is the tick Ixodes ricinus. This tick can carry the bacterium that causes Lyme disease—Borrelia burgdorferi. A vector carries disease between animals.</td>
<td></td>
</tr>
<tr>
<td><strong>90</strong> = A vector is an animal that carries a disease to another animal. In Lyme disease, the vector is the tick Ixodes ricinus. This tick can carry the bacterium that causes Lyme disease.</td>
<td></td>
</tr>
<tr>
<td><strong>80</strong> = It is an animal that carries a disease from one animal to another. In Lyme disease, the vector is a tick.</td>
<td></td>
</tr>
</tbody>
</table>
3. Which of the following is the correct path of the blood parasite? [CV] (Team Talk rubric)
   A. host-vector-host
   B. host-host-vector
   C. vector-host-host
   D. vector-vector-host

   How do you know?

   100 = As the article “Little Tick, Big Trouble” explains, a host, such as a deer or white-footed mouse, has the bacteria in its body. A vector, such as the deer tick, bites the host and gets the bacteria. The tick then bites another deer, mouse, or person and injects the bacteria into that animal. The cycle is host-vector-host.

   90 = A host, such as a deer or white-footed mouse, has the bacteria in its body. A deer tick bites the host and gets the bacteria. The tick then bites another deer, mouse, or person and injects the bacteria into that animal.

   80 = A host, such as a deer, has the bacteria in its body. The tick bites the host and gets the bacteria. The tick then bites another deer.

4. What part do small, fast-breeding mammals (such as mice) play in the spread of Lyme disease? (Write) [CV, RE] (Team Talk rubric)

   100 = Small, fast-breeding mammals, such as mice, are hosts for the bacterium B. burgdorferi that causes Lyme disease. Ticks are the vectors that spread the bacteria to the mice hosts when they latch onto a mouse, take a blood meal, and leave the bacteria in the host’s blood. Mice breed very rapidly. With lots of mice, the pool of Lyme bacteria is large. The incidence of Lyme disease is related to the number of hosts available to carry the bacteria.

   90 = Small, fast-breeding mammals, such as mice, are hosts for the Lyme bacterium. Mice breed very rapidly. Ticks are the vectors that spread the bacteria to the mice hosts when they latch onto a mouse, take a blood meal, and leave the bacteria in the host’s blood.

   80 = Small, fast-breeding mice are hosts for Lyme disease. Ticks spread the disease to the mice hosts when they take a blood meal and leave the disease in the mouse’s blood.

5. Which word from the vocabulary list belongs in the blank? How do you know?

   Some people get an _______ reaction when they touch poison ivy, and the rash that develops is very itchy. [CV]

   Adverse. I used the context of the sentence. If you get an itchy rash, that’s not good, so it would be a harmful, or adverse, reaction.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

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

7. If some teams finish ahead of others, have them practice their fluency.

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

Class Discussion

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

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

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

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

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

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

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

Reading Objective: Use strategies to clarify complex text.

Teacher Background

Today’s reading finishes the article “Little Tick, Big Trouble: The Lyme Disease Epidemic.” This portion discusses the life of another Lyme disease victim, treatment, and tips to avoid Lyme disease.

Students will continue to practice their clarifying strategies.

Teacher’s Note:

Use the Interactive Read Aloud text 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 rereate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

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

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

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

**T:** Lyme disease  
**I:** To provide information about Lyme disease and how to avoid it  
**G:** Web, outline, T-chart, or other reasonable response

5. Have students review their graphic organizer/notes from lesson 3, and address any questions they may have about the information.

**Interactive Read Aloud**

1. Read paragraph 2 on page 28 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

   **What does the term chronic mean, and how did you figure it out?**
   
   *The term chronic means something that lasts a long time. I figured it out because the sentence essentially defined the word for me.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read paragraph 3 on page 28 and clarify the term **co-infections**.

   Use **Random Reporter** to debrief.

