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.
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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.

### Strategy Use

| The Random Reporter: |  
| --- | --- |
| **100** gives a 90-pt. response and explains how using the strategy helped in better understanding the text. |  
| **90** gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem. |  
| **80** identifies a problem that a team member had understanding the text. |  

### Word Power

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

### Team Talk (oral and written)

| The Random Reporter: |  
| --- | --- |
| **100** gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language. |  
| **90** gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience). |  
| **80** uses full sentences to clearly and correctly answer the question. |  

### Summary

| The Random Reporter: |  
| --- | --- |
| **100** gives a 90-pt. response and uses key vocabulary correctly. |  
| **90** gives an 80-pt. response and clearly connects relevant ideas in a logical order. |  
| **80** presents main ideas and important details in his or her own words and without personal opinion. |  

### Fluency

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

### Graphic Organizer/Notes

| The Random Reporter: |  
| --- | --- |
| **100** gives a 90-pt. response and explains how the graphic organizer helped in understanding the text. |  
| **90** gives an 80-pt. response and includes main points or events and important details. |  
| **80** selects a graphic organizer that is appropriate for the text. |  

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**Make Connections**

**India: The People**

- 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.
Unit Objectives

| Reading: Draw conclusions, and support them with evidence from the text. |
| Writing: Use words and phrases that show the connections between claims and reasons. |

Unit Overview

In this unit, students will draw conclusions and provide evidence from the text and from text features. Students will fill in the blanks of their understanding of India and its people by making inferences and drawing conclusions about what the author says and what the author doesn’t specifically say. Students will also identify and define social studies domain words (tier three words) from context.

Unit Topic/Content

*India: The People* by Bobbie Kalman presents an overview of India and its people. Students will also read excerpts from *India Journal* by Jessica L. Jessica is a young American woman who volunteered at a school for poor rural Indian girls. To learn more about the school where Jessica volunteered, visit www.education4change.org.

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.
## India: The People

### 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 5–7: “Living in harmony” and “India’s ancient history” and India Journal Entry 1</td>
<td>(Optional) Background website: <a href="http://www.mapsofindia.com">www.mapsofindia.com</a></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 8 and 9: “Building a new nation”</td>
<td>(Embedded) “Team Talk Response”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 10–13: “The many faces of India” and India Journal Entry 2</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 14–17: “Family life” and “Homes”</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 18 and 19: “Village life”</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>

#### Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 20 and 21: “Living in the city” and India Journal Entry 3</td>
<td>(Optional) Background website: <a href="http://www.mapsofindia.com">www.mapsofindia.com</a></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 22 and 23: “Language and education”</td>
<td>(Embedded) Background video: “Pardada Pardadi Educational Society, Part 1”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 24 and 25: “Occupations and Social issues”</td>
<td>(Embedded) Background video: “Pardada Pardadi Educational Society, Part 2”</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 28 and 29: “The cycle of poverty”</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: “Indian customs”</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

**Reading Objective:** Draw conclusions, and support them with evidence from the text.

**Teacher Background**

Today’s readings will introduce students to India and its history.

In this lesson, you will model drawing conclusions from text and text features.

**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 makes a country unique?

**Set the Stage**

1. Refer students to today’s Big Question. Have students indicate by a show of hands those who have spent any time in another country. Have volunteers share which country and how the country compares to your location.

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

   **What makes a country unique?**

   *Answers will vary. Countries are unique because of the languages the people speak, the way they dress, and the food they eat.*

   **Do you think children in other countries have the same opportunities in education as we have in America?**

   *Answers will vary.*

   **What is the value of knowing about other countries?**

   *(Answers will vary.) If you know about other countries, you will be able to connect with people from those countries.*

   **What countries would you like to visit? Why?**

   *Answers will vary.*

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

   **T:** India
   **I:** to inform the reader about India and its people
   **G:** T-chart, web, outline, or other

5. Using a world map, point out the location of India and its relation to your location. (An Internet source is www.mapsofindia.com.) Have students identify surrounding countries (Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, and China).

6. Have students share what they know about India.

   *Answers will vary.*

7. Have students identify what they would like to know about India, and record student questions for use at the end of the unit.

   *Answers will vary.*

**Interactive Read Aloud**

1. State the reading objective.

   *This cycle our reading objective is to draw conclusions, and support them with evidence from the text.*

   Remind students that authors don’t always give every detail or sum up every set of facts and that it is up to the reader to draw conclusions about what the author is saying and what the information means.

   Remind students that they make inferences and draw conclusions all the time. Tell students that this skill requires them to think carefully about the information they read and look for connections or patterns in the information to get the most out of it. It also requires students to be able to cite the evidence in the text that supports their conclusions.

   Point out that text features supplement the text and that readers can use visual information to help them draw conclusions about what the text is saying.

2. Read page 5 aloud. A sample Think Aloud follows.
Sample Think Aloud

The text says that India is a young independent country. I can draw the conclusion that it was probably under the control of another country before it became independent—similar to the American colonies being under the control of Great Britain until it gained independence. The text also says that India has “many serious challenges,” and I can draw a conclusion that the differences among the people of India may be one of these challenges. Looking at the pictures, I can see differences in dress and in the faces. The picture at the top of page 5 shows a father and son in more modern clothes; the woman on page 4 seems wealthier because she has a lot of gold jewelry, compared to the woman pictured at the bottom on page 5 who only has a little bit of gold around her bracelets. The three men pictured at the bottom of page 5 look very different from the man in the picture above and the man on page 4. There are a lot of differences among the people, and I think dealing with these differences may be a challenge.

3. Point out that you read the text, drew conclusions from it, and then looked at the pictures and drew additional conclusions.

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read paragraph 2 on page 6 (“Emperor Ashoka”). Have them draw a conclusion about why the wheel of Ashoka was chosen for India’s national flag and cite evidence from the text.

Use Random Reporter to debrief.

The wheel of Ashoka was chosen for the national flag to represent all the different people in India. The country is trying to highlight the need for all the people to work together so India can “roll along” and progress as a country. The wheel is a symbol of unification so the people of India can be unified in one country.

5. 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.

Teacher: Restate important ideas in the text, and add notes to the graphic organizer.

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

Partner pairs: Review, reread to clarify, and add to the graphic organizer.
### Sample Graphic Organizer

<table>
<thead>
<tr>
<th>I. Living in harmony</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Large number of diverse people in India today</td>
<td></td>
</tr>
<tr>
<td>B. India is a young independent country</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. India’s ancient history</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
</tr>
<tr>
<td>B. Emperor Ashoka</td>
<td></td>
</tr>
<tr>
<td>1. lived 4th century BCE</td>
<td></td>
</tr>
<tr>
<td>2. converted to Buddhism, opposed to killing</td>
<td></td>
</tr>
<tr>
<td>3. everyone should live together peacefully</td>
<td></td>
</tr>
<tr>
<td>4. wheel of Ashoka used on national flag to indicate unity of people in India</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher’s Note:**

II.A. in the graphic organizer is left blank because students will add the information from paragraph 1 during partner reading.

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**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: “Entry 1” from *India Journal* and pages 6 and 7 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>
<tbody>
<tr>
<td><strong>1.</strong> How does the reading in <em>India Journal</em> improve your understanding of the information in paragraph 2 on page 5? [RE] (Team Talk rubric)</td>
</tr>
<tr>
<td>(Answers may vary.)</td>
</tr>
<tr>
<td>100 = The text in the book talks about some of the problems India faces, such as providing basic needs for its citizens. The passage says that India has “many serious challenges.” The author of the text is looking at the big picture of the country. The information in <em>India Journal</em> stems from the viewpoint of one person. It serves as an example of the kinds of problems India has—many of the things we take for granted in America are not available to many Indians. Reading the impressions one person has can improve our understanding.</td>
</tr>
<tr>
<td>90 = The text in the book talks about some of the problems India has, like making sure its citizens have basic needs. The passage says that India has “many serious challenges.” The author of the text is looking at the big picture of the country. The information in <em>India Journal</em> comes from the viewpoint of one person. This is one of the kinds of problems India has—many of the things we take for granted in America are not available to many Indians.</td>
</tr>
<tr>
<td>80 = The text in the book talks about some of the problems India has. The journal shows one of the kinds of problems India has.</td>
</tr>
<tr>
<td><strong>2.</strong> What can you conclude about the Indus River valley 10,000 years ago in terms of food production? Support your answer. [Write] [DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = I can conclude that people could grow a lot of food along the Indus River. If people began living there 10,000 years ago and the civilization did well, the river valley must have been very productive. If you couldn’t grow much food, civilization wouldn’t have stayed there for about 6,500 years. India’s history goes back a long time and initially centered on the Indus River, much like the Egyptian civilization centered on the Nile River. The Nile and Indus Rivers are cradles of civilization.</td>
</tr>
<tr>
<td>90 = The people could grow a lot of food along the Indus River. If people began living there 10,000 years ago and the civilization did well, the river valley must have been very productive.</td>
</tr>
<tr>
<td>80 = People could grow a lot of food along the Indus River.</td>
</tr>
</tbody>
</table>

continued
### Team Talk Questions continued

<table>
<thead>
<tr>
<th>Question</th>
<th>Rubric</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What does the picture on page 6 tell you about the wealth of at least some of the Indian rajas? <strong>[DC, SA]</strong> (Team Talk rubric)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>100</strong> = The picture tells me that the Indian rajas were very wealthy. The picture shows elaborate gold decorations on the wall, and the door looks like it is covered in gold. When individuals or families rule over countries or parts of countries, they have the power to accumulate a lot of money.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>90</strong> = The picture tells me that the Indian rajas were very wealthy. The picture shows elaborate decorations on the wall, and the door looks like it is covered in gold.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>80</strong> = It tells me that the Indian rajas were very wealthy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What is the relationship between the rajas in India and the British raj? <strong>[RE, CV]</strong> (Team Talk rubric)</td>
<td></td>
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</tr>
<tr>
<td><strong>100</strong> = The words raja and raj both have the same word part. Both words refer to ruling. Raja means king, and kings rule. Raj means rule. The rajas and the British raj both ruled over India’s people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>90</strong> = The words raja and raj both have the same word part. Both words are about ruling. Raja means king, and kings rule. Raj means rule.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>80</strong> = Both words have the same word part.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The text says that the British used India's raw materials to make “manufactured goods in its own [British] factories” that were “then sold back to the Indians” and that this “prevented the growth of industry in India.” How do you think the cost of the raw materials compared to the cost of the manufactured goods—do raw materials cost less than, more than, or the same as the manufactured goods? What was the effect of these costs on India? Support your answer. <strong>[DC, SA]</strong> (Team Talk rubric)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>100</strong> = Raw materials cost less than manufactured goods. The difference in the costs would make it more difficult for Indians to start their own industries because they wouldn’t have enough money. For example, if a pound of cotton costs $5 and a pound of cotton cloth costs $10, then the Indians who buy the cotton cloth lose money. The British got wealthy from India’s resources, but the Indians didn’t have the money to grow their own industries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>90</strong> = Raw materials cost less than manufactured goods. The difference in the costs would make it harder for Indians to start their own industries because they wouldn’t have enough money. If a pound of cotton costs $5 and a pound of cotton cloth costs $10, then the Indians who buy the cotton cloth lose money.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>80</strong> = Raw materials cost less than manufactured goods. The difference in the costs would make it harder for Indians to start their own industries because they wouldn’t have enough money.</td>
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<td></td>
</tr>
</tbody>
</table>

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.

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.
Entry #1: “A Different World”

It was the summer of 2006, and I was a recent college graduate not knowing what I was going to do with my life other than that I wanted to work in the field of social work.

In June, my godparents approached me with the idea of helping a school in India for impoverished girls purchase softball equipment and a softball coaching book for the school. However, there were two problems: 1) the people at the school had very little English comprehension; and 2) the people at the school had never heard of the sport of softball. Instead, my godparents decided that it would be best for me to go and volunteer at the school. I did not have a job at the time, and I had experience playing fast-pitch softball.

Here I was an all-American girl used to cable television, running hot/cold water, air conditioning, and all the comforts and conveniences that are easily accessible to me. Little did I know how much I took these comforts and conveniences for granted until I went to volunteer in the villages of India and visited the big cities.
Lesson 2

**Reading Objective:** Draw conclusions, and support them with evidence from the text.

**Teacher Background**

In this lesson, you will continue modeling how to draw conclusions. You will also provide instruction on domain words (tier three words) in general and domain words for social studies in particular. To draw conclusions and support them with evidence from the text, students should use vocabulary specific to history and social studies domains.

