This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.
We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.
The Lightning Round

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

### Strategy Use

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

### Word Power

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

### Team Talk (oral and written)

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

### Fluency

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

### Graphic Organizer/Notes

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

**Reading:** Analyze how an author develops and contrasts the points of view of different characters or narrators.

**Writing:** Quote narrators to support analysis of their points of view.

Unit Overview

The focus of this unit is analyzing how an author develops and contrasts the points of view of different characters or narrators. Contrasting the narrators’ points of view will help students understand that multiple people can experience the same event but perceive it very differently. Learning about the narrators’ backgrounds will help students realize that point of view is affected by the experiences people have. Students will also examine how the elements of a story interact. They will identify the impact that the setting has on characters, for example, and how various events affect the characters. There is a lot of information in this unit’s text about setting and characters and how the two interact.

The writing objective is to quote narrators to support analysis of their points of view. The writing objective will be practiced during the writing project in lesson 5 of both cycles. Students will think about reasons for the differences in the narrators’ points of view and why the narrators feel the way that they do. Students will also select relevant quotes to support their analysis.

The strategy focus for this unit is questioning. In this unit, teams will generate questions, discuss those questions, and choose the one question that they think is the most important one for understanding the text. Refer students to the Questioning Strategy Card in their team folders. Remind them that their Questioning Strategy Card will help them ask Right There and Think questions as they read.

During the Lightning Round, have several Random Reporters present their teams’ questions, and use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster. Record the questions on the board, and have teams vote with a show of hands for the question that they think is the one that is most important to their understanding of the text. (Teams cannot vote for their own questions!) Award additional team celebration points to the team with the winning question.
### Strategy Use

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
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</tr>
<tr>
<td>90</td>
<td>Gives an 80-pt. response and describes a strategy that was used to answer the question (Right There or Think).</td>
</tr>
<tr>
<td>80</td>
<td>Identifies a question that a team member had reading the text.</td>
</tr>
</tbody>
</table>

### Unit Topic/Content

The text for this unit is *New Found Land* written by Allan Wolf. This text is a historical fiction account of the Lewis and Clark expedition. It has passages narrated by thirteen members of the expedition, including the leaders themselves, Sacagawea, Clark’s slave, York, and Lewis's dog, Oolum.

**Teacher’s Note:**

Students will only read up to page 105 of this text due to its length. Encourage students to finish reading the text on their own time or for self-selected reading.

### Text and Media Selections

**Internet/Media Options**

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

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 5–13</td>
<td>(Embedded) Background video: “Lewis and Clark Explore the West”</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 14–24</td>
<td>(Embedded) “Team Talk Response”</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 25–35</td>
<td></td>
<td></td>
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<tr>
<td>Lesson 4</td>
<td>pages 36–47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
<td></td>
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<tr>
<td>Lesson 6</td>
<td>pages 48–55</td>
<td></td>
<td></td>
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<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
<td></td>
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<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 56–64</td>
<td>(Optional) Background video: “Comparing and Contrasting Explorers of Yesterday and Today.” (5 min. 49 sec.) <a href="http://www.pbslearningmedia.org/content/vtl07.la.rv.text">www.pbslearningmedia.org/content/vtl07.la.rv.text</a>. iexplor/#content/4dd2fe03add2c73bce0084c3. This video describes ways that a modern-day explorer is similar to John Colter.</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 66–76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 77–87</td>
<td></td>
<td></td>
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<tr>
<td>Lesson 4</td>
<td>pages 88–94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 95–105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
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<td>Lesson 8</td>
<td>Getting Along Together</td>
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<td></td>
</tr>
</tbody>
</table>
Lesson 1

**Reading Objective:** Analyze how an author develops and contrasts the points of view of different characters or narrators.

**Teacher Background**

Today students will read passages narrated by Sacagawea, Oolum, Meriwether Lewis, and Thomas Jefferson. Sacagawea writes about being kidnapped and made a slave by the Shoshones’ enemies. She also writes about how Sitting Hawk, the man her cousin was supposed to marry, was killed by the enemy. Meriwether Lewis’s dog, Oolum, describes his appearance and how he was trained to join Lewis on an expedition. Meriwether Lewis recalls an odd dream in which President Jefferson tells him that he has an important job to do. The next passage is a letter written by Jefferson to Lewis regarding his mission of exploring the Missouri River. The last passage students will read today is a letter written by Lewis to Clark asking Clark to join him in commanding the expedition.

This cycle’s Big Question asks students whether they think there can be multiple points of view about something. This relates to this unit’s text because multiple people write about the same event. The Big Question will also allow you to determine students’ familiarity with point of view.

During Set the Stage, you may wish to share the following facts to generate interest and provide students with some context about the Lewis and Clark expedition:

- Meriwether Lewis and Thomas Jefferson were neighbors as young children and sent messages to each other at a distance by flashing mirrors.
- William Clark was a good leader in the army, but he often had stomach illnesses that made it difficult for him to lead the soldiers in various exercises. He retired from the army at age twenty-two.
- A main reason for the Lewis and Clark expedition was that America needed a trade route to the Pacific Ocean.
- It took Lewis and Clark two years and four months to travel more than 7,000 miles across America.
- In the journals that Clark kept during the expedition, he spelled the name of the Sioux Indians twenty-seven different ways.

**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: Do you think there can be multiple points of view about the same thing? Why or why not? |

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

   **Do you think there can be multiple points of view about the same thing? Why or why not?**

   *(Answers may vary.)* Yes, I think there can be multiple points of view about the same thing. People have different ideas and experiences, so they might think differently about an event. For instance, many people could attend the same party and some people could think that it is a great party, while others might not think so. Some people might not like the food and music. Others might really like that kind of food and music and will have a completely different point of view about that same party.

   **If there are multiple points of view, does it mean that one is right and another is wrong? Why or why not?**

   No, it does not mean that one is right and one is wrong. People have different feelings and opinions, and feelings and opinions can’t be wrong. People are allowed to have their own points of view about something even if it is different from what most people think.

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

3. Introduce the text, author, and reading objective.

4. Distribute copies of the book *New Found Land*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

   The text is literature. Students will cite evidence that the text is literature such as the use of the words novel, stories, the story of, etc. in the subtitle or blurb on the back of the book.
Have partners preview the book to predict what it is about. Use **Think-Pair-Share** to ask:

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

Accept reasonable responses. For example, the book will be about a trip. When I scanned the back cover, I saw the words expedition, search, and voyage, so it seems like people are looking for something. I saw the word discovery on the first page. I also saw pictures of maps when I flipped through the book. In the table of contents, I saw that the book is broken into different parts for different locations. There’s a list at the beginning of all the people on the trip and a brief description of each person such as an explorer, a kid, or a hunter.

5. Show the video “Lewis and Clark Explore the West.”

**Interactive Read Aloud**

1. This cycle our reading objective is to analyze how an author develops and contrasts the points of view of different characters or narrators.

   **Remember that when we discussed the Big Question, many of you said that there can be multiple points of view about the same thing.** In *New Found Land*, multiple characters narrate passages about the same events that they all experience as part of the Lewis and Clark expedition. However, these people have different backgrounds, personalities, and attitudes and will likely have different points of view. When we contrast the points of view, we should consider the reasons for those differences. For instance, the setting may affect someone’s point of view. Remember that characters might not say, “I feel…,” or “From my point of view,” but they will use language that expresses their thoughts.

2. Read page 5 (stanzas 1 and 2) aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>What have I just learned about Sacagawea? She is called the bird woman. She was kidnapped by enemies and is a slave. Her people are the Shoshone. During war, they couldn’t leave the camp unless someone went with them to protect them. This was probably frustrating. Sacagawea didn’t seem to have much freedom due to the circumstances. Hmm. What have I learned about point of view? It seems like Sacagawea might have a hard time trusting people because she was kidnapped and made a slave. I wonder if this will affect her point of view. I think it probably will. When I read more, I will keep her experiences in mind.</td>
</tr>
</tbody>
</table>
3. Use **Think-Pair-Share** to ask:

**How did I use the skill of analyzing point of view?**

*You asked yourself questions and thought about what may have affected Sacagawea’s point of view. Since she was kidnapped and made a slave, this could have a huge effect on her point of view.*

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

<table>
<thead>
<tr>
<th>Character Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character:</strong> Sacagawea</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Young but strong</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 5 (stanzas 3 and 4).

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

**How would you describe Sacagawea?**

*(Answers may vary.) Sacagawea is hopeful and positive. Even though there were difficult times, she is glad when spring arrives and looking forward to a lot. Even though she is young, she is strong.*

Use **Random Reporter** to debrief.

6. Refer students to the Questioning Strategy Card in their team folders. Remind students to use the Questioning Strategy Card to help them ask challenging questions about the characters and their points of view as they read.

7. Refer the students to the strategy-use rubric. Point out that when using the rubric with the questioning strategy, an 80-point response will identify a question that a team member had reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped the reader to better understand the text.

Explain to teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important question for better understanding the text. The team with the winning question will receive additional team celebration points.
Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 5 (stanza 5)–13 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

Team Discussion

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

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

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

Team Talk Questions

1. How do you think Oolum feels about humans? Explain. [Write] [AC, RE, SA] (Team Talk rubric)

   100 = I think Oolum feels that humans think they know a lot and like to take charge. Oolum explains that his true name is Oolum. However, Lewis gave him the name Seaman. In Oolum’s description of his appearance, he states that he is large but adds in parentheses, “140 pounds, according to Captain Lewis.” Since he adds his weight in parentheses, it appears that he is making a point that Lewis believes he knows a lot about Oolum. Based on what Oolum writes about Lewis, it appears that Oolum feels humans take charge easily.

   90 = I think Oolum feels that humans think they know a lot and like to take charge. Oolum says that his true name is Oolum. Lewis gave him the name Seaman. In Oolum’s description of how he looks, he says that he is large but adds in parentheses, “140 pounds, according to Captain Lewis.”

   80 = I think Oolum feels that humans think they know a lot and like to take charge.

continued
2. What is the mood of Lewis’s dream? [AC, DC, SA] (Team Talk rubric)

100 = The mood of Lewis’s dream is scary and strange. The mood is scary because Lewis is on the edge of a river, and the water is high and choppy. However, he then sees his father who is smiling. Although Lewis is waving, his father disappears under the water. Then another figure appears, and it is Thomas Jefferson. Jefferson shouts for Lewis to come quickly because he has an important job to do. This seems strange. Lewis writes that he had the “oddest” dream, and since the mood changes so much, it does seem very odd.

90 = The mood of Lewis’s dream is scary and strange. The mood is scary because Lewis is on the edge of a river, and the water is choppy. He then sees his father. His father disappears. Then a figure appears. Jefferson shouts for Lewis to come quickly because he has an important job to do.

80 = The mood of Lewis’s dream is scary and strange.

3. Which of the following statements best describes how Jefferson feels about Lewis? [DC, SA] (Team Talk rubric)

A. Jefferson trusts Lewis.
B. Jefferson does not trust Lewis.
C. Jefferson does not like Lewis.
D. Jefferson likes writing to Lewis.

Explain why you think Jefferson feels this way about Lewis.

100 = I think Jefferson trusts Lewis because there is a lot involved in the mission that Jefferson assigns. Jefferson wants Lewis to discover the Northwest Passage, or a direct route to the Pacific Ocean. He wants Lewis to make observations and get to know the Indians. Also, Jefferson writes that the mission could be dangerous, so Lewis should decide whether to risk it. If Jefferson didn’t trust Lewis, he probably wouldn’t assign him this important mission. Although Jefferson never states that he trusts Lewis, it is obvious from the assignment that he gives him.

90 = I think Jefferson trusts Lewis because there is a lot to do on the mission that Jefferson gives him. Jefferson wants Lewis to discover the Northwest Passage. He wants Lewis to make observations. Jefferson writes that the mission could be dangerous, so Lewis should decide whether to risk it.

80 = I think Jefferson trusts Lewis because there is a lot to do on the mission that Jefferson gives him.
Team Talk Questions continued

4. How would you describe Lewis's attitude about his mission? [DC, RE, SA] (Team Talk rubric)

100 = I would describe Lewis as confident about his mission. Lewis writes to Clark, and in his letter, he mentions various details about his plan to find the Northwest Passage. For example, he will add men to his crew as he travels and will replace his keelboat with canoes when necessary. Lewis ends his letter by writing “We will return as national heroes.” If Lewis weren’t confident, he probably wouldn’t have written that. The language that Lewis uses in his letter shows that he is confident about his mission.

90 = I would describe Lewis as confident about his mission. Lewis writes to Clark, and in his letter, he writes many details about his plan to find the Northwest Passage. He will add men to his crew as he travels. Lewis ends his letter by writing “We will return as national heroes.”

80 = I would describe Lewis as confident about his mission.

5. Choose one of the questions that you noted as you read the text. Write the question down, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? [DC] (strategy-use rubric)

Answers will vary.

100 = We asked, “Why did the author include the description of Meriwether’s dream? What is its significance?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text. Asking this question helped us understand that Meriwether must have felt that his mission was foretold in his dream, so Jefferson’s request had great meaning for him. Merriwether may have felt that his father was using the dream to tell him to accept Jefferson’s mission.

