This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

**Informational**

**Connect Causes and Effects**

*Cobblestone* magazine: 
23 Little-Known Events That Changed America
We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.

Success for All Foundation
A Nonprofit Education Reform Organization

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The Lightning Round

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Graphic Organizer/Notes</th>
<th>The Random Reporter:</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>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and includes main points or events and important details.</td>
</tr>
<tr>
<td>80</td>
<td>selects a graphic organizer that is appropriate for the text.</td>
</tr>
</tbody>
</table>
Connect Causes and Effects

Unit Objectives

| Reading: Identify and explain causes and outcomes. |
| Writing: Organize ideas, and use signal words to show connections between causes and effects. |

Unit Overview

The focus of this unit is on identifying and explaining causes and outcomes, or effects. The text used for this unit lends itself nicely to this focus since it describes historical events and their long-lasting effects on today’s society. Students will identify causes and effects that are both explicitly stated and implied. Students will see that in some cases signal words may be used to make cause-and-effect relationships more clear. However, authors don’t always use signal words, so it is important that students read carefully to identify implicit causes and effects. As a result of identifying cause-and-effect relationships, students will also determine conclusions in the articles that they read. In many cases, the conclusions that they draw may be the outcomes of different events.

This cycle’s writing goal is to organize ideas and use signal words to show connections between causes and effects. Since the articles contain a plethora of causes and effects, it is important for students to practice using signal words to make these relationships clear. The writing goal will be practiced during the writing project in both cycles.

Unit Topic/Content

This cycle’s reading is Cobblestone magazine: 23 Little-Known Events That Changed America. As the title implies, the magazine is composed of articles that describe the impact of various historical events that may not be widely known. Some of the events students will read about include the discovery of how to extract oil from the earth, the development of skyscrapers, the GI Bill, the polio vaccine, the effects of Rachel Carson’s Silent Spring, and the sit-in at a Woolworth’s lunch counter.

Text and Media Selections

Internet/Media Options

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

### Cycle 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>“Black Gold,” pages 8–11</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>“The Sky’s the Limit,” pages 14 and 15</td>
<td>(Embedded) “Fluency”</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>“Protecting the People,” pages 16–19</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>“Welcome Back, Soldiers,” pages 20–23</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>“A Calculated Risk,” pages 26 and 27</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>

### Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
</table>
| Lesson 1 | “A Warning to the World,” pages 29–31 | (Optional) Background video: “Rachel Carson’s Silent Spring” (4 min. 48 sec.) www.pbslearningmedia.org/content/envh10.sci.life.eco.silentspring/.
| Lesson 3 | “Putting Out the Welcome Mat,” pages 35–37 | |
| Lesson 4 | “A War and Its Legacy,” pages 2–4 | |
| Lesson 5 | writing in response to reading | |
| Lesson 6 | “From America to the World,” pages 40 and 41 | |
| Lesson 7 | self-selected reading | |
| Lesson 8 | Getting Along Together | |
Lesson 1

Reading Objective: Identify and explain causes and outcomes.

Teacher Background

Today students will read “Black Gold.” This article focuses on Edwin L. Drake’s discovery of how to extract oil from the earth. Two years after Drake was hired by the Pennsylvania Rock Company to determine if claims of oil springs in Pennsylvania farmlands were true, he discovered oil in the ground. Drake and others tried various ways of extracting the oil. In August 1859, Drake’s drill dropped several inches into a well, and the next day he filled up tubs and barrels with oil. Businessmen began refining, transporting, and marketing oil. Eventually, oil became the top energy source. Oil affects people worldwide today.

This cycle’s Big Question asks students how history affects modern times. This question will help students think about the impact of history on society today. Although it seems as if historical events occurred a very long time ago, those events often have long-lasting effects. This understanding connects to the cycle’s reading because the articles are about little-known events that changed America. The Big Question will also help you identify students’ prior knowledge and familiarity with historical events.

During Set the Stage, you can share the following facts about Edwin L. Drake to generate interest and provide context:

- He was born in March 1819 and grew up in Vermont.
- Between 1849 and 1857, he worked as a conductor for the New York & New Haven Railroad.
- He was ill during 1857 and resigned from his job as conductor so he could get well. He stayed at the Tontine Hotel and met James Townsend, a man who had stock in the Pennsylvania Rock Company. Townsend convinced Drake to purchase stock in this company.

Active Instruction

(22 minutes)

Big Question

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

The Big Question: How does history affect modern times? Explain.

Set the Stage

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

   How does history affect modern times? Explain.

   (Answers may vary.) I think history affects modern times because it might be the reason things are done a certain way or why things are the way they are. For example, Brown vs. Board of Education is a Supreme Court case that ruled segregated schools were no longer allowed. Due to this act, schools today are integrated.

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

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

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

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

   T: I think the topic will be Edwin Drake’s discovery of oil. I see his name and the word oil repeated a lot throughout the article.

   I: I think the author’s intent is to explain the impact of the discovery of oil.

   G: A T-chart

5. Remind students that today they will read about Edwin Drake. Then share the facts listed in the teacher background.

   Today we will learn about Edwin Drake’s contributions. I will share some facts with you about his background.
Interactive Read Aloud

1. Introduce this cycle's reading objective.

This cycle our reading objective is to identify and explain causes and outcomes. Remember that a cause is something that happens and an effect is what happens as a result. Sometimes authors use cause-and-effect signal words and phrases such as *so, since, because, as a result, or therefore*. However, these words aren’t always used, so you need to read carefully to identify causes and effects that might not be directly stated. If you have trouble identifying causes and effects, you can ask yourself questions such as “What happened?” and “Why did this happen?”

2. Read page 8 (introduction and paragraphs 1 and 2) aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just after reading a section of this article, it seems like there will be a lot of causes and effects. In the introduction at the top, it says that Drake discovered how to extract oil from the earth. This transformed the world. Before I even started reading the main text in the article, I saw that the discovery of oil is a cause. The effect is that it changed the world. I will have to read further to find out exactly how oil transformed the world. I also identified another cause and effect. In the 1800s, there were claims of oil springs in Pennsylvania. Drake was hired by an oil company to see if this was true. The reason, or cause, of Drake being hired was the possible oil springs. The effect was that he tried to find out if there was oil there. Two years after being hired, he saw oil seeping out of the ground. Then, since he had located oil, Drake joined some others who were looking for ways to extract oil from the earth.</td>
</tr>
</tbody>
</table>

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

**How did I identify a cause and effect?**

*You identified a cause and effect by looking at what happened, or the effect, and thinking about the reason, or why it happened.*

**Why is identifying causes and effects helpful as you read?**

*Identifying causes and effects is helpful because it helps you understand what happened and why it happened. It makes relationships between ideas clearer. When you don’t identify causes and effects, you might not realize that something happened as a result of something else.*

**Was the cause and effect I identified directly stated, or was it implied?**

*The fact that Drake was hired because of the claims of oil was not directly stated. However, it was implied that because there were claims of oil, the company wanted to find out if this was true. That is why Drake was hired.*
4. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 8 (paragraph 3). Use **Think-Pair-Share** to ask:

**As you read, did you identify any cause-and-effect relationships?**

Yes. Diggers weren’t successful extracting oil from the well, and neither was a blacksmith. Therefore, Drake decided to use a different method. He placed a drill in a pipe and then sent the pipe into the well.

**How did you identify this as a cause-and-effect relationship? Were there signal words?**

There weren’t signal words. I identified the cause and effect by thinking about what Drake did and why he did it. Since people weren’t having success extracting the oil by the methods they were using, Drake tried another method. So the cause was having a hard time getting the oil, and the effect was trying a different method.

Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
</tr>
<tr>
<td>Claims of oil springs in farmlands of NW PA.</td>
</tr>
<tr>
<td>Diggers &amp; blacksmith → no success extracting oil</td>
</tr>
</tbody>
</table>

6. Refer students to the Summarizing Strategy Card for informational text in their team folders.
**Summarizing Informational Text**

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

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

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


**Literature**

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

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


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

**Teamwork**

(20 minutes)

**Partner Prep**

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

   pages 8 (paragraph 3)–11 aloud with partners.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain why it was ironic, or strange, that the Seneca Oil Company decided to fire Drake. [RE, DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = It was ironic, or strange, that the Seneca Oil Company decided to fire Drake because as the letter was on its way to Titusville, Drake finally found oil. Drake was determined to find oil, so he used his own money to continue drilling. Two years after Drake was hired, he finally had success when the drill dropped several inches. The next day, Drake’s blacksmith, William A. Smith, saw oil and filled barrels with it. By 1860, seventy-four wells produced thousands of barrels a day just in Oil Creek. Although the oil company didn’t expect to find any oil, Drake was very persistent.</td>
</tr>
<tr>
<td>90 = It was strange that the Seneca Oil Company decided to fire Drake because as the letter was on its way to Titusville, Drake found oil. Drake wanted to find oil, so he used his own money to keep drilling. Two years after Drake was hired, he had success when the drill dropped. The next day, William A. Smith saw oil.</td>
</tr>
<tr>
<td>80 = It was strange that they decided to fire Drake because as the letter was on its way to Titusville, Drake found oil.</td>
</tr>
</tbody>
</table>
Team Talk Questions continued

2. Describe the outcomes of Drake’s discovery. (Write) [RE, DC, SA] (Team Talk rubric)

100 = Drake’s discovery had numerous outcomes. For example, businessmen invested in ways to refine and market oil. As a result, the oil in Pennsylvania’s refineries was made into kerosene that fueled lamps. Previously, Americans had used whale oil for lighting. During the Industrial Revolution, kerosene was used in machines and factories. Therefore, machines functioned and workers could see what they were doing. Also, the first gasoline-powered engine was introduced in 1885. Due to this invention, the automobile was mass-produced. Drake’s discovery had various outcomes that greatly affected people’s lives.

90 = Drake’s discovery had many outcomes. Businessmen invested in ways to refine oil. The oil in Pennsylvania’s refineries was made into kerosene that fueled lamps. During the Industrial Revolution, kerosene was used in machines and factories so machines worked. The first gasoline-powered engine was introduced in 1885. The automobile was mass-produced.

80 = Businessmen invested in ways to refine oil, kerosene was used, and the gasoline-powered engine was introduced.

3. Explain the global impact that oil has. [RE, DC, SA] (Team Talk rubric)

100 = Not only is oil used for various purposes in the United States, it is used around the world. Oil is the most important item traded between countries. Countries depend on petroleum because it is how transportation functions. Thousands of products are made from petroleum. These products include bubble gum and crayons. Oil is produced throughout the world in countries including Russia, China, and Venezuela. Since oil is produced in so many countries, it is clear that it has a global impact. Although the oil industry began in a small Pennsylvania creek, it now affects everyone worldwide.

90 = Not only is oil used for different purposes in the United States, it is used around the world. Oil is the most important item traded between countries. Countries depend on petroleum because it is how transportation works. Thousands of products are made from petroleum. Oil is produced throughout the world in countries including Russia and China.

80 = Oil is the most important item traded between countries, and it is produced throughout the world.
Team Talk Questions continued

4. Why do you think the author included the caption at the top of page 11? [AP, DC, SA] (Team Talk rubric)

100 = I think the author included the caption on page 11 because it explains some negative consequences of oil that aren’t mentioned in the article. Throughout the article, the author emphasizes the benefits of oil and all the ways that it is used. However, the caption for the picture of the drilling platform says that an oil spill resulted in destruction to the environment. This shows a reader that although oil has benefits, it can also cause harm. Without this caption, a reader might not know that there are disadvantages to oil.