   *Co-infections means infections that coexist with Lyme disease. Ticks can carry and transmit several diseases at the same time.*

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

   Use **Random Reporter** to debrief. Add student responses to the graphic organizer.
**Teamwork (20–30 minutes)**

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 26–28 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

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**Team Talk Questions**

1. Clarify the debate about treatment of Lyme disease. Explain how you figured it out. *(Write) [CV, MI] (Team Talk rubric)*

   100 = The debate about treatment of Lyme disease has to do with antibiotics and how long to give them to a patient. One group of doctors say that after two to four weeks of antibiotics, if a patient still has symptoms, it is caused by another problem. Another group of doctors say that a Lyme disease infection can continue and that patients should continue with antibiotics and other treatments. I clarified the debate by rereading the passage and clarifying sentences. *This debate makes treatment difficult.*

   90 = The discussion about treatment of Lyme disease has to do with antibiotics and how long to give them. One group of doctors say that after two to four weeks of antibiotics, if a patient still has symptoms, it is caused by another problem. Another group of doctors say that a Lyme infection can continue and that patients should continue treatments. I clarified the debate by rereading the passage and clarifying sentences.

   80 = It has to do with antibiotics and how long to give them.

---

*continued*
2. Why does the author of “Little Tick, Big Trouble: The Lyme Disease Epidemic” include the interview with Paloma Herrara-Thomas? [AP] (Team Talk rubric) (Answers may vary.)

100 = I think the author includes the interview with Paloma to establish the message that even with Lyme disease, you can still enjoy life and do a lot of things. In the introduction to the interview, the author summarizes what she got from talking with Paloma: Paloma’s enthusiasm for life, her courage, and the fact that Paloma has many activities. Having a disability isn’t the end of life, and having a positive attitude helps a great deal.

90 = I think the author includes the interview with Paloma to give the message that even with Lyme disease, you can still enjoy life and do a lot of things. In the introduction to the interview, the author sums up what she got from talking with Paloma: her enthusiasm for life, her courage, and the fact that she has many activities.

80 = She includes the interview to give the message that even with Lyme disease, you can still enjoy life.

3. If western fence lizards and southern alligator lizards were introduced into northern California, what effect might that have on the incidence of Lyme disease? [DC] (Team Talk rubric)

100 = According to the text, both of these lizards kill the Borrelia burgdorferi when the infected ticks withdraw blood from the lizards. Introducing these lizards to northern California should reduce the amount of bacteria available and reduce the number of new cases of Lyme disease in the human population. The blood of these two species of lizards contains proteins that kill the Lyme disease bacteria. This information may lead to controlling Lyme disease.

90 = Since both of these lizards kill the bacteria when the infected ticks withdraw blood from the lizards, introducing these lizards to northern California should reduce the amount of bacteria available and reduce the number of new cases. The blood of these two species of lizards contains proteins that kill the Lyme disease bacteria.

80 = Putting these two lizards in northern California should reduce the number of new cases.
Team Talk Questions continued

4. How can you apply the strategy you used in this cycle to reading in your other subjects? [DC, SA] (Team Talk rubric)
   (Answers will vary.)
   100 = I would use the clarifying skill of using Latin roots. For example, I will stop and think about words that begin with de-. This Latin root means from, away from, or the opposite or reverse of an action. This root gives me a hint about the meaning of a word. I will also read carefully and reread sections to clarify words, understand context, and clarify sentences and passages. I can use these skills in all of my classes.
   90 = I would use the clarifying skill of using Latin roots. I will stop and think about words that begin with de-. This root gives me a hint about the meaning of a word. I will also read carefully and reread sections to clarify words, understand framework, and clarify sentences and passages.
   80 = I would use the clarifying skill of using Latin roots.

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. [CV]
   Accept a sentence that shows that the student knows the meaning of the word and can use it correctly. For example, “Kaya cried copious tears when she realized she had lost her teddy bear.”