90 = We asked, “Why did the author include the description of Meriwether’s dream? What is its significance?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text.

80 = We asked, “Why did the author include the description of Meriwether’s dream? What is its significance?”

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

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

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

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

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

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

Class Discussion (18 minutes)

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

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

3. Use Random Reporter to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why (Team Talk question #5). Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote, with a show of hands, which question they think is the one that is most important to their understanding of the text. (Teams cannot vote for their own question!)

Award additional team celebration points to the team with the winning question.

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

Reading Objective: Analyze how an author develops and contrasts the points of view of different characters or narrators.

Teacher Background
For today’s Interactive Read Aloud, students will read a passage narrated by Clark in which he contemplates Lewis’s letter and whether he will join the expedition.

For partner reading, students will read about Lewis’s feelings regarding the expedition. They will also read another passage narrated by Clark in which he is still contemplating the expedition. Oolum narrates a passage and describes the night before he and Lewis left Pittsburgh. Sacagawea reflects on her enemies taking everything and the fact that she is now being held captive. Oolum describes the preparations for the expedition. Clark seems excited by the opportunity in his letter to Lewis accepting his offer. Students will also be introduced to two new characters, Joseph and Reubin Field. Although Reubin is anxious to join the expedition, his brother Joseph does not share Reubin’s sentiments.

During Set the Stage, you may wish to share the following facts about Sacagawea:

- She was kidnapped when she was twelve years old by Hidatsa Indians (enemies of the Shoshone).
- Her homeland was in today’s Idaho. She was taken to what is now North Dakota.
- She is referred to as Bird Woman in the novel; sacaga is the Hidatsa word for bird, and wea is the Hidatsa word for woman.
- The pronunciation of her name today does not match the way it was recorded in explorers’ journals.

Source: www.pbs.org/lewisandclark/inside/saca.html

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 “?”.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:
+ I know this word and can use it.
✓ This word looks familiar; it has something to do with...
? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.
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 (Part-of-Speech)</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>meander (verb)</td>
<td>me-an-der (mee-An-der)</td>
<td>to wander or move without having a specific path</td>
<td>“I need everything on the list for dinner tonight, so it is important that you come back quickly and don’t meander on your way to the store,” Rhett’s mom told him.</td>
</tr>
<tr>
<td>oblivious (adjective)</td>
<td>ob-liv-i-ous (uh-BLIV-ee-uhs)</td>
<td>not aware</td>
<td>“Mrs. Fisher always makes us read the most boring books,” Briella complained, oblivious to the fact that Mrs. Fisher was standing right behind her.</td>
</tr>
<tr>
<td>elusive (adjective)</td>
<td>e-lu-sive (ih-LOO-siv)</td>
<td>very hard to understand; mysterious</td>
<td>Although Tabitha’s classmates were very outgoing and liked to share everything about themselves, Tabitha remained elusive and never talked about herself.</td>
</tr>
<tr>
<td>prudent (adjective)</td>
<td>pru-dent (PROOD-ent)</td>
<td>careful; practical</td>
<td>Liana is prudent with her money and always thinks about whether she really needs something before making a purchase.</td>
</tr>
<tr>
<td>incorrigible (adjective)</td>
<td>in-cor-ri-gi-ble (in-KAWR-i-juh-buhl)</td>
<td>not able to be corrected</td>
<td>Stevie has an incorrigible habit of playing practical jokes even though his mother gets mad at him.</td>
</tr>
<tr>
<td>procuring (verb)</td>
<td>pro-cur-ing (proh-KYOOR-ing)</td>
<td>bringing about; getting</td>
<td>“Our favorite band is finally performing nearby, so I will work on procuring tickets to attend the concert,” Enrique told his brother.</td>
</tr>
<tr>
<td>contours (noun)</td>
<td>con-tours (KON-toorz)</td>
<td>outlines of a figure; edges of something</td>
<td>On the map, the contours of the coastline were shown in blue.</td>
</tr>
</tbody>
</table>

*continued*
**Word** | **Pronunciation** | **Definition** | **Sample Sentence**
---|---|---|---
clamor (noun) page 43 | clam-or (KLAM-er) | loud noise from a group; commotion | Since Mindy's hotel room faced the busy street, she wasn't surprised when a clamor woke her up in the middle of the night.

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

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

**Set the Stage**

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

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

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

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

5. Explain that in today’s reading, students will be reading more about Sacagawea. Share the facts listed in the teacher background.

**Interactive Read Aloud**

1. Remind students of the reading objective.

   *This cycle our reading objective is to analyze how an author develops and contrasts the points of view of different characters or narrators. Since you will be reading about a lot of events described by multiple people, it is important to think about why they might describe the same things differently or feel differently about the same event. If you aren't sure why they feel differently, think about how their backgrounds or the setting might affect them.*
2. Read page 14 aloud. A sample Think Aloud follows.

**Sample Think Aloud**

So, what have I learned about Clark's point of view? It seems like choosing whether to accept Lewis's offer is a big decision for Clark. He sits down on the porch to think it over. He says there's a lot to keep him in Kentucky. I think this means that there are reasons he wouldn't want to accept the offer. However, he notes that he would be given the rank of captain. This is a good title to have. He would also get a good amount of money and land when the expedition returns. Then he says, "if we return." He emphasizes if. Clark seems unsure whether they will definitely return from their expedition.

3. Use Think-Pair-Share to ask:

**How does the setting affect Clark's point of view?**

_The setting affects Clark's point of view because he is happy in Kentucky, and he says there's a lot to keep him there. He is happy in his setting._

**How would you describe Clark’s point of view about the mission?**

_Clarke seems unsure about the mission. On one hand, he sees the advantages of earning the rank of captain, such as pay and land. However, he will earn the money and land when the mission is over and they return home. It's not definite that they will return home. If they don't return home, he will not be able to enjoy some of the mission's advantages._

4. Model creating a graphic organizer, such as a story map or character chart, and making notes. A sample graphic organizer follows.

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Character Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character:</strong> William Clark</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Happily retired</td>
</tr>
<tr>
<td>Disadvantages = money &amp; land only if they return</td>
</tr>
</tbody>
</table>

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

**What can we add under Description?**

_We can add that Clark is happily retired._

**What can we add under Situation?**

_We can add that Clark has to decide whether to accept Lewis's offer._
What should we add under Thoughts/Feelings?

We can add that there are advantages such as having the rank of captain, money, land, and being Lewis’s co-commander. There are disadvantages such as getting the money and land only if they return.

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. Use Random Reporter to debrief.

6. Refer students to the Questioning Strategy Card in their team folders. Remind them to use the Questioning Strategy Card as they read to help them ask challenging Think questions about the characters and their points of view.

7. Refer to Team Talk question #4, and remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important question for better understanding the text. The team with the winning question will receive additional team celebration points.

Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 15–24 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

Team Discussion

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

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

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

1. Before you read the first sentence under the letter on page 15, how can you tell that Lewis’s mother worries about him? Explain. [DC, RE, SA] (Team Talk rubric)

100 = I know that Lewis’s mother worries about him because everything in his letter is different than what Jefferson told him about the mission. For example, Lewis writes that the mission is “by no means dangerous.” In Jefferson’s letter, he told Lewis to decide whether he wanted to risk the danger. Lewis writes that the Indians are “perfectly friendly.” In contrast, Jefferson told Lewis that he didn’t know how Lewis would be received by the Indians. If Lewis’s mother didn’t worry about him, he probably would have told the truth. Since Lewis writes various lies in his letter, it is obvious that he wants to make his mother feel better because she worries about him.

90 = I know that Lewis’s mother worries about him because everything in his letter is different than what Jefferson told him about the mission. Lewis writes that the mission is “by no means dangerous.” Lewis writes that the Indians are “perfectly friendly.” Jefferson told Lewis that he didn’t know how Lewis would be received by the Indians.

80 = I know that Lewis’s mother worries about him because everything in his letter is different than what Jefferson told him.

2. Describe Clark’s feelings about the mission. (Write) [AC, RE, SA] (Team Talk rubric)

100 = Clark is excited about the mission because of the various ways that it can benefit him. Although the purpose of the mission is to find the Northwest Passage, Clark is more concerned about the results it will have for him. For example, if he returns a national hero, it will impress Miss J.H. and her father. Also, he will get a lot of exercise that he says he needs. It appears that Clark is interested in the mission because its results could be to his advantage.

90 = Clark is excited about the mission because of all the ways that it can help him. The purpose is to find the Northwest Passage, but Clark cares more about the results that it will have for him. If he returns a national hero, it will make Miss J.H. and her father happy.

80 = Clark is excited about the mission because of all the ways that it can help him.
Team Talk Questions continued

3. How can you tell that Sacagawea does not like Charbonneau? [AC, DC, SA] (Team Talk rubric)
   100 = I can tell that Sacagawea does not like Charbonneau because of the language she uses to describe him. For example, she writes that he “stinks of beaver musk.” She explains that Charbonneau wishes to marry her, but he is not like Sitting Hawk, and Sacagawea is not interested. Also, she writes that he never washes. Although Sacagawea never states that she dislikes Charbonneau, it is obvious from her description that she finds him unpleasant.
   90 = I can tell that Sacagawea does not like Charbonneau because of the language she uses to describe him. She writes that he “stinks of beaver musk.” She knows that Charbonneau wants to marry her, but he is not like Sitting Hawk, and she is not interested.
   80 = I can tell that she does not like Charbonneau because of the language she uses to describe him.

4. Choose one of the questions that you noted as you read the text. Write the question down, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? [DC] (strategy-use rubric)
   Answers will vary.
   100 = We asked, “How does Joseph Field feel about his brother Reuben joining the mission?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text. Asking this question helps us understand that Joseph thinks his brother should stay at home because he has a good job, a good woman, and good land.
   90 = We asked, “How does Joseph Field feel about his brother Reuben joining the mission?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text.
   80 = We asked, “How does Joseph Field feel about his brother Reuben joining the mission?”

5. What is a synonym for the word prudent? What is an antonym for the word prudent? (Remember that an antonym is a word meaning the opposite.) [CV] (Accept reasonable responses.) The word prudent means cautious, so a synonym is the word careful. An antonym for prudent is careless or foolish.

Cue students to discuss strategy use, graphic organizers, and word power journals.

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

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

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.

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

**Class Discussion** *(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. Use Random Reporter to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why (Team Talk question #4). Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

   Have teams vote, with a show of hands, which question they think is the one that is most important to their understanding of the text. (Teams cannot vote for their own question!)

   Award additional team celebration points to the team with the winning question.

4. Show the video “Team Talk Response.”

**Celebrate**

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

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

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

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

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
<table>
<thead>
<tr>
<th>Word</th>
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<th>Definition</th>
<th>Sample Sentence</th>
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</table>
Lesson 3

Reading Objective: Analyze how an author develops and contrasts the points of view of different characters or narrators.

Teacher Background
For today’s Interactive Read Aloud, students will read a letter that Lewis writes to Clark in response to Clark’s decision. Lewis also discusses the purchase of Louisiana.

For partner reading, students will read Lewis’s account of the mission and his frustration that the boat is not yet ready. Students will be introduced to George Shannon, a young man who was studying law but joins the expedition because he wants to feel special. Lewis describes the various lies that Shannon told him when they met. Shannon also reflects on their meeting and how he altered some facts about himself. However, Shannon will join the expedition for a trial period. Oolum describes Lewis’s anxiety about leaving Pittsburgh and getting started exploring. Sacagawea reflects on her Shoshone home. Finally, students will meet Patrick Gass, another character. He is a carpenter who wants to join the expedition mainly because he is interested in the trees that they will encounter.

During Set the Stage, you may wish to share the following facts about George Shannon:
• He was the youngest man enlisted in the expedition.
• He was related to Kentucky’s governor.
• Many accounts indicate that he was a good singer.


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**

A word that I came across when I read yesterday is *disposition*. I don’t think I’ve ever seen this word before. In Clark’s letter to Lewis, he writes that the young men who want to join him and Lewis have a “courageous and loyal disposition.” So I know what the men are like because Clark describes them, but I’m not sure what this word means. Let me see if I can identify similar words. This word reminds me of the word *dispose* but that means to get rid of. I don’t think *dispose* will help me. I also see the prefix *dis-* which means not, but that would mean not position. That doesn’t make sense either. Hmmm. Let me try using context clues. I know that the men are courageous and loyal. That is how they act. Maybe *disposition* means behavior? Now that I have an idea about what the word means, let me look it up in a dictionary. (Model looking up *disposition* in a dictionary.) *Disposition* has different meanings. The meaning that makes the most sense in the context of the sentence where it’s used is attitude.

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**Sample Word Map**

Model exploring a word in the word power journal.
Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teens review notes, summarize story events, ask questions, and make predictions.

Build background about the topic.

Review the skill as necessary.

Refer students to page 25 in the text.

Teacher: Read aloud and think aloud to model target skill or strategy use.

Students: Actively listen.

Partner pairs: Identify how the skill was used.

Teacher: Model making notes on a graphic organizer.

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

Set the Stage

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

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

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

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

5. At this time you can share the facts listed in the teacher background.

Today we will be introduced to another narrator. His name is George Shannon.

Interactive Read Aloud

1. This cycle our reading objective is to analyze how an author develops and contrasts the points of view of different characters or narrators.