90 = I think the author included the picture and caption because it shows some bad things that can happen because of oil that aren’t talked about in the article. In the article, the author writes mostly about the good things about oil. The caption for the picture says that an oil spill caused destruction. Oil can cause harm.

80 = I think the author included the caption because it shows some bad things that can happen because of oil.

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

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

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

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

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

Class Discussion

(18 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

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

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

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

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

**Reading Objective:** Identify and explain causes and outcomes.

**Teacher Background**

Today students will read “The Sky’s the Limit.” This article describes the history of the skyscraper. In the mid-1800s, the tallest buildings were only a few stories high. However, America’s cities were expanding, and there was not enough space. Therefore, the cities needed to grow up instead of out. In 1885, the Home Insurance Building was completed. It was ten stories and is considered America’s first skyscraper. Steel was crucial to the construction of this building. Over time, skyscrapers became ten times higher than the Home Insurance Building. Today the Home Insurance Building is dwarfed compared to modern skyscrapers.

During Set the Stage, students will examine images of the Willis Tower (formerly Sears Tower) in Chicago, the Empire State Building in New York City, and the Petronas Towers in Malaysia. These are included on a blackline master found at the end of this lesson. They will examine similarities and differences between the skyscrapers. You can also share the following facts about the skyscrapers:

**Willis Tower**
- 110 stories; height is 1,450 feet
- Built in 1973 and held the record for tallest building in the world until the Petronas Towers were built in 1998
- One of the landmarks in Chicago’s skyline

**Empire State Building**
- 102 stories; height is 1,250 feet
- Has 6,514 windows
- Has its own zip code
- Has been featured in more than 250 movies

**Petronas Towers**
- 88 stories; height is 1,483 feet
- The floor plan is based on a star shape
- Sun visors line the glass to shade the inside against strong sunlight

Sources:
- [www.willistower.com/propertyprofile.html](http://www.willistower.com/propertyprofile.html)
- [www.esbny.com/visit_empire_state_building.asp](http://www.esbny.com/visit_empire_state_building.asp)
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>extract</td>
<td>ex-tract</td>
<td>to get, pull, or draw out (often with a special tool or skill)</td>
<td>The machines extract the juice from the apples, and the juice is then poured into bottles.</td>
</tr>
<tr>
<td>erected</td>
<td>e-rect-ed</td>
<td>built</td>
<td>The small town erected a statue in the town square to honor Mr. Jones because of all that he did to help the town’s citizens.</td>
</tr>
<tr>
<td>inadequate</td>
<td>in-ad-e-quate</td>
<td>not enough</td>
<td>Mrs. Hawkins realized that the fifteen desks in her classroom were inadequate since she had twenty students on her class list.</td>
</tr>
</tbody>
</table>

continued
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>prevailed</strong></td>
<td>pre-vailed</td>
<td>existed everywhere</td>
<td>In some people’s opinion, Brendan’s house looks old-fashioned because it was built in the style that <em>prevailed</em> in the 1920s.</td>
</tr>
<tr>
<td>(verb) page 19</td>
<td>(pri-VEYLD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>sustained</strong></td>
<td>sus-tained</td>
<td>supported; kept something going</td>
<td>Kelvin felt stressed out because he had so much homework but was <em>sustained</em> by the fact that it was almost spring break and everything would be turned in.</td>
</tr>
<tr>
<td>(verb) page 20</td>
<td>(suh-STEYND)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>vigorously</strong></td>
<td>vig-or-ous-ly</td>
<td>strongly; with a lot of effort</td>
<td>Aviva clapped <em>vigorously</em> when her friends’ names were called at graduation and her friends received their diplomas.</td>
</tr>
<tr>
<td>(adverb) page 21</td>
<td>(VIG-er-uhs-lee)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>unprecedented</strong></td>
<td>un-prec-e-dent-ed</td>
<td>never experienced before</td>
<td>Although a small number of students took the films in history course in past years, this year an <em>unprecedented</em> number of students are taking the course.</td>
</tr>
<tr>
<td>(adjective) page 22</td>
<td>(uhn-PRES-i-den-tid)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>vanquished</strong></td>
<td>van-quished</td>
<td>overcame; beat</td>
<td>Randy <em>vanquished</em> his fear of speaking in public by gradually participating more and giving presentations in class.</td>
</tr>
<tr>
<td>(verb) page 26</td>
<td>(VANG-kwishd)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.
   
   **T:** The history of skyscrapers  
   **I:** To explain how skyscrapers were created  
   **G:** A T-chart

5. Discuss skyscrapers with students.

   **Today we will read about the creation of the first skyscraper.** Use **Think-Pair-Share** to ask:

   **What is a skyscraper? What do you know about skyscrapers?**

   *(Answers may vary.)* A skyscraper is a very tall building found in a city. People can work in skyscrapers or live in skyscrapers.

   That’s right. A skyscraper is an extremely tall building that is located in a city. There are skyscrapers located in cities throughout the United States and the world. Let’s take a look at a few skyscrapers found in the United States and twin skyscrapers located in Malaysia. Display the blackline master with the images of the three skyscrapers, and direct students’ attention to these images.

   ![Willis Tower](image1) ![Empire State Building](image2) ![Petronas Towers](image3)

   **The first skyscraper is the Willis Tower, located in Chicago.** Share the facts in the teacher background. **The next skyscraper that you see is the Empire State Building.** Share the facts in the teacher background. As I mentioned, there are skyscrapers throughout the world. The Petronas...
Towers are twin skyscrapers located in Kuala Lumpur, Malaysia. Share the facts in the teacher background.

Use Think-Pair-Share to ask:

What are some similarities and differences between these skyscrapers?

Some similarities are that all the skyscrapers are a grayish color. The Petronas Towers have more of a rounded shape, which is a difference. Also, the Empire State Building and Petronas Towers have what looks like a point at the top, but the Willis Tower doesn’t.

Interactive Read Aloud

1. Refer students to the reading objective.

   Remember that our objective is to identify and explain causes and outcomes. Sometimes causes and effects are stated directly and the author uses signal words, but other times, causes and effects are implied. If this is the case, we can ask ourselves “What happened?” and “Why did that happen?” to identify causes and effects. Remember that cause-and-effect relationships also help us draw conclusions. In many cases, the effects that we read about will lead us to conclusions.

2. Read page 14 (paragraphs 1 and 2) aloud. A sample Think Aloud follows.

   Sample Think Aloud

   I will do the first R in TIGRRS aloud so I can share my thoughts with you. Please listen carefully because I might need your help in confirming the causes and effects that I identify. (Read aloud, stopping at “So they gravitated....”) It sounds like skyscrapers are really important. I was able to identify some causes and effects just from reading a small amount of text. Immigrants arrived in the United States in the 1800s, and they found that there were a lot of jobs in the cities. Therefore, the effect was that they moved to cities. I know this was an effect because the last sentence I read says, “So they gravitated toward urban places.” So is a signal word, and it helped me identify an effect. (Read the rest of paragraph 2.) I just read about expanding cities, but I didn’t see any signal words. Hmmm. Builders wanted to make buildings taller. Why did they do this? The lack of space in cities was the reason that buildings were made taller. So the cause was space problems, and the effect was taller buildings. Even though there weren’t signal words, thinking about why something happened helped me identify a cause and effect.

3. Use Think-Pair-Share to ask:

   What cause-and-effect relationships did I identify?

   A cause was that the city offered a lot of jobs, and the effect was that immigrants moved to cities. Another cause was that cities had a lack of space. The effect was that buildings were made taller.
How did I identify cause-and-effect relationships?

For the first cause-and-effect relationship, you used the signal word so. This showed you that an effect was immigrants moving to cities. For the second cause and effect, there wasn’t a signal word, so you thought about why builders decided to make structures taller.

How could you use cause and effect in other classes besides reading?

(Answers may vary.) You could use cause and effect in science. When you do an experiment, you might test an idea that you have and see that something happens as a result of something else. For example, when you give a plant a lot of sunlight, the sun helps it grow. You can also use cause and effect in social studies. When you learn about history, you might see that a war was the effect of a conflict between two places.

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 14 (paragraph 3). Use Think-Pair-Share to ask:

What was the effect of windows decreasing the strength of masonry walls? How did you identify the effect?

The effect was that the windows were very small, and the word since helped me identify this.

Use Random Reporter to debrief.

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

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
</tr>
<tr>
<td>A lot of jobs in the cities</td>
</tr>
<tr>
<td>Cities = lack of space</td>
</tr>
<tr>
<td>Windows = less strength in walls</td>
</tr>
</tbody>
</table>

6. Refer students to the Summarizing Strategy Card for informational text. Remind them that the strategy card can help them as they read and restate the important events in the text. Review the clues that can help them identify important events or ideas.
Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 14 (paragraph 4) and 15 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

Team Talk Questions
1. How did Henry Bessemer’s process influence George Fuller? (Write) [RE, DC, SA] (Team Talk rubric)
   100 = Henry Bessemer’s process influenced George Fuller because Bessemer created a process for mass-producing steel, which led to Fuller creating a steel frame. Steel was crucial for building skyscrapers. Fuller saw various ways that steel could be used. As a result, he created a steel frame to support a tall building’s weight without relying on thick masonry walls. Then, combined with the invention of the elevator, steel made it possible to construct skyscrapers. The steel that Bessemer mass-produced caused Fuller to develop the frame of skyscrapers.
   90 = Henry Bessemer’s process influenced George Fuller because Bessemer had a process for mass-producing steel, which led to Fuller making a steel frame. Steel was needed to build skyscrapers. Fuller saw different ways that steel could be used. He made a steel frame to support a tall building’s weight without needing thick masonry walls.
   80 = Henry Bessemer’s process influenced George Fuller because Bessemer’s process led to Fuller making a steel frame.
2. What were the advantages of using steel in constructing the Home Insurance Building? [RE, DC, SA] (Team Talk rubric)

100 = There were numerous advantages of using steel in constructing the Home Insurance Building. First, the walls were supported by the steel frame. In the past, the walls held all the weight of a building. Due to the steel, the walls did not have to hold up the building at all. Second, the buildings could have many windows. In the past, windows had to be small so the heavy walls remained strong. As a result of all the windows, the buildings had plenty of light. Using steel meant that the Home Insurance Building had a lot of features that earlier buildings lacked.

90 = There were many advantages of using steel in constructing the Home Insurance Building. The walls were supported by the steel frame. In the past, the walls held all the weight of a building. The buildings could have many windows. The buildings had plenty of light.

80 = There were a lot of advantages. The walls were supported by the steel frame, and the buildings could have many windows.

3. Describe the impact that Jenney’s building had on buildings today. [RE, DC, SA] (Team Talk rubric)

100 = Jenney’s Home Insurance Building that was constructed in 1885 led the way for even taller buildings. The steel construction used to construct the Home Insurance Building is still used. Today Chicago is still where the tallest building in the United States, the Willis Tower, is located. The caption on page 15 states that Chicago is known for its skyscrapers. Also, skyscrapers exist around the world such as in Dubai. Due to the Home Insurance Building being constructed successfully, skyscrapers were built throughout the United States and worldwide.

90 = Jenney’s Home Insurance Building that was built in 1885 led the way for even taller buildings. The steel construction used to construct the Home Insurance Building is still used. Today Chicago is still where the tallest building in the United States is found. Chicago is known for its skyscrapers.

80 = Jenney’s Home Insurance Building that was built in 1885 led the way for even taller buildings.
Team Talk Questions continued

4. Why do you think the author includes the “Another Claim to the Title” box on page 15? [AP, DC, SA] (Team Talk rubric)

100 = I think the author includes this box because it explains that it is difficult to define the characteristics of a skyscraper. The article states that the Home Insurance Building was the first skyscraper. However, the box describes the argument that the Equitable Life Assurance Building was the first skyscraper. The Equitable Life Assurance Building was built fifteen years before the Home Insurance Building and had a steel frame and 7 ½ stories. This box provides a reader with different opinions about the first skyscraper.