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4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

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

7. If some teams finish ahead of others, have them practice their fluency.

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

---

Cue students to discuss strategy use, graphic organizers, and word power journals.
Randomly select team representatives who will share:
- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

**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 precise language and key terms from the text to explain the topic.

**Teacher Background**

In this lesson, students will write their own pieces of informational writing. The writing prompt is typical of a test question they might see on a science or social studies test. The objective is to use key terms and precise language to answer the question. You may wish to review with students what you expect in the way of academic language in their writing. Remind students that the point of their writing is to inform someone of something and relay how much they know about it. Remind students that they will have a similar writing prompt on the test in lesson 6.

**Active Instruction**

(10 minutes)

**Partner Vocabulary Study**

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

**Vocabulary**

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

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and writing objective.
4. Explain to students that one way to consolidate their learning is to write about it and that writing to inform someone about what they know is a good way to solidify their own learning. Remind students that they will have a similar writing prompt on the test in lesson 6.

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>Describe three ways that the body adapts to change. Cite evidence from articles in the magazine.</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?**

*The prompt asks me to describe how the body adapts to change and cite evidence from the articles, so it is asking me to explain ideas or information on a topic. The prompt does not ask me to state an opinion or claim.*

6. Refer students to the following writer’s guide in their student editions. Point out that this Writing to Inform or Explain 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 to Inform or Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly introduce the topic.</td>
</tr>
<tr>
<td>• Develop the topic with relevant details.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by introducing the topic.</td>
</tr>
<tr>
<td>• In the middle, provide facts, examples, or events that help a reader understand the information.</td>
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<td>• End with a closing statement that supports the information.</td>
</tr>
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<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Use words and phrases that help a reader understand how the facts or events are related.</td>
</tr>
<tr>
<td>• Include details or examples that help a reader make a mind movie.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

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

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

**Which guideline relates to our writing objective: to use precise language and key terms from the text to explain the topic?**

*The guidelines that apply are the ones for ideas, organization, and style.*
7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

**Model a Skill**
Remind students that a first step in the writing process is planning, or prewriting. Model using the writing prompt and writer's guide to create a prewriting graphic organizer. Point out to students that planning helps them organize their ideas and makes drafting easier. Point out that the graphic organizer can also help students with the specific words and language that they can use in their writing.