2. Read the letter on page 25 aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>It sounds like Lewis is really happy that Clark has accepted his offer and will be co-commander of the mission. He seems to think that no one else would make a better co-commander than Clark. Lewis feels confident that Clark will be able to help him do all the tasks that are part of the mission. He also answers Clark’s question about France selling Louisiana to the U.S. He says that it was sold for $15 million and that the territory is very large. This makes the mission very important.</td>
</tr>
</tbody>
</table>

3. Use Think-Pair-Share to ask:

What is Lewis’s point of view about the mission? Is it the same as or different from Clark’s?

Lewis is excited about the mission, and it seems like he really takes the responsibility seriously. His point of view is different from Clark’s because Clark is not necessarily excited about the mission itself but the ways that the mission could benefit him once it’s completed.

4. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.
Sample Graphic Organizer

**Character Chart**

**Character:** Meriwether Lewis

<table>
<thead>
<tr>
<th>Description</th>
<th>Situation</th>
<th>Thoughts/Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-commander of mission to find Northwest Passage</td>
<td>Happy that Clark will be co-commander</td>
<td>Clark = perfect support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Takes mission seriously</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“several duties”</td>
</tr>
</tbody>
</table>

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

**What can we add under Description?**

*Lewis is co-commander of the mission to find the Northwest Passage.*

**What can we add under Situation?**

*Lewis is happy that Clark will be co-commander of the mission.*

**What can we add under Thoughts/Feelings?**

*Lewis thinks that Clark is perfect support for the mission. Also, Lewis takes his responsibilities seriously. He mentions that there are “several duties” involved in the mission.*

6. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Use **Random Reporter** to debrief.

7. Refer to Team Talk question #4, and remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important question for better understanding the text. The team with the winning question will receive additional team celebration points.

---

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: 

   **pages 25–35 aloud with partners.**

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

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

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

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

---

**Team Talk Questions**

1. As used on page 26 in the sentence “I am detained here in Pittsburgh owing to the unpardonable negligence…,” what do you think negligence means? How did you figure it out? [CV, SA] (strategy-use rubric)

   100 = I used context clues to figure out that negligence means failure to do something. Lewis writes that he is stuck in Pittsburgh because of the negligence of the boatbuilders. In his next passage, he writes that Mr. Johnson failed to have his boat ready by July 20 and gave many excuses. For example, he was sick, and when he returned to work, he fought with his crew, and they quit. These are his reasons the boat isn’t ready. Reading the passage about Mr. Johnson helped me figure out what negligence means.

   90 = I used context clues to figure out that negligence means failure to do something. Lewis writes that he is stuck in Pittsburgh because of the negligence of the boatbuilders. In his next passage, he writes that Mr. Johnson failed to have his boat ready by July 20. Mr. Johnson was sick, and when he returned to work, he fought with his crew, and they quit.

   80 = I used context clues to figure out that it means failure to do something.

continued
### Team Talk Questions continued

#### 2. Contrast Lewis’s feelings and Shannon’s feelings about Shannon telling lies.

(Write) [AC, RE, SA] (Team Talk rubric)

100 = Lewis feels that Shannon lied about a lot of important things, but he could still tell when Shannon was telling the truth. Shannon realizes that by telling lies, he almost ruined his chance of joining the expedition. Lewis says that when he asked about Shannon’s lineage and age, Shannon lied. However, Lewis could tell that Shannon was telling the truth that his father had died. Shannon says he “altered a fact or two.” On the other hand, Lewis refers to Shannon’s lies as “bold-faced.” Although Shannon is aware that he shouldn’t have lied, it doesn’t seem like he quite realizes how big his lies were. Lewis and Shannon have different ideas about the kinds of lies that Shannon told.

90 = Lewis feels that Shannon lied about a lot of important things, but he could still tell when Shannon was telling the truth. Shannon knows that by telling lies, he almost ruined his chance of joining the expedition. Lewis says that when he asked about Shannon’s lineage and age, Shannon lied. Lewis could tell that Shannon was telling the truth that his father had died. Shannon says he “altered a fact or two.” Lewis calls Shannon’s lies “bold-faced.”

80 = Lewis feels that Shannon lied about a lot, but he could still tell when Shannon was telling the truth. Shannon knows that by telling lies, he almost ruined his chance of joining the expedition.

#### 3. Which of the following words best describes Oolum? [DC, SA] (Team Talk rubric)

A. silly  
B. unaware  
C. observant  
D. unhappy

Explain why this word best describes Oolum.

100 = Observant describes Oolum best because he understands why Lewis acts a certain way even when other people don’t. Oolum describes how Lewis acts annoyed a lot, and people think that Lewis is moody. However, Oolum understands Lewis and can tell that he loves exploring and being busy. When Lewis doesn’t have anything to do, he gets restless, and this makes him appear moody. If Oolum weren’t observant, he probably would not understand Lewis as well as he does.

90 = Observant describes Oolum best because he understands why Lewis acts the way he does even when other people don’t. Oolum describes how people think that Lewis is moody. Oolum understands Lewis and can tell that he loves being busy. When Lewis doesn’t have anything to do, he gets restless.

80 = Observant describes him best because he understands why Lewis acts the way he does even when other people don’t.
4. Choose one of the questions that you noted as you read the text. Write the question down, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? [DC]
(strategy-use rubric)
Answers will vary.

100 = We asked, “Why was Patrick Gass interested in Lewis and Clark’s mission?”
This is a Think question because it requires the reader to draw a conclusion from evidence in the text. By asking this question, we find out that Patrick Gass is a carpenter, so he is curious about the trees that grow along the Missouri River. He wants to find new kinds of wood to use in his carpentry work.

90 = We asked, “Why was Patrick Gass interested in Lewis and Clark’s mission?”
This is a Think question because it requires the reader to draw a conclusion from evidence in the text.

80 = We asked, “Why was Patrick Gass interested in Lewis and Clark’s mission?”

5. Which word from the vocabulary list belongs in the blank? How do you know? [CV]
Harrison was never chosen to take the attendance to the office because his teacher knew that he would ________ and miss a lot of her instruction.

A. elusive
B. meander
C. clamor
D. procuring

Meander belongs in the blank because it means to wander. Since Harrison’s teacher doesn’t send him to take the attendance and says that he would miss her instruction, it probably means that he wanders.

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

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

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

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

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

(15 minutes)

Lightning Round

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

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

3. Use Random Reporter to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why (Team Talk question #4). Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote, with a show of hands, which question they think is the one that is most important to their understanding of the text. (Teams cannot vote for their own question!)

Award additional team celebration points to the team with the winning question.

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:** Analyze how an author develops and contrasts the points of view of different characters or narrators.

**Teacher Background**

For today’s Interactive Read Aloud, students will read a passage narrated by York in which he describes his thoughts and feelings about belonging to Clark and about joining the expedition.

For partner reading, students will meet Hugh Hall, a man who is skeptical that the Northwest Passage exists but who joins the expedition because he dislikes the army. Oolum describes what happens when they finally leave Pittsburgh. Shannon writes about getting the boat down the Ohio River. Oolum writes about seeing Sacagawea. Sacagawea describes what it is like to live among the enemy. Oolum discusses catching and eating a squirrel. Lewis and Shannon also discuss sending Oolum for the squirrels.

Since Hugh Hall is introduced today, you can share the following facts about him during Set the Stage:

- Born in Massachusetts in 1772
- Enlisted in the army in 1798
- According to many accounts, he was considered one of the most adventurous members of the crew.
- Hall did not know how to swim.
- Clark lost contact with him after the expedition, and Hall is not recorded on Clark’s 1825–1828 “List of Men on Lewis and Clark’s Trip.”

Sources:
- www.pbs.org/lewisandclark/inside/hhall.html
- www.boonecountyheritage.org/content/History/CorpsMembers.asp#Hall

**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.

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

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

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

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

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

Set the Stage

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

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

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

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

5. Explain that in today’s reading, students will be introduced to another new narrator, Hugh Hall.

Interactive Read Aloud

1. Read page 36 aloud.

2. Use Think-Pair-Share to ask:

   **Describe York’s point of view about the mission.**

   York doesn’t think there’s anything out west, but he is Clark’s slave and has been treated well for the most part by Clark. Therefore, he agrees to go when Clark tells him they’re joining the mission.

   **How does York’s point of view compare with that of the other narrators we’ve met so far?**

   (Answers may vary.) York has a lot in Kentucky and doesn’t think there’s anything out west. He’s really only going because he doesn’t have a choice. On the other hand, Shannon is excited about the mission because he feels that it is more special than studying law. Shannon isn’t happy with what he has.
3. Use **Think-Pair-Share** to ask:

**What can we add to our character chart?**

*Under Description, we can add that York is Clark’s slave. Under Situation, we can add that York is happy in Kentucky, but Clark says that they’re joining the mission. Under Thoughts/Feelings, we can add that although York is a slave, he feels lucky because he has nice clothes and a wife and kids, and he doesn’t have to do too much hard work. However, he doesn’t have his freedom. He says that he’s not likely to get his freedom.*

<table>
<thead>
<tr>
<th>Character Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character:</strong> York</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Clark’s slave</td>
</tr>
<tr>
<td><strong>Situation</strong></td>
</tr>
<tr>
<td>Happy in Kentucky, but Clark says that they’re joining the mission</td>
</tr>
<tr>
<td><strong>Thoughts/Feelings</strong></td>
</tr>
<tr>
<td>Although he is a slave, feels lucky</td>
</tr>
<tr>
<td>• Nice clothes</td>
</tr>
<tr>
<td>• Not too much hard work</td>
</tr>
<tr>
<td>• Wife &amp; kids</td>
</tr>
<tr>
<td>Doesn’t have freedom ➔ not likely</td>
</tr>
</tbody>
</table>

4. Refer to Team Talk question #4, and remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important question for better understanding the text. The team with the winning question will receive additional team celebration points.

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 37–47 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

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

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, 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. Describe Hugh Hall’s motive for joining the mission to find the Northwest Passage. [DC, RE, SA] (Team Talk rubric)

100 = Hugh Hall’s motive for joining the mission is to get alcohol. Although the goal of the mission is to locate the Northwest Passage, Hall doesn’t believe that it exists or ever has existed. However, he is in the army now and is very unhappy. He will do anything if it means that he can leave his fort. Therefore, he figures that if he joins the mission, he can leave. Then he will travel north until he finds himself whiskey. Hall does not care about the Northwest Passage but wants to join the mission because it can lead him to what he wants.

90 = Hugh Hall’s motive for joining the mission is to get alcohol. The goal of the mission is to find the Northwest Passage, but Hall doesn’t think that it exists. He is in the army now and is very unhappy. He will do anything if it means that he can leave his fort. If he joins the mission, he can leave and travel until he finds whiskey.

80 = His motive for joining the mission is to get alcohol.

2. On page 39, why do you think some sentences in George Shannon’s passage are indented? [AP, DC, SA] (Team Talk rubric)

(Answers may vary.)

100 = I think some sentences in George Shannon’s passage are indented because he wants to emphasize certain information. For example, in the first stanza, he says that people in Pittsburgh think that the crew is loco and he thinks the people are right. Then he indents three sentences that describe how the men are trying to float a huge boat down the river with low water. Since the sentences are indented, it gets a reader’s attention and shows that most people wouldn’t do what the crew is doing. If no sentences were indented, information wouldn’t stand out as much.

90 = I think some sentences in George Shannon’s passage are indented because he wants to draw attention to certain information. In the first stanza, he says that people in Pittsburgh think that the crew is loco. He indents three sentences that tell how the men are trying to float a huge boat down the river. The sentences are indented so they get a reader’s attention.

80 = I think some sentences are indented because he wants to draw attention to information.
3. Explain Sacagawea’s mixed feelings about the Hidatsa. (Write) [DC, RE, SA] (Team Talk rubric)

100 = Although Sacagawea misses her family, there are advantages to living with the enemy. Sacagawea writes that she has learned to plant food, such as corn, and no one goes hungry. On the other hand, she doesn’t feel that she belongs. Sacagawea’s skin is much darker than that of the Hidatsa. Also, she knows that she will never see her family. Despite her mixed feelings, Sacagawea likes living with the Hidatsa but hates herself for liking it. Sacagawea has mixed feelings because life with the Hidatsa is not terrible, but she hates them.

90 = Sacagawea misses her family, but there are good things about living with the enemy. Sacagawea writes that she has learned to plant food, and no one goes hungry. She doesn’t feel that she belongs. She knows she will never see her family. Sacagawea likes living with the Hidatsa but hates herself for liking it.

80 = Sacagawea misses her family, but there are good things about living with the enemy.

4. Choose one of the questions that you noted as you read the text. Write the question down, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? [DC] (strategy-use rubric)

Answers will vary.

100 = We asked, “What was different about how Shannon and Lewis reacted to the squirrel?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text. By asking this question, we learn that Shannon thought the squirrel swimming in the opposite direction of all the other squirrels was funny. When this squirrel beat Oolum to the river bank, Shannon was sort of rooting for him because he said that the squirrel was “going his own way.” On the other hand, Lewis wanted to know why the squirrel swam in the opposite direction, so he shot the squirrel and cut him open. The two men had very different points of view.