Today’s reading discusses Gandhi’s leadership on the road to Indian independence.

**Active Instruction** (25 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.

2. Spot check the Read and Respond homework.

**Vocabulary**

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

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

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>culture</td>
<td>cul-ture (KUL-chur)</td>
<td>way of life</td>
<td>The <em>culture</em> of Greece goes back thousands of years.</td>
</tr>
<tr>
<td>converted</td>
<td>con-ver-ted (kon-VUR-ted)</td>
<td>changed</td>
<td>Mom converted one flower bed into a vegetable garden.</td>
</tr>
</tbody>
</table>

continued
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>heritage</td>
<td>her-i-tage</td>
<td>something passed down from past generations</td>
<td>This table is part of my heritage that I inherited from my grandfather.</td>
</tr>
<tr>
<td>defiance</td>
<td>de-fi-ance</td>
<td>opposition</td>
<td>The Boston colonists showed their defiance of the British tax on tea by holding the Boston Tea Party.</td>
</tr>
<tr>
<td>dialects</td>
<td>di-a-lects</td>
<td>regional or social varieties of a language with different pronunciations and vocabulary</td>
<td>When Selma traveled across the country, she noticed that while most people spoke the same language, their dialects made the words sound different.</td>
</tr>
<tr>
<td>picturesque</td>
<td>pic-tur-esque</td>
<td>pretty, scenic</td>
<td>The beautiful lake was very picturesque.</td>
</tr>
<tr>
<td>distinct</td>
<td>dis-tinct</td>
<td>different, unique</td>
<td>Marvin had a distinct point of view and thought that baseball was a boring game.</td>
</tr>
<tr>
<td>traditionally</td>
<td>tra-di-tion-al-ly</td>
<td>in a traditional manner, usually</td>
<td>Traditionally, on the last day of school we have a 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 text, author, and reading objective.
4. Refer students to today's reading, pages 8 and 9 in *India: The People*.

Describe or give a definition of social studies:

**Social studies is the study of people to promote good citizenship. It includes history, geography, religion, politics, anthropology, archaeology, government, and economics, among others.**

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

**Why would the book *India: The People* be considered a social studies text?**

*(Answers may vary.) It is about people and how they live, their history, and their religions.*

**Interactive Read Aloud**

1. Refer students to the reading objective. Point out that it is important to understand the text to draw conclusions and that social studies and history texts use specific domain or tier three words.

2. Remind students that each academic discipline has its own language and specialized vocabulary. Provide some examples, such as:
   - Science has science words, such as *theory, biology,* and *physics*.
   - Math has math words, such as *add, multiply,* and *inverse*.

Use **Think-Pair-Share** to have students suggest some words that are domain words for social studies. If necessary, tell students to think about their current social studies or history text.

*(Accept reasonable responses.) History, government, president, democracy.*

Tell students that there are three vocabulary words that are social studies domain words, and use **Think-Pair-Share** to have students identify them.

*The words are culture, heritage, and dialects.*

Point out that domain words are often defined in the text: refer students to the first two sentences in the last paragraph on page 9 as an example. Also point out that many social studies texts have glossaries in the back. Refer students to page 32 as an example.

3. Read paragraph 1 on page 8 aloud. A sample Think Aloud follows.
The first sentence summarizes what I learned yesterday about India’s ancient history. In the next sentence, I see the word *heritage*. It is bold type, so I think this word must be in the glossary. (Model turning to page 32 in the book and finding the word *heritage* in the glossary.) The glossary says that heritage is the “customs, achievements, and history passed on from earlier generations; tradition.” This must be a social studies domain word because its definition includes *customs* and *history*. *Heritage* sounds like the word *inherit*, and I know that *inherit* means to pass something down from a previous generation, such as I inherited a picture from my grandmother. So the sentence tells me that in the beginning of the 1900s, the Indian people became interested in their own history and traditions.

I can conclude that knowing about their long past, the Indian people thought it was time to be independent from any other country. I can also conclude that Mohandas Gandhi must have come along at just the right time because he felt the same way as the Indian people—they should be free.

Teacher: Restate important ideas in the text, and add notes to the graphic organizer.

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

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

4. Point out that to understand the text well enough to draw conclusions, it is helpful to use all the resources available, such as the glossary.

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 the last paragraph on page 9 and identify how they can learn the definitions of the highlighted words.

Use Random Reporter to debrief.

*If you continue reading, the definitions of the words are given. The words also appear in the glossary because they are in bold type.*

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.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Building a new nation</td>
</tr>
<tr>
<td>A. Early 1900s</td>
</tr>
<tr>
<td>1. Indians got interested in their long heritage &amp; wanted to be independent</td>
</tr>
<tr>
<td>2. Mohandas Gandhi also wanted independence</td>
</tr>
<tr>
<td>a. He was a great leader, well respected</td>
</tr>
<tr>
<td>b. called Mahatma, meaning Great Soul</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 8 and 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why do you think Gandhi suggested that people stop buying British goods, quit working for British employers, and start making their own salt? Support your answer. (Write) [DC, SA] (Team Talk rubric)</td>
<td></td>
</tr>
<tr>
<td>100 = If the Indian people followed Gandhi’s advice, it would reduce the amount of money the British would get from India. If the British were negatively affected, maybe they would leave India, and it could become independent. Gandhi was using non-violent techniques to achieve independence for India.</td>
<td></td>
</tr>
<tr>
<td>90 = If the Indian people followed Gandhi’s advice, it would reduce the amount of money the British would get from India. If the British lost money, maybe they would leave India, and it could become independent.</td>
<td></td>
</tr>
<tr>
<td>80 = It would reduce the amount of money the British would get from India.</td>
<td></td>
</tr>
</tbody>
</table>

continued
<table>
<thead>
<tr>
<th>Team Talk Questions continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. As used in the sentence “Nehru had a modern outlook, improved India’s economy by promoting industrialization, and promoted women’s equality,” the word economy most nearly means— [CV, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>A. money.</td>
</tr>
<tr>
<td>B. history.</td>
</tr>
<tr>
<td>C. religion.</td>
</tr>
<tr>
<td>D. traditions.</td>
</tr>
</tbody>
</table>

How did you figure out this word?

100 = I used the glossary and then thought about how the word is used in the sentence. If a country has more industry, it will probably get more money. I should remember to use the glossary if a book includes one.  

90 = I used the glossary and then thought about how the word is used in the sentence. If a country has more industry, it will probably get more money.  

80 = I used the glossary and then thought about how the word is used in the sentence.  

3. Look at the picture on pages 8 and 9 and the clothes of Mr. Gandhi. Why do you think he dressed this way? Support your answer. [DC, SA] (Team Talk rubric) (Accept reasonable responses.)

100 = I think Mr. Gandhi dressed the way he did to show that he was one of the people. Mr. Gandhi is dressed like most of the people in the picture—the Indians who walked to the sea to get salt. Mr. Gandhi demonstrated that he wanted to help all the Indian people by dressing like them and organizing peaceful protests.  

90 = I think Mr. Gandhi dressed the way he did to show that he was one of the people. Mr. Gandhi is dressed like most of the people in the picture—the Indians who walked to the sea to get salt.  

80 = I think Mr. Gandhi dressed the way he did to show that he was one of the people.  

4. Why do you think the salt march was the “most successful protest” led by Gandhi? Support your answer. [DC, SA] (Team Talk rubric)  

100 = I think the salt march was the most successful protest because it demonstrated a great effort on the part of the Indian people. Thousands of people walked for twenty-six days with Gandhi. That is almost a month. For people to walk that long, I think they must have been really serious about their protest. I think the British must have been impressed too. When people are willing to go to extreme lengths to show they are serious, it makes an impact.  

90 = I think the salt march was the most successful protest because it showed a great effort on the part of the Indian people. Thousands of people walked for twenty-six days with Gandhi. That is almost a month. For people to walk that long, I think they must have been really serious about their protest. I think the British must have been impressed too.  

80 = It showed a great effort on the part of the Indian people.
Team Talk Questions continued

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. [CV]
Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: The cute cottage with the lovely garden was very picturesque.

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.

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

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

   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>culture</td>
<td>cul-ture (KUL-chur)</td>
<td>way of life</td>
<td>The <em>culture</em> of Greece goes back thousands of years.</td>
</tr>
<tr>
<td>converted</td>
<td>con-ver-ted (kon-VUR-ted)</td>
<td>changed</td>
<td>Mom <em>converted</em> one flower bed into a vegetable garden.</td>
</tr>
<tr>
<td>heritage</td>
<td>her-i-tage (HARE-ih-tihj)</td>
<td>something passed down from past generations</td>
<td>This table is part of my <em>heritage</em> that I inherited from my grandfather.</td>
</tr>
<tr>
<td>defiance</td>
<td>de-fi-ance (de-Fl-ens)</td>
<td>opposition</td>
<td>The Boston colonists showed their <em>defiance</em> of the British tax on tea by holding the Boston Tea Party.</td>
</tr>
<tr>
<td>dialects</td>
<td>di-a-lects (DIA-lehks)</td>
<td>regional or social varieties of a language with different pronunciations and vocabulary</td>
<td>When Selma traveled across the country, she noticed that while most people spoke the same language, their <em>dialects</em> made the words sound different.</td>
</tr>
<tr>
<td>picturesque</td>
<td>pic-tur-que (pik-chur-ESK)</td>
<td>pretty, scenic</td>
<td>The beautiful lake was very <em>picturesque</em>.</td>
</tr>
<tr>
<td>distinct</td>
<td>dis-tinct (dis-TINGKT)</td>
<td>different, unique</td>
<td>Marvin had a <em>distinct</em> point of view and thought that baseball was a boring game.</td>
</tr>
<tr>
<td>traditionally</td>
<td>tra-di-tion-al-ly (trah-DISH-un-ahly)</td>
<td>in a traditional manner, usually</td>
<td><em>Traditionally</em>, on the last day of school we have a picnic.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Draw conclusions, and support them with evidence from the text.

**Teacher Background**
Today’s reading describes many of the different people, religions, and languages in India.

**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. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

**Sample Think Aloud**
I will explore the word *civilization* on page 6. I can look up the meaning in the glossary: “a society with a well-established culture that has existed for a long period of time.” (Model looking up the word in the dictionary.) I see from the dictionary that *civilization* has the Latin roots *civ* and *cit*, which mean city or citizen. I know some other words that use these same roots.
Sample Word Map

civilization

civ and cit-
Latin root for city

citizen – person who lives in a city/nation
civics – how government works; people's rights & responsibilities
civic – relating to a city; the Civic Center has sports events
civil – relating to citizens having good manners following rules of
good conduct
civilian – person not in the military
civility – politeness, good manners being considerate of others if people live together in cities, they have to be civil so they get along.
civilize – educated in good manners & culture

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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today's reading, pages 10–13 in *India: The People*.
5. Remind students to make notes about the important ideas on a graphic organizer as they read. Review the graphic organizer.
Interactive Read Aloud

1. Read paragraph 1 on page 11 aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   What can you conclude about the difficulty television stations and newspapers must have in India?

   I think broadcasting television programs and printing newspapers would be difficult for India—what language would they use? Do the television stations broadcast the news in all eighteen languages? Do newspapers print in all eighteen languages?

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 11 and draw a conclusion about the extent of Muslim dominance in India.

   Use Random Reporter to debrief.

   The Muslims probably did not control or rule all of India if the Tamils in the south were not affected by Muslim culture.

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.

Sample Graphic Organizer

<table>
<thead>
<tr>
<th>IV. Many groups of people in India</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>C. Many different languages</td>
</tr>
<tr>
<td>1. People were once isolated, developed their own language</td>
</tr>
<tr>
<td>2. India has 18 official languages</td>
</tr>
<tr>
<td>3. There are 100s of dialects still spoken</td>
</tr>
</tbody>
</table>

Teacher's Note:

Points A and B on the graphic organizer will be completed during partner reading.
**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: “Entry 2” from *India Journal* and pages 10–13 aloud with partners.