**Sample Graphic Organizer**

```
<table>
<thead>
<tr>
<th>Calories</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>gain weight if eat too many calories</td>
<td>strengthens bones &amp; muscles improves mood</td>
</tr>
<tr>
<td>lose weight if eat too few calories</td>
<td>have to climb slowly to give body time to make more red blood cells</td>
</tr>
<tr>
<td></td>
<td>if climb too fast, will get too much fluid in lungs and brain</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

Lightning Round

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

Refer students to the writer’s guide for Writing to Inform or Explain and the writing objective—to use precise language and key terms from the text to explain the topic.

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

For example, ask:

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

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

Reflection on Writing

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

How did creating and using a graphic organizer work for you? How did it help you 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 examples in your writing? Do you think the examples were effective?

(Answers will vary.) It was easy to find examples because the point of most of the articles is how your body adapts to different things or how different things affect your body. I think the examples were effective because they covered different aspects of the body—diet, exercise, and its reaction to changes in altitude.

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

Describe three ways that the body adapts to change. Cite evidence from articles in the magazine.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>- Clearly introduce the topic.</td>
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</table>
Lesson 6

**Reading Objective:** Use strategies to clarify complex text.

**Writing Objective:** Use precise language and key terms from the text to explain the topic.

**Teacher Background**

In this lesson, the article “Get Your ZZZZZs!” on pages 39 and 40 discusses the need for sleep.

**Active Instruction**

(5 minutes)

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Set the Stage**

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

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

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

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

5. Show video “Science Nation: Sleep Deprived Kids.”

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

   **What are the benefits of good sleep for poor children?**

   *They do better in school and are not as sick, aggressive, or depressed.*

**Prepare Students for the Test**

(5 minutes)

**Partner Review**

1. Remind students that they have been practicing using strategies to clarify complex text. Use **Think-Pair-Share** to have students identify the particular strategies they have used to clarify complex text.
Answers should include: looking for similar word parts, context, Latin and Greek roots, using words in new contexts, analyzing sentences, and analyzing tables, diagrams, and scientific terms.

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 #4 ask about using strategies to clarify complex text.

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

4. From the use of deprived and deprivation on page 39, what do these words mean? Explain how you figured it out. [CV, SA]

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

Today you will read about sleep.

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.

Teams discuss the answers to the test questions.
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.

   How does the information in the sidebar on page 40 compare in complexity with the rest of the article? What is the author's purpose for the level of complexity in the sidebar?

   The writing in the sidebar is less complex than the writing in the article. The authors are giving tips for getting a good night's sleep, so they write more simply so everyone will understand the tips and hopefully use the tips to help them get more sleep.

2. Award team celebration points.

3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate

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

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

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

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Part I. Comprehension (100 points)

1. What is the topic? (5 points)

The topic is sleep.

What is the author’s intent? (5 points)

The author’s intent is to provide information about the need for sleep.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]

10 points = Most teens (and adults) don’t get enough sleep. Lack of sleep can cause many problems, from behavior and learning problems to a decrease in concentration and focus for important activities such as driving. Sleep deprivation also affects health, reducing the effectiveness of the immune system and leaving teens prone to more infections. There are several reasons for this teen sleep deprivation: too many distractions from electronic devices, too much caffeine, and an unbalanced sleep schedule. There are things teens can do to get more sleep. Don’t drink caffeine after lunch, and have a relaxing routine prior to going to bed, including limiting the use of electronics.
2. Sumo wrestlers and mountain climbers consume large amounts of calories. What is the effect of this eating pattern on the wrestlers and the mountain climbers? Why is there a difference? Provide support from the text. [RE, SA]