90 = We asked, “What was different about how Shannon and Lewis reacted to the squirrel?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text.

80 = We asked, “What was different about how Shannon and Lewis reacted to the squirrel?”
Team Talk Questions continued

5. In which of the following sentences is the word *incorrigible* used incorrectly? [CV]
   
   A. Coral is an incorrigible girl who will not stop talking during class even though her teachers keep giving her detention.
   
   B. Despite Kylie’s dad telling her that it’s not safe to leave her shoes on the stairs, she is incorrigible and continues to do so.
   
   C. “Since Shaun is so incorrigible, I think he should get the award for being the most improved student,” Mrs. Bellino told her fellow teachers.
   
   D. Everyone tells Eric that his mean jokes are unpleasant, but he is so incorrigible that he still tells jokes on the way home from school.

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

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

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

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

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

Class Discussion

(15 minutes)

Lightning Round

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

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

3. Use Random Reporter to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why (Team Talk question #4). Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.
Have teams vote, with a show of hands, which question they think is the one that is most important to their understanding of the text. (Teams cannot vote for their own question!)

Award additional team celebration points to the team with the winning question.

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:** Quote narrators to support analysis of their points of view.

**Teacher Background**

Today’s writing task requires students to analyze different narrators’ points of view. Remind students to refer to the notes they have taken so far this cycle to help them when they look for evidence to support their responses. Encourage students to use their character charts since they recorded information about various narrators’ thoughts and feelings on them.

**Active Instruction (10 minutes)**

**Partner Vocabulary Study**

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

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. 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.

   **Remember that the writing objective for this cycle is to quote narrators to support analysis of their points of view.** You have read passages narrated by several different characters this cycle and have seen how their points of view differ in many cases. For today’s writing prompt,
you will examine the motives of two narrators for joining the mission. Although the goal of the mission is to find a route that leads to the Pacific Ocean, you know from your reading that not everyone involved joined because they hoped to find this route.

4. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two narrators, and contrast their motives for joining the mission to find the Northwest Passage. Use evidence and quotes from their passages to support your response.</td>
</tr>
</tbody>
</table>

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

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

The prompt is asking me to write a literary response because I have to make a point about two narrators’ motives and support my point with evidence from the text.

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

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

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

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

**Which guidelines relate to our writing objective to quote narrators to support analysis of their points of view?**

The guideline to support your point with evidence in the Ideas section, the organization guideline to use evidence in the middle, and the style guideline to quote words from the text all relate to our writing objective.
6. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

**Model a Skill**

Remind students that they will need to select quotes to support their responses.

*Our text this cycle is composed of passages narrated by different characters, so there are plenty of quotes to choose from. However, it is important to choose quotes that are relevant and that support your point. I will show you three quotes that I’ve selected from Clark’s passages. Read them carefully because I will need your help to determine which quote is relevant to his motive for joining the mission.*

Have a student read the quotes aloud.

<table>
<thead>
<tr>
<th>Clark’s Quotes: Which One Is Relevant?</th>
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<tr>
<td>1. “I am happily retired from the army now....” (p. 14)</td>
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<td>2. “…to return a national hero would certainly further my campaign with Miss J.H…” (p. 17)</td>
</tr>
<tr>
<td>3. “I will cheerfully join you as co-commander....” (p. 21)</td>
</tr>
</tbody>
</table>

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

**Which quote is relevant to Clark’s motive for joining the mission, and why?**

*Quote #2 is relevant to Clark’s motive for joining the mission because it shows that he thought that if he went on the mission and it went well, he would be a hero, and he would impress the woman he hoped to marry.*

**Why are the other quotes not relevant?**

*Quote #1 is not relevant because it is one of the reasons that Clark had for not wanting to join the mission at first. It doesn’t reflect why he decided to join. Quote #3 also doesn’t reflect Clark’s motive for joining; it just states that he will join without telling why.*

I agree. **Quote #2 is relevant and would help me support my response. The other two quotes would not be good support.**
Teamwork (20 minutes)

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

Team Discussion
1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Class Discussion (30 minutes)

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

Refer students to the writer’s guide for writing a literary response and the writing objective—to quote narrators to support analysis of their points of view.

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

For example, ask:

- Does the writer make a clear point about how the characters’ motives differ?
- Does the writer include evidence from the text to support the point?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer use quotes from the narrators to support his or her point?

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 find quotes that showed the narrators’ points of view? Do you think the quotes you chose were effective?

*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

Select two narrators, and contrast their motives for joining the mission to find the Northwest Passage. Use evidence and quotes from their passages to support your response.

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Clark’s Quotes: Which One Is Relevant?

1. “I am happily retired from the army now….” (p. 14)

2. “…to return a national hero would certainly further my campaign with Miss J.H…” (p. 17)

3. “I will cheerfully join you as co-commander….” (p. 21)
Lesson 6

Reading Objective: Analyze how an author develops and contrasts the points of view of different characters or narrators.

Writing Objective: Quote narrators to support analysis of their points of view.

Teacher Background

Today's cycle test challenges students to continue identifying and contrasting the points of view of different characters.

For today's assessment reading, students will read Oolum's point of view about John Colter. There is also a passage written from John Colter's point of view. This will be students' introduction to John Colter. He is an avid outdoorsman. Oolum, Clark, and Lewis also write about Lewis finally arriving in Clarksville. Oolum reflects on how eager Clark is to be part of the expedition. In Clark's passage, he focuses primarily on how Lewis was dressed much better than him. Lewis describes the bond he immediately felt with Clark.

Active Instruction

(5 minutes)

Partner Vocabulary Study

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

2. Spot check the Read and Respond homework.

Set the Stage

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

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

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

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

(5 minutes)

Partner Review
1. Remind students that they have been practicing analyzing how an author develops and contrasts the points of view of different characters or narrators in addition to choosing and quoting narrators to support analysis of their points of view. Use Think-Pair-Share to ask:

**What is point of view, and what may affect point of view?**

*Point of view is how a character feels about what is happening. A character’s background, the setting, or the events that a character experiences may affect his or her point of view.*

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, and #4 ask about point of view.

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

3. Compare and contrast Lewis’s and Clark’s descriptions of Lewis’s arrival in Clarksville. [AC, RE, 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 Lewis’s arrival in Clarksville.**

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 do Lewis’s and Clark’s feelings about Lewis’s arrival in Clarksville differ?

   Clark is concerned that he didn’t get dressed up. Lewis doesn’t focus on Clark’s clothing but writes mostly about how he felt when they shook hands. Lewis felt like they became brothers.

   Contrast Colter with the other narrators that you’ve read about this cycle.

   Colter enjoys being outdoors and doesn’t seem to care about the goal of the mission. He is mostly interested in joining the crew because of the money he will earn. He thinks the mission will be easy. Similarly, Clark doesn’t care as much about the mission but joins because he thinks the mission can benefit him because it is impressive. Colter’s point of view about the mission is different than Joseph Field’s because Joseph thinks that five dollars a month is hardly any money.

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.
Point of View

Cycle 1 Test

Point of View

**Directions:** Read *New Found Land*, pages 48–55, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

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

1. On page 48, Oolum writes that Colter “looked to be no stranger to the out-of-doors.” Is Oolum’s thought correct? Explain. [DC, RE, SA]

   20 points = Oolum’s thought that Colter is not a stranger to the outdoors is correct because Colter describes his experiences with the outdoors. For example, Colter says that he’s lived in the woods almost his entire life. He has been living there so long that he is more familiar with the woods than the bears are. He also says that he is not interested in city life because he doesn’t like how so many people live there. He isn’t interested in the army and would rather be in the woods. However, he joins the expedition to earn money. Oolum’s observation is confirmed through what Colter shares about himself in his passage.

   15 points = Oolum’s thought that Colter is not a stranger to the outdoors is correct because Colter writes about his time spent outdoors. Colter says that he’s lived in the woods almost his entire life. He has been living there so long that he knows the woods better than the bears do. He isn’t interested in the army and would rather be in the woods. He needs money, so he joins the expedition.

   10 points = Oolum’s thought that Colter is not a stranger to the outdoors is correct because Colter writes about his time spent outdoors.

2. Which of the following words best describes Colter? [DC, SA]

   A. timid
   B. confident
   C. silly
   D. nervous

   Explain why this word best describes Colter.

   20 points = The word confident best describes Colter because he believes that he can do anything. Colter dislikes city life because of all the rules. He doesn’t feel that he needs to be told what to do. He also recalls meeting Lewis and says that Lewis is almost as good a shot as he is. Also, Colter expresses that it can’t be that hard to be in the army because in his opinion, it just means marching and saluting. If Colter weren’t confident, he probably wouldn’t feel that joining the army was so easy and that he doesn’t need direction.
15 points = The word confident best describes Colter because he thinks that he can do anything. Colter doesn’t like city life because of all the rules. He remembers meeting Lewis and says that Lewis is almost as good a shot as he is. Colter doesn’t think it’s hard to be in the army because to him, it just means marching.

10 points = Confident describes best Colter because he thinks that he can do anything.

3. Compare and contrast Lewis’s and Clark’s descriptions of Lewis’s arrival in Clarksville. [AC, RE, SA]

20 points = Clark writes about how he is dressed for Lewis’s arrival in Clarksville whereas Lewis is focused on his relationship with Clark. In Clark’s description, he focuses on what Lewis is wearing and describes Lewis’s clothing in great detail. For example, he describes Lewis’s dress coat and his boots. Clark believes that he should have dressed differently and is concerned about what Lewis thought about his appearance. On the other hand, Lewis mentions in one line that Clark was dressed like everyone else and then describes their handshake. Lewis concentrates on the bond that he and Clark form. It seems that Clark’s appearance mattered more to him than it did to Lewis.

15 points = Clark writes about how he is dressed for Lewis’s arrival in Clarksville, but Lewis thinks about his relationship with Clark. In Clark’s description, he talks a lot about Lewis’s dress coat and boots. Clark thinks that he should have dressed differently and is worried about what Lewis thinks. Lewis says in one line that Clark was dressed like everyone else and then talks about their handshake.

10 points = Clark writes about how he is dressed for Lewis’s arrival, but Lewis writes about his relationship with Clark.

4. How do Lewis’s feelings compare with Shannon’s feelings about Shannon telling lies? [AC, RE, SA]

20 points = Lewis feels that Shannon lied about a lot of important things, but he could still tell when Shannon was telling the truth. Shannon realizes that by telling lies, he almost ruined his chance of joining the expedition. Lewis says that when he asked about Shannon’s lineage and age, Shannon lied. However, Lewis could tell that Shannon was telling the truth that his father had died. Shannon says he “altered a fact or two.” On the other hand, Lewis refers to Shannon’s lies as “bold-faced.” Although Shannon is aware that he shouldn’t have lied, it doesn’t seem like he realizes how big his lies were. Lewis and Shannon have different ideas about the kinds of lies that Shannon told.
15 points = Lewis feels that Shannon lied about a lot of important things, but he could still tell when Shannon was telling the truth. Shannon knows that by telling lies, he almost ruined his chance of joining the expedition. Lewis says that when he asked about Shannon's lineage and age, Shannon lied. Lewis could tell that Shannon was telling the truth that his father had died. Shannon says he “altered a fact or two.” Lewis calls Shannon's lies “bold-faced.”

10 points = Lewis feels that Shannon lied about a lot, but he could still tell when Shannon was telling the truth. Shannon knows that by telling lies, he almost ruined his chance of joining the expedition.

5. Based on what you've read this cycle, do you think Oolum's feelings about Lewis have stayed the same or changed? Explain. [DC, RE, SA] (Answers may vary.)

20 points = I think Oolum's feelings about Lewis are beginning to change because throughout his passages, he indicates that he can understand Lewis. In Oolum's first passage, it appears that he just thinks of humans as controlling creatures who think they know everything. In a later passage, he writes “I was beginning to understand the force that drove Lewis to wander...” However, Oolum understands that the reason Lewis acts annoyed is because of “simple lack of action.” On the other hand, Oolum is still confused by certain things that humans do. For instance, Oolum doesn’t understand why Lewis won’t leave any of his possessions behind. As the expedition is setting out, Oolum begins to better understand Lewis in some ways.

15 points = I think Oolum's feelings about Lewis are beginning to change because throughout his passages, he shows that he can understand Lewis. In Oolum’s first passage, it seems that he thinks of humans as controlling. In a later passage, he writes “I was beginning to understand the force that drove Lewis to wander...” Oolum is still confused by certain things that humans do. He doesn’t understand why Lewis won’t leave any of his possessions behind.

10 points = I think Oolum's feelings about Lewis are beginning to change because throughout his passages, he indicates that he can understand Lewis.
Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

How do the narrators’ attitudes regarding the expedition differ? Support your response with evidence from the passages.

The narrators in New Found Land all have different backgrounds and experiences. As a result, their attitudes regarding the expedition differ greatly. Meriwether Lewis has been asked by Thomas Jefferson to explore the Missouri River, and Lewis takes the responsibility very seriously. He writes “This is what I’ve been working toward all my life.” He feels that there’s an “empty space” within him. On the other hand, Clark views the expedition as something that could possibly benefit him in the future rather than fulfill him. For example, Clark writes that he could use the exercise because he is “a bit broad.” Clark doesn’t seem to care as much about the discovery as Lewis does. York is Clark’s slave, and although he doesn’t have much say in the matter, he tells Clark “‘Let’s go!’” York feels that he has a lot in Kentucky though. Clark tells him that there’s freedom out west, but York writes, “I don’t hope much for that.” York thinks he will probably not have freedom. Since Lewis, Clark, and York have different backgrounds, they view the expedition differently.