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

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

**Team Discussion**

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

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. How does “Entry 2” of *India Journal* improve your understanding of the information in paragraph 4 on page 10? **[RE]** (Team Talk rubric)  
(Answers may vary.) |
| **100** = The information in “Entry 2” of *India Journal* expands the information in the book. From “Entry 2” I learned that the Hindu religion is polytheistic (belief in many gods) and that Hindus have holidays. I also learned that the Islamic religion is monotheistic (belief in one god) and that Muslims built many wonderful structures like the Taj Mahal. I was surprised to learn that Christianity is a major religion in India. **Looking at information from different sources gives you a more rounded picture of a country.**  
**90** = The information in “Entry 2” of *India Journal* expands the information in the book. From “Entry 2” I learned that the Hindu religion is polytheistic (belief in many gods) and that Hindus have holidays. I also learned that the Islamic religion is monotheistic (belief in one god) and that Muslims built many wonderful structures like the Taj Mahal. I was surprised to learn that Christianity is a major religion in India.  
**80** = It expands the information in the book. |
| 2. Do you think the word *indigenous* in the caption on page 11 is a social studies domain word? Support your answer. **[CV, SA]** (Team Talk rubric) |
| **100** = Yes, the word *indigenous* is a social studies domain word. *Indigenous* means the first people to live in an area or country. **Since the word is about people living in an area, it comes under the subject of social studies, which studies people and how and where they live. The word *indigenous* is used to describe the original people in a country; for example, the indigenous people in America are the Native Americans.**  
**90** = Yes, the word *indigenous* is a social studies domain word. *Indigenous* means the first people to live in an area or country. **Since the word is about people living in an area, it comes under the subject of social studies.**  
**80** = Yes, the word *indigenous* is a social studies domain word. *Indigenous* means the first people to live in an area or country. |

continued
### Team Talk Questions continued

**3. How can language be a barrier to social unity in a large country like India?**
Support your answer. **[DC, SA]** (Team Talk rubric)

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Speaking different languages is a barrier to unity because people cannot understand each other. There are eighteen official languages and hundreds of dialects. Groups that speak different languages from the rest of India often remain apart, as many of the Adivasis tribes do. In the past, the Tamils of southern India were able to keep their language because they were not affected by Muslims in the north. <strong>Since communication requires a common language, I think that India will have to work hard to remove this barrier to national unity.</strong></td>
</tr>
<tr>
<td>90</td>
<td>Speaking different languages is a barrier to unity because people cannot understand each other. There are eighteen official languages and hundreds of dialects. Groups that speak different languages from the rest of India often remain apart, as many of the Adivasis tribes do. In the past, the Tamils of southern India were able to keep their language because they were not affected by Muslims in the north.</td>
</tr>
<tr>
<td>80</td>
<td>Speaking different languages is a barrier to unity because people cannot understand each other.</td>
</tr>
</tbody>
</table>

**4. How did the caste system affect the ideas of democracy and equality?** Support your answer. **(Write) [DC, SA]** (Team Talk rubric)

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>The caste system was in opposition to democracy and equality. In the traditional caste system, people were born into a certain caste and therefore did certain jobs. People married within the caste. People could not advance or do jobs outside of their caste. Equality and democracy mean that people are equal and that they can do anything they want; people are not restricted to certain things. <strong>I think the Indian government outlawed the caste system because it was in opposition to what they wanted for the new nation.</strong></td>
</tr>
<tr>
<td>90</td>
<td>The caste system was against democracy and equality. In the caste system, people were born into a certain caste and therefore did certain jobs. People could not advance or do jobs outside of their caste. Equality and democracy mean that people are equal and that they can do anything they want; people are not limited to certain things.</td>
</tr>
<tr>
<td>80</td>
<td>It was against democracy and equality.</td>
</tr>
</tbody>
</table>

**continued**
5. Why did Gandhi call the untouchables the “children of God”? Support your answer. [DC, SA] (Team Talk rubric)

100 = Gandhi called the untouchables the “children of God” to encourage people to treat them differently. Traditionally, people avoided the untouchables—the lowest in the caste system. They had to do the worst jobs and could not advance because of the caste system. Gandhi wanted everyone to be free, and to have the same opportunities. His use of the phrase “children of God” was to put the untouchables in a positive light, worthy of respect and capable of doing other things. Gandhi also put his words into action when he swept the streets, a job usually done by the untouchables. Gandhi wanted everyone in India to be free and independent.

90 = Gandhi called the untouchables the “children of God” to encourage people to treat them differently. Usually, people avoided the untouchables—the lowest in the caste system. They had to do the worst jobs and could not advance because of the caste system. Gandhi wanted everyone to be free, and to have the same opportunities. His use of the phrase “children of God” was to put the untouchables in a positive light, worthy of respect, and able of doing other things. Gandhi also put his words into action when he swept the streets.

80 = He calls them the “children of God” to encourage people to treat them differently.

6. The vocabulary word converted comes from the Latin root vertere, which means to turn or bend. What do you think the word reverse means? [CV]

To turn around.

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.
India Journal

by Jessica L.

Entry #2: “Religion”

India is a diverse country when it comes to religion. The main religion practiced is Hinduism, followed by Islam and Christianity. I witnessed different aspects of each religion, including celebrating a festival (Hinduism), going to a mausoleum (Islam), and attending worship (service), which was not preached in English (Christianity).

Even though I was in India for the most part to volunteer, I found some time to explore and be a tourist. Many people in India practice a religion that is polytheistic (belief in many gods), which is called Hinduism. To show respect and to worship the gods, people all over India have erected statues and temples in praise of the gods. Some of these statues and temples have been around for thousands of years.

Additionally while in India, I had the opportunity to celebrate the holiday of “Diwali” with the people at the school. “Diwali” means the “festival of lights.” Hindus also celebrate the birthdays of certain gods or lords. Hindus from north India pray to different gods or lords than the Hindus from the south.

When the Muslims conquered India, they built mosques for the worship of their god, as Muslims are monotheistic (believe in one god). Grand mausoleums were also erected for emperors, e.g., the Taj Mahal for Shah Jahan and his wife, Mumtaz Mahal.

India also has a large Christian population, both in north and south India. While in Delhi, I was able to attend mass at a Catholic church. The service was conducted in the language of Assamees, common to the people who live in northeast India called the Assam. When I went to the service with Sam, the founder of the school where I volunteered, a congregant from the church came up to Sam and asked him questions as if only he were the guest of the church rather than both of us. (Sam is an Indian.) Since I am Korean and look Asian, the congregant assumed I belonged to the church even though I am American. I thought it was ironic that I was the foreigner visiting a church in India, and Sam was the one being questioned as a visitor. All in all, the experience at church was pretty amazing getting to listen to the priest preach and listen to the choir sing in a language I did not understand.

No matter what religion you practice, when visiting other countries, it is important to respect the religious beliefs and customs of the people.
Lesson 4

Reading Objective: Draw conclusions, and support them with evidence from the text.

Teacher Background
Today’s sections describe the typical family life and homes, both rural and in the city.

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 text, author, and reading objective.
4. Refer students to today’s reading, pages 14–17 in India: The People.
Interactive Read Aloud

1. Read paragraph 3 on page 14 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

   **From this paragraph, what could you conclude about family size in traditional Indian households?**

   *If parents rely on their sons to help them in old age, then family size could be large to ensure that the next generation has sons.*

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 4 on page 14 and identify what the women's duties tell you about supermarkets in Indian villages.

   *There aren't any supermarkets in Indian villages; the women have to make much of their own food from scratch.*

   Use **Random Reporter** to debrief.

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.

   A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V. Family life</strong></td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>C. Men in charge of households</td>
</tr>
<tr>
<td>1. Oldest male (grandfather) has highest position</td>
</tr>
<tr>
<td>2. Sons’ duty is to care for aging parents</td>
</tr>
<tr>
<td>3. All men work to support family</td>
</tr>
<tr>
<td>D. Women’s duties</td>
</tr>
<tr>
<td>1. Family and household</td>
</tr>
<tr>
<td>2. Make a lot of family's food</td>
</tr>
<tr>
<td>3. Wash clothes</td>
</tr>
<tr>
<td>4. Take care of family members</td>
</tr>
<tr>
<td>5. Many poor women do all this and work too</td>
</tr>
</tbody>
</table>

**Teacher’s Note:**

A and B in the graphic organizer will be completed during partner reading.
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 14–17 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.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What section of text did you choose to reread and why? What new connection did you make by rereading and reviewing your notes?</td>
</tr>
<tr>
<td>I chose to reread the section about the caste system on page 13 because this is totally unfamiliar to me. I made a list of the castes in descending order and wrote down their traditional jobs. I found it so unusual that people could be “born into a caste” and have to do that job. What if you didn’t want to be a priest or weren’t artistic? I think India is right to outlaw the caste system so everyone can have a chance to do what he or she wants.</td>
</tr>
</tbody>
</table>

continued
2. Write a summary of the section of text you reread. [MI] (summary rubric)

100 = The Hindu religion used a caste system—a rigid division of people into groups. Different castes had different social position; the highest caste (Brahmins) had the best social position, and the untouchables had the lowest. Traditionally, people could not change their caste—they were born into it, could only marrying someone in the same caste, and had to do the job allowed by the caste. Gandhi was the first to try to eliminate the caste system, and now the Indian government has outlawed it, although some people still stick to it.

90 = The Hindu religion used a caste system—a rigid division of people into groups. Different castes had different social position; the highest caste (Brahmins) had the best social position, and the untouchables had the lowest. Usually, people could not change their caste—they were born into it, could only marry someone in the same caste, and had to do the job allowed by the caste. Gandhi was the first to try to eliminate the caste system.

80 = The Hindu religion used a caste system. Different castes had different social position; the highest caste (Brahmins) had the best social position, and the untouchables had the lowest. Usually, people could not change their caste. Gandhi was the first to try to eliminate the caste system.

3. What conclusion can you draw about the role money plays in the lives of women, in education, and in housing? Support your answer. (Write) [DC, SA] (Team Talk rubric)

100 = Money plays a great role in the lives of women, in education, and in housing. Usually only wealthier families send their daughters for higher education to become doctors or engineers. Poor women either work at home or work to earn money for the family. Usually poor families cannot afford to send their children to school. The children must work along with their parents to earn money for the family. Wealthy families can afford nice homes with many conveniences, while poor families often live in cardboard or tin shacks. Money plays an important role in people's lives; they either have sufficient money to live a good life, or they have little money and therefore have little overall.

90 = Money plays a great role in the lives of women, in education, and in housing. Usually only richer families send their daughters for higher education. Poor women either work at home or work to make money for the family. Usually poor children must work along with their parents to earn money for the family; they don't go to school. Wealthy families can afford nice homes, while poor families often live in cardboard or tin shacks.

80 = It plays a great role.
Team Talk Questions

4. What effect does purdah have on women’s participation in the larger Indian society? Support your answer. **[DC, SA]** (Team Talk rubric)

100 = Purdah, practiced by some Muslim and Hindu communities, requires women be hidden from strangers, especially men outside the family. This means that women in purdah probably won’t be educated or be allowed to work outside the home. Their opportunities to participate in Indian society are very limited. When they are in public, they must wear clothing that covers their entire bodies. That would make it very difficult to do jobs like being a nurse or doctor or teacher. The practice of purdah is very restrictive.

90 = Purdah, practiced by some Muslims and Hindus, requires women be hidden from strangers, especially men outside the family. This means that women in purdah probably won’t be educated or be allowed to work outside the home. Their opportunities to participate in Indian society are very limited. When they are in public, they must wear clothing that covers their entire bodies. That would make it very hard to do jobs like being a nurse or doctor or teacher.

80 = Their opportunities to participate in Indian society are very limited.

5. What is a synonym for the word distinct? What is an antonym for the word distinct? (Reminder: an antonym is a word meaning the opposite.) **[CV]** (Accept reasonable responses.) The word distinct means different, so a synonym for distinct is the word individual. An antonym for distinct is similar.

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.
**Lightning Round**

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

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

**Celebrate**

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

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

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

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

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

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

Writing Objective: Use words and phrases that show the connections between claims and reasons.

Teacher Background
In this lesson, you will instruct students on the use of connecting words and phrases.

Active Instruction (10 minutes)

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

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

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that they have been drawing conclusions from text and visual information and supporting their conclusions with evidence from the text and visual information. Point out that making a good argument for your conclusions or claims includes using words and phrases to connect the evidence to the claim or conclusion.
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>The author states in the beginning of the book that “India is burdened with a tremendous population and many serious challenges” (page 5). What do you think is one of these challenges, and what impact does it have on India?</td>
</tr>
</tbody>
</table>

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

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*It is asking me to support a claim with reasons. I have to identify a challenge and explain the impact it has on India.*

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

**Writing to Support a Claim with Reasons**

<table>
<thead>
<tr>
<th>Ideas</th>
<th>• Clearly state a position (claim) and include good reasons that support that position.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td></td>
<td>• Begin by stating a position (claim).</td>
</tr>
<tr>
<td></td>
<td>• In the middle, tell supporting reasons.</td>
</tr>
<tr>
<td></td>
<td>• End with a closing statement.</td>
</tr>
<tr>
<td></td>
<td><strong>Style</strong></td>
</tr>
<tr>
<td></td>
<td>• Use words and phrases that help the audience see how the reasons are related to the claim.</td>
</tr>
<tr>
<td></td>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td></td>
<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 guidelines relate to our writing objective: use words and phrases that show the connections between claims and reasons?**

*The guidelines for ideas and style relate 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. Tell students that there are certain words and phrases they can use to connect reasons to the claims they make in an argument. Display the following blackline master, and review with students:

- First, second, third…
- In addition…
- There are several/various reasons for…
- Moreover…
- Furthermore…
- It is because…
- The result of this is…
- For example…
- It appears to be…
- In summing up/in conclusion it can be said that…

Point out that writers use these words and phrases to help readers follow the argument. Also point out that these connecting phrases are examples of academic language.