**20 points = According to the articles “Wrestling with Calories” and “No One Above You!,” sumo wrestlers and mountain climbers consume large amounts of calories. Sumo wrestlers eat a large lunch and then take a nap. This pattern causes the sumo wrestlers to gain weight, a necessity for their sport. Mountain climbers must eat a large number of calories to prevent losing weight and muscle mass because they use a large amount of energy when climbing and carrying heavy packs. The climber Melissa Arnot says that climbers have to force themselves to eat enough not to lose weight during a climb. Knowing that certain goals and activities can impact caloric needs helps to explain these differences.**

**15 points = Sumo wrestlers and mountain climbers consume large amounts of calories. Sumo wrestlers eat a large lunch and then take a nap. This pattern causes the sumo wrestlers to gain weight. Mountain climbers must eat a large number of calories to prevent losing weight because they use a large amount of energy when climbing. The climber Melissa Arnot says that climbers have to force themselves to eat enough not to lose weight during a climb.**

**10 points = Sumo wrestlers and mountain climbers eat large amounts of calories. Sumo wrestlers eat a large lunch and then take a nap. This causes the sumo wrestlers to gain weight. Mountain climbers must eat a large number of calories to prevent losing weight because they use a large amount of energy when climbing.**

3. Which of the tips for a good night’s sleep on page 40 in the article are supported by the research done by scientists? Give specific examples. [AA]

**20 points = Tips #2, #4, and #5 are supported by research described in the article. Research supporting tips #2 and #4 showed that overstimulation with electronic devices prevented teens from getting enough sleep. The tip says to do only relaxing things before bed, such as taking a warm shower and reading for fun, and to limit the use of electronic devices. Research supporting tip #5 showed that drinking caffeinated beverages can interfere with sleep. Teens should avoid drinking these beverages after lunch time. Research results are the basis for these tips to improve sleep.**

**15 points = Research supporting tips #2 and #4 showed that overstimulation with electronics prevented teens from getting enough sleep. The tip says to do only relaxing things before bed, such as taking a warm shower and reading for fun, and to limit the use of electronics. Research supporting tip #5 showed that drinking caffeinated beverages can disturb sleep.**
10 points = Research supporting tips #2 and #4 showed that overstimulation with electronics prevented teens from getting enough sleep. Research supporting tip #5 showed that drinking caffeinated beverages can disturb sleep.

4. From the use of deprived and deprivation on page 39, what do these words mean? Explain how you figured it out. [CV, SA]

20 points = Deprived and deprivation have the same base word, deprive. The de- at the beginning of the word is a Latin root that means from, reverse of an action, or not. So the term sleep deprivation means someone is not getting enough sleep. Looking for Latin roots helps me clarify words.

15 points = These words have the same base word. The de- at the beginning is a Latin root that means from or not. So the term sleep deprivation means someone is not getting enough sleep.

10 points = Deprivation means someone is not getting enough of something.

5. Based on your reading of the articles in this magazine, what are three ways you can improve your health? Give specific examples. [DC, MI]

(Answers will vary.)

20 points = Three ways I have learned to improve my health are to increase my exercise, get enough sleep, and laugh regularly. Exercise helps you stay healthy because it improves your immune system so you don’t get infections, and it strengthens your heart, bones, and muscles. Exercise also improves your mood. Getting a little more than nine hours of sleep is important and will help improve brain and immune functions. Getting enough sleep is also important for mood and emotions. Laughing is also important and affects our immune system and emotions. It has been demonstrated that laughter reduces inflammation. These are three easy ways I can improve my health without having to spend any money.

15 points = Three ways I have learned to stay healthy are to increase my exercise, get enough sleep, and laugh regularly. Exercise helps you stay healthy because it helps your immune system. Exercise also helps your mood. Getting a little more than nine hours of sleep is important and will help brain and immune functions. Laughing is also important and helps our immune system.

10 points = Three ways I have learned to stay healthy are to increase my exercise, get enough sleep, and laugh regularly.
Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Describe three results of sleep deprivation, and cite evidence from the text.

Sleep deprivation can have several negative effects. Lack of sleep can result in a person getting more colds. According to the text on page 40, this is because the immune system is affected by sleep deprivation. Also, lack of sleep can result in car accidents. The text says that drivers fall asleep at the wheel or that lack of sleep makes them unable to concentrate while driving. A third result of not getting enough sleep is irritability and bad moods. Mindell is quoted as saying that “if you are sleepy, you can’t regulate your emotions.” Sleep deprivation can have effects on your health, happiness, and safety.

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

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
<th>0–25 pts.</th>
</tr>
</thead>
</table>
| Ideas | • Clearly introduces the topic  
| | • Develops the topic with relevant details |
| Organization | • Begins by introducing the topic  
| | • In the middle, provides facts, examples, or events that help a reader understand the information  
| | • Ends with a closing statement that supports the information |
| Style | • Uses words and phrases that help a reader understand how the facts or events are related  
| | • Includes details or examples that help a reader make a mind movie |
| Mechanics | • Uses correct punctuation, capitalization, spelling, and grammar |
| Writing Objective | • Use precise language and key terms from the text to explain the topic. |

Part III. Vocabulary (100 points)