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

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
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</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</td>
</tr>
<tr>
<td>• Supports the point with evidence from the text</td>
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<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begins by making a clear point about an aspect of the literary work</td>
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<tr>
<td>• In the middle, supports the point with examples and evidence from the text</td>
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<tr>
<td>• Ends with a closing statement</td>
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<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Quotes words, phrases, and dialogue from the text to support the point</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Uses correct punctuation, capitalization, spelling, and grammar</td>
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<tr>
<td><strong>Writing Objective</strong></td>
</tr>
<tr>
<td>• Quote narrators to support analysis of their points of view.</td>
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</tbody>
</table>

Part III. Vocabulary (100 points)

1. Joni was so excited to talk about the book she was reading that she was _______ to how loudly she was talking in the quiet library.

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

A. prudent
B. elusive
C. oblivious
D. incorrigible
2. In which of the following sentences is prudent used incorrectly? [CV]
   A. Orli is a prudent girl who loves to go bungee jumping and mountain climbing.
   B. If you aren’t sure how much money you have, it isn’t prudent to go on a shopping spree.
   C. The most prudent decision Jadzia has had to make is what college to attend.
   D. Frank takes a long time to answer my questions, but I always appreciate his prudent advice.

3. What is a synonym for the word clamor? What is an antonym for the word clamor? [CV]
   (Accept reasonable responses.) A synonym for clamor is racket. An antonym is silence.

4. Before he even drove the car, Kip knew he wanted it because he loved how the ________ looked.
   Choose the word that belongs in the blank. [CV]
   A. clamor
   B. elusive
   C. contours
   D. procuring

5. In which of the following sentences is elusive used incorrectly? [CV]
   A. Although they try hard to study it, scientists barely know anything about the elusive bird.
   B. Since Michaela was elusive, her classmates knew everything about her, from her favorite food to her parents’ names.
   C. Tyra finds her neighbors elusive since she hardly ever sees them and can’t even remember what they look like.
   D. The elusive singer never allows interviews, so her fans barely know anything about her.

6. Which of the following is NOT an example of a time when it would be okay to meander? [CV]
   A. a stroll in the park
   B. a visit to the library
   C. a trip to the mall
   D. a fire drill in school

7. Ricky was a(n) ________ chatterbox who would not stop talking when his sister was studying no matter how many times she told him that it was distracting.
   Choose the word that belongs in the blank. [CV]
   A. procuring
   B. elusive
   C. incorrigible
   D. prudent
8. What is a synonym for the word *procuring*? What is an antonym for the word *procuring*? [CV]

(Accept reasonable responses.) A synonym for procuring is getting. An antonym is losing.

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]

A word that we explored is contemplate, used on page 14. It means to consider or think over. A sentence using contemplate is “The poem used a lot of old-fashioned language, so I had to contemplate its meaning for a while before figuring it out.”

10. As used on page 36 in the sentence “Mister William says there’s a whole mess o’ freedom for an industrious man to make use of,” *industrious* most nearly means— [CV]

A. lazy.
B. hard-working.
C. serious.
D. humorous.

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

Students will explain their thinking. For example, I used the context. The passage talks about making use of something. If you make use of something, you are probably hard-working, not lazy. There are no clues that indicate whether the man who makes use of his freedom is serious or funny.

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**Question Codes**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>
Lesson 7

Reading Objective: Analyze how an author develops and contrasts the points of view of different characters or narrators.

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

Active Instruction

Two-Minute Edit
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

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

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms.
   Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.
   Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.
4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
**Teamwork**

(25 minutes)

**Team Discussion**

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

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

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

**Teacher’s Note:**

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

<table>
<thead>
<tr>
<th>Read and Respond Questions</th>
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</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>
Class Discussion (15 minutes)

Lightning Round

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

Celebrate

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

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

Celebrate team successes!
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.
Lesson 8

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

**Teacher Background**

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

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

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**Active Instruction**

(2 minutes)

**Two-Minute Edit**

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

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**Celebrate/Set Goals**

(20 minutes)

1. Distribute students’ scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students’ scores.

- What was your team’s highest score?
- What score do you want to improve?
- What can the team do to improve that score?
Use **Random Reporter** to ask:

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

*Accept supported answers.*

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

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

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**Class Council**

*(30 minutes)*

1. Share class compliments.

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

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

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

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

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**Brain Game**

*(5 minutes)*

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

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

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

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

**Reading Objective:** Analyze how an author develops and contrasts the points of view of different characters or narrators.

**Teacher Background**

For the Interactive Read Aloud, students will read more of the argument between Joseph and Reubin Field regarding whether to join the expedition. During partner reading, they will finish reading the argument and will also read York’s opinion about the different men joining the Corps of Volunteers. Students will read Clark’s feelings about slaves and Oolum’s and Lewis’s opinions about George Drouillard.

(Optional) During Set the Stage, you can show the following video (5 min. 49 sec.): www.pbslearningmedia.org/content/vtl07.la.rv.text.lpe10er/#content/4dd2fe03add2c73bce0084c3. This video features an interview with Tom Murphy, a modern-day explorer who travels through Yellowstone National Park taking pictures. Colter traveled this same land 200 years ago as part of the Lewis and Clark expedition. Murphy discusses similarities and differences between his and Colter’s travels.

**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:** Have you ever participated in something and you didn’t know what to expect? How did that feel?

**Set the Stage**

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

   **Have you ever participated in something and you didn’t know what to expect? How did that feel?**

   *(Answers may vary.)* Yes, I tried out for the school play. I had never been in a play before, but I like acting things out at home, which is why I joined. I got one of the lead roles and had to practice a lot. I was nervous about performing in front of my teachers and friends, but I really liked being in the play. I also got a lot of compliments for my acting, which I didn’t expect.

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

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

(Optional) Introduce a video about a modern-day explorer.

In your assessment reading last cycle, you were introduced to John Colter, a man who really enjoys being outdoors. You will read more about him this cycle. Let’s watch a brief video that discusses how Tom Murphy, a modern-day explorer, is similar to John Colter.

After showing the video, debrief by using Think-Pair-Share to ask:

What are some similarities and differences between Murphy’s and Colter’s travels?

A similarity is that they both used coverings for when they slept at night. The wind and snow would blow right over them, though, since they traveled in the winter. A difference is the type of covering they used. Murphy uses a sleeping bag, but Colter used a bison robe. Another similarity is that they didn’t let the weather conditions stop them from exploring.

Interactive Read Aloud

1. Read page 56 (stopping after “What’d ya wallop me fer?”) aloud.

2. Use Think-Pair-Share to ask:

   How does Reubin feel about joining the expedition?

   Reubin really wants to join the expedition and tries to convince Joseph to come along. Reubin talks about all the animals out west such as buffalo and bull moose. He also talks about pretty Indian maidens.

   How do Joseph’s feelings about joining the expedition differ from Reubin’s?

   Joseph does not want to join the expedition. He says that he has a pretty girl named Mary Myrtle who might not wait for him if he goes off on the expedition. He doesn’t want to leave because he thinks other men will be lining up to date her, and he really wants to be the one to date her.

3. Use Think-Pair-Share to ask:

   What should we add to our character chart for Joseph and Reubin?

   Under Description, we can add that Reubin wants to travel and that Joseph doesn’t. Under Situation, we can add that they are deciding whether to travel west. Under Thoughts/Feelings, we can add that Reubin wants to go west because of all the animals and pretty Indian maidens. We can add that Joseph doesn’t want to go because he wants to woo Mary Myrtle.
Sample Graphic Organizer

Character Chart

Characters: Joseph and Reubin Field

<table>
<thead>
<tr>
<th>Description</th>
<th>Situation</th>
<th>Thoughts/Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reubin = wants to travel</td>
<td>deciding whether they should travel to the west</td>
<td>Reubin = lots of animals (buffalo, moose, wildcats),</td>
</tr>
<tr>
<td>Joseph = doesn’t want to</td>
<td></td>
<td>pretty women</td>
</tr>
<tr>
<td>travel</td>
<td></td>
<td>Joseph = wants to woo Mary Myrtle; afraid he won’t</td>
</tr>
<tr>
<td></td>
<td></td>
<td>come back</td>
</tr>
</tbody>
</table>

4. Refer to Team Talk question #1, and remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important question for better understanding the text. The team with the winning question will receive additional team celebration points.

Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 56 (starting at “Hush up about Mary Myrtle”)–64 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on 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>
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<tbody>
<tr>
<td><strong>1.</strong> Choose one of the questions that you noted as you read the text. Write the question down, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? [DC] (strategy-use rubric)</td>
</tr>
<tr>
<td><strong>Answers will vary.</strong></td>
</tr>
<tr>
<td>$100 = $ We asked, “What does Clark see in his future?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text. Asking this question helps us understand that Clark hasn’t given up on a life as a Kentucky planter. He uses the phrase, “All in time” so we think he sees himself getting “adventure and fame” from the expedition and then “family and fortune.”</td>
</tr>
<tr>
<td>$90 = $ We asked, “What does Clark see in his future?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text.</td>
</tr>
<tr>
<td>$80 = $ We asked, “What does Clark see in his future?”</td>
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</tbody>
</table>

| **2.** On page 59, York writes “I’ve known some o’ these men since they were playing soldier boy.” Why do you think the author put *playing* in italics, or lighter type? [AP, DC, SA] (Team Talk rubric) |
| **100 =** I think the author put *playing* in italics because he wanted to emphasize how long York has known the men joining the Corps of Volunteers. York describes how several local boys have been coming to Clark’s house to see if they can join the mission. York has known these boys since they were playing soldiers and using sticks instead of muskets. The boys probably did this when they were very young. It must be difficult for York to imagine that they are now old enough to actually be soldiers and use weapons. Since the word *playing* is in italics, it shows readers that York has known the local boys since they were children. |
| **90 =** I think the author put *playing* in italics because he wanted to show how long York has known the men joining the Corps of Volunteers. York writes that many local boys have been coming to Clark’s house to see if they can join. York has known these boys since they were playing soldiers and using sticks instead of muskets. The boys probably did this when they were little. |
| **80 =** I think the author put *playing* in italics because he wanted to show how long York has known the men. |

continued
3. Contrast York’s and Clark’s feelings about York joining the expedition. (Write) [AC, RE, SA] (Team Talk rubric)

100 = York is concerned about leaving his family behind while he travels, but Clark considers himself York’s family. York describes how none of the men joining the Corps of Volunteers is a husband or a father. York says to Clark, “What about my missus and my young’uns?” In Clark’s passage, he describes how York’s father belonged to Clark’s father, so the son of his father’s slave belongs to him. Although Clark mentions that York has “a woman and youngsters,” he writes that “York and I are family” and doesn’t think much of York’s concern. It appears that Clark considers himself York’s family.

90 = York is worried about leaving his family behind while he travels, but Clark thinks of himself as York’s family. York writes that none of the men joining the Corps of Volunteers is a husband or a father. York says to Clark, “What about my missus and my young’uns?” In Clark’s passage, he writes that York’s father belonged to Clark’s father, so the son of his father’s slave belongs to him. Clark writes that “York and I are family.”

80 = York is worried about leaving his family behind while he travels, but Clark thinks of himself as York’s family.

4. Why is Drouillard so important to the mission? How does Lewis show Drouillard that he is important without saying it? [DC, RE, SA] (Team Talk rubric)

100 = Drouillard is important to the mission because he speaks various languages. For example, he speaks French and English. Also, he speaks Indian languages and knows hand signs that the Indians use. His knowledge of languages will help Lewis’s crew to communicate. Although Lewis never tells Drouillard that he is important, he offers Drouillard five times more money than other crew members will earn. If Drouillard weren’t important, Lewis probably wouldn’t offer him so much more money. Drouillard has a lot to offer Lewis’s crew, so Lewis is hopeful that Drouillard will join.

90 = Drouillard is important to the mission because he speaks many languages. He speaks French, English, and Indian languages. This will help Lewis’s crew. Lewis offers him five times more money than other crew members will earn. If Drouillard weren’t important, Lewis probably wouldn’t offer him this.

80 = He is important to the mission because he speaks many languages. Lewis offers him five times more money than other crew members.

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

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

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

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

---

**Class Discussion**

(18 minutes)

**Lightning Round**

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

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

3. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why. Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

   Have teams vote, with a show of hands, which question they think is the one that is most important to their understanding of the text. (Teams cannot vote for their own question!)

   Award additional team celebration points to the team with the winning question.

**Celebrate**

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

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

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

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

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

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

**Reading Objective:** Analyze how an author develops and contrasts the points of view of different characters or narrators.

**Teacher Background**

For today’s Interactive Read Aloud, students will read a passage narrated by Drouillard in which he explains that he is joining the expedition because of Sacagawea.