2. Provide an example. Display the following blackline master, and review with students.

I think requiring students to wear uniforms would be good for everyone. There are two reasons why I think this. First, students and families will not have to spend a lot of money on school clothes. Each student would wear the same uniform every day, so every family will save money. Furthermore, if students all wore the same uniform, students would be more focused on their schoolwork and they would spend less time looking at other students to see who is wearing the most fashionable clothes. In addition, this should eliminate competition between students to wear the newest fashions. To conclude, wearing uniforms will help families and students.

Point out that there are many words and phrases similar to those on the list; students are not restricted to the particular ones you have reviewed.
Teamwork tp
(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 tp
(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 support a claim with reasons and the writing objective—using words and phrases that show the connections between claims and reasons.

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

For example, ask:

• Does the writer introduce the topic clearly?

• Does the writer include facts and examples to help a reader understand the information?

• Does the writer end with a closing statement that supports the information?

• Does the writer use appropriate academic language and full sentences?
• Does the writer use words and phrases that show the connections between claims and reasons?

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 connect reasons to your claim? What connecting words were the most helpful?**
  
  *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

The author states in the beginning of the book that “India is burdened with a tremendous population and many serious challenges” (page 5). What do you think is one of these challenges, and what impact does it have on India?

<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>
</tr>
<tr>
<td>• End with a closing statement that supports the information.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Use words and phrases that help a reader understand how the facts or events are related.</td>
</tr>
<tr>
<td>• Include details or examples that help a reader make a mind movie.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
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</table>
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• In addition…
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• Moreover…
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• For example…
• It appears to be…
• In summing up/in conclusion it can be said that…
I think requiring students to wear uniforms would be good for everyone. There are two reasons why I think this. First, students and families will not have to spend a lot of money on school clothes. Each student would wear the same uniform every day, so every family will save money. Furthermore, if students all wore the same uniform, students would be more focused on their schoolwork and they would spend less time looking at other students to see who is wearing the most fashionable clothes. In addition, this should eliminate competition between students to wear the newest fashions. To conclude, wearing uniforms will help families and students.
Lesson 6

**Reading Objective:** Draw conclusions, and support them with evidence from the text.

**Writing Objective:** Use words and phrases that show the connections between claims and reasons.

**Teacher Background**
This passage describes both traditional and modern Indian villages.

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**Active Instruction** (5 minutes)

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

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

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**Prepare Students for the Test** (5 minutes)

**Partner Review**
1. Remind students that they have been practicing drawing conclusions and supporting them with evidence from the text and using words and phrases that show the connections between claims and reasons. Use **Think-Pair-Share** to ask:

   **What are the benefits of drawing conclusions as you read?**

   *(Answers may vary.) I get a lot more out of the text if I draw conclusions from the information the author gives. I think about what the information means.*

   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, #3, #4, and #5 ask about drawing conclusions and supporting them with evidence from the text.

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

   4. What conclusion can you draw about the main way people earn a living in India? Support your answer. [DC, SA]

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

   Today you will read about village life in India.

**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.

   At one time, most villages were isolated from each other. What has changed in terms of communication between villages?

   Villages now have better communication. They have electricity and therefore can have televisions so villagers can know what is happening in other villages and in the country.

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 life in Indian villages.

   What is the author’s intent?
   5 points = The author’s intent is to tell the reader about life in villages.

   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 = About 75 percent of Indians live in villages around the country. Village communities are governed by an elected group of older men. Farm fields surround the villages. Recently, villages have started to get some modern conveniences, such as electricity. With electricity, they can have refrigerators, televisions, washing machines, and other conveniences. The well used to be the center of village life as people would gather and talk as they got water for their homes. With running water and indoor plumbing, gathering at the well is now less common. The new running water supplies give cleaner water, and the spread of disease has been reduced.

2. What conclusions can you draw about the role of women in Indian society? Support your answer. [DC, SA]
   20 points = I think the role of women in Indian society is still somewhat traditional. Women usually marry, move to their husband’s home, and take care of the household. Usually only women from wealthy families are able to get a higher education; poor women may never be able to go to any sort of school because they have to work to support the family. Women in purdah are supposed to remain hidden from men outside the family and strangers. Therefore, it would be difficult to get an education or work outside the home. While the government promotes women’s equality, as Jawaharlal Nehru did, it may take more time for women to take on a broader role for the country.

   15 points = I think the role of women in Indian society is still somewhat old fashioned. Women usually marry, move to their husband’s home, and take care of the household. Usually only women from wealthy families are able to get a higher education. Women in purdah are supposed to remain hidden from men outside the family and strangers. It would be hard to get an education or work outside the home.

   10 points = Their role is still somewhat old fashioned.
3. What is the significance of the symbol on the national flag of India? Support your answer. [DC, SA]

20 points = The symbol on India’s national flag is the wheel of Ashoka. This symbol represents all the different groups of people in the country. India’s people have different religions, such as Hinduism, Islam, Buddhism, Christianity, Sikhism, and others. People speak many different languages and dialects. Different groups of people live in different parts of the country, such as the Ladakhi people who live in Ladakh and the Kashmiris who live in Kashmir. The wheel of Ashoka illustrates that all these different groups are united in one India.

15 points = The symbol on India’s national flag is the wheel of Ashoka. This symbol represents all the different groups of people in the country. India’s people have different religions, such as Hinduism, Islam, Buddhism, Christianity, Sikhism, and others. People speak many different languages and dialects. Different groups of people live in different parts of the country, such as the Ladakhi people who live in Ladakh and the Kashmiris who live in Kashmir.

10 points = The symbol is the wheel of Ashoka. It represents all the different groups of people in the country.

4. What conclusion can you draw about the main way people earn a living in India? Support your answer. [DC, SA]

20 points = Most of the people earn a living in agriculture. According to the text, about three quarters of the population live in villages, and farm fields surround the villages. Therefore, most of the people work on farms.

15 points = Most of the people earn a living by farming. About three quarters of the population live in villages, and farm fields surround the villages.

10 points = They work on farms.

5. Using the middle and bottom pictures on page 19, what can you conclude about the relative importance of television in an Indian village home? Support your answer. [DC, SA]

20 points = According to the pictures, I think television is very important. The villagers have spent money on a television, but it is sitting on a barrel. There is very little other furniture or decorations in the room. Also, there is a satellite antenna in an otherwise poor village. This tells me that the people would rather spend money on television than on many other things.

15 points = The pictures show that television is very important. The villagers have spent money on a television, but it is sitting on a barrel. There is very little other furniture or decorations in the room. There is a satellite antenna in an otherwise poor village.

10 points = They show television is very important.
Part II. Writing (100 points)
Write at least one paragraph to answer the following question:
What do you think has been the effect of the introduction of television and running water on village life in India?

*I think the introduction of television and running water had a negative impact on traditional village life. According to page 18, traditional village life had a strong sense of community. Village homes were close together and clustered around a square where people could gather. People also gathered and socialized at the village well. For example, television is more likely to keep people in their homes in the evening rather than visiting with other families. Similarly, if homes have running water, people will not socialize at the village well anymore. Therefore, while there are certainly benefits to television, such as connecting the villagers to the outside world, and running water, such as a reduction in disease, I think the villagers will become less connected to each other because they will have fewer opportunities to get together.*

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

<table>
<thead>
<tr>
<th>Writing to Support a Claim with Reasons</th>
<th>0–25 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td><strong>0–25 pts.</strong></td>
</tr>
<tr>
<td>Clearly states a position (claim) and includes good reasons that support that position</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td><strong>0–25 pts.</strong></td>
</tr>
<tr>
<td>Begins by stating a position (claim)</td>
<td></td>
</tr>
<tr>
<td>In the middle, tells supporting reasons</td>
<td></td>
</tr>
<tr>
<td>Ends with a closing statement</td>
<td></td>
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<tr>
<td><strong>Style</strong></td>
<td><strong>0–25 pts.</strong></td>
</tr>
<tr>
<td>Uses words and phrases that help the audience see how the reasons are related to the claim</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td><strong>0–10 pts.</strong></td>
</tr>
<tr>
<td>Uses correct punctuation, capitalization, spelling, and grammar</td>
<td>0–10 pts.</td>
</tr>
<tr>
<td><strong>Writing Objective</strong></td>
<td><strong>0–15 pts.</strong></td>
</tr>
<tr>
<td>Use words and phrases that show the connections between claims and reasons.</td>
<td>0–15 pts.</td>
</tr>
</tbody>
</table>

Part III. Vocabulary (100 points)
1. Write a meaningful sentence using the word *culture*. [CV]
   *Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The food in Mexican culture uses a lot of corn and beans.*

2. “At that time Emperor Ashoka converted to Buddhism, a religion opposed to killing.” In this sentence, the word *converted* means— [CV]
   A. remained.
   B. stayed.
   C. kept.
   D. changed.
3. The vocabulary word *dialects* comes from the Latin word root *lect*, meaning to read or recite. How does the meaning of *lect* relate to the meaning of *dialects*? [CV]

A dialect is a variation in a language; it involves words. Reading or reciting also involves words, so the word is related to its Latin root.

4. What is a synonym for the word *defiance*? What is an antonym for the word *defiance*? [CV]

(Accept reasonable responses.) A synonym for defiance is resistance. An antonym for defiance is respect.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: There was a distinct odor of smoke coming from the kitchen, so I knew Tad had burned the toast.

6. “The Kashmiris live in picturesque mountain valleys in northern India.” In this sentence, the word *picturesque* means— [CV]

   A. pretty.
   B. high.
   C. cold.
   D. rocky.

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

(Accept reasonable responses.) A synonym for traditionally is ordinarily. An antonym for traditionally is differently.

8. The vocabulary word *heritage* comes from the Latin word root *hered*, meaning an heir or one who gets what is left. How does the meaning of *hered* relate to the meaning of *heritage*? [CV]

Heritage means traditions and history that are handed down from generations past. An heir gets things from a parent or grandparent—something that is handed down from past generations, so it relates directly to the Latin root.

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]

(Accept reasonable responses.) We explored the word *artisans*. The word artisans means people who do art or crafts. The artisans in the shop made many beautiful clay pots.
10. As used in the sentence “For years they fought India and with one another for trading privileges,” privileges most nearly means— [CV]
   A. horses.
   B. insults.
   C. advantages.
   D. cards.

Explain how you figured out the meaning of privileges.

Students will explain their thinking. For example: I used the context. The passage talks about countries fighting each other, so there must be advantage to fighting, so privileges must mean advantages.

<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: Draw conclusions, and support them with evidence from the 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.

Read and Respond Questions

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

Lightning Round

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

Celebrate

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

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

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

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

Active Instruction

Two-Minute Edit
(2 minutes)

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

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

Celebrate/Set Goals
(20 minutes)

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

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

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

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

   - What was your team’s highest score?
   - What score do you want to improve?
   - What can the team do to improve that score?

Use Random Reporter to ask:

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

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

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

### Class Council

(30 minutes)

1. Share class compliments.

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

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

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

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

### Brain Game

(5 minutes)

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

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

   What did this game require your brain to do?

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

Reading Objective: Draw conclusions, and support them with evidence from the text.

Teacher Background
In preparation for Set the Stage, find out the population of your location. Today’s reading describes life in Indian cities.

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: Would you rather live in the city or in the country? Why?

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

Would you rather live in the city or in the country? Why?

(Answers may vary.) I would rather live in a city because there are so many things to do than in the country. I like being around a lot of people.

What are some of the things to do in our city location?
Answers will depend on your city. Adapt for your location.

Do you think every city/location has similar things to do?

Answers will vary.

What do you think is the main reason people move to cities?

(Answers may vary.) People move to cities to find a job.