1. What is a synonym for the word adverse? What is an antonym for the word adverse? [CV]

A synonym for adverse is harmful. An antonym for adverse is helpful.

2. Which of the following is NOT an example of something that is copious? [CV]

A. rainfall in a desert  
B. snow in Antarctica  
C. laughter while watching clowns  
D. perspiration during a marathon race
3. Write a meaningful sentence using the word *regimen*. [CV]

   Accept responses that show that the student knows the meaning of the word and can use it correctly. For example, “Wanda has the same regimen when watching her favorite football game—she puts on the team jersey, she eats hot dogs and popcorn, and she always writes down the yards made on each play.”

4. An educated public is ________ to a democratic government. Choose the word that belongs in the blank. [CV]
   A. instrumental
   B. terrible
   C. unnecessary
   D. adverse

5. Write a meaningful sentence using the word *compensate*. [CV]

   Accept responses that show the student knows the meaning of the word and can use it correctly. For example, “It is cold outside, so I will compensate for the temperature by wearing a warm coat.”

6. Bonnie ________ to her new school by making friends right away. Choose the word that belongs in the blank. [CV]
   A. masquerades
   B. acclimated
   C. found
   D. avoided

7. Which of the following is NOT an example of an *adage*? [CV]
   A. Two heads are better than one.
   B. a dime a dozen
   C. It’s a piece of cake.
   D. Jamie is tall.

8. “*B. burdorferi* is the true bad dude of Lyme disease, but it wouldn’t get anywhere without its two powerful accomplices: the vector and the host.” In this sentence, the word *accomplices* most nearly means— [CV]
   A. enemies.
   B. patients.
   C. mice.
   D. helpers.

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]

   (Answers will vary.) For example, we clarified the word repellant on page 25. The base word is repel, meaning to push away, so a tick repellant must be something that pushes away ticks or keeps ticks away.
10. As used in the sentence “I think Lyme disease is truly spreading, not just the awareness of it,” says Dr. Geordie Thomson, noting the increased incidence of Lyme cases down the East Coast, incidence most nearly means— [CV]

A. cure.
B. number.
C. cost.
D. awards.

Explain how you figured out the meaning of incidence.

Students will explain their thinking. For example, I used the context. The passage talks about the disease spreading, so increased number makes the most sense in this context.

---

**Question Codes**

| [DC] | Make inferences; interpret data; draw conclusions. |
| [SA] | Support an answer; cite supporting evidence. |
| [MI] | Identify the main idea that is stated or implied. |
| [CV] | Clarify vocabulary. |
| [AP] | Identify author’s intent or purpose. |
| [RE] | Analyze relationships (ideas, story elements, text structures). |
| [AC] | Author’s craft; literary devices |
Lesson 7

**Reading Objective:** Use strategies to clarify complex text.

**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.

<table>
<thead>
<tr>
<th>Read and Respond Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Is your selection informational or literature? Summarize your reading. (summary rubric)</td>
</tr>
<tr>
<td><strong>2.</strong> Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td><strong>3.</strong> 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><strong>4.</strong> 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><strong>5.</strong> Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)</td>
</tr>
<tr>
<td><strong>6.</strong> Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)</td>
</tr>
</tbody>
</table>
Class Discussion

(15 minutes)

Lightning Round

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

Celebrate

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

Team responses and feedback
Teams report on their review of the texts and Read and Respond discussions.

Celebrate team successes!
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.
Lesson 8

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

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

- chemical made in body
- regulates or affects body

**hormone**

many different kinds:
- beta-endorphins = useful stress hormones—act as painkiller and boost mood
- human growth hormone = recharges the body during sleep
- cortisol, adrenaline, dopac = 3 destructive stress hormones released when you are scared; increase pulse, weaken immune system
- ghrelin = hunger-regulating hormone

**Sample Word Map**

**Cycle 2**

**Greek root:**
- hydr, meaning water

- hydrate (add water)
- dehydrated (away from) + hydrated (water) = take water away

- carbohydrate (carbon & water = sugars & starches)
- hydrogen (part of water)
- hydroelectric dam

- hydroponics (growing plants in water; without soil)
- fire hydrant (water supply)
Common Core State Standards

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

<table>
<thead>
<tr>
<th>Level 6H</th>
<th>Clarify Complex Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts Standards: Language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td></td>
</tr>
<tr>
<td>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts Standards: Science and Technical Subjects</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td></td>
</tr>
<tr>
<td>RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</td>
<td></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
</tr>
<tr>
<td>RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.</td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts Standards: Writing</strong></td>
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<td><strong>Writing Text Types and Purposes</strong></td>
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<tr>
<td>W.7.2-4. Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<tr>
<td>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</td>
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