For partner reading, students will read Oolum’s thoughts about the time spent at Fort Massac. York reflects on missing his wife and children. Oolum and Lewis write about a Shawnee Indian who approached Lewis about purchasing him. Oolum reveals that he is happy with Lewis. Lewis also expresses that he feels a connection with Oolum. Finally, Clark discusses the difficult circumstances of traveling the Mississippi.

**Teacher’s Note:**

This lesson intentionally skips page 65 because of the use of an offensive term.

---

**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><strong>obligation</strong> (noun) page 62</td>
<td>ob-li-ga-tion (ob-li-GEY-shuhn)</td>
<td>something that you have to do; responsibility</td>
<td>“Please let me know if you have a previous obligation and can’t come to my party,” Jana told Carrie.</td>
</tr>
<tr>
<td><strong>rambunctious</strong> (adjective) page 63</td>
<td>ram-bunc-tious (ram-BUHNGK-shuhs)</td>
<td>very noisy; hard to control</td>
<td>Several people in the movie theater turned around to shush the rambunctious boys who were bouncing in their seats and talking during the movie.</td>
</tr>
<tr>
<td><strong>camaraderie</strong> (noun) page 73</td>
<td>ca-ma-ra-de-rie (kah-muh-RAH-duh-ree)</td>
<td>friendship</td>
<td>Not only are Doria and her teammates excellent soccer players, but they have a camaraderie that helps them play well together on the field.</td>
</tr>
<tr>
<td><strong>enlightened</strong> (adjective) page 73</td>
<td>en-light-ened (en-LAHYT-nd)</td>
<td>knowing a lot; having information</td>
<td>After reading the article about Ruth Wakefield, Travis was enlightened about the invention of chocolate chip cookies.</td>
</tr>
<tr>
<td><strong>diversion</strong> (noun) page 87</td>
<td>di-ver-sion (dih-VUR-zhuhn)</td>
<td>hobby; something you do when you aren’t working</td>
<td>Hiking provides Amie with a welcome diversion from the stress of her job, so she goes whenever she has free time.</td>
</tr>
<tr>
<td><strong>decorum</strong> (noun) page 87</td>
<td>de-co-rum (dih-KAWR-uhm)</td>
<td>good behavior</td>
<td>During the trip to the museum, Steven showed a lack of decorum when he ran around and bumped into visitors.</td>
</tr>
<tr>
<td><strong>idleness</strong> (noun) page 87</td>
<td>i-dle-ness (AHYD-l-niss)</td>
<td>inactivity; not doing anything</td>
<td>Sharyn liked to be busy all the time, so her idleness while recovering from surgery was difficult for her.</td>
</tr>
<tr>
<td><strong>intact</strong> (adjective) page 92</td>
<td>in-tact (in-TAKT)</td>
<td>in one piece; not broken or damaged</td>
<td>“The tornado caused a lot of destruction to our neighbors’ homes, so I feel lucky that our house is intact,” Mrs. Brager told her husband.</td>
</tr>
</tbody>
</table>
4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

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

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

**Interactive Read Aloud**

1. Read page 66 (stopping at “I have agreed…”) aloud.
2. Use **Think-Pair-Share** to ask:

   **How does Drouillard feel about the mission?**

   *Drouillard says that the money is good. However, he doesn’t feel that money drives him to find the soldiers. The land gives him everything he needs. He doesn’t think much of Lewis or Clark. He thinks that there’s something missing in Lewis’s soul. He also resents Clark’s brother because he drove the Shawnee from their land.*

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

   **What should we add to our character chart for Drouillard?**

   *We should add that Drouillard’s situation is that he agreed to find Lewis’s lost soldiers. His thoughts are that the money is good, but that’s not the reason he agreed. The land is important to him. He doesn’t respect Lewis, and although Clark seems kind, his brother drove the Shawnee from their land.*
Partner pairs: Identify important events or details to add to the graphic organizer.

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

Cue students to use their student routines for strategy use and Team Talk discussion.

---

Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Character Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character:</strong>  Drouillard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
<th><strong>Situation</strong></th>
<th><strong>Thoughts/Feelings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodsman; interpreter &amp; hunter for the army</td>
<td>Agreed to find Lewis’s lost soldiers</td>
<td>$ is good, but not reason for agreeing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Land = important</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lewis → something missing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clark → seems kind, but brother drove Shawnee away</td>
</tr>
</tbody>
</table>

4. Refer to Team Talk question #1, and remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important question for better understanding the text. The team with the winning question will receive additional team celebration points.

---

Teamwork

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 66 (starting at “I have agreed...”)–76 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

**Team Discussion**

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

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

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

1. Choose one of the questions that you noted as you read the text. Write the question down, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? [DC] (strategy-use rubric)

   Answers will vary.

   100 = We asked, “Why does Drouillard agree to find the lost soldiers?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text. Asking this question helped us understand that Drouillard agrees to find the lost soldiers because of Sacagawea. It is not the money that he wants. It’s the longing expression on Sacagawea’s face that convinces him that she needs his help.

   90 = We asked, “Why does Drouillard agree to find the lost soldiers?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text.

   80 = We asked, “Why does Drouillard agree to find the lost soldiers?”

2. How has York and Clark’s relationship changed over time? [DC, RE, SA] (Team Talk rubric)

   100 = York and Clark’s relationship has changed over time because when they were children, they were unaware of slavery. When York and Clark were kids, everyone played together whether they were black or white. One time when York played opossum, Clark thought York was really dead. He was upset and glad that York was only pretending. However, once they got older, they learned who was an owner and who was owned. Then their relationship was different because they weren’t considered equal. York and Clark’s relationship changed a great deal due to the fact that Clark owns York.

   90 = York and Clark’s relationship has changed over time because when they were children, they didn’t know about slavery. When York and Clark were kids, everyone played together. One time when York played opossum, Clark thought York was really dead. He was upset and glad that York was only pretending. Once they got older, they learned who was an owner and who was owned.

   80 = Their relationship has changed over time because when they were children, they didn’t know about slavery.

   continued
### Team Talk Questions continued

3. How do Oolum’s and Lewis’s feelings about the Shawnee’s offer to purchase Oolum differ? Explain. (Write) [AC, RE, SA] (Team Talk rubric)

100 = Oolum and Lewis are both glad that Oolum is not sold, but Lewis feels **uncertain** about what makes Oolum so special. Oolum never felt that he was just property to Lewis, but he feels that the Shawnee **viewed** him as property. **Therefore**, he is happy that Lewis did not sell him to the Shawnee. Lewis feels connected to Oolum in a way that he can’t explain. He feels that Oolum understands what he says. **However**, he writes that it is an illusion, and he has no idea how well Oolum understands him. Although Oolum and Lewis are both happy that Oolum won’t be living with the Shawnee, Lewis can’t quite figure out what makes Oolum so special.

90 = Oolum and Lewis are both glad that Oolum is not sold, but Lewis isn’t sure what makes Oolum so special. Oolum never felt that he was just property to Lewis, but he feels that the Shawnee saw him as property. He is happy that Lewis did not sell him. Lewis feels that Oolum understands what he says but then writes that this is an illusion.

80 = Oolum and Lewis are both glad that Oolum is not sold, but Lewis isn’t sure what makes Oolum so special.

4. What are some of the obstacles that Lewis and Clark's crew face as they travel the Mississippi? How do the obstacles affect Clark? [DC, RE, SA] (Team Talk rubric)

100 = Lewis and Clark’s crew face **various** obstacles as they travel the Mississippi. For example, they don’t have enough men. As a result, it is very hard to steer the boats against the current. Also, there are a lot of sandbars and sunken logs. Although the men try to stay near the calmer waters, their boats get caught on the sandbars and logs. Trees lean over the banks and could possibly snap the boats’ masts. Clark seems frustrated because he notes that they travel ten miles a day but have 3,500 miles left to go. Due to the circumstances, he wishes that he had a planter’s life. Since there are so many obstacles that the crew faces on the river, Clark wishes the situation was easier.

90 = Lewis and Clark’s crew face a lot of obstacles as they travel the Mississippi. They don’t have enough men. It is very hard to steer the boats. There are a lot of sandbars and sunken logs. The boats get caught on the sandbars and logs. Clark seems frustrated because he notes that they travel ten miles a day but have 3,500 miles left to go.

80 = The obstacles are sandbars, trees, and a lack of men. Clark seems frustrated.

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: Although Ginny really wanted to hear her favorite author speak on Monday night, she had an obligation that kept her from going.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

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

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

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

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

**Class Discussion**
(15 minutes)

**Lightning Round**

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

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

3. Use Random Reporter to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why. Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

   Have teams vote, with a show of hands, which question they think is the one that is most important to their understanding of the text. (Teams cannot vote for their own question!)

   Award additional team celebration points to the team with the winning question.

**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?**
The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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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Lesson 3

Reading Objective: Analyze how an author develops and contrasts the points of view of different characters or narrators.

Teacher Background

For today’s Interactive Read Aloud, students will read a passage narrated by Patrick Gass in which he describes his excellent carpentry skills.

For partner reading, students will read how Clark feels about men being added to their crew. Drouillard plans to leave the crew. Oolum describes the challenge of waiting out the winter and waiting for supplies to arrive. Hugh Hall describes meeting Drouillard. Clark writes that Drouillard has agreed to stay. Colter talks about the various activities that Drouillard can do well. York describes cutting logs, and Clark writes about how the members of the crew don’t have much to do and have resorted to bad behavior.

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

(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

A word that I wasn’t sure about as I read is *miscalculation*. On page 75, Clark writes that “Our plan to keep our group to fifteen was a terrible miscalculation.” I do see some familiar word parts in *miscalculation*. I see the word *calculation*, which reminds me of *calculate* and *calculator*. Those are math words. You use a calculator in math to do different operations. I don’t think the crew is doing math operations. Hmmm. I also see a prefix that I know: *mis-*—which I know means wrong. Some other words that use this prefix are *misspell* and *misunderstand*. So I know what the prefix means. Let me see if that helps. I’ll cover it up and focus on *calculation*. A calculation is something that you figure out. They planned to have a small group. It’s sort of like they made a decision or a judgment. But it was a *miscalculation*. So it’s like they made a wrong decision. Let me look this word up to check the meaning. (Model looking up *miscalculation* in a dictionary.) Yes, my guess is correct. I see in the next sentence that it says they need three times more men to navigate the current, so they made a wrong decision in how many men they thought they needed.

Sample Word Map

**sentence:** The result of Jenna’s miscalculation was that there were not enough chairs for all the people who came to see the play.

**miscalculation**

- **related words**: calculate, calculator, calculation
- **prefix**: mis-
- **other words w/mis-**: wrong, misspell, misunderstood
- **math words**:

---

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

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

**Interactive Read Aloud**

1. Read pages 77 and 78 aloud.

2. Use Think-Pair-Share to ask:

   **What is Patrick Gass’s point of view about the mission?**
   
   At first, he seems interested in helping the crew and offering his skills. However, he reveals at the end that he just wants to see the trees.

   **How would you describe Patrick Gass’s motive for hoping to join the mission? How does it compare with those of other narrators?**
   
   (Answers may vary.) Gass wants to see the trees. His motive is similar to those of some narrators and different from others’. For example, like Clark, he is not interested in the goal of the mission. He is different from York because York doesn’t have a say in whether he goes. However, Gass really wants to join the mission and tries to convince the captains that he has a lot to offer.

3. Use Think-Pair-Share to ask:

   **What can we add to our character chart for Patrick Gass?**
   
   Under Description, we can add that Gass is a carpenter. His situation is that he really wants to join the mission. He feels that his skills are important. He can clear fields, build cabins, and run and swim well. He is mostly concerned with seeing the trees, though, which is why he wants to join the mission.

   **Sample Graphic Organizer**

<table>
<thead>
<tr>
<th><strong>Character Chart</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character:</strong> Patrick Gass</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>A carpenter</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

4. Refer to Team Talk question #2, and remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important question for better understanding the text. The team with the winning question will receive additional team celebration points.
Teamwork
(20–30 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word
power, and fluency before having students read and restate: pages 79–87 aloud with partners.
(if skipping Interactive Read Aloud, pages 77–87)
2. Circulate and check for comprehension, evidence of strategy use, and notes
about story elements on the graphic organizer. Give students feedback. Prompt
and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over
the Team Talk questions.

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

Team Talk Questions

1. Describe how Clark feels about Lewis comparing their crew with birds. [AC, DC,
SA] (Team Talk rubric)

100 = Clark disagrees with Lewis’s comparison because Clark feels that the crew’s
journey is difficult. Clark writes that the crew is “men without the gift
of wings.” Clark explains that if the men were birds, it would be easy to
reach St. Louis because they could fly. However, they have to travel on
the river, and it does not have a straight path. Therefore, they are never
sure what they might find as they travel. Clark does not agree with Lewis
because the river is hard to navigate.

90 = Clark disagrees with Lewis’s comparison because Clark feels that the crew’s
journey is hard. Clark writes that the crew is “men without the gift of
wings.” Clark says that if the men were birds, it would be easy to reach
St. Louis because they could fly. They have to travel on the river, and it does
not have a straight path.