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

3. Introduce the text, author, and reading objectives.
4. Using a map of India, point out the location of major cities: Mumbai (Bombay), Kolkata (Calcutta), Bangalore, and Dehli (New Dehli). (An Internet source is www.mapsofindia.com.)

Give the populations of these cities (2011 census) and compare to the population in your location:
- Dehli: 16.3 million
- Mumbai: 18.4 million
- Kolkata: 14.1 million
- Bangalore: 8.49 million
- 54 cities in India have populations of more than 1 million people

If desired, give New York City population as an additional reference: 8,175,133 (2010 census).

Have students imagine living in a city with a large population, such as Dehli or Mumbai. Have them identify what problems they might encounter in such a large city.

*Answers will vary.*

**Interactive Read Aloud**

1. Refer to the reading objective, and review the skill if necessary.

2. Read paragraphs 1 and 2 on page 20 aloud. Use *Think-Pair-Share* to prompt use of the skill or strategy.

   *What does the fact that there are people who beg on the streets tell you?*

   *There are not enough jobs for everyone in the cities.*

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 3 on page 20 and draw a conclusion from the information about the fact that there aren’t enough jobs and housing in cities.

   *Many people are left without proper health care, education, and housing.*

   Use *Random Reporter* to debrief.

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.
Sample Graphic Organizer

VIII. City living
   A. Cities crowded, noisy, busy
   B. Cultural centers
      1. entertainment
      2. museums
      3. historic sites
   C. Crowded cities
      1. not enough jobs
      2. not enough housing, schools, hospitals
      3. not enough sanitary facilities
      4. traffic jams & accidents common
      5. pollution from vehicles & industry

Teamwork

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: “Entry 3” from India Journal and pages 20 and 21 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion
1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, 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. **Look at the picture on page 20. What does the distribution of the people and vehicles in the picture tell you about traffic in this area? What does the information in “Entry 3” tell you about the traffic? Explain. [DC, SA]**

   (Team Talk rubric)

   (Accept reasonable responses.)

   - **100 = In the picture, people and vehicles seem to be all over the streets. I think this means that there aren't many traffic rules. Jessica L. tells me in “Entry 3” that even if streets are marked for five lanes, people make seven or eight. I don’t see traffic lights or stop signs. People are walking in the middle of the street among the vehicles. A lot of people must not be able to afford transportation, so they are walking. Therefore, crowded cities mean a lot of traffic on foot and in vehicles.**

   - **90 = In the picture, people and vehicles seem to be all over the streets. I think this means that there aren't many traffic rules. Jessica L. tells me in “Entry 3” that even if streets are marked for five lanes, people make seven or eight. I don’t see traffic lights or stop signs. People are walking in the middle of the street among the vehicles.**

   - **80 = The picture shows that there aren’t many traffic rules. Jessica L. tells me in “Entry 3” that even if streets are marked for five lanes, people make seven or eight.**

2. **Who probably lives in chawls? Explain. [DC, SA]**

   (Team Talk rubric)

   - **100 = Probably the poorer citizens live in chawls. Chawls are only one-room apartments, and all the apartments on a floor have to share a bathroom. These are so small that sometimes not all family members can sleep there; some family members sleep outside on the street. The author goes on to describe middle class apartments, and there is a picture on page 21. The apartment buildings in the picture are bigger than those described as chawls, and the apartments have balconies. Chawls probably don’t have balconies. Therefore, I can conclude that the people who live in chawls are poorer than the middle class, but have more money than the really poor who have no place to live.**

   - **90 = Probably the poorer citizens live in chawls. Chawls are only one-room apartments, and all the apartments on a floor have to share a bathroom. These are so small that sometimes not all family members can sleep there; some family members sleep outside on the street. The author goes on to describe middle class apartments, and there is a picture on page 21. The apartment buildings in the picture are bigger than those described as chawls, and the apartments have balconies. Chawls probably don’t have balconies.**

   - **80 = Probably the poorer citizens live in chawls.**

   *continued*
### Team Talk Questions continued

3. From the description of apartment living, what must the weather be like in Mumbai? Support your answer. *(Write)* [DC, SA] (Team Talk rubric)

100 = The weather in Mumbai must be warm if people sleep on the streets. Many apartments are small, so sometimes there isn’t enough room for every family member to sleep in the apartment at night. So some people sleep on the streets. The weather affects what people can do and how they live.

90 = The weather in Mumbai must be warm if people sleep on the streets. Many apartments are small, so there sometimes isn’t enough room for every family member to sleep in the apartment at night. So some people sleep on the streets.

80 = The weather must be warm.

4. The author states that many people who move to the cities end up homeless. How does she support her claim? Use evidence from the picture on page 21 to support the claim that people in the picture are homeless. What does the information in “Entry 3” tell you about this problem? [DC, SA] (Team Talk rubric)

100 = The author supports her claim by including the picture on page 21. I can tell these people are homeless because the woman in the right middle of the picture appears to be cooking, and she is on the street. The family includes children and a baby. The family has packages wrapped in cloth; these packages probably contain their possessions. There are blankets on the ground; it looks like they are used for sleeping. Jessica L. tells me that the poor in the cities beg to survive and that if there are beggars at the airport, they are probably all over the cities. Poor people have to make the best of their situation, but it must be very hard for them to live like this.

90 = The author supports her claim by including the picture on page 21. I can tell these people are homeless because the woman in the right middle of the picture seems to be cooking. The family includes children and a baby. The family has packages wrapped in cloth; these packages probably contain their possessions. There are blankets on the ground; it looks like they are used for sleeping. Jessica L. tells me that the poor in the cities beg to survive and that if there are beggars at the airport, they are probably all over the cities.

80 = She includes the picture on page 21. Jessica L. tells me that the poor in the cities beg to survive and that if there are beggars at the airport, they are probably all over the cities.
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.

Celebrate

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

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

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

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

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

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

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The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

Cue students to discuss strategy use, graphic organizers, and word power journals.
Entry #3: “Culture Shock”

The country of India is the second largest populated country, but it is the largest democratic country. When I landed in Delhi, India, and I left the Delhi airport, it was mass confusion. If it had not been for the fact that I was traveling with people who lived in India, I think I would have been tempted to just turn around and fly home. The first cultural shock I experienced was seeing the streets and sidewalks crowded with so many people, cars, bicyclists, cows grazing wherever they felt like it, buses, trucks, scooters, and motorcycles. The road to the apartment where I was residing whenever I was in Delhi had five marked lanes, but motorists squeezed out seven lanes or even eight.

My next cultural shock related to personal hygiene. In the summer, the temperature in India can become quite hot, so hot that when it came time to take a shower, I would sweat while taking cold showers. (Cold water is all you would get.) Even if I wanted a hot water shower, I would not be able to get hot water until the winter, when I could use the hot water heater. (Families who could not afford a hot water heater would have to boil water and take a bucket bath.) Additionally, I needed to brush my teeth and take medication. I was told that since I was a foreigner and was not used to the parasites in India’s water that I should not drink tap water or eat any fruits or vegetables unless they could be peeled, or are properly cooked in boiled water. Also, in order to brush my teeth, I had to use boiled or bottled water.

I have had many other cultural shocks, but my last big cultural shock was the poverty. As soon as I left the airport, I saw beggars of both genders and all ages. In the area where I volunteered, most of the villagers lived in houses no bigger in size than half the size of my parents’ living room. Many people sleep outside, and when it rains, if the families own animals, they would rather shelter their animals than protect themselves. This is because their animals, cows, oxen, goats, etc. provide their means of living. Without their animals, they would be worse off financially.
Lesson 2

Reading Objective: Draw conclusions, and support them with evidence from the text.

Teacher Background
Today’s passage describes India’s attempt to educate its people and to improve communications among them.

Active Instruction
(25 minutes)

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

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>adequate</td>
<td>ad-e-quate (ADD-ih-quit)</td>
<td>satisfactory</td>
<td>The amount of rain is adequate for the growth of vegetables—not too much and not too little.</td>
</tr>
<tr>
<td>page 21</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>drastic</td>
<td>dras-tic (DRAS-tik)</td>
<td>extreme</td>
<td>The Civil War doctor took the drastic measure of taking off the wounded soldier’s entire leg because of the fear of infection.</td>
</tr>
<tr>
<td>page 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accommodation</td>
<td>a-com-mo-da-tion (ah-kom-ah-DAY-shun)</td>
<td>housing, shelter</td>
<td>The accommodation at the hotel was very fancy.</td>
</tr>
<tr>
<td>page 21</td>
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</tbody>
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<table>
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<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>literacy (noun)</td>
<td>lit-er-a-cy (LIT-er-a-kee)</td>
<td>ability to read and write</td>
<td>The literacy rate for Americans is almost a hundred percent because schooling is required.</td>
</tr>
<tr>
<td>counter (verb)</td>
<td>coun-ter (KOWN-ter)</td>
<td>oppose</td>
<td>The teachers discussed a plan to counter the effects of the low test scores.</td>
</tr>
<tr>
<td>unscrupulous (adjective)</td>
<td>un-scru-pu-lous (un-SCROO-pyou-luss)</td>
<td>corrupt</td>
<td>The unscrupulous mayor stole money from the city treasury.</td>
</tr>
<tr>
<td>restricted (verb)</td>
<td>re-strict-ed (re-STRIKT-ed)</td>
<td>limited</td>
<td>My dog is restricted to the backyard by a fence.</td>
</tr>
<tr>
<td>ensure (verb)</td>
<td>en-sure (en-SURE)</td>
<td>make certain</td>
<td>I want to ensure that everyone gets an invitation to my party next month, so I am mailing them today.</td>
</tr>
</tbody>
</table>

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

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

### Set the Stage

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

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

3. Remind students of the text, author, and reading objective.

4. If possible, show a language map for India (www.mapsofindia.com/maps/india/indianlanguages.htm) and have students identify the two largest language areas: Hindi and Marathi or Kashmiri.

5. Have students identify how a person says “hello” in any of the languages they know, besides English.

Have students say “hello” in Hindi, the major language group in India. Write the word “namaste” on the board, and give its pronunciation (see below). Have students practice saying “hello” in Hindi.

**NAH-mah-stay.**

Have students discuss what they learn from the video and how the information in the video compares with the information they have read so far in *India: The People*.

*(Answers may vary.) The video version of village life seems worse than what is described in the book.*

**Interactive Read Aloud**

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

   **Modern transportation (trains and cars) was developed only about 175 years ago, and Indian civilization goes back about 10,000 years. Do you think that modern transportation had a significant impact on communication? Explain.**

   *The impact of modern transportation has been significant. In a relatively short time, people learned that there were many others in India and had to learn new languages so they could communicate.*

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 22. Use Think-Pair-Share to ask:

   **What do you think is the value of using English to bridge the communication gap?**

   *(Answers may vary.) If people used English to talk among the different language groups instead of having one Indian language predominate, it wouldn’t cause any hard feelings among those groups whose language was not chosen to be the official language.*

   Use Random Reporter to debrief.

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.

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX. Language and education</td>
</tr>
<tr>
<td>A. Before modern transportation, people were isolated &amp; there were many more languages</td>
</tr>
<tr>
<td>B. Hindi is now the official language</td>
</tr>
<tr>
<td>C. English bridges communication gap &amp; is used in education, government, &amp; business</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 22 and 23 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 does the English requirement for entrance to universities impact rural children? Support your answer. (Write) [DC, SA] (Team Talk rubric)

100 = If English is required to go to universities, then many poor children will not have a chance at a university education. According to the text, only about 50 percent of children go to school regularly. Frequently rural children and poor city children have to work to help the family survive. If they don’t go to school, they are less likely to learn English, so they cannot apply to a university. If India is to continue building a bright future, it should get more children in school.

90 = If English is required to go to universities, then many poor children will not have a chance at a university education. Only about 50 percent of children go to school regularly. A lot of times rural children and poor city children have to work to help the family survive. If they don’t go to school, they are less likely to learn English, so they cannot apply to a university.

80 = Requiring English means that many poor children will not be able to go to a university.

continued
2. If the Indian government cannot raise the school attendance rate and the literacy rate, what effect will this have on the Indian economy? Explain. [DC, SA] (Team Talk rubric)

100 = If the literacy rate doesn’t improve, then this will have a negative impact on the Indian economy. Being able to read and write is important for people to get around and to find a job. Obviously, without a basic education, young people cannot go to college. If more people could work, they could build India’s economy. Education is the key to jobs for individuals and to a successful country.

90 = If the literacy rate doesn’t get better, then this will harm the Indian economy. Being able to read and write is important for people to get around and to find a job. Without a basic education, young people cannot go to college.

80 = It will harm the Indian economy.