90 = I think the author includes this box because it tells that it is hard to say what makes a building a skyscraper. The article says that the Home Insurance Building was the first skyscraper. The box talks about the argument that the Equitable Life Assurance Building was the first skyscraper. It had a steel frame and 7 ½ stories.

80 = I think the author includes this box because it tells that it is hard to say what makes a building a skyscraper.

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

Keely rubbed her shirt _______ after she spilled tomato sauce on it during lunch, but she wasn’t able to get rid of the stain.

Vigorously belongs in the blank. I know because she was trying to get the stain out, so she was probably rubbing with a lot of effort. Vigorously means that you do something with a lot of effort.

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

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

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

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

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

(15 minutes)

**Lightning Round**

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

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

3. Show the video “Fluency.”

**Celebrate**

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

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

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

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

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

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

Randomly select team representatives who will share:

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

Show the video.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>extract</td>
<td>ex-tract (EK-strakt)</td>
<td>to get, pull, or draw out (often with a special tool or skill)</td>
<td>The machines extract the juice from the apples, and the juice is then poured into bottles.</td>
</tr>
<tr>
<td>erected</td>
<td>e-rect-ed (ih-REKT-id)</td>
<td>built</td>
<td>The small town erected a statue in the town square to honor Mr. Jones because of all that he did to help the town's citizens.</td>
</tr>
<tr>
<td>inadequate</td>
<td>in-ad-e-quate (in-AD-i-kwit)</td>
<td>not enough</td>
<td>Mrs. Hawkins realized that the fifteen desks in her classroom were inadequate since she had twenty students on her class list.</td>
</tr>
<tr>
<td>prevailed</td>
<td>pre-vailed (pri-VEYLD)</td>
<td>existed everywhere</td>
<td>In some people's opinion, Brendan's house looks old-fashioned because it was built in the style that prevailed in the 1920s.</td>
</tr>
<tr>
<td>sustained</td>
<td>sus-tained (suh-STEYND)</td>
<td>supported; kept something going</td>
<td>Kelvin felt stressed out because he had so much homework but was sustained by the fact that it was almost spring break and everything would be turned in.</td>
</tr>
<tr>
<td>vigorously</td>
<td>vig-or-ous-ly (VIG-er-uhs-lee)</td>
<td>strongly; with a lot of effort</td>
<td>Aviva clapped vigorously when her friends' names were called at graduation and her friends received their diplomas.</td>
</tr>
<tr>
<td>unprecedented</td>
<td>un-pre-c-e-dent-ed (uhn-PRES-i-den-tid)</td>
<td>never experienced before</td>
<td>Although a small number of students took the films in history course in past years, this year an unprecedented number of students are taking the course.</td>
</tr>
<tr>
<td>vanquished</td>
<td>van-quished (VANG-kwishd)</td>
<td>overcame; beat</td>
<td>Randy vanquished his fear of speaking in public by gradually participating more and giving presentations in class.</td>
</tr>
</tbody>
</table>
Willis Tower  
Empire State Building  
Petronas Towers
Lesson 3

**Reading Objective:** Identify and explain causes and outcomes.

**Teacher Background**

Today students will read “Protecting the People.” This article describes how inspection standards for meat and poultry came to exist in the United States. In the last century, these standards were not in place and people began speaking out against tainted food and false advertising. A particular concern was bad meat. Upton Sinclair spent time speaking to people who worked in meatpacking plants. His novel *The Jungle* described contaminated meat, and President Roosevelt had packinghouses examined. The packinghouses were not found to be in satisfactory condition for preparing food. As a result, the Pure Food and Drug Act and the Meat Inspection Act were created.

**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 when I read “Black Gold” is inflicted. It is used on page 9 in the sentence “All this activity inflicted an enormous toll on the environment.” At first, this word reminded me of the word conflict. That means there’s a problem. I don’t think this word is a noun, though. The activity is doing something, so inflicted must be a verb. Hmm. It doesn’t look like I can break up the word. Maybe I should use context clues. When I read a little further, I see that people really wanted to find oil, so there were no trees left on the land. There were drills everywhere. This isn’t good for the environment. So a lot of bad things happened to the environment when people drilled for oil. Okay, I’m starting to get an idea. Inflicted might mean caused. The activity caused a lot of damage to the environment. Let me check a dictionary to confirm. (Model looking up inflicted in a dictionary.) The dictionary says inflicted means caused. Using context clues was a great strategy for identifying the meaning.

Sample Word Map

context clues
inflicted
what it sounds like

inflicted
stripped
land
drills
everywhere
no
trees

conflict = problem
part of speech
noun
verb

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.
T: Meatpacking plants
I: To explain why the Pure Food and Drug and Meat Inspection acts were created
G: T-chart

5. Discuss whether food is always safe.

Today we will learn about the Pure Food and Drug and Meat Inspection acts and the impact they had on food and the standards for making food. Use Think-Pair-Share to ask:

Is food always safe? Explain.

(Answers may vary.) No, food is not always safe. Sometimes food is recalled. That means that the food has been sold in a store, but it has later been found that it contains an unsafe ingredient or has been contaminated. For example, fruit has been recalled because it made people who ate it sick.

Interactive Read Aloud

1. Read page 16 (including captions) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

What causes and effects did you identify?

A cause was that spoiled meat was offered to the public. The effect was two acts: the Pure Food and Drug Act and the Meat Inspection Act. The dirty meatpacking plants were the reason that not just meat was scraped into sausage casing. Another cause was that the government has inspection standards. As a result, consumers are protected from tainted food.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 17 (paragraph 1). Use Think-Pair-Share to ask:

What impact did false advertising have on American consumers?

False advertising was dangerous because although advertisements said that drugs could cure headaches and colds, the drugs contained poisons. However, consumers did not know what the drugs contained, so they were at risk.

Use Random Reporter to debrief.

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

Use Random Reporter to debrief. Add student responses to the graphic organizer.
4. Remind students to use the Summarizing Strategy Card to help them as they read and restate the important events in the text. Point out step 4 on the card: Keep it short. Remind students when they summarize to leave out the details that don’t directly support the main ideas.

### Teamwork

**Partner Prep**
1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 17 (paragraph 2)–19 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

### Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoiled meat offered to public</td>
<td>Pure Food and Drug &amp; Meat Inspection acts</td>
</tr>
<tr>
<td>Meatpacking plants were dirty</td>
<td>Not only meat in 19th-cent. sausage casing</td>
</tr>
<tr>
<td>Government has inspection standards and tests medicines</td>
<td>Consumers safe from tainted food, bad medicine</td>
</tr>
<tr>
<td>False advertisements = drugs cure illnesses</td>
<td>People at risk b/c drugs had poisons</td>
</tr>
</tbody>
</table>
### Team Talk Questions

1. As used on page 17 in the sentence “Exposés in widely read magazines... challenged the false claims...,” exposés most nearly means— [CV, SA]  
   (Team Talk rubric)
   
   A. stories that make people laugh.  
   B. stories that describe food.  
   C. stories that tell the truth.  
   D. stories that tell many lies.  

   Explain how you determined the meaning.
   
   **100** = I determined the meaning by using context clues and thinking about the topic of the exposés. At the beginning of the 20th century, reformers spoke out against dangerous medicines. Journalists found evidence that upset readers because it revealed that medicine could be dangerous. Journalists challenged the claims of medicine companies. Their claims were published in magazines. It makes sense that exposés tell the truth because the journalists had evidence, which showed that their claims were true.

   **90** = I determined the meaning by using context clues and thinking about the topic of the exposés. At the start of the 20th century, reformers spoke out against dangerous medicines. Journalists found evidence that upset readers. Journalists challenged the claims of medicine companies.

   **80** = I used context clues and thought about the topic of the exposés.

2. After looking at the medicine advertisement on page 18, can you understand why American consumers fell for false advertising? Why or why not? [RE, DC, SA] (Team Talk rubric)

   (Answers may vary.)

   **100** = After looking at the medicine advertisement, I can understand why American consumers fell for false advertising. The ad states that it cures numerous health issues and is sold everywhere. In the ad, the German tonic is referred to as “celebrated.” If something is celebrated, it is probably good. The ad states that the tonic will cure indigestion. Additionally, the ad states that it is sold by druggists and storekeepers. If something is sold everywhere, people assume that it is safe. Seeing the advertisement helped me understand how it was easy to believe false advertising.

   **90** = I can understand why American consumers fell for false advertising. The ad says that it cures many health issues and is sold everywhere. In the ad, the German tonic is called “celebrated.” The ad says that the tonic will cure indigestion. The ad says that it is sold by storekeepers.

   **80** = I can understand why American consumers fell for false advertising. The ad says that it cures many health issues and is sold everywhere.
3. Describe the role that Upton Sinclair played in the creation of the Pure Food and Drug and Meat Inspection acts. (Write) [RE, DC, SA] (Team Talk rubric)

100 = Upton Sinclair’s goal was to show the poor conditions people had to work under, but his work actually revealed contaminated meat. In 1904, Sinclair spent time with many people who worked in meatpacking plants. He wrote a novel about the exploited workers. However, people were more horrified by the contaminated meat he described. As a result, President Roosevelt sent investigators to the meatpacking plants. Then, they discovered that the plants were dirty. Roosevelt decided that the government should oversee food and drugs. Without even meaning to, Sinclair ended up helping all consumers.

90 = Upton Sinclair’s goal was to show the poor conditions people had to work under, but his work actually taught about contaminated meat. People were upset by the contaminated meat he wrote about. Investigators found that the meatpacking plants were dirty. Roosevelt decided that the government should oversee food.

80 = His goal was to show the poor conditions people had to work under, but his work actually taught about contaminated meat.

4. Explain how the reactions to the Pure Food and Drug and Meat Inspection acts have changed over time. [RE, DC, SA] (Team Talk rubric)

100 = After the Pure Food and Drug and Meat Inspection acts were first signed into law, the acts were viewed as weak. Over time, the acts were viewed as a major improvement. After the acts were signed in 1906, critics didn’t think that inspections were very good. Contaminated food and harmful medicines were still found in stores and pharmacies. However, the acts are now viewed as very important because the government has to ensure public health. The FDA was established for this purpose. Some people think the government can do more, but the system is much better today.

90 = After the Pure Food and Drug and Meat Inspection acts were first signed into law, the acts were seen as weak. Over time, the acts were seen as an important change. After the acts were signed, critics didn’t think that inspections were very good. Contaminated food was still found in stores. The acts are now seen as very important.

80 = After the Pure Food and Drug and Meat Inspection acts were first signed into law, the acts were seen as weak. Over time, the acts were seen as an important change.
Team Talk Questions continued

5. In which of the following sentences is the word sustained used incorrectly? Explain. [CV]

   A. Serena had a terrible day in school, but she was sustained by the reminder in her planner that her favorite TV show was on that night.
   B. Mr. Wiseman only had one cup of coffee with breakfast, but the caffeine sustained him throughout the busy morning.
   C. The roof collapsed since it had easily sustained the weight of all the snow that had piled up during the blizzard.
   D. Dominic was sad when his grandmother became ill and couldn’t spend time with him, but he was sustained by memories of the good times they had.

Sustained is used incorrectly in C because it means supported. If the roof had supported the weight, it would not have collapsed.

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

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words 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-pt. responses. Record individual scores on the teacher cycle record form.
Celebrate

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

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

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

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

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

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

Reading Objective: Identify and explain causes and outcomes.