80 = Clark disagrees with Lewis’s comparison because Clark feels that the crew’s
journey is hard.

continued
### Team Talk Questions continued

2. Choose one of the questions that you noted as you read the text. Write the question down, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? [DC] (strategy-use rubric)

**Answers will vary.**

*100 = We asked, “What is Drouillard’s opinion of white men?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text. Asking this question helps us understand that Drouillard dislikes white men because he believes they are loud and weak. He writes that one white man makes the noise of ten Shawnee. His dislike of white men makes him decide not to join the expedition.*

*90 = We asked, “What is Drouillard’s opinion of white men?” This is a Think question because it requires the reader to draw a conclusion from evidence in the text.*

*80 = We asked, “What is Drouillard’s opinion of white men?”*

3. Explain how Hall and Colter handle their feelings about Drouillard differently. (Write) [AC, RE, SA] (Team Talk rubric)

*100 = Although Hall and Colter both dislike Drouillard, Hall is very defensive while Colter just wants to get a reaction from Drouillard. Hall calls Drouillard a “crazy Indian” and describes how he told Drouillard that the men on the mission are excellent woodsmen. Hall insists that he and the men aren’t lost. Since Hall shouted at Drouillard, it appears that Hall is very angry. On the other hand, Colter lists the activities that Drouillard does well and says, “I’m gonna find out what makes that half-breed tick.” Colter is more confused by Drouillard than angry at him. Hall and Colter dislike Drouillard, but they react to him differently.*

*90 = Hall and Colter both dislike Drouillard, but Hall is very angry, and Colter just wants to get a reaction from Drouillard. Hall calls Drouillard a “crazy Indian” and says he told Drouillard that the men on the mission are excellent woodsmen. Hall shouted at Drouillard, and it seems that Hall is very angry. Colter just names the things that Drouillard does well and says, “I’m gonna find out what makes that half-breed tick.”*

*80 = Hall and Colter both dislike Drouillard, but Hall is very angry, and Colter just wants to get a reaction from Drouillard.*
Team Talk Questions continued

4. Which of the following best states the message that Clark expresses in his passage on page 87? [MI, DC, SA] (Team Talk rubric)
   A. Everyone is behaving well, and he is pleased.
   B. Everyone is behaving poorly, and he is frustrated.
   C. Everyone is shouting about prize hogs.
   D. Everyone is building camp huts.

   Explain how you determined Clark’s message.
   100 = I determined Clark’s message by thinking about the details that he shares and how he feels. Clark writes that because the camp huts are built, the men don’t have much to do. Therefore, they drink and fight. The men don’t care about good behavior. Clark writes that “it is as if all decorum and discipline have stopped.” All the men are acting like children. Based on Clark’s description and opinion of the men’s behavior, it appears that he is very frustrated and can’t wait for spring to come so they can continue on their journey.

   90 = I determined Clark’s message by thinking about the details that he shares and how he feels. Clark writes that because the camp huts are built, the men don’t have much to do. They drink and fight. Clark writes that “it is as if all decorum and discipline have stopped.”

   80 = I determined Clark’s message by thinking about the details that he shares and how he feels.

5. In which of the following sentences is the word rambunctious used incorrectly? [CV]
   A. “If you want peace and quiet while you read your book, you had better stay inside because Johnny and his friends are being rambunctious in the backyard,” Mr. Tabb told his wife.
   B. The rambunctious girls ran through the halls on their way to class even though their teacher told them to walk quietly and not disturb classes in session.
   C. “Since you were rambunctious and followed your teacher’s directions today, I will reward you with an ice cream cone,” Mrs. Peters told Evan after his violin lesson.
   D. Casey was a rambunctious child who never seemed to stop bouncing, hopping, or jumping, even when her parents asked her to stop.

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

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

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.

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

**Class Discussion**

(20 minutes)

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. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why. Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

   Have teams vote, with a show of hands, which question they think is the one that is most important to their understanding of the text. (Teams cannot vote for their own question!)

   Award additional team celebration points to the team with the winning question.

**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:** Analyze how an author develops and contrasts the points of view of different characters or narrators.

**Teacher Background**

For today's Interactive Read Aloud, students will read Colter's opinion about how he has behaved.

For partner reading, students will read how Colter feels about Drouillard. Drouillard writes about his decision to join the expedition after all. Oolum discusses the fact that spring has arrived, so the men are finally ready to set off on their journey on May 14. Cruzatte describes what he can see with his one good eye.

**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

(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.
Point of View

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

Interactive Read Aloud
1. Read page 88 (stanzas 1–4) aloud.
2. Use Think-Pair-Share to ask:

   **How does Colter feel about his confinement to camp?**

   I can tell that Colter knows that he deserved the confinement because he writes that he “resolved to do better.” He tells Lewis and Clark that he will do better.

   **Is Colter’s point of view about his confinement the same as or different from Clark’s? Explain.**

   Colter feels that he has a lot to learn and knows that he can do better. Clark was frustrated by the men’s terrible behavior, and it seems like he expected more from Colter. Clark writes that “Even Colter is confined to camp....” If Clark didn’t expect much from Colter, he probably wouldn’t have used the word even. It seems like Colter and Clark have the same point of view about the confinement—Colter deserved it, and he can do better.

3. Use Think-Pair-Share to ask:

   **What can we add to our character chart for Colter?**

   Under Situation, we can add that Colter is confined to camp for bad behavior. There are some quotes that describe how Colter is feeling, so we can add “bit to learn,” “resolved to do better,” and “told the captains so.”

   **Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Character Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character:</strong></td>
</tr>
<tr>
<td>John Colter</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Hunter who loves the outdoors</td>
</tr>
<tr>
<td><strong>Situation</strong></td>
</tr>
<tr>
<td>Confined to camp for bad behavior</td>
</tr>
<tr>
<td><strong>Thoughts/Feelings</strong></td>
</tr>
<tr>
<td>Bit to learn</td>
</tr>
<tr>
<td>Resolved to do better</td>
</tr>
<tr>
<td>Told the captains so</td>
</tr>
</tbody>
</table>

**Partner pairs:** Identify important events or details to add to the graphic organizer.
4. Refer to Team Talk question #3, and remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important question for better understanding the text. The team with the winning question will receive additional team celebration points.

### Teamwork (20–30 minutes)

#### Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 88 (stanza 5)–94 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

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

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

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

1. Contrast Colter’s and Drouillard’s feelings about shooting an Indian. (Write) [AC, RE, SA] (Team Talk rubric)

100 = Colter doesn’t think about the effects of shooting an Indian whereas Drouillard does. Colter says that shooting an Indian would be very easy if the Indian doesn’t have a gun. However, Drouillard comments that if Colter shoots an Indian, his gun would be empty, but the other Indians’ bows would be full, and Colter would be shot. It appears that Colter doesn’t think about consequences, but Drouillard does.

90 = Colter doesn’t think about what will happen if he shoots an Indian, but Drouillard does. Colter says that shooting an Indian would be very easy. Drouillard says that if Colter shoots an Indian, his gun would be empty, but the other Indians’ bows would be full.

80 = Colter doesn’t think about what will happen if he shoots an Indian, but Drouillard does.

2. On page 89, Colter writes “Then he smiles.” Why do you think that the word then is in italics, or lighter type? [AP, DC, SA] (Team Talk rubric)

100 = I think then is in italics because Colter is making a point about what it took for Drouillard to smile. In an earlier passage, Colter wrote that Drouillard never smiles. After Colter says that he won’t shoot an Indian, Drouillard tells Colter that he is smart. However, he adds, “for a white man.” Then Drouillard smiles. It appears that Drouillard does not think Colter is that smart compared with him. By putting the word then in italics, Colter makes the point that it took insulting Colter for Drouillard to smile.

90 = I think then is in italics because Colter is making a point about what it took for Drouillard to smile. Earlier Colter wrote that Drouillard never smiles. After Colter says that he won’t shoot an Indian, Drouillard tells Colter that he is smart. He adds, “for a white man.” Then Drouillard smiles.

80 = I think it is because Colter is making a point about what it took for Drouillard to smile.
<table>
<thead>
<tr>
<th>Team Talk Questions continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Choose one of the questions that you noted as you read the text. Write the question down, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? [DC] (strategy-use rubric)</td>
</tr>
<tr>
<td>Answers will vary.</td>
</tr>
<tr>
<td><strong>100</strong> = We asked, “Who is Tenskwatawa? How has he influenced Drouillard’s thinking?” The first part is a Right There question, and the second part is a Think question because it requires the reader to draw a conclusion from evidence in the text. Asking this question helps us understand that Tenskwatawa is a holy man who lives with the Shawnee. He wants all native people to join together as one spirit. Drouillard realizes that this is what Lewis and Clark hope to do, to unite the land from one ocean to the other. Drouillard says, “perhaps they are better leaders than I thought.” He decides to join the expedition.</td>
</tr>
<tr>
<td><strong>90</strong> = We asked, “Who is Tenskwatawa? How has he influenced Drouillard’s thinking?” The first part is a Right There question, and the second part is a Think question because it requires us to draw a conclusion from evidence in the text.</td>
</tr>
<tr>
<td><strong>80</strong> = We asked, “Who is Tenskwatawa? How has he influenced Drouillard’s thinking?”</td>
</tr>
<tr>
<td>4. Describe how Cruzatte feels about having only one eye that is nearsighted. [DC, RE, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td><strong>100</strong> = Cruzatte doesn’t mind having only one eye because even when people have two, they might not be able to see certain things. For example, Cruzatte describes the tree’s limbs that are under the water’s surface. Even if people have two eyes, they won’t see this danger because it is hidden. However, Cruzatte sees the water that gives the tree away. He realizes that the crew’s boat is not loaded correctly, which is why it hits the tree. Although Cruzatte has only one eye, he still notices danger, so Lewis and Clark are glad to have him aboard.</td>
</tr>
<tr>
<td><strong>90</strong> = Cruzatte doesn’t mind only having one eye because even when people have two, they might not be able to see some things. Cruzatte writes about the tree’s limbs that are under the water’s surface. Even if people have two eyes, they won’t see this danger. Cruzatte sees the water that gives the tree away. He knows that the crew’s boat is not loaded right.</td>
</tr>
<tr>
<td><strong>80</strong> = He doesn’t mind having only one eye because even when people have two, they might not be able to see some things.</td>
</tr>
<tr>
<td>5. Which word from the vocabulary list belongs in the blank? How do you know? [CV]</td>
</tr>
<tr>
<td>Painting is Cynthia’s favorite ________, so she tries to do it whenever she has free time. Diversion belongs in the blank because it means something you do when you aren’t working. Since Cynthia paints whenever she has free time, painting isn’t something she does when she is working.</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), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

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

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

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

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**Class Discussion**

**Lightning Round**

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

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

3. Use Random Reporter to have several teams present the question that they discussed and decided was the most important question to ask to better understand the text and why. Write the question on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

   Have teams vote, with a show of hands, which question they think is the one that is most important to their understanding of the text. (Teams cannot vote for their own questions!)

   Award additional team celebration points to the team with the winning question.
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:** Quote narrators to support analysis of their points of view.

**Teacher Background**
Before today’s writing project, you may want to jot down some notes about the different narrators and how they have developed during the course of the novel. This will help you when you grade the writing projects. A chart in which you list the character in one column and his or her feelings in another might be helpful. If students struggle with identifying how narrators have changed, you may wish to prompt them about different narrators and whether the narrators’ attitudes seem to be the same or different. To help generate ideas, you could mention different events that have happened and ask students how the different narrators felt about those events.

**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. Remember that in the cycle 1 assessment, you wrote about the narrators’ attitudes regarding the mission.

   Now you have read further and have seen that some narrators’ feelings have changed. Today you will select a few narrators and explain how their feelings have changed. Remember to look at the narrators’ thoughts and feelings that you recorded on your character charts to help you as you write.

5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

   **Writing Prompt**

   Select two narrators, and explain how their feelings about the mission have changed since it began. Include quotes from the narrators to support your response.

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

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

   The prompt is asking me to write a literary response. I know because I have to make a point about how characters' feelings have changed. Also, I have to use quotes from the text to support my point.

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

   **Writing a Literary Response**

   | Ideas  | • Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.  
   |        | • Support your point with evidence from the text. |

   | Organization | • Begin by making a clear point about an aspect of the literary work. |
   |             | • In the middle, support your point with examples and evidence from the text. |
   |             | • End with a closing statement. |

   | Style | • Choose and quote words, phrases, and dialogue from the text to support your point. |

   | Mechanics | • Use correct punctuation, capitalization, spelling, and grammar. |
Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use Think-Pair-Share to ask:

Which guideline relates to our writing objective to quote narrators to support analysis of their points of view?

The guideline to support your point with evidence in the Ideas section, the organization guideline to use evidence in the middle, and the style guideline to quote words from the text all relate to our writing objective.

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

Model a Skill

Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer's guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.
Teamwork (20 minutes)

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

Team Discussion
1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Class Discussion (30 minutes)

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

Refer students to the writer’s guide for writing a literary response and the writing objective—to quote narrators to support analysis of their points of view.

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

For example, ask:

- Does the writer make a clear point about the characters?
- Does the writer include evidence from the text?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer use effective quotes by the narrators to support his or her analysis?

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 find quotes that showed the narrators’ points of view? Do you think the quotes you chose were effective?

*Answers will vary.*

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

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

Select two narrators, and explain how their feelings about the mission have changed since it began. Include quotes from the narrators to support your response.