3. What does the fact that many Indian children don’t go to school but help their families earn a living tell you about the wealth of the family? Explain. [DC, SA] (Team Talk rubric)

100 = The fact that about 50 percent of Indian children stay home and work with their families tells me that these families are desperately poor. This occurs in both rural and city families. Children of wealthier families do go to school. Therefore, if children of very poor families don’t go to school, their families have little chance to earn more money and improve their situation.

90 = The fact that about 50 percent of Indian children stay home and work with their families tells me that these families are very poor. This happens in both rural and city families.

80 = This tells me that these families are very poor.

4. What does the description of school supplies for rural schools tell you? Explain. [DC, SA] (Team Talk rubric)

100 = The description of rural school supplies tells me that the schools are poor. There is not enough money to buy enough books or equipment like desks. The picture on page 22 shows a village school, and the wall has some damage that has not been fixed, although there are books and notebooks in the picture. Village schools are poor probably because villages themselves are poor. The population of India is so large that the government can’t give schools a lot of money.

90 = The description of rural school supplies tells me that the schools are poor. There is not enough money to buy enough books or desks. The picture on page 22 shows a village school, and the wall has some damage that has not been fixed, although there are books and notebooks in the picture.

80 = It tells me that the schools are poor.

5. What is a synonym for the word unscrupulous? What is an antonym for the word unscrupulous? (Reminder: an antonym is a word meaning the opposite.) [CV] (Accept reasonable responses.) The word unscrupulous means corrupt, so a synonym is the word crooked. An antonym for unscrupulous is honest.
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.

3. Show the 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.

Remind students of the Read and Respond homework assignment.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>adequate</strong></td>
<td>ad-e-quate (ADD-ih-quit)</td>
<td>satisfactory</td>
<td>The amount of rain is <em>adequate</em> for the growth of vegetables—not too much and not too little.</td>
</tr>
<tr>
<td><strong>drastic</strong></td>
<td>dras-tic (DRAS-tik)</td>
<td>extreme</td>
<td>The Civil War doctor took the <em>drastic</em> measure of taking off the wounded soldier's entire leg because of the fear of infection.</td>
</tr>
<tr>
<td><strong>accommodation</strong></td>
<td>a-com-mo-da-tion (ah-kom-ah-DAY-shun)</td>
<td>housing, shelter</td>
<td>The <em>accommodation</em> at the hotel was very fancy.</td>
</tr>
<tr>
<td><strong>literacy</strong></td>
<td>lit-er-a-cy (LIT-er-a-cee)</td>
<td>ability to read and write</td>
<td>The <em>literacy</em> rate for Americans is almost a hundred percent because schooling is required.</td>
</tr>
<tr>
<td><strong>counter</strong></td>
<td>coun-ter (KOWN-ter)</td>
<td>oppose</td>
<td>The teachers discussed a plan to <em>counter</em> the effects of the low test scores.</td>
</tr>
<tr>
<td><strong>unscrupulous</strong></td>
<td>un-scru-pu-lous (un-SCROO-pyou-luss)</td>
<td>corrupt</td>
<td>The <em>unscrupulous</em> mayor stole money from the city treasury.</td>
</tr>
<tr>
<td><strong>restricted</strong></td>
<td>re-strict-ed (re-STRIKT-ed)</td>
<td>limited</td>
<td>My dog is <em>restricted</em> to the backyard by a fence.</td>
</tr>
<tr>
<td><strong>ensure</strong></td>
<td>en-sure (en-SURE)</td>
<td>make certain</td>
<td>I want to <em>ensure</em> that everyone gets an invitation to my party next month, so I am mailing them today.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Draw conclusions, and support them with evidence from the text.

**Teacher Background**

Today’s reading describes common occupations in India and problems that arise because of these particular occupations.

**Teacher’s Note:**

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

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**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. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.
Sample Think Aloud

I will explore the word *merchandise* on page 20. The context is talking about people selling and buying things, so I think *merchandise* must be a general name for things to buy. It also sounds like the word *merchant*, which means someone who sells things. The main bank in our town is called Smith Mercantile Bank. I’ve also heard of shop owners called *merchandisers*. All of these words mean something about business or buying and selling goods. (Model looking up the Latin or Greek root word.) These words all have a Latin root, *merx*, which means wares or goods. This root also occurs in the words *commerce* and *commercial*—also words dealing with buying and selling.

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

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
   Use Think-Pair-Share to ask:

   **What are the benefits of the Pardada Pardadi Educational Society?**

   *The benefits are girls graduate with a high school qualification, a highly marketable skill in textile work, and a sum of money. They learn both academic and empowerment skills with the expectation that women in India can share in the growth of the nation.*

Interactive Read Aloud

1. Read paragraph 2 on page 24 aloud. Use Think-Pair-Share to prompt use of the skill or strategy.
   **What does the lack of information about girls in this paragraph tell you?**
   *It tells me that girls weren’t trained for anything besides housework. Girls would never take over the family business.*

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 paragraphs 2 and 3 on page 25. Use Think-Pair-Share to ask:
   **What does the information in “The bonding bind” tell you?**
   *The information in “The bonding bind” tells me that, unfortunately, there are people everywhere willing to take advantage of others. It also tells me that education is an escape from this type of life for Indians.*
   Use Random Reporter to debrief.

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.
Sample Graphic Organizer

X. Occupations
   A. Boys often take up the trade or job that their fathers have
   B.  
   C.  
   D.  
   E. Bonded labor is like sharecropping; employees can't get out of debt to
   their employers

Teacher’s Note:
A, C, and D in the graphic organizer are left blank because students will add
the information from paragraph 1 during partner reading.

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 24 and 25 aloud with partners.
   (if skipping over Interactive Read Aloud, pages 24 and 25)
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. Why do you think Gandhi and the Indian government would encourage people to stay in their villages and run cottage industries? Explain. [DC, SA] (Team Talk rubric)

   **100** = If people could stay in the villages, then they would not be moving to the already overcrowded cities. There aren’t enough jobs in cities for villagers. Also, if villagers set up their own cottage industries, they would earn more money. That would help the country as a whole. Therefore, I think the government wants people to help themselves by having cottage industries.

   **90** = If people could stay in the villages, then they would not be moving to the already overcrowded cities. There aren’t enough jobs in cities for villagers. If villagers set up their own cottage industries, they would earn more money. That would help the country as a whole.

   **80** = If people could stay in the villages, then they would not be crowding into cities.

2. What does the phrase “family trade” mean (paragraph 2 on page 24)? Explain how you clarified this phrase. [CV, SA] (Team Talk rubric)

   **100** = “Family trade” means family business. As used in this paragraph, trade means job or occupation. I clarified the phrase by looking at the context, which talks about the fact that occupations are handed down from fathers to sons. Because words can have more than one meaning, you need to think about the context to help you understand the text.

   **90** = “Family trade” means family business. As used in this paragraph, trade means job. I clarified the phrase by looking at the rest of the paragraph.

   **80** = It means family business.

3. Why does the author use the word unscrupulous in describing employers who use bonded labor? [DC] (Team Talk rubric)

   **100** = The word unscrupulous means corrupt. The author uses this word to illustrate that employers who use bonded labor are taking advantage of people. The employers are corrupt and are not being fair to the workers. Many of these workers are probably uneducated and do not know what their rights are. Also, workers with a caste system attitude think that is their lot in life and that they cannot do anything about it. In any culture, there always seems to be those who take unfair advantage of others.

   **90** = The word unscrupulous means corrupt. The author uses this word to describe employers who use bonded labor because they are taking advantage of people. The employers are corrupt and are not being fair to the workers.

   **80** = She uses this word because they take advantage of people.

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*continued*
Team Talk Questions continued

4. From the picture on page 25, what can you conclude about how many construction projects are done in India? How would a similar job be done in the U.S.? Support your answer. (Write) [DC, SA] (Team Talk rubric)

100 = According to the picture, it seems that construction projects are often done without big machines. The digging and moving of dirt is being done by hand. This would employ more people, but the work is hard and probably doesn’t go very fast. In the U.S., there would be a machine like a backhoe to dig the dirt and a truck to carry it away. Fewer U.S. workers would be needed at the job, but it would be done faster. India is trying to become more modern, but some things are still done in a traditional way.

90 = It seems that construction projects are often done without big machines. The digging and moving of dirt is being done by hand. This would employ more people, but the work is hard and probably doesn’t go very fast. In the U.S., there would be a machine like a backhoe to dig the dirt and a truck to carry it away. Fewer U.S. workers would be needed at the job, but it would be done faster.

80 = Construction projects are often done without big machines. In the U.S., there would be a machine to dig the dirt and a truck to carry it away.

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

If you give a puppy an _______ diet, it will grow up strong and healthy.

Adequate. A satisfactory amount of food is required to grow up strong and healthy. Adequate means satisfactory.

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

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

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

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

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

(20 minutes)

Lightning Round

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

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

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

Reading Objective: Draw conclusions, and support them with evidence from the text.

Teacher Background
Today's reading discusses some of the social issues that India faces.

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

Active Instruction (15–25 minutes)

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

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

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
Interactive Read Aloud

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

   **Except for the section on Mahatma Gandhi, the author hasn’t focused on specific individuals. Why do you think she does this?**

   *The author uses the story of a real family to connect the reader to the plight of the poor in India. I think the author wants people to have sympathy for the poor.*

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 have them draw a conclusion about the ability of young couples to find work.

   *Shanti was sixteen when she married. She probably didn’t finish school and had little understanding of how to make a living. Young couples have a very hard time earning a living.*

   Use Random Reporter to debrief.

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.

   A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI. Social issues</td>
</tr>
<tr>
<td>XII. Poverty</td>
</tr>
<tr>
<td>A. A poor couple both work but have little reward</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 26–29 aloud with partners.*

   *(if skipping Interactive Read Aloud, pages 26–29)*
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. What section of text did you choose to reread, and why? What new connection did you make by rereading and reviewing your notes?
   
   *I chose to reread the section titled “Going to school.” I compared what Indian students do to what we do to get into college. We do not have a language requirement, because everyone already speaks English.*

2. What do you think the effect of many highly trained people moving to other countries will have on India’s economy? Support your answer. (Write) [DC, SA]

   (Team Talk rubric)

   100 = When highly trained people leave India, India’s economy may eventually suffer. Even though there might not be jobs now, there may be in the future, but then there might not be anyone trained to fill them. India has educated these people, and then the people leave to work elsewhere. India is losing good minds to other countries.

   90 = India’s economy may suffer. Even though there might not be jobs now, there may be in the future, but then there might not be anyone trained to fill them. India has educated these people, and then the people leave to work elsewhere.

   80 = The economy may suffer.

   continued
### Team Talk Questions continued

3. From the description of Shanti and Dipu, where do you think their daughter is all day while they work? Support your answer. [DC, SA] (Team Talk rubric)

   - **100** = *I think that Shanti keeps her daughter with her while she sells lemons on the street. The description of the family is that they are very poor and live from day to day. There is no mention of anyone else taking care of Devi, and the family would not have money to pay a babysitter all day. So Shanti must keep Devi with her while she works. Poor parents have little opportunity to care for their children as they would like.*

   - **90** = *I think that Shanti keeps her daughter with her while she sells lemons on the street. The description of the family is that they are very poor and live from day to day. There is no mention of anyone else taking care of Devi, and the family would not have money to pay a babysitter all day. So Shanti must keep Devi with her while she works.*

   - **80** = *I think that Shanti keeps her daughter with her while she sells lemons on the street.*

4. Write a summary of the text you read today. [MI] (summary rubric)

   - **100** = *Indian children must attend primary and middle school, and most go to high school. In high school, they take exams to go to the next level. To go to college or to a university, students must be able to read, write, and speak in English. There are many colleges and universities that offer more students professional training, such as medicine and computers.*

   - **90** = *Indian children must attend primary and middle school, and most go to high school. To go to college or to a university, students must be able to read, write, and speak in English. There are many colleges and universities.*

   - **80** = *Indian children must attend primary and middle school, and most go to high school. Some go to college.*

5. “Many of the poorer city dwellers cannot find or afford accommodation, so they must live in tents or shacks crowded together in slums.” In this sentence, *accommodation* most nearly means— [CV]

   - A. jobs.
   - B. homes.
   - C. streets.
   - D. relatives.

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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.

Class Discussion (20 minutes)

Lightning Round

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

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

Celebrate

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

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

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

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

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

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

Writing Objective: Use words and phrases that show the connections between claims and reasons.

Teacher Background
Today’s activity gives students another opportunity to use words and phrases to show connections between claims and reasons.