Teacher Background
Today students will read “Welcome Back, Soldiers.” This article describes the GI Bill of Rights, formally known as the Servicemen’s Readjustment Act. This act offers assistance to soldiers who return from war. The bill provides educational benefits, low-interest loans so veterans can purchase homes, and unemployment benefits. The act came about because veterans returned home from WWI and had to compete for jobs in a slow economy. The government wanted to prevent the consequences that the slow economy could lead to, such as high cost of living and strikes.

Active Instruction
(25 minutes)

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

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

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

**T:** The GI Bill

**I:** To explain why the GI Bill was created

**G:** A T-chart

**Interactive Read Aloud**

1. Read page 20 ("Boring!" box, caption below picture, and paragraph 1) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **Why was the GI Bill created?**

   *The GI bill was created because soldiers returned from war and had to adjust to life as civilians again.*

   **How did the GI Bill impact civilians?**

   *The GI Bill provided support for veterans to get an education, buy homes, and start businesses. It also helped Americans reach the middle class because the bill affected the economy.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 20 (paragraphs 2 and 3). Use Think-Pair-Share to ask:

   **Describe some of the effects of soldiers being sent home after WWI.**

   *After WWI, veterans returned home and had to compete for jobs in a slow economy. As a result, there were labor strikes, unemployment, and a high cost of living. All these effects contributed to the government wanting to plan for what would happen when veterans returned after WWII.*

   Use Random Reporter to debrief.

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

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

   A sample graphic organizer follows.
### Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soldiers returned from war and were civilians again</td>
<td>GI Bill created → helped with education, buying homes</td>
</tr>
<tr>
<td>After WWI, soldiers were sent home → no planning</td>
<td>High cost of living, unemployment, strikes</td>
</tr>
</tbody>
</table>

### Teamwork

**Teacher Talk**

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: [pages 21 (paragraph 1)–23 aloud with partners.](#)

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

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

**Team Discussion**

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

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

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

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

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

1. **Describe the purpose of the American Legion.** [RE, DC, SA] (Team Talk rubric)

   100 = The American Legion was created to assist veterans of the U.S. armed forces. The legion believed that due to the sacrifices and losses experienced by soldiers, they deserved a program that would help them readjust to civilian life. According to the caption on page 21, sacrifices included those returning who were disabled. Supporters of the legion lobbied Congress and campaigned for a program that would provide benefits to veterans. Without the American Legion, veterans might have a more difficult time readjusting to life after war.

   90 = The American Legion was created to help veterans of the U.S. armed forces. The legion thought that due to the sacrifices experienced by soldiers, they should have a program that would help them readjust to civilian life. Supporters of the legion campaigned for a program that would give veterans benefits.

   80 = The American Legion was created to help veterans of the U.S. armed forces.

2. **How did the GI Bill impact veterans?** [Write] [RE, DC, SA] (Team Talk rubric)

   100 = The GI Bill impacted veterans in numerous ways. Since it provided educational benefits, it was easier for veterans to attend college. Getting an advanced education wasn’t just for the wealthy anymore. Most newcomers to college were veterans. Due to low-interest loans, veterans could make purchases such as homes. Without these loans, the veterans may not have been able to afford homes. The U.S. Employment Service offered unemployment benefits because some veterans had difficulty finding work when they returned. As a result of the GI Bill, veterans had several options after the war.

   90 = The GI Bill impacted veterans in many ways. It gave educational benefits, and it was easier for veterans to go to college. Getting an advanced education wasn’t just for the wealthy anymore. Low-interest loans helped veterans make purchases. The U.S. Employment Service offered unemployment benefits because some veterans had a hard time finding work.

   80 = The GI Bill made it easier for veterans to go to college and offered low-interest loans and unemployment benefits.
### Team Talk Questions continued

3. What did the pictures of posters on pages 22 and 23 and the caption on page 22 help you understand? [AP, DC, SA] (Team Talk rubric)

   **100** = The pictures of the posters and the caption helped me understand how veterans learned about the Veterans Administration. The posters show pictures of people getting on-the-job training and looking at a farm they can buy. The caption explains that posters showed veterans the various ways the Veterans Administration could help them adjust to civilian life again. If the author had just mentioned the posters, they would be difficult to visualize. The pictures and caption teach a reader about another organization that helped veterans and how they advertised their services.

   **90** = The pictures of the posters and the caption helped me understand how veterans learned about the Veterans Administration. The posters show pictures of people getting on-the-job training and looking at a farm. The caption says that posters showed veterans the ways the Veterans Administration could help them get used to civilian life again.

   **80** = They helped me understand how veterans learned about the Veterans Administration.

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

   **100** = The American Legion was created to assist veterans who served in the armed forces. Its purpose was to help veterans adjust to life after the war. The G.I. Bill assisted veterans in several ways. For example, it gave money to veterans to attend college. Also, it offered unemployment benefits. However, not all American veterans benefited from this bill because the United States was segregated in the 1940s and 1950s. Therefore, African Americans were frequently denied housing loans. This was evidence of the racial gap that existed.

   **90** = The American Legion was created to help veterans. Its purpose was to help veterans adjust to life after the war. The G.I. Bill helped veterans in many ways. It gave money to veterans to go to college. It offered unemployment benefits. Not all American veterans benefited from this bill because the United States was segregated in the 1940s and 1950s. African Americans were denied housing loans.

   **80** = The American Legion was created to help veterans. It helped veterans adjust to life after the war. It gave money to veterans to go to college. The G.I. bill helped veterans, but not all benefited because the United States was segregated in the 1940s and 1950s. African Americans were denied housing loans.

5. What is a synonym for the word unprecedented? What is an antonym for the word unprecedented? (Remember that an antonym is a word meaning the opposite.) [CV]

   (Accept reasonable responses.) A synonym for unprecedented is unique or unusual. An antonym is typical.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words 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**

(15 minutes)

**Lightning Round**

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

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

**Celebrate**

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

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
Lesson 5

**Writing Objective:** Organize ideas, and use signal words to show connections between causes and effects.

**Teacher Background**
Before today's lesson, you may want to jot down some ideas in response to the prompt. If students struggle, you can remind them about some of the events they read about such as the discovery of how to extract oil from the earth, the process for mass-producing steel, and the polio vaccine.

**Active Instruction**

1. **Partner Vocabulary Study**
   - 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.
   - Spot check the Read and Respond homework.
   - 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 “?”
   - 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.
   - Use Random Reporter to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
   - 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.

2. **Set the Stage**
   - Ask students to review their team’s goal for this cycle and assess their progress.
   - Review the Team Celebration Points poster, and challenge teams to build on their successes.
   - Remind students of the texts, authors, and writing objective.
   - Build background about the writing project, and make connections to the writing objective. **For today's writing prompt, you will reflect on the events you read about this cycle that changed America. Many of the events involved new discoveries, inventions, or laws. You will think about the impact**
that these events had. The writing objective is to use signal words to show connections between causes and effects. Remember that this helps a reader identify these relationships.

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

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain one of the little-known events and how it impacted America.</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 explain information on a topic because it has the word explain. I have to explain the impact of a little-known event.*

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

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

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

Use Think-Pair-Share to ask:

**Which guideline relates to our writing objective: organize ideas and use signal words to show connections between causes and effects?**

*Style because it says to use words that help a reader understand how facts are related.*

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**

In our first lesson, we discussed how signal words can help a reader identify cause-and-effect relationships. I want to show you the first paragraph of my response that I wrote about the GI Bill. I’m not sure how effective I was at using signal words. Have a student read the following paragraph aloud.

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**Sample Paragraph**

The GI Bill had a major impact on veterans. It gave government support to veterans. Therefore, they could get an education. College enrollment increased. Most newcomers to higher education were veterans. Advanced education was no longer just for the wealthy.

---

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

**What examples of signal words are there in this paragraph?**

*The only example is therefore.*

**Are there places where signal words can be added? If so, where?**

*Yes. You could say, “As a result, college enrollment increased” and “Due to the government’s support, most newcomers to higher education were veterans.” You could say, “Since veterans could attend college, advanced education was no longer just for the wealthy.”*

**How do signal words improve my paragraph?**

*Signal words improve your paragraph because they make it much easier to identify cause-and-effect relationships. Without the signal words, the paragraph is just a string of sentences, and it is hard to make connections.*

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**Teamwork**

(20 minutes)

**Independent Work**

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

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

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

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

Class Discussion

Lightning Round

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

Refer students to the writer’s guide for writing to inform or explain and the writing objective—organize ideas, and use signal words to show connections between causes and effects.

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

For example, ask:

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

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

Reflection on Writing

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

- How did creating and using a graphic organizer work for you? How did it help you write your draft?

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

*Answers will vary.*

Did you find it easy or difficult to include signal words in your writing? Do you think the words were effective at showing causes and effects?

*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
Explain one of the little-known events and how it impacted America.

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<tr>
<td></td>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
<td></td>
</tr>
</tbody>
</table>
Sample Paragraph

The GI Bill had a major impact on veterans. It gave government support to veterans. Therefore, they could get an education. College enrollment increased. Most newcomers to higher education were veterans. Advanced education was no longer just for the wealthy.
Lesson 6

**Reading Objective:** Identify and explain causes and outcomes.

**Writing Objective:** Organize ideas, and use signal words to show connections between causes and effects.

**Teacher Background**

Today's cycle test challenges students to continue identifying outcomes that are both explicit and implied in their reading.

For today's assessment, students will read “A Calculated Risk,” which focuses on the polio vaccine. Polio was a serious disease that led to paralysis and even death in the first half of the 1900s. Dr. Jonas Salk researched the polio virus, which led to a vaccine for this disease. The vaccine was tested on thousands of school children in 1954, and it was successful. As a result, the number of polio cases dramatically decreased, and today the United States and other developed nations are polio free.

**Active Instruction**

**(5 minutes)**

**Partner Vocabulary Study**

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

**Set the Stage**

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

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.
Prepare Students for the Test

(5 minutes)

Partner Review

1. Remind students that they have been practicing identifying and explaining causes and outcomes and organizing ideas by using signal words to show connections between causes and effects. Use Think-Pair-Share to ask:

   Why is it important to identify causes and effects as you read?

   It is important to identify causes and effects because it helps you identify relationships, and it helps you see the reason, or why, things happen.

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

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

Test Directions

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

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

3. Point out that questions #2 and #5 ask about identifying and explaining causes and outcomes.

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

5. Describe the outcome following the announcement that the polio vaccine was safe. [RE]

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 the polio vaccine.
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.

   **Explain how the polio vaccine came about.**

   "The polio vaccine came about because there didn’t seem to be a way to prevent polio. Parents kept their children at home to avoid public places. They thought that if they stayed home, their children would be safe, but staying at home didn’t help. Polio had very serious consequences such as paralysis and even death. Therefore, it was important to figure out a way to prevent this disease."

   **What were some outcomes of the polio vaccine?**

   "Some outcomes were a decrease in the number of polio cases, and eventually the United States becoming polio free. Another outcome is that several other developed nations are polio free."

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

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

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

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

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

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Cycle 1 Test

Connect Causes and Effects

Directions: Read “A Calculated Risk,” pages 26 and 27. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Part I. Comprehension (100 points)

1. What is the topic?
   5 points = The topic is the importance of the polio vaccine.

What is the author’s intent?
   5 points = The author’s intent is to explain how the polio vaccine was created and tested.

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

10 points = Polio was a very serious disease that affected many children in the first half of the 1900s. Dr. Jonas Salk developed a vaccine that he tested first on himself and his family. Then, he tested it on thousands of school children in 1954. The following year, Thomas Francis Jr., the doctor who had monitored the results, announced that the vaccine worked. Not only that, the vaccine was safe. By 1962, the number of polio cases in the United States greatly dropped.