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

**Reading Objective:** Analyze how an author develops and contrasts the points of view of different characters or narrators.

**Writing Objective:** Quote narrators to support analysis of their points of view.

**Teacher Background**
Today’s cycle test challenges students to continue contrasting different points of view.

For the assessment reading, students will read passages narrated by Clark, Hall, Oolum, and Lewis. Clark’s passage is a memo written to inform people of the proper conduct expected at a celebration held in town. He warns that misconduct will be subject to court proceedings. Hall describes that on the morning after the celebration, he wakes up in the woods. He finds out from Collins that they are both court-martialed. Oolum marvels that Hall only got a talking-to, but since Collins back talks Clark, he receives a beating. Lewis describes the excitement that the paperwork has been completed, and it is time for the expedition to begin. Oolum also describes the excitement as the men set out in their boats.

### Active Instruction (5 minutes)

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

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Prepare Students for the Test (5 minutes)

Partner Review
1. Remind students that they have been practicing analyzing how an author develops and contrasts the points of view of different characters or narrators and quoting narrators to support analysis of their points of view. Use Think-Pair-Share to ask:

What are some reasons that different characters have different points of view when they experience the same event?

(Answers may vary.) Different characters have different points of view because they have different backgrounds and experiences that influence how they feel.

Have any characters’ points of view changed? Explain.

(Answers may vary.) Colter’s point of view has changed. At first, he felt that he was better than Lewis. He seemed very confident and like he knew everything. He thought being in the army was easy. However, after he gets confined to camp, he realizes that he has a lot to learn about the army and can behave better.

Tell students that they will use this skill as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

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

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

3. Point out that questions #1–5 ask about point of view.

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

4. Do Oolum and Lewis feel the same or different about the Shawnee’s offer to purchase Oolum? Explain. [AC, RE, 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 a celebration that members of the expedition attend.

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.

Some characters have changed, but is this true of all the characters? Why or why not?

This is not true of all the characters. For example, Hugh Hall only cares about alcohol. In all his passages, he mentions whiskey and bottles. It doesn’t seem like he is concerned with the mission at all.

2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.
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.
Point of View

Cycle 2 Test

Point of View

Directions: Read New Found Land, pages 95–105, 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. Do Clark, Hall, and Oolum have the same ideas about celebrations? Explain. [AC, RE, SA]

   20 points = Clark, Hall, and Oolum have different ideas about celebrations and the appropriate behavior for celebrations. Clark wrote a message saying that everyone was expected to behave well and to show respect for themselves. Poor behavior would result in going to court. Hall’s passage is written the night after the celebration, and he describes how he was covered in mud the next morning. He has to go to court because of his poor behavior. Oolum reflects on the punishment that Collins and Clark get. However, he notes that although Hall behaved badly, he only got a talking-to. When Collins was rude to Clark, though, Collins got a beating. Clark and Oolum have stricter ideas about celebrations than Hall.

   15 points = Clark, Hall, and Oolum have different ideas about celebrations and the appropriate behavior shown at celebrations. Clark wrote a message saying that everyone should behave well. Poor behavior would mean going to court. Hall’s passage is written the night after the celebration, and he says that he was covered in mud the next morning and that he has to go to court. Oolum writes about the punishment that Collins and Clark got. He says that Hall behaved badly but only got a talking-to.

   10 points = They have different ideas about celebrations and the behavior shown at celebrations.

2. How do you think Hall feels about Collins being punished? [DC, SA]

   20 points = I think that Hall feels bad that Collins was punished but thinks that it is Collins’s own fault that he was punished. Hall writes “I know that’s gotta hurt” and calls it “terrible doings.” However, Hall writes that Collins shouldn’t have said what he did about Clark out loud. If Collins had kept his thoughts to himself, he wouldn’t have been punished. Hall notices that Collins hasn’t touched his cup and asks if he can have it. It doesn’t appear that Hall is too concerned about Collins. The language that Hall uses shows that he feels bad for Collins but thinks Collins brought the punishment on himself.
15 points = *I think that Hall feels bad that Collins was punished but thinks that it is Collins's fault that he was punished. Hall writes “I know that’s gotta hurt.” Hall writes that Collins shouldn’t have said what he did about Clark. Hall sees that Collins hasn’t touched his cup and asks if he can have it. It doesn’t seem that he is too worried about Collins.*

10 points = *I think that Hall feels bad that Collins was punished but that it is Collins’s fault that he was punished.*

3. Which of the following statements best states how the men feel as they travel across the river? [DC, MI, SA]
   A. They know it will be easy, so they feel confident.
   B. They know it will be difficult, so they give up.
   C. They know it will be difficult, but they are determined.
   D. They know it will be easy, so they travel quickly.

Explain why you selected this statement.

20 points = Choice C describes the men because even though they know from traveling to the Mississippi the previous fall that currents can make traveling difficult, they do not let that stop them from moving forward in their journey. Oolum writes that “all hands knew the kind of hardships they were bound to endure.” He also describes the fast current and the tree branches that got caught on the oars. Trees crashed into the boat’s hull with a lot of force. This made rowing difficult. Despite the difficult situation, the men continue traveling west. If the men weren’t determined, they probably would have given up after experiencing so much trouble in the water.

15 points = Choice C tells how they feel because even though they know from traveling to the Mississippi the previous fall that currents can make traveling hard, they do not let that stop them from moving forward in their journey. Oolum writes that “all hands knew the kind of hardships they were bound to endure.” He also describes the fast current and the tree branches that got caught on the oars. This made rowing difficult, but the men continue traveling west.

10 points = Choice C tells how they feel because even though they know the currents can make traveling hard, they do not let that stop them from moving forward.
4. Do Oolum and Lewis feel the same or different about the Shawnee’s offer to purchase Oolum? Explain. [AC, RE, SA]

20 points = Oolum and Lewis are both glad that Oolum is not sold, but Lewis feels uncertain about what makes Oolum so special. Oolum feels that the Shawnee viewed him as property. Therefore, he is happy that Lewis did not sell him to the Shawnee. Lewis feels connected to Oolum in a way that he can’t explain. He feels that Oolum understands what he says. However, he writes that it is an illusion, and he has no idea how well Oolum understands him. Although Oolum and Lewis are both happy that Oolum won’t be living with the Shawnee, Lewis can’t quite figure out what it is that makes Oolum such a special dog.

15 points = Oolum and Lewis are both glad that Oolum is not sold, but Lewis isn’t sure what makes Oolum so special. Oolum never felt that he was just property to Lewis, but he feels that the Shawnee saw him as property. He is happy that Lewis did not sell him. Lewis thinks that Oolum understands what he says but then writes that this is an illusion.

10 points = Oolum and Lewis are both glad that Oolum is not sold, but Lewis isn’t sure what makes Oolum so special.

5. Based on what you’ve read so far, is Hall’s behavior still the same, or do you see a change in him? [DC, RE, SA]

20 points = I think Hall’s behavior is still the same because all he cares about is alcohol, and it doesn’t seem like anything else matters to him. When he meets Collins, the first thing he says after he introduces himself is, “I see ya been to the local whiskey seller.” Once the camp huts are built, Clark writes that Hall is drunk. Even though Clark instructs the men to be on their best behavior at the celebration, Hall still gets in trouble. So far Hall’s behavior has been the same, and he has not changed at all on the trip.

15 points = I think Hall’s behavior is still the same because all he cares about is alcohol, and it doesn’t seem like anything else matters to him. When he meets Collins, the first thing he says after he introduces himself is, “I see ya been to the local whiskey seller.” Once the camp huts are built, Clark writes that Hall is drunk.

10 points = It is the same because all he cares about is alcohol, and it doesn’t seem like anything else matters to him.
Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

How do the narrators’ backgrounds affect their points of view about Lewis and Clark, the leaders of the expedition? Use evidence from the passages to support your response.

The narrators all have very different backgrounds that affect their points of view about Lewis and Clark. For example, Drouillard is an Indian interpreter who is skeptical about the expedition. He thinks Clark seems nice but recognizes him as the brother of the man who drove the Shawnee from their homeland. This makes Drouillard suspicious. He says that the only reason he joined the expedition is because of Sacagawea. On the other hand, even though Clark feels that he is all the family York needs, York continues to think about his wife and children. York writes that “…it’s best not to think on my young’uns but I can’t help it.” Oolum is Lewis’s dog, and although Lewis is his master, he grows to like Lewis. Oolum feels that he can learn from Lewis and that Lewis needs him. Oolum feels that he is more than just property to Lewis. John Colter initially felt that he was better than Lewis, but after getting in trouble, he promises Lewis and Clark that he’ll do better. Based on the experiences that the different narrators have had, they have different points of view about Lewis and Clark. Some narrators like Lewis and Clark more than others.

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

<table>
<thead>
<tr>
<th>Writing a Literary Response</th>
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<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td></td>
</tr>
<tr>
<td>• Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td>• Supports the point with evidence from the text</td>
<td></td>
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<tr>
<td><strong>Organization</strong></td>
<td></td>
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<tr>
<td>• Begins by making a clear point about an aspect of the literary work</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td>• In the middle, supports the point with examples and evidence from the text</td>
<td></td>
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<tr>
<td>• Ends with a closing statement</td>
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<tr>
<td><strong>Style</strong></td>
<td></td>
</tr>
<tr>
<td>• Quotes words, phrases, and dialogue from the text to support the point</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></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></td>
</tr>
<tr>
<td>• Quote narrators to support analysis of their points of view.</td>
<td>0–15 pts.</td>
</tr>
</tbody>
</table>
Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word idleness. [CV]
   
   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Miguel’s group was frustrated by his idleness since all members were expected to contribute to the project.

2. What is a synonym for the word rambunctious? What is an antonym for the word rambunctious? [CV]
   
   (Accept reasonable responses.) A synonym for rambunctious is wild. An antonym for rambunctious is quiet.

3. After talking to her guidance counselor, Kristen felt ______ about all the colleges that she could apply to.
   
   Choose the word that belongs in the blank. [CV]
   
   A. enlightened
   B. intact
   C. decorum
   D. diversion

4. In which of the following sentences is intact used incorrectly? [CV]
   
   A. It is amazing that all the furniture in the historical home is still intact and looks just like it did centuries ago.
   B. Although Kenny dropped the box of cookies he was carrying, it was sealed tightly, and the cookies remained intact.
   C. Nina’s classmates didn’t always agree with the decisions she made as student council president, but her reputation is still intact.
   D. “I’m glad that the frame is still intact,” Helen said after it fell from the shelf and broke into many pieces.

5. Write a meaningful sentence using the word diversion. [CV]
   
   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Bella enjoyed swimming as a diversion from work, so she often went to the pool when she left the office.

6. Jade was disappointed when she saw the date on the invitation and realized that it conflicted with a prior ______.
   
   Choose the word that belongs in the blank. [CV]
   
   A. decorum
   B. obligation
   C. diversion
   D. camaraderie

7. What is a synonym for decorum? What is an antonym for decorum? [CV]
   
   (Accept reasonable responses.) A synonym for decorum is manners. An antonym is rudeness.
8. Although Stuart’s coworkers all have very different personalities, they have developed a fantastic ________ after working together for so long.

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

A. diversion
B. decorum
C. camaraderie
D. obligation

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]

A word that we explored is whirls. It means spins quickly. A sentence using whirls is “Audrey is so jumpy that whenever anyone taps her on the shoulder, she whirls around.”

10. As used on page 91 in the sentence “The keelboat was a large, cumbersome barge...,” cumbersome most nearly means— [CV]

A. light.
B. heavy.
C. pretty.
D. dark.

Explain how you figured out the meaning of cumbersome.

Students will explain their thinking. For example, I used the context. The passage talks about how the large boat has many different parts, so cumbersome must mean heavy. If the boat has many parts, it’s probably not light.

**Question Codes**

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

**Reading Objective:** Analyze how an author develops and contrasts the points of view of different characters or narrators.

**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.

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

(15 minutes)

Lightning Round

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

Celebrate

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

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

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

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

Active Instruction
(2 minutes)

Two-Minute Edit
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

Celebrate/Set Goals
(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss 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?

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

**def:** attitude or temperament

**sentence:** Meriwether Lewis had an adventurous disposition and was glad to explore unmapped territory.

**possible meanings**

**actions**
**behavior**

**how you feel**

**position**

**related words**

ex. pleasant disposition, sunny disposition, selfish disposition, cranky disposition

**dispose**
Sample Word Map
Cycle 2

Sentence: The result of Jenna’s miscalculation was that there were not enough chairs for all the people who came to see the play.
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 7 Point of View

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<td>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>RL.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>
</tr>
<tr>
<td>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td>
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<td><strong>Text Types and Purposes</strong></td>
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<tr>
<td>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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Media Acknowledgements

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

- Twin Cities Public Television (DragonflyTV)
- National Science Foundation (Science Nation online magazine)
- The National Park Service
- The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)
- National Oceanic and Atmospheric Administration, National Ocean Service (Ocean Today video series)
- Pardada Pardadi Educational Society and Rohit Ghandi
- WNET
- Charles R. Smith, Jr.
- National Aeronautics and Space Administration and the California Institute of Technology

We would also like to thank Robert Lippencott and Alicia Levi at PBS LearningMedia for their advice and assistance with this project.