Active Instruction
(10 minutes)

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

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

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that they have been drawing conclusions from text and visual information and supporting their conclusions with evidence from the text and visual information. Point out that making a good argument for your conclusions or claims includes using words and phrases to connect the evidence to the claim or conclusion.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>What effect do you think that traditions of the past have on Indian life today?</td>
</tr>
</tbody>
</table>

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

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*It is asking me to support a claim with reasons. I will have to state a position and support it with reasons.*

6. Refer students to the following writer's guide in their student editions. Point out that this writer's guide for writing to support a claim with reasons 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 Support a Claim with Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
</tbody>
</table>
| **Organization** | • Begin by stating a position (claim).  
• In the middle, tell supporting reasons.  
• End with a closing statement. |
| **Style** | • Use words and phrases that help the audience see how the reasons are related to the claim. |
| **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 guidelines relate to our writing objective: use words and phrases that show the connections between claims and reasons?**

*The guidelines for ideas and style relate to the objective.*

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

1. Remind students that there are certain words and phrases they can use to connect reasons to the claims they make in an argument. Display the following blackline master as a review with students:

- First, second, third…
- In addition…
- There are several/Various reasons for…
- Moreover…
- Furthermore…
- It is because…
- The result of this is…
- For example…
- It appears to be…
- In summing up/in conclusion it can be said that…

2. Point out that writers use these words and phrases to help readers follow the argument.

3. Display the following blackline master with additional words and phrases; review with students.

- Another point is…
- Most probably…
- Take for example…
- That is why…
- Finally…

4. Have students suggest additional words or phrases. Record appropriate suggestions on the board.

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 support a claim with reasons and the writing objective—using words and phrases that show the connections between claims and reasons.

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

For example, ask:

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

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 words or phrases to link your reasons to your claim? 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

What effect do you think that traditions of the past have on Indian life today?

<table>
<thead>
<tr>
<th>Writing to Support a Claim with Reasons</th>
</tr>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
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• The result of this is…
• For example…
• It appears to be…
• In summing up/in conclusion it can be said that…
• Another point is…
• Most probably…
• Take for example…
• That is why…
• Finally…
Lesson 6

**Reading Objective:** Draw conclusions, and support them with evidence from the text.

**Writing Objective:** Use words and phrases that show the connections between claims and reasons.

**Teacher Background**

Today’s reading discusses some Indian customs.

Today’s cycle test challenges students to draw conclusions from text and text features.

**Active Instruction**

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Set the Stage**

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

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

3. Remind students of the text, author, and reading and writing objectives.

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

**Prepare Students for the Test**

**Partner Review**

1. Remind students that they have been practicing drawing conclusions and supporting them with evidence from the text and using words and phrases that show the connections between claims and reasons. Use **Think-Pair-Share** to ask:

   How have you been drawing conclusions as you read?
**I read carefully and then think about what the author means in the text. I also use clues in the photographs in the book.**

**How does this help you?**

*(Answers may vary.)* I know that if I draw conclusions as I read, I learn more about the topic; I don’t just rely on what is written in the 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 #3 and #4 ask about drawing conclusions and supporting them with evidence from the text.

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

   4. What is the value of having more than one source of information to tell you about a topic like India? [DC, SA]

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

   **Today you will read about some Indian customs.**

   **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.

   How has some of the culture of India spread around the world?
   (Answers may vary.) Some Indian words have been adopted in other languages, such as bazaar and pajamas, which are now in English.

   Which of the customs you read about have religious significance?
   Colors, honoring cows, and yoga have religious significance.

   Revisit the list of student questions generated in lesson 1, and have students discuss how the text answered any of their initial questions.

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.
Make Connections

**Directions:** Read *India: The People*, 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 is customs of India.

   What is the author’s intent?
   5 points = The author’s intent is to tell the reader about some Indian customs.

   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 = India has many customs. Some of these are the use of bright colors, getting advice from fortune-tellers, honoring cows, and practicing yoga. Some Indian words have been adopted into English, such as shampoo and sandals.

2. Describe one example of how India is trying to improve the lives of its citizens. Support your answer. [RE, SA]

   (Answers may vary.)
   20 points = India is trying to improve the lives of its citizens through education. Education is free for all children up to age fourteen. Schools teach the official language of India, Hindi, so people can communicate with each other in a common language. Schools also teach English, which is required for students applying to universities. By knowing both Hindi and English, people have more job and career opportunities. India has many colleges and universities to train students for different professions, such as medicine and engineering. Another way India supports education is having lowered the costs to attend universities so more students can afford to go. **India has many challenges and is using education as one way to meet them.**

   15 points = India is trying to improve the lives of its citizens through education. Education is free for all children up to age fourteen. Schools teach the official language of India, Hindi, so people can speak with each other in a common language. Schools also teach English, which is required for students applying to universities. By knowing both Hindi and English, people have more job and career opportunities. India has many colleges and universities to train students for different professions, such as medicine and engineering.
10 points = India is trying to improve the lives of its citizens through education.

3. Pick two pictures that illustrate the text on page 26, “The money gap.” How do the two pictures relate to the text? Support your answer. [DC, SA]

(Answers will vary.)

20 points = I think the pictures on pages 4 and 29 illustrate the money gap that exists in India. The woman on page 4 is nicely dressed and has a lot of gold jewelry. The man also has nice clothes and some jewelry. These are wealthy people. The picture on page 29 shows part of a slum. The people do not have a lot of gold jewelry and are dressed in poor clothes. They are barefoot and live in a tent. The people have no furniture. These are very poor people. India is a land of extremes in terms of money.

15 points = I think the pictures on pages 4 and 29 show the money gap that exists in India. The woman on page 4 is nicely dressed and has a lot of gold jewelry. The man has nice clothes and some jewelry. These are rich people. The picture on page 29 shows part of a slum. The people do not have a lot of gold jewelry and are dressed in poor clothes. They are barefoot and live in a tent. The people have no furniture. These are very poor people.

10 points = I think the pictures on pages 4 and 29 show the money gap that exists in India.

4. What is the value of having more than one source of information to tell you about a topic like India? [DC, SA]

20 points = India is a big topic. The book tries to write about a whole country and millions of people. The value of reading two sources is that the book gives the big picture and India Journal fills in some of the details. Reading the entries from India Journal along with the text gives an interesting perspective. Jessica L. was in India. She wrote about the things she saw and experienced. This personal viewpoint makes India seem more real. It is interesting that many of the things Jessica saw are also discussed in the book, but Jessica gave more detail. When possible, it is a good idea to use more than one source when learning about a topic because each source has a different perspective.

15 points = India is a big topic. The book tries to write about a whole country and millions of people. The value of reading two sources is that the book gives the big picture and India Journal fills in some of the details. Reading the entries from India Journal along with the text gives an interesting viewpoint. Jessica L. was in India. She wrote about the things she saw and experienced. This personal viewpoint makes India seem more real. It is interesting that many of the things Jessica saw are also discussed in the book, but Jessica gave more detail.

10 points = The value of reading two sources is that the book gives the big picture and India Journal fills in some of the details.
5. The title of a section on page 30 is “Indian customs.” The word custom is a domain or tier three word for social studies. After reading this portion of the text, what does the word custom mean? Support your answer. [CV, DC]

20 points = The word custom means things people do regularly; customs are part of a people’s culture. They may or may not be done every day. Some of the customs Indians have are to consult fortune-tellers, use bright colors, be nice to cows, and practice yoga. Yoga is one of the customs many people do every day. Every group has its own customs, things that people do regularly that make them unique.

15 points = The word custom means things people do on a regular basis. It may or may not be done every day. Some of the customs Indians have are to consult fortune-tellers, use bright colors, be nice to cows, and practice yoga. Yoga is one of the customs many people do every day.

10 points = It means things people do on a regular basis.

Part II. Writing (100 points)
Write at least one paragraph to answer the following question:
What role do colors play in the lives of Indians? Support your claim with examples from the text and text features, and use words and phrases that show the connections between your claim and reasons.

Colors play an important role in the lives of Indians. For example, during the festival called Pongal that honors cows, the cows are decorated with colored pastes. In addition, Indians consider colors symbolic; for example, red is for happiness and joy. The picture on page 30 show more red colors than the other colors, so I think red is very popular. Other examples in the book include that markets are full of colorful fruits, houses are often painted in bright colors, and temples are decorated. One picture that supports the author’s claim is the one at the bottom of page 17, where the roofs of some of the houses are either bright blue or red. Another picture is the one at the bottom of page 19. The girl is wearing colorful clothes. Her skirt has three colors in it, and her blouse is also multicolored. Indians use bright colors frequently, which gives the country a unique look.

The following guide is used to score part II of the cycle test.
Writing to Support a Claim with Reasons

<table>
<thead>
<tr>
<th>Ideas</th>
<th>• Clearly states a position (claim) and includes good reasons that support that position</th>
<th>0–25 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>• Begins by stating a position (claim) • In the middle, tells supporting reasons • Ends with a closing statement</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td>Style</td>
<td>• Uses words and phrases that help the audience see how the reasons are related to the claim</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>• Uses correct punctuation, capitalization, spelling, and grammar</td>
<td>0–10 pts.</td>
</tr>
<tr>
<td>Writing Objective</td>
<td>• Use words and phrases that show the connections between claims and reasons.</td>
<td>0–15 pts.</td>
</tr>
</tbody>
</table>

Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word drastic. [CV]
   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Because Tim was running out of his allowance, he used drastic measures to cut his spending and saved every cent he earned in the following month.

2. “It [the Indian government] must guide the development of India’s economy to ensure that all citizens are able to support themselves and their families.” In this sentence, ensure most nearly means— [CV]
   A. fight.
   B. oppose.
   C. reject.
   D. guarantee.

3. My mother looked for hotels on the Internet to find ________ for our one-night stay in Miami.
   Choose the word that belongs in the blank. [CV]
   A. shelter
   B. movies
   C. food
   D. taxis

4. The vocabulary word restricted comes from the Latin word root stringere, which means to draw tight. How does the meaning of stringere relate to the meaning of restricted? [CV]
   Restricted means limited. If something is limited, it is like it has been drawn tight, like a string draws tight around a package and thus the contents of the package are limited. So restricted is related to the Latin root word.
5. The vocabulary word literacy comes from the Latin word root litterarius, which means reading and writing. How does the meaning of litterarius relate to the meaning of literacy? [CV]

Literacy means the ability to read and write, so it is directly related to the Latin root word.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The unscrupulous man pretended that he was a doctor so he could get people to pay him for medicines.

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

(Accept reasonable responses.) A synonym for the word adequate is equal. An antonym for the word adequate is inadequate.

8. What is a synonym for the word counter? What is an antonym for the word counter? [CV]

(Accept reasonable responses.) A synonym for the word counter is disagree. An antonym for the word counter is accept.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

We explored the word vendors. Vendors are people who sell things. The vendors at the baseball game sell popcorn and hotdogs.

10. As used in the sentence “How is the plight of Shanti and Dipu similar to the plight of poor people all over the world?” plight most nearly means— [CV]

   A. pantry.
   B. peculiar.
   C. problem.
   D. plank.

   Explain how you figured out the meaning of plight.

   Students will explain their thinking. For example, I used the context. The passage talks about problems poor people have, so plight must mean problem.
### Question Codes

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

**Reading Objective:** Draw conclusions, and support them with evidence from the 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>1. Is your selection informational or literature? Summarize your reading. (summary rubric)</td>
</tr>
<tr>
<td>2. Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td>3. 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. 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. 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. Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)</td>
</tr>
</tbody>
</table>
Lightning Round

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

Celebrate

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

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

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

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

### Active Instruction

**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

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?**

Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.
Use **Random Reporter** to ask:

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

*Accept supported answers.*

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

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

---

**Class Council**

*(30 minutes)*

1. Share class compliments.

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

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

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

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

---

**Brain Game**

*(5 minutes)*

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

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

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

   **How will use of this skill improve your success in other classes?**
Sample Word Map
Cycle 1

civilization

civ and cit-
Latin root for city

citizen – person who lives in a city/nation
civics – how government works; people’s rights & responsibilities
civic – relating to a city; the Civic Center has sports events
civil – relating to citizens having good manners following rules of
good conduct
civilian – person not in the military
civility – politeness, good manners being considerate of others if
people live together in cities, they have to be civil so they get along.
civilize – educated in good manners & culture
Sample Word Map
Cycle 2

- merchant marine – private ships that carry trade goods
- merchant – sells goods
- mercantile – relating to business, buying & selling goods
- mercantile bank
- merchandise (goods)
- mercantile – relating to business, buying & selling goods
- commercial – advertisement to sell goods; relating to business
- mercantile bank
- Latin root merx – wares, goods
- commerce – business
- merchandizing – act of selling goods
- merchant marine – private ships that carry trade goods
- merchant – sells goods
- mercantile – relating to business, buying & selling goods
- mercantile bank
- Latin root merx – wares, goods
- commerce – business
- merchandizing – act of selling goods
1. Team score sheets for this unit should be distributed during lesson 1. Students will use this modified version of the team score sheet to review their goals, track their progress through the six-step research process, and tally team celebration points throughout each lesson.