2. Why do you think Dr. Salk decided to create a polio vaccine? [RE, DC, SA]

20 points = I think Dr. Salk decided to create a polio vaccine because polio had serious consequences, and there didn’t appear to be a way to prevent it. In the first half of the 1900s, polio was an epidemic. It most often affected very young children. As a result, families would not go out in public because they were afraid their children would catch polio. However, staying home didn’t prevent polio. Polio caused paralysis and even death in some cases. Dr. Salk probably decided to create a polio vaccine to reduce the number of polio cases.

15 points = I think Dr. Salk decided to create a polio vaccine because polio could cause serious problems, and there didn’t seem to be a way to stop it. In the first half of the 1900s, polio was an epidemic. It most often affected very young children. Families would not go out in public because they were afraid their children would catch polio, which caused paralysis.

10 points = I think he decided to create a polio vaccine because it could cause serious problems, and there didn’t seem to be a way to stop it.
3. What is calculated risk? Why did parents allow their children to participate in field trials despite the risk? [RE, MI, SA]

20 points = Calculated risk is what the children who did not receive the vaccine faced in the field trials. There were three groups of children involved in the polio vaccine’s field trials. One group received the vaccine, another group received a placebo, and a third group did not receive either. Since some children did not receive the vaccine, it meant that they could possibly contract polio. Although their children contracting polio was a huge risk, parents believed it was worth it because there was a chance a cure would be found. It appeared that the parents focused more on the pros of the calculated risk than the cons.

15 points = Calculated risk is what the children who did not receive the vaccine faced in the field trials. There were three groups of children in the polio vaccine’s field trials. Some children did not get the vaccine and could possibly contract polio. Parents thought it was worth it because there was a chance that a cure would be found.

10 points = Calculated risk is what the children faced who did not receive the vaccine. Parents thought it was worth it because a cure could be found.

4. Which of the following best describes why the author probably chose to include the Fast Fact box on page 27? [AP, DC, SA]

A. to include a colorful picture of a turtle
B. to show the importance of polio vaccine testing
C. to show that Gallup polls were done in 1954
D. to share the name of a past president

Explain why you selected this choice.

20 points = I think the author chose to include the Fast Fact box because it emphasizes the importance of the polio vaccine testing. According to the box, results of a poll done in 1954 showed that more people knew about the testing than knew the American president’s full name. Often people think of the president’s name as something that everyone knows. Parents were hopeful that as a result of the testing their sick children would be cured. The Fast Fact box helps a reader understand how important the testing was.

15 points = I think the author chose to include the Fast Fact box because it shows the importance of the polio vaccine testing. The box says that the results of a poll showed that more people knew about the testing than knew the American president’s full name. Often people think of the president’s name as something that everyone knows.

10 points = I think the author chose to include it because it shows the importance of the polio vaccine testing.
5. Describe the outcome following the announcement that the polio vaccine was safe. [RE]

20 points = Once it was announced that the polio vaccine was safe, there was a huge decrease in the number of polio cases. In 1962, ten years after the worst polio outbreak, there were fewer than 1,000 polio cases. Previously, there had been 45,000 polio cases. In 1994, there were no cases of polio in the United States. In other developed nations, there aren’t any cases of polio either. However, there are still polio cases in some countries. World health organizations are working to make these places polio free. Thanks to the polio vaccine, there are far fewer polio cases today.

15 points = Once it was announced that the polio vaccine was safe, there were fewer polio cases. In 1962, there were fewer than 1,000 polio cases. In 1994, there were no cases of polio in the United States. In other developed nations, there aren’t any cases of polio either. There are still polio cases in some countries.

10 points = Once it was announced that the polio vaccine was safe, there were fewer polio cases.

Part II. Writing (100 points)
Write at least one paragraph to answer the following question:

Explain how historical events can have an impact on society today.

Although historical events happened a long time ago when things were a lot different than they are today, many still impact our society today. For example, in the 1800s, Edwin Drake discovered how to extract oil from the earth. Today oil is the most important item that countries trade. Thousands of products, including everyday products such as bubble gum, are made from petroleum. The GI Bill was signed in 1944. This led to benefits such as education for veterans. In 1906, Upton Sinclair published a book called The Jungle, which described contaminated meat. When President Roosevelt read the book, he sent investigators to packinghouses. As a result, the Meat Inspection Act was passed, and it banned products that consisted of diseased animals. Due to this act, citizens’ health is protected today. In the 1950s, the polio vaccine proved successful after testing. Therefore, there are no longer any polio cases in the United States. However, there are still cases in other parts of the world, which health organizations are working to eliminate. Despite the fact that certain events occurred years ago, they have a huge impact on today’s world.
The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly introduces the topic</td>
</tr>
<tr>
<td>• Develops the topic with relevant details</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begins by introducing the topic</td>
</tr>
<tr>
<td>• In the middle, provides facts, examples, or events that help a reader understand the information</td>
</tr>
<tr>
<td>• Ends with a closing statement that supports the information</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Uses words and phrases that help a reader understand how the facts or events are related</td>
</tr>
<tr>
<td>• Includes details or examples that help a reader make a mind movie</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Uses correct punctuation, capitalization, spelling, and grammar</td>
</tr>
<tr>
<td><strong>Writing Objective</strong></td>
</tr>
<tr>
<td>• Organize ideas, and use signal words to show connections between causes and effects.</td>
</tr>
</tbody>
</table>

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

1. Write a meaningful sentence using the word *vanquished*. [CV]
   
   *Accept responses that show the student knows the meaning of the word and can use it correctly. For example: In the fairy tale, the prince vanquished the dragon and finally impressed the princess.*

2. Kyra realized that one sheet of paper was ________ once her teacher displayed all the information students were expected to copy.

   Choose the word that belongs in the blank. [CV]
   
   A. prevailed  
   B. unprecedented  
   C. vanquished  
   D. inadequate

3. What is a synonym for the word *erected*? What is an antonym for the word *erected*? [CV]

   *(Accept reasonable responses.) A synonym for erected is built. An antonym for erected is destroyed.*
4. In which of the following sentences is the word *vigorously* used incorrectly? [CV]

A. Since Deandre kicked the ball vigorously during soccer practice, I could tell he was very tired.

B. Caren knew the answer to her teacher’s question, so she waved her arm vigorously to get his attention.

C. “A good handshake is important, so make sure you shake the interviewer’s hand vigorously,” Mr. Tewell told his daughter.

D. When Mrs. Rothstein announced that she was collecting the test in five minutes, Michael began writing more vigorously so he would finish in time.

5. The movie theater ran out of popcorn because they did not expect the ______ number of people who came to see the new movie.

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

A. erected
B. vanquished
C. unprecedented
D. sustained

6. In which of the following sentences is *prevailed* used incorrectly? [CV]

A. After seeing many pictures from the 1970s, it is clear that tie-dyed shirts and bell-bottom jeans prevailed during that decade.

B. It rained in every state Loraine visited on her road trip, so she mentioned in her letter to her parents that great weather had prevailed.

C. Mrs. Hemby could tell that respect prevailed in her son’s school because of the way students listened to their teachers and followed directions.

D. The band’s music was very popular and has prevailed throughout the world for many years.

7. Write a meaningful sentence using the word *sustained*. [CV]

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: At the end of the track meet, Kelsey felt like she couldn’t run anymore, but she was sustained by her friends cheering for her.

8. What is a synonym for *extract*? What is an antonym for *extract*? [CV]

(Accept reasonable responses.) A synonym for extract is remove. An antonym for extract is insert.

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 **halted**. It means stopped. A meaningful sentence using halted is “When Sydney entered the house and slammed the door, everyone halted and turned to look at her.”
10. As used on page 21 in the sentence “The sacrifices and losses endured by former soldiers, the legion argued, justified a generous program....,” endured most nearly means—[CV]
   A. enjoyed.
   B. suffered.
   C. created.
   D. shouted.

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

   *Students will explain their thinking. For example, I used the context. The article talks about different things the soldiers went through that were very difficult. Therefore, it seems like they suffered a lot since many came home disabled.*

**Question Codes**

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

**Reading Objective:** Identify and explain causes and outcomes.

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

**Active Instruction** (20 minutes)

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

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

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.
   Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.
4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
Teamwork (25 minutes)

Team Discussion

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

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

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

Teacher’s Note:

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

Read and Respond Questions

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

(15 minutes)

Lightning Round

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

Celebrate

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

**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 objectives for further improvement.

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

### Active Instruction

(2 minutes)

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

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

### Celebrate/Set Goals

(20 minutes)

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

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

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

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

   - What was your team’s highest score?
   - What score do you want to improve?
   - What can your 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?**
Lesson 1

Reading Objective: Identify and explain causes and outcomes.

Teacher Background
Today students will read “A Warning to the World.” This article describes Rachel Carson’s efforts to inform people about the dangers of synthetic chemical pesticides. Carson wrote a book called *Silent Spring* that sold millions of copies. The book emphasized the idea that humans needed to understand their impact on nature. Carson’s book was very controversial, and although some people wanted the government to do something about pesticides, the chemical industry attacked her.

(Optional) During Set the Stage, you can show the following clip (4 min. 48 sec.): www.pbslearningmedia.org/content/envh10.sci.life.eco.silentspring/. This clip describes what influenced Carson to write *Silent Spring* and the effects she discovered DDT had on birds and humans.

Teacher’s Note:
If this clip freezes at :23, try restarting and fast forwarding past :23 to view the rest of the clip.

Active Instruction

(22 minutes)

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

The Big Question: How does it feel to stand up for what you believe in?

Set the Stage

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

   How does it feel to stand up for what you believe in?

   (Answers may vary.) I think it feels scary to stand up for what you believe in. Just because you believe in something, it doesn’t mean that other people feel the same way. Some people might disagree with what you think, and they might try to put you down. It is hard to stay confident when people disagree with you and try to convince you that your beliefs are wrong.
2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

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

4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   **T:** Rachel Carson and her book *Silent Spring*
   **I:** To explain what Rachel Carson did for the environment
   **G:** A T-chart

5. Introduce the video.

   **Today we will read about Rachel Carson. Let’s watch a brief video to learn about who she was and her mission.**

   After viewing the video, debrief by asking:

   **What is DDT? How did it help but create problems at the same time?**

   *DDT is a pesticide that saved people during WWI from diseases. However, after a bird sanctuary owned by Olga Huckins was sprayed with DDT, the birds showed signs of DDT poisoning. Huckins wrote to Carson and asked for her help. Although DDT had kept people from getting sick, it was hurting the birds. Also, farms and ponds were sprayed. After a field had been sprayed and a horse drank from the pond, the horse died.*

### Interactive Read Aloud

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

2. Read page 29 aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **Did you identify any causes and effects?**

   *Rachel Carson made people aware of poisons in the air. As a result, concerns about the environment are well known today. The reason that people know about these concerns is because of Rachel Carson. So her efforts are the cause, and the effect is that people know about these concerns. Another cause is that Carson loved nature. Therefore, she did research on the ocean and got a master’s degree in zoology.*

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 30 (paragraphs 1 and 2). Use Think-Pair-Share to ask:

   **What impact did Carson’s writing have?**

   *People loved Carson’s writing and learned a lot from it. For example, she wrote Under the Sea-Wind, which is about sea creatures, and reviewers loved*
the book. WWII overshadowed the book, though, because it came out right when the United States got involved in the war. People also learned to look at nature differently after reading The Sea Around Us. This book described oceans and seas in great detail.

Use Random Reporter to debrief.

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

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Carson told people about poisons in air.</td>
<td>Concerns about environment = well known today</td>
</tr>
<tr>
<td>Carson was interested in nature.</td>
<td>Did research on ocean; got master’s in zoology</td>
</tr>
<tr>
<td>Carson combined her articles in book Under the Sea-Wind</td>
<td>Reviewers loved the book.</td>
</tr>
<tr>
<td>Wrote The Sea Around Us→poetic style</td>
<td>Americans thought about nature differently.</td>
</tr>
</tbody>
</table>

Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 30 (paragraph 3) and 31 aloud with partners.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the role that Carson’s friend played in Carson writing <em>Silent Spring</em>. <em>(Write) [RE, DC, SA]</em> (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = Carson’s friend’s property was sprayed with DDT, a powerful pesticide, which <strong>resulted</strong> in Carson deciding to write a book about the dangers of pesticides. When Carson heard that her friend’s property was sprayed with DDT and several birds died, Carson <strong>realized</strong> that pesticides are dangerous. She wanted to make people <strong>aware</strong> of this. <strong>Therefore</strong>, she did a lot of research to make sure that she had proof of the dangers. After many years of research, she <strong>published</strong> <em>Silent Spring</em>. The experience Carson’s friend had <strong>motivated</strong> Carson to inform people about pesticides.</td>
</tr>
<tr>
<td>90 = Carson’s friend’s property was sprayed with DDT, a powerful pesticide, and it led to Carson deciding to write a book about the dangers of pesticides. When Carson heard that her friend’s property was sprayed with DDT and several birds died, Carson <strong>saw</strong> that pesticides are dangerous. She did a lot of research to make sure that she had proof.</td>
</tr>
<tr>
<td>80 = Carson’s friend’s property was sprayed with DDT, a powerful pesticide, and it led to Carson deciding to write a book about the dangers of pesticides.</td>
</tr>
</tbody>
</table>

2. How did people react to *Silent Spring*? *[RE, DC, SA]* (Team Talk rubric)

| 100 = There were **various** reactions to *Silent Spring* because although some people were upset by the dangers of DDT, others felt that DDT was important. Some people wanted the government to do something about DDT since it caused so much damage. **On the other hand**, some people **believed** that Carson would rather see people starve because they didn’t use DDT and insects destroyed their crops. The chemical industry was angry and **defended** the purpose of chemicals. Not everyone saw the benefits that Carson did in not using DDT. |
| 90 = There were different reactions to *Silent Spring* because some people were upset by the dangers of DDT, and others felt that DDT was important. Some people wanted the government to do something about DDT. Others thought that Carson would rather see people starve because insects destroyed their crops. The chemical industry was angry. |
| 80 = There were different reactions to *Silent Spring* because some people were upset by the dangers of DDT, and others felt that DDT was important. |
### Team Talk Questions continued

3. **Describe the impact of the President’s Science Advisory Committee.** [RE, SA] (Team Talk rubric)

100 = The President’s Science Advisory Committee led to an investigation of Carson’s findings, which were confirmed. Since Silent Spring was so controversial, President John F. Kennedy formed a committee to investigate the book’s findings. The committee found that pesticides were extremely dangerous. Carson received medals for her work. Perhaps the most important result was that in 1972, the U.S. government banned the use of DDT. This is what Carson hoped for. Without the President’s Science Advisory Committee, the dangers of DDT may not have been researched.

90 = The President’s Science Advisory Committee led to an investigation of Carson’s findings, which were found to be true. Silent Spring was so controversial that President John F. Kennedy had a committee look into the book’s findings. The committee found that pesticides were very dangerous. The most important result may have been that in 1972, the U.S. government banned the use of DDT.

80 = The President’s Science Advisory Committee led to an investigation of Carson’s findings, which were found to be true.

4. **Why do you think the author included the picture of the warning sign on page 31?** [AP, DC, SA] (Team Talk rubric)

100 = I think the author included the picture of the warning sign because it shows a result of Carson’s work. Carson worked hard to make people aware that pesticides are dangerous. Prior to her book, there probably were not warning signs about pesticides. The warning sign alerts people to the fact that a pesticide was applied to a lawn. The sign states that it is harmful to pets. The caption explains that sometimes pesticides are used to treat lawns. Although pesticides may be used, the sign makes people aware so they can keep their animals safe.

90 = I think the author included the picture of the warning sign because it shows a result of Carson’s work. Carson worked hard to let people know that pesticides are dangerous. Before her book, there probably were not warning signs. The warning sign tells people that a pesticide was applied and says that it is harmful to pets.

80 = I think the author included the picture of the warning sign because it shows a result of Carson’s work.

---

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

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

---

Cue students to discuss strategy use, graphic organizers, and word power journals.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

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

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

Class Discussion

(18 minutes)

Lightning Round

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

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

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

**Reading Objective:** Identify and explain causes and outcomes.

**Teacher Background**

Today students will read “Taking a Stand.” This article describes the sit-in that took place in 1960 at a Woolworth’s lunch counter. Four African American students refused to leave their seats until they were served. This sit-in was not the first; however, it had important results. A huge student movement resulted, and many other college students had their own sit-ins. Civil rights organizations offered their support to the student movements, and the NAACP gave legal assistance and bail money to students arrested during the sit-ins. Perhaps the most important consequence was that lunch counters were desegregated in many southern cities by fall 1960.

During Set the Stage, show the video “The Montgomery Bus Boycott” to build background.

**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>allegations</td>
<td>al-le-gat-tions</td>
<td>claims that may or may not be</td>
<td>“Do you have any proof for your allegations that it was Wesley who threw the baseball that broke the window?” Mr. Tompkins asked his wife.</td>
</tr>
<tr>
<td>(noun)</td>
<td>(al-i-GEY-shuhnz)</td>
<td>true; accusations</td>
<td></td>
</tr>
<tr>
<td>outpouring</td>
<td>out-pour-ing</td>
<td>an overflow of something (often</td>
<td>Yarné really appreciated the outpouring of support from her teammates after she injured herself during field hockey practice and had to sit out many games.</td>
</tr>
<tr>
<td>(noun)</td>
<td>(OUT-poar-ing)</td>
<td>of an emotion)</td>
<td></td>
</tr>
<tr>
<td>rationale</td>
<td>ra-tion-ale</td>
<td>reason for something; explanation</td>
<td>Some parents didn’t understand why Mrs. Simon held class outside, but her rationale was that the fresh air helped students to be creative.</td>
</tr>
<tr>
<td>(noun)</td>
<td>(rash-uh-NAL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>controversial</td>
<td>con-tro-ver-sial</td>
<td>causing a debate or different</td>
<td>The new book was very controversial, and although some people thought it was great, others didn’t think it should be allowed in libraries.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(kon-truh-VUR-shuhl)</td>
<td>feelings</td>
<td></td>
</tr>
<tr>
<td>profound</td>
<td>pro-found</td>
<td>having a lot of importance or a</td>
<td>Amie had a bad day at school but felt that everything would get better after listening to the profound lyrics in her favorite song.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(proh-FOUND)</td>
<td>large impact</td>
<td></td>
</tr>
<tr>
<td>prohibited</td>
<td>pro-hib-it-ed</td>
<td>prevented; not allowed</td>
<td>At Nick’s school students wear uniforms, so jeans and T-shirts are prohibited every day except the last Friday of the month.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(proh-HIB-it-id)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>Pronunciation</td>
<td>Definition</td>
<td>Sample Sentence</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>manipulate</td>
<td>ma-nip-u-late (muh-NIP-yuh-leyt)</td>
<td>to control or influence (sometimes unfairly)</td>
<td>Chantal tried to manipulate her classmates to vote her student council president by saying that she had better ideas than her opponent.</td>
</tr>
<tr>
<td>excessively</td>
<td>ex-ces-sive-ly (ik-SES-iv-lee)</td>
<td>in a manner that is more than normal</td>
<td>It rained excessively last August, and as a result, the crops on Tommy’s farm were destroyed.</td>
</tr>
</tbody>
</table>

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

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

**Set the Stage**

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

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

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

4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   **T:** A sit-in at a restaurant

   **I:** To explain why a sit-in happened and the results

   **G:** A T-chart

5. Build background about the civil rights movement.

   **Today we will read about a sit-in that occurred as part of the civil rights movement. There are many famous people involved in the civil rights movement, such as Rosa Parks. Let’s watch a brief video to give us some context for the article that we will read today.** Show the video “The Montgomery Bus Boycott.”
Use Think-Pair-Share to ask:

**How were African American citizens affected by Rosa Parks refusing to give up her seat?**

_They refused to board buses until something was done. They supported what she did._

**Interactive Read Aloud**

1. Read page 32 (paragraph 1) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **What caused people to get involved in the civil rights movement?**

   _People got involved in the civil rights movement because of discrimination. They wanted racial equality._

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 32 (paragraph 2). Use Think-Pair-Share to ask:

   **Why did Joseph, David, Franklin, and Ezell refuse to leave their seats?**

   _They refused to leave their seats because they felt it was unfair that they could not be served at the lunch counter._

   Use Random Reporter to debrief.

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

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

   A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrimination made people want equality</td>
<td>Civil rights movement</td>
</tr>
<tr>
<td>4 college students → not served at lunch counter</td>
<td>Returned next day &amp; refused to leave until served</td>
</tr>
</tbody>
</table>
Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: 
   pages 33 and 34 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

Team Talk Questions

1. How did the sit-in at Woolworth’s impact other college students? (Write) [RE, DC, SA] (Team Talk rubric)
   100 = The sit-in at Woolworth’s impacted other college students because they wanted to show their support. The Greensboro sit-in was shown on the news, so people saw polite young men being treated extremely poorly. The young men were pulled off stools. As a result, college students in the South held their own sit-ins. These sit-ins led to support from civil rights organizations such as the NAACP. Because of the sit-in at Woolworth’s, there was increased support for equality.
   90 = The sit-in at Woolworth’s impacted other college students because they wanted to show their support. The Greensboro sit-in was shown on the news, so people saw polite young men being treated poorly. College students in the South held their own sit-ins. There was support from civil rights organizations.
   80 = The sit-in at Woolworth’s impacted other college students because they wanted to show their support.

continued
2. How can you tell that CORE took sit-ins seriously? [RE, DC, SA] (Team Talk rubric)

100 = I can tell that CORE took sit-ins seriously because of the behavior they expected at sit-ins. When the Greensboro Four asked for help with sit-ins, a CORE representative trained students and helped them role-play sit-ins. Some rules included being friendly and not laughing. CORE wanted the students to be polite and show they were serious about the sit-ins. The rules make it obvious that CORE expected a lot of students.

90 = I can tell that CORE took sit-ins seriously because of the behavior they wanted at sit-ins. When the Greensboro Four asked for help with sit-ins, a CORE representative helped them role-play sit-ins. Some rules were being friendly. CORE wanted the students to be polite.

80 = I can tell that CORE took sit-ins seriously because of the behavior they wanted at sit-ins.

3. Which of the following words best describes the students who went to jail? [DC, SA] (Team Talk rubric)

A. determined
B. nervous
C. furious
D. disinterested

How can you tell the students felt this way?

100 = I can tell that the students were determined because they continued working on equality even when they were in jail. Although many students were fined for trespassing and refusing to move from their seats during sit-ins, some refused to pay fines. Therefore, they spent time in jail. However, during this time students prayed and rewrote songs so they had lyrics about justice and equal rights. If students weren’t determined, they probably would have given up when they were in jail.

90 = I can tell that the students were determined because they still worked on equality even when they were in jail. Many students were fined for refusing to move from their seats during sit-ins, but some refused to pay fines. They spent time in jail. There, students rewrote songs so they had lyrics about equal rights.

80 = I can tell that the students were determined because they still worked on equality even when they were in jail.
Team Talk Questions continued

4. On page 34, what do the letters falling off the sign represent? [AP, DC, SA]
   (Team Talk rubric)
   100 = The letters falling off represent the desegregation that occurred after the 1960 Woolworth's sit-in. That sit-in led to desegregation in public places such as movie theaters. Other sit-ins helped desegregate these places. The letters w, h, and i are falling off the sign, but you can tell that it said “White Customers Only.” The letters falling off show that black customers are now allowed. The letters falling off provide a visual for what the article discusses.

90 = The letters falling off represent the desegregation that happened after the 1960 Woolworth's sit-in. That sit-in led to desegregation in public places such as movie theaters. The letters w, h, and i are falling off the sign, but you can tell that it said “White Customers Only.” Black customers are now allowed.

80 = The letters falling off represent the desegregation that happened after the 1960 Woolworth's sit-in.

5. What is an example of allegations? Can allegations be controversial? Explain your answer. [CV]
   (Answers may vary.) An example of allegations is when people say that a singer is lip-syncing and not really singing at a concert. Allegations can be controversial because they are claims that may or may not be true. Therefore, people may debate whether or not the allegations are true. People may have different feelings about the allegations.

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### Class Discussion

**Lightning Round**

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

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

### Celebrate

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

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

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

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

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

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>allegations</td>
<td>al-le-gat-tions</td>
<td>claims that may or may not be true; accusations</td>
<td>“Do you have any proof for your allegations that it was Wesley who threw the baseball that broke the window?” Mr. Tompkins asked his wife.</td>
</tr>
<tr>
<td>outpouring</td>
<td>out-pour-ing</td>
<td>an overflow of something (often of an emotion)</td>
<td>Yarné really appreciated the outpouring of support from her teammates after she injured herself during field hockey practice and had to sit out many games.</td>
</tr>
<tr>
<td>rationale</td>
<td>ra-tion-ale</td>
<td>reason for something; explanation</td>
<td>Some parents didn’t understand why Mrs. Simon held class outside, but her rationale was that the fresh air helped students to be creative.</td>
</tr>
<tr>
<td>controversial</td>
<td>con-tro-ver-sial</td>
<td>causing a debate or different feelings</td>
<td>The new book was very controversial, and although some people thought it was great, others didn’t think it should be allowed in libraries.</td>
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<td>It rained excessively last August, and as a result, the crops on Tommy’s farm were destroyed.</td>
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</tbody>
</table>
Lesson 3

Reading Objective: Identify and explain causes and outcomes.

Teacher Background
Today students will read “Putting Out the Welcome Mat.” This article describes what led to the signing of the Immigration and Nationality Act in 1965 and the act’s impact. Prior to this act, the immigration system favored some nations and discriminated against others. There were even acts such as the Asian Exclusion Act, which restricted immigrants from Asia from entering the United States. Thanks to the Immigration and Nationality Act, the United States became a more multicultural place.

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

Active Instruction
(15–25 minutes)

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

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.
Sample Think Aloud

A word that I wasn’t sure about as I read is *inhabited*. I saw this word in the article “A Warning to the World.” I do see some familiar and related words within *inhabited*, so I’ll try to break apart the word. I recognize the word *habit*. That’s something you do a lot, like biting your nails. I’m not sure that *habit* has anything to do with *inhabited* though. The word *inhabited* also reminds me of the word *habitat*. That’s the place where an animal lives. Hmmm. That might be helpful. The paragraph where *inhabited* is used says that Rachel Carson wrote about the ocean. She specifically wrote about the creatures that *inhabited* the ocean. It seems like these creatures probably lived in the ocean. I think *inhabited* means lived. Let me check. (Model looking up *inhabited* in a dictionary.) *Inhabitied* does mean lived. Breaking the word down and looking at familiar words was really helpful.

Sample Word Map

- **context clues**
  - ocean
  - study of animals
  - creatures
- **inhabited**
- **similar words**
  - habit
  - habitat

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

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.
Today we will learn about the history of immigration in the United States. Sometimes the United States is referred to as a melting pot, which means that all cultures blend to form one culture. The United States is also referred to as a salad bowl, which means that a lot of cultures exist but don’t blend together. Use Think-Pair-Share to ask:

Do you think the United States is a melting pot or a salad bowl? Why?

(Answers may vary.) I think the United States is a melting pot because people learn from each other’s cultures and apply what they learn to their culture. For example, people eat food popular in other cultures even if they aren’t from that culture.

Interactive Read Aloud

1. Read page 35 (paragraphs 1–3, stopping at “That system…”) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   Why was the Immigration and Nationality Act of 1965 so important?

   This act was important because it overturned the old immigration system.
   The old system favored some nations and discriminated against others.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students finish reading paragraph 3 on page 35. Use Think-Pair-Share to ask:

   Why did President Johnson believe the old system was unfair?

   President Johnson believed the old system was unfair because it didn’t reflect how America was built by people from all different places.

   What impact did President Johnson expect the Immigration and Nationality Act to have?

   He expected the act to make America stronger and make the country true to itself.

   Is the immigration and Nationality Act only an effect, or is it a cause as well?

   This act is also a cause because once it was created, the president expected it to have a major impact on America.

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

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old immigration system = discrimination</td>
<td>Immigration and Nationality Act of 1965</td>
</tr>
<tr>
<td>Immigration and Nationality Act of 1965</td>
<td>Make America stronger &amp; true to itself</td>
</tr>
</tbody>
</table>

**Sample Graphic Organizer**

**Teamwork**

(20–30 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 35 (paragraph 4)–37 aloud with partners.

   (if skipping Interactive Read Aloud, pages 35–37)

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

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

**Team Discussion**

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

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

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Why were restrictive immigration laws passed?</strong> [RE, DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td><strong>100</strong> = Restrictive immigration laws were passed because many American citizens were prejudiced against immigrants. For example, in the 1880s, Americans saw Chinese workers as competition and believed they could never blend into American culture. Americans also believed that they were better than Catholics and Jews. The Immigration Act of 1924 discriminated against immigrants, especially Asians. Since Americans wanted their country to stay the way it was, immigration laws were passed.</td>
</tr>
<tr>
<td><strong>90</strong> = Restrictive immigration laws were passed because many American citizens did not like immigrants. In the 1880s, Americans thought Chinese workers could never blend into American culture. The Immigration Act of 1924 discriminated against immigrants, especially Asians.</td>
</tr>
<tr>
<td><strong>80</strong> = These laws were passed because many American citizens did not like immigrants.</td>
</tr>
<tr>
<td><strong>2. Albert Johnson stated that “the day of...acceptance of all races, has definitely ended.” Explain whether everyone believed that.</strong> [RE, DC, SA] (Team Talk rubric)</td>
</tr>
<tr>
<td><strong>100</strong> = Not everyone believed what Albert Johnson said because the purpose of the civil rights was fighting discrimination. During the movement, people used nonviolent methods to fight the unfair treatment of African Americans. Congress passed laws in the 1960s, such as the Voting Rights Act, which helped end segregation and gave people their legal rights. Despite what Johnson said, people still fought for acceptance.</td>
</tr>
<tr>
<td><strong>90</strong> = Not everyone believed what Albert Johnson said because the civil rights movement fought discrimination. People used nonviolent methods to fight the unfair treatment of African Americans. Congress passed laws in the 1960s that helped end segregation.</td>
</tr>
<tr>
<td><strong>80</strong> = Not everyone believed what Albert Johnson said because the civil rights movement fought discrimination.</td>
</tr>
</tbody>
</table>
### Team Talk Questions continued

3. How does the political cartoon on page 37 help you understand Americans’ fear of immigrants in the 1800s? [AP, DC, SA] (Team Talk rubric)

   **100** = The political cartoon helps me understand Americans’ fear of immigrants because it states their fear and has a visual of their fear. The political cartoon explains that the great fear was that Uncle Sam would be “swallowed” by immigrants. The pictures show Uncle Sam being eaten. The caption states that Americans were afraid immigrants would take over their country. Since Uncle Sam represents America and he is being swallowed, that shows how Americans thought their country would be taken over. The political cartoon shows how afraid Americans were.

   **90** = The political cartoon helps me understand Americans’ fear of immigrants because it tells their fear and has a picture of their fear. The pictures show Uncle Sam being eaten. The caption says that Americans were afraid immigrants would take over their country. Uncle Sam is being swallowed, which shows how Americans thought their country would be taken over.

   **80** = The political cartoon helps me understand Americans’ fear of immigrants because it tells their fear and has a picture of their fear.

4. What has been the impact of the Immigration and Nationality Act of 1965 on the United States today? (Write) [RE, DC, SA] (Team Talk rubric)

   **100** = The Immigration and Nationality Act of 1965 has made the United States today a diverse society. After this act was created, the immigration system was no longer racially biased. There were not rules anymore about which countries immigrants had to come from. In the past, the number of eastern and southern European immigrants was limited. By the 1990s, people from all over the world lived in America. This act has had a long-lasting impact on U.S. society.

   **90** = The Immigration and Nationality Act of 1965 has made the United States today a diverse place. After this act was created, the immigration system was no longer racially biased. There were not rules anymore about which countries immigrants had to come from. By the 1990s, people from all over the world lived in America.

   **80** = The Immigration and Nationality Act of 1965 has made the United States today a diverse place.

5. In which of the following sentences is the word prohibited used incorrectly? Explain. [CV]

   A. Terrell’s mom does not like any dirt in the house, so wearing shoes inside is prohibited because they can track dirt.

   B. Some workplaces have a very strict dress code, and shorts are prohibited even when it is very hot in the summer.

   C. Talking was prohibited even when students finished their tests because Mrs. Maynard thought it would distract those still working.

   D. During Spanish class, students were prohibited from speaking Spanish and could only speak English.

   Prohibited is used incorrectly in D because it means prevented or not allowed. In Spanish class, students would not be prevented from speaking Spanish.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words 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

---

**Lightning Round**

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

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

**Celebrate**

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

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

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

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

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

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

---

**Celebrate team successes!**

---

**The top team chooses a cheer.**

---

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

**Reading Objective:** Identify and explain causes and outcomes.

**Teacher Background**

Today students will read “A War and Its Legacy.” This article describes the little-known war between John Mason and his fighters against the Pequots in 1637. Although the English settlers lived with the Pequots, over time the Pequots preferred to trade with the Dutch. This upset the English. Also, the English wanted the Pequots’ land, which the Pequots did not want to give up. Conflict ensued and intensified when an English trader was murdered. The English believed the Pequots were responsible and sought to punish those who murdered the trader. Pequot warriors led raids on the colonists. As a result of this war, there were many policies that showed people’s negativity toward Native Americans.

During Set the Stage, you can share the following facts about Pequots:

- They traveled and fished in dugout canoes.
- Ceramic pots were used for cooking and making dyes.
- In the early 1600s, the Pequots had 8,000 members.
- In 1633, a smallpox epidemic killed thousands of Pequots.

Source: www.pequotmuseum.org/TribalHistory/TribalHistoryOverview/TribalHistoryOverview.htm

**Teacher’s Note:**

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

---

**Active Instruction**

(15–25 minutes)

**Partner Vocabulary Study**

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

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

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

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

Set the Stage

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

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

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

4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   T: A war against Pequots
   I: To explain results of the war against Pequots
   G: A T-chart

5. Remind students of today’s topic and then share the facts listed in the teacher background.

   Today we will learn about the Pequot War, which involved the Pequots.

Interactive Read Aloud

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

   Why did Mason set a wigwam on fire?

   Mason set a wigwam on fire because he thought that Pequot warriors from nearby would come to the rescue after the battle began.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 2 (paragraphs 2 and 3). Use Think-Pair-Share to ask:
Explain how the fire was both a cause and an effect.

The fire is a cause because it was the reason that Pequots were captured or killed. This happened when they tried to escape. Many died as a result of the fire. It was an effect because it is how Mason handled his fear about the Pequots.

Why was a statue for Mason built?

A statue for Mason was built because Connecticut citizens believed that he kept the Pequots from forcing them out of Connecticut and preserved their settlements.

Use Random Reporter to debrief.

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

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought Pequot warriors would come to rescue</td>
<td>Set wigwam on fire</td>
</tr>
<tr>
<td>Wigwam set on fire</td>
<td>People were captured or killed</td>
</tr>
<tr>
<td>People thought Mason kept Pequots from taking land</td>
<td>Statue of Mason was built</td>
</tr>
</tbody>
</table>

Teamwork

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 3 and 4 aloud with partners.

   (if skipping Interactive Read Aloud, pages 2–4)
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

**Team Discussion**

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

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

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

**Team Talk Questions**

1. What caused the war between the Pequots and the English? *(Write) [RE, DC, SA] (Team Talk rubric)*

   - **100 =** The war between the Pequots and the English was a result of a trading rivalry and the English settlers’ desire for land. When the English settlers arrived in New England, they lived with the Pequots, the native group in that area. However, the Pequots didn’t want to trade with the English. The English traded with other groups. As a result, there was a trading rivalry. Also, the English wanted the Pequots’ land, but the Pequots didn’t want to give it up. Since the English and Pequots didn’t get along, this led to a war.

   - **90 =** The war between the Pequots and the English happened because of a trading rivalry and the land. When the English settlers arrived in New England, they lived with the Pequots, the native group there. The Pequots didn’t want to trade with the English. There was a trading rivalry. The English wanted the Pequots’ land, but the Pequots didn’t want to give it up.

   - **80 =** The war between the Pequots and the English happened because of a trading rivalry and the land.

continued
2. Describe the role that John Oldham played in the Pequot War. [RE, DC, SA]
   (Team Talk rubric)
   100 = John Oldham was an English trader who the English believed was murdered by the Pequots. The English organized a military force to punish the people responsible for Oldham’s murder. Sassacus led Pequot warriors in raids. Many colonists died, and war was declared. The massacre in today’s Mystic, Connecticut, ended the war. As a result of Oldham’s murder, the English fought the Pequots.
   
   90 = John Oldham was an English trader who the English thought was murdered by the Pequots. The English set up a military force to punish the people responsible for Oldham’s murder. Sassacus led Pequot warriors in raids. Many colonists died, and war was declared.
   
   80 = John Oldham was an English trader who the English thought was murdered by the Pequots.

3. As used on page 4 in the sentence “…concern that the statue and its triumphant message desecrated the site…,” desecrated most nearly means— [CV, SA]
   (Team Talk rubric)
   A. honored.
   B. jumped.
   C. ruined.
   D. helped.

How did you determine the meaning of desecrated?

100 = I determined the meaning of desecrated by using context clues that showed people were unhappy with Mason’s statue. His statue was a tribute to him since he was a founding father of Connecticut. However, he also led the English in the Pequot War, so people believed that took away from the meaning of the site where the massacre occurred. Due to this fact, the statue was moved to another area to respect the site of the Pequot War. Because the statue was moved, it made sense that it ruined the site.

90 = I determined the meaning of desecrated by using context clues that showed people were unhappy with Mason’s statue. His statue was a tribute to him. He also led the English in the Pequot War, so people thought that took away from the meaning of the site where the massacre happened.

80 = I determined the meaning by using context clues that showed people were unhappy with Mason’s statue.
Team Talk Questions continued

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

100 = When English settlers arrived in New England, they lived with the Pequots. The Pequots did not want to trade with the English, and this sparked a trading rivalry. Also, the Pequots would not give up their land to the English settlers. John Oldham had a crucial role in the Pequot War because the English thought the Pequots murdered him. This caused fighting between the English and Pequots. A statue of John Mason was built at the site of the massacre, but people were unhappy about it because he led the English in the Pequot War. His statue was moved out of respect for the site of the massacre.

90 = When English settlers arrived in New England, they lived with the Pequots. The Pequots did not want to trade with the English, and this started a trading rivalry. Also, the Pequots would not give up their land. John Oldham had an important role in the Pequot War because the English thought the Pequots murdered him. This caused fighting between the English and Pequots. A statue of John Mason was built at the site, but people were unhappy about it. His statue was moved.

80 = When English settlers arrived in New England, they lived with the Pequots. The Pequots did not want to trade with the English. Also, the Pequots would not give up their land. John Oldham had an important role in the Pequot War because the English thought the Pequots murdered him. There was a lot of fighting. People were unhappy about John Mason’s statue at the site.

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

Since the air conditioner was broken and students were sweating ________, Mrs. Lane decided to bring in frozen treats to help everyone could cool down.

A. profound
B. outpouring
C. excessively
D. controversial

Excessively belongs in the blank, and I know because it means more than normal. If students were sweating so much, it makes sense that the teacher would bring in a very cold treat to cool them down.

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

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

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

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

### Class Discussion (20 minutes)

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

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

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

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

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

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

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

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

Writing Objective: Organize ideas, and use signal words to show connections between causes and effects.

Teacher Background

Before today’s lesson, you may want to review the articles and jot down notes about the impact of unfair treatment. If students struggle with the prompt, you can help them generate questions by asking about what happened as a result of the African American college students not being served at a lunch counter or what happened when Rachel Carson realized that birds were being killed by DDT.

Active Instruction

(10 minutes)

Partner Vocabulary Study

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

2. Spot check the Read and Respond homework.

Vocabulary

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

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

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

Set the Stage

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

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

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

4. Build background about the writing project, and make connections to the writing objective. Today’s writing prompt asks you to think about the impact of unfair treatment. We read about many different events this
cycle that changed America. Although the events took place at different times in history, many came about because of people being unhappy with how they were treated. You will need to discuss the impact of unfair treatment. The writing objective is to use signal words to show connections between causes and effects. Remember that signal words show a reader how events are related.

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

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the impact that unfair treatment has had on society.</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 explain information on a topic because I have to explain the effects of unfair treatment.

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

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

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

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

**Which guideline relates to our writing objective: organize ideas and use signal words to show connections between causes and effects?**

Style because it says to use words that help a reader understand how facts or events are related.
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**

I will show you the topic sentence from my response. Sometimes I have a hard time writing an effective topic sentence. Let’s take a look and see if you can easily identify the topic. Write the following sample on the board, and read it aloud.

<table>
<thead>
<tr>
<th>Topic Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfair treatment has had a huge impact on society.</td>
</tr>
</tbody>
</table>

Use Think-Pair-Share to ask:

**Is this an effective topic sentence, or could it be improved? If it can be improved, what could it say?**

This topic sentence does clearly introduce the topic, but it is not very interesting and could give some more detail about what the response will discuss. It would be more effective to say, “Unfair treatment has had a huge impact on society because people have refused to accept it and have fought for their rights.”

**Teamwork (20 minutes)**

**Independent Work**

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

**Team Discussion**

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

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

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

(30 minutes)

Lightning Round

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

Refer students to the writer’s guide for writing to inform or explain and the writing objective—organize ideas, and use signal words to show connections between causes and effects.

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

For example, ask:

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

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

Reflection on Writing

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

How did creating and using a graphic organizer work for you? How did it help you write your draft?

Answers will vary.

What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.

Did you find it easy or difficult to include signal words in your writing? Do you think the signal words will help a reader identify cause-and-effect relationships?

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

Describe the impact that unfair treatment has had on society.

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

**Reading Objective:** Identify and explain causes and outcomes.

**Writing Objective:** Organize ideas, and use signal words to show connections between causes and effects.

**Teacher Background**

Today’s cycle test challenges students to continue identifying causes and effects that are both directly stated and implied.

For today’s assessment, students will read “From America to the World.” This reading is composed of three brief articles. As the title implies, these articles focus on the impact that certain events had on not just America, but on the world. “Synchronize Your Watches” describes how international time zones were standardized. “A Liquid That Changed the World” explains that huge amounts of oil were discovered in other countries including Iran and Kuwait. As a result, politics are affected. “Spreading the Green Word” further examines the controversy that Rachel Carson’s *Silent Spring* caused and how not everyone agrees with banning DDT.

**Active Instruction**

**Partner Vocabulary Study**

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

2. Spot check the Read and Respond homework.

**Set the Stage**

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

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

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

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

1. Remind students that they have been practicing identifying and explaining causes and outcomes and organizing ideas and using signal words to show connections between causes and effects. Use Think-Pair-Share to ask:

   **If cause-and-effect signal words aren’t used, what are some ways that you can identify cause-and-effect relationships?**

   *If cause-and-effect signal words aren’t used, you can look at things that have happened and then think about the reasons, or why they happened. This helps you to find a cause-and-effect relationship even when it isn’t directly stated.*

   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 #4 and #5 ask about identifying and explaining causes and outcomes.

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

5. What were some of the different feelings people had as a result of reading *Silent Spring?* [RE, DC, SA]

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

   **Today you will read about the global impact of events in American history.**
Test (30 minutes)

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

Teamwork (10 minutes)

Team Discussion
1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Class Discussion (10 minutes)

Lightning Round
1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.

   How has the impact of oil changed since Drake discovered a method for extracting it?

   The impact has changed because it is now global. Many countries in the Middle East have a lot of oil. These countries can control how quickly or slowly oil is produced.

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

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

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

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

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

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

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

**Directions:** Choose one of the three articles that you read, and answer the questions for #1.

**Teacher’s Note:**
The following answers to #1 are based on “Synchronize Your Watches.”

1. What is the topic?
   - 5 points = The topic is time zones around the world.

What is the author’s intent?
   - 5 points = The author’s intent is to explain how various time zones work.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]
   - 10 points = In the late 1800s, most places operated according to local time. This all changed after the International Prime Meridian Conference where international time zones were standardized. As a result of this system, the earth is divided into twenty-four time zones. Therefore, people could know what time it is in another place without even leaving their homes. Some places such as China do not use this system, though.

**Teacher’s Note:**
The following answers to #1 are based on “A Liquid That Changed the World.”

What is the topic?
   - 5 points = The topic is the oil that is drilled and extracted.

What is the author’s intent?
   - 5 points = The author’s intent is to explain the effects that oil has had on other countries.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]
   - 10 points = When Drake’s method for drilling and extracting oil became known, countries around the world used it. It was believed that some countries didn’t have much to contribute to the world’s economy. However, several countries in the Middle East, such as
Iran and Kuwait, discovered that they had a huge amount of oil. This made the countries rich. It also resulted in these countries having more political power because they could decide how quickly or slowly they drilled for oil. Oil affects not just the economy but politics as well.

**Teacher’s Note:**

The following answers to #1 are based on “Spreading the Green Word.”

What is the topic?

5 points = The topic is Rachel Carson’s work.

What is the author’s intent?

5 points = The author’s intent is to explain the impact of Rachel Carson’s work.

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

10 points = Various opinions exist regarding Rachel Carson’s work. Despite the fact that she discovered the dangers of DDT, some were not in favor of her work. DDT was previously used to control mosquito populations, so many believe that the ban on this pesticide led to malaria epidemics in parts of the world such as Africa. Regardless of this, there are still many people who credit Carson with raising awareness about the environment.

2. Describe how international time zones work and how they developed. [RE, DC, SA]

20 points = A conference was held in 1884 to discuss standardizing international time zones. However, in 1878, Sir