2. All teams will have the same team goal for this unit—to earn as many team celebration points as possible.

3. The teacher cycle record form has also been modified for the research unit.
   • Track student completion of the research steps, using check marks to indicate done or not done.
   • Note the writing purpose that each student selects to evaluate the individual research presentations.
   • Record the writing/presentation score for each student based on the scoring guide for writing that each student chose. This is the only score from the research unit that will roll up into the averages on the classroom assessment summary for the grading period.
   • Record tallies for completion of Read and Respond homework.

4. This is a short, focused research opportunity. While a one-page written product and a three-minute presentation are recommended at this level, please consider your available time and research materials and your students’ Internet access and needs to choose a product that is appropriate for your class.

Unit Overview

This research unit follows level 6H unit Make Connections: India: The People.

The focus for this unit is the changing role of women in traditional cultures. This focus will motivate students to generate questions and stimulate new thinking about the book that they read in the previous unit.

This unit’s mini-lesson is on interview skills—how to do an interview to gather research information and how to cite an interview source.
Lesson 1

Teacher Background
This unit’s focus is the changing role of women in traditional cultures. In addition to the book, provide students access to the video on the Pardada Pardadi Girls Vocational School.

Doing research can involve interviewing people. In this lesson, students learn how to interview and cite their sources.

Active Instruction

Generate Questions (15 minutes)
1. Post the research purpose, focus, and product. Have students write their focus-related questions as they enter the classroom.

| Research Purpose: In this unit, you will ask questions, find and organize information, and present your findings to others. |
| Research Focus: The changing role of women in traditional cultures |

2. Have teams use the Questioning Formulation Technique (QFT: Rothstein, 2012) to write as many questions about the research focus as they can in ten minutes.
   - Ask as many questions as you can.
   - Do not stop to answer, discuss, or judge the questions.
   - Write down every question just as you hear it.
   - If a teammate makes a statement, turn it into a question.

3. Use Random Reporter to select a student from each team to share a question or two.

Prioritize and Improve Your Questions (10 minutes)
1. Present the research product:

| Research Product: You will write at least one page that answers your research question and include at least one text feature that helps to inform the audience. You will prepare and deliver a three-minute presentation of your written information. |

2. Present the materials that students will use to research their questions.
3. Have each student use the team list to choose up to three questions that he or she finds important or interesting.
4. Have students share their questions with their teams and discuss how realistic it is to research each question, given the time and materials available. Teammates help one another narrow down questions to make them more researchable. Each student chooses one question to research.

5. Have students choose the scoring guide that they will use based on the research project (Writing to Support a Claim with Reasons or Writing to Inform or Explain).

6. Use Random Reporter, and award team celebration points to teams whose representatives can share the research question and scoring guide that they chose and explain why.

7. Have students review their research purpose, team goal, and team cooperation goal for this cycle. Tell teams to discuss how they are going to earn more team celebration points during this unit, and have them write that goal in the allotted space.

8. Explain to students that they will earn super, great, or good team status based only on the team celebration points that they earn in this unit.

9. Tell students that the only score they will earn this cycle is a writing score that will be based on the scoring guide that they select for evaluation of their research presentation.

10. Tell students to initial each step of the writing process as it is completed during the unit.

**Interactive Skill Instruction** (25 minutes)

1. Present the mini-lesson on interview skills.

   Tell students that another source of information is people. Today we will discuss how to interview a person to gather information.

2. Use Think-Pair-Share to ask:

   **What do you think makes a good interview?**

   *Answers will vary. (Record student suggestions on the board.) For example, students may say that asking good questions, being prepared, or practicing active listening makes a good interview. Choosing someone knowledgeable about the topic you want to discuss also makes a good interview.*

3. Refer the students to the Interview Tips student page and review them together, clarifying or modeling as needed.
Citing an Interview Source

In the text, at the end of the sentence or paragraph that gives the information learned in the interview, put the name, date, and phrase “personal communication” in parentheses, for example:


In the bibliography, include the person’s name—last name first—and the phrase “personal communication,” for example:

Johnson, Tanya. November 9, 2012. Personal communication

Interview Tips

Get Ready

• Share and discuss your research question with the person whom you would like to interview.
• Schedule the interview at a convenient time and in a quiet place.
• Decide if you will take notes, have your partner take notes, or use a recording device while you conduct the interview.
• Gather your materials, and practice using them with your partner.
• Practice explaining your research in a confident voice.
• Practice sitting with your arms and legs uncrossed and using your active-listening skills. This will show your interviewee that you are very interested in what he or she has to say.
• Prepare questions about your chosen topic. Remember, closed-ended questions will get you short, specific answers. Open-ended questions will allow the person to give you more information about the topic—maybe even answers to questions that you didn’t think to ask.

Conduct the Interview

• Start by thanking the person for meeting with you. Share a little about yourself and your interest in the topic. Relax, smile, and make this a comfortable conversation and not an interrogation.
• Give the person plenty of time to think and answer. Sometimes the best answer comes after a period of silence.
• Practice active listening. Sit still, nod when necessary, and keep eye contact.
• Use short questions, such as “Can you tell me more about that?” to get more detail or clarification.
• Near the end of the interview, ask the person if there is anything else that he or she would like to add.
• If you are taking notes, don’t write so much that you can’t interact with the interviewee. You can add to your notes later.
• If you are using a recording device, make sure it is running before you start, and then check it periodically during the interview to make sure that it’s still running.

After the Interview

• Label your notes, tapes, or digital files with the interviewee’s name, your research question, and the date and time of the interview.
• Review your notes as soon as possible, and add any important details and information.
• Send a thank-you note to your interviewee that says how much you value his or her time and thoughts.

For more information about interviewing, check out “How to Conduct a Strong Interview” at www.whatkidscando.org/featurestories/2007/maine_students/tip_sheets/INTERVIEWING%20TIPS.pd.

4. Explain that if they use a person as a source of information for their research, they should cite the person in the text and in the bibliography, in the following manner. Display the blackline master, and review with students.

5. Have students practice doing a research interview. Point out that they may not be able to apply all the tips during this practice, but they will get practice in using correct body language, active listening, asking questions, and recording answers.

Explain that they will work in partner pairs and practice interviewing each other.

Assign one partner to be the first interviewer and the other to be the first interviewee.

Have student pairs choose topics that they know well, for example, school sports teams, clubs, or music.

Allow students about two minutes to write down their interview questions.

6. Partners take turns being the interviewer and interviewee with the interviewer using as many of the interview tips as possible. Allow a maximum of five minutes for each interview.

7. Use Random Reporter to share team practice questions, and what they learned about conducting an interview.

8. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.
Start Digging (10 minutes)

1. Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information.

2. Ask students to write the research question in the center of the web or on the first notecard.

3. Circulate, check students' progress, and record each completed step on the teacher cycle record form. Spot check the Read and Respond homework.

4. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

5. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.
Citing an Interview Source

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• If you use a recording device, make sure it is running before you start, and then check it periodically during the interview to make sure that it’s still running.

After the Interview
• Label your notes, tapes, or digital files with the interviewee’s name, your research question, and the date and time of the interview.
• Review your notes as soon as possible, and add any important details and impressions.
• Send a thank-you note to your interviewee that says how much you value his or her time and thoughts.

For more information about interviewing, check out “How to Conduct a Strong Interview” at www.whatkidscando.org/featurestories/2007/main_students/tip_sheets/INTERVIEWING%20TIP%20SHEET.pdf.
Lesson 2

Teamwork

Keep Digging: Search and Process (50 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Have students continue to use the research materials to search for information, and have them use their graphic organizer or notecards to record relevant information.

3. Circulate, check students’ progress, and record each completed step on the teacher cycle record form.

4. Spot check the Read and Respond homework.

5. Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class prior to class discussion.

Class Discussion (10 minutes)

1. Use Random Reporter to have students share an important piece of information, the source, and why they think the information is important with the class. Award team celebration points.

2. Award extra team celebration points to volunteers who answer the following question: “Did your research change your question or your thinking about what you thought you would find?”

3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.
Lesson 3

Teamwork

During this class period, students review their research and write an answer to their questions.

Put It All Together: Draw Conclusions, Write, and Practice (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Have students make a plan for their written product and review it with a teammate.

3. Ask each student to draft his or her written product.

Team Feedback (20 minutes)

1. Have each team member share his or her presentation with another member of the team.

2. Ask team members to use the evaluation form to give feedback.

3. Tell students to make improvements and prepare for their presentations.

4. Circulate, check students' progress, and record each completed step on the teacher cycle record form.

5. Spot check the Read and Respond homework.

Class Discussion (10 minutes)

1. Award team celebration points to Random Reporters who can report a strength that teammates shared with them about their presentations.

2. Award extra team celebration points to volunteers who share what they have learned about the research, writing, and presentation process.

3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Remind students of the Read and Respond homework assignment.
Lesson 4

Present and Evaluate

In this lesson, students will present their research to groups other than their own teams, and students will use the evaluation form to provide a written evaluation of each presentation that they hear. There will be four rounds of presentations, during which each student will have three minutes to present.

Choose group assignments in advance, or use the following process:

- Count the number of teams.
- Have students count off from 1 to the number of teams. There will be four or five students with each number.
- Have the students who counted off as 1s go to table 1, 2s go to table 2, and so on.

Allow a volunteer to give the first presentation, or designate an individual within each group. Presentations then proceed to the right until everyone has presented. As each presentation concludes, the evaluators complete the evaluation sheets and give them to the presenter.

Present (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Review the criteria for evaluating a presentation, and demonstrate how to complete the evaluation. Remind students that you will collect the evaluation forms.

3. Designate group assignments, and pass out evaluation forms.

4. Have students move to their designated groups. Begin the presentations.

5. Make sure that each student presents and receives evaluations after the presentation.

Team Discussion (20 minutes)

1. When all presentations are finished, have students return to their teams to review the feedback that they received.

2. Ask team members to share their strengths and suggestions in each category.
Class Discussion (10 minutes)

1. Review each target and ask for a show of hands indicating areas of strength and areas that need improvement.

2. Use Random Reporter to hold a discussion during which students reflect on the research process and the products that they produced and draw conclusions about successes and areas in need of improvement. Award team celebration points.

3. Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next unit. Award up to 100 points for evidence that the chosen targets were met.

4. Review the total number of team celebration points earned by each team. Use the poster overlay to determine team status (super, great, or good) for this unit.

5. Enter the writing, Read and Respond, and team celebration points scores into the Member Center.

6. Generate the teacher cycle record results report to review team and class averages for the unit.
**Research Evaluation**

**Writing Purpose** (circle one): To inform or explain  To support a claim with reasons

**Writing Quality:** Note one area of strength, and give evidence to support your choice.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Organization</th>
<th>Style</th>
<th>Mechanics</th>
</tr>
</thead>
</table>

Make a suggestion for improvement and a reason for your suggestion.

**Research Skills** (Note one or two strengths.)

<table>
<thead>
<tr>
<th>Answers a focused question</th>
<th>Uses multiple sources</th>
<th>Quotes and paraphrases sources</th>
<th>Cites trustworthy sources</th>
</tr>
</thead>
</table>

**Presentation Skills** (Note one or two strengths.)

<table>
<thead>
<tr>
<th>Good eye contact</th>
<th>Good volume</th>
<th>Clear pronunciation</th>
<th>Enthusiastic presentation</th>
</tr>
</thead>
</table>
Common Core State Standards

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

**Level 6H  Make Connections**

<table>
<thead>
<tr>
<th>English Language Arts Standards: History/Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Arts Standards: Reading: Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Arts Standards: Writing in History/Social Studies/ Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>WHST.6-8.1-3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Arts Standards: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
</tr>
<tr>
<td>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
</tr>
<tr>
<td>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Arts Standards: Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</td>
</tr>
<tr>
<td>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>
Media Acknowledgements

We wish to acknowledge the following organizations and individuals for allowing their background videos to be included in the Reading Edge:

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- WNET
- Charles R. Smith, Jr.
- National Aeronautics and Space Administration and the California Institute of Technology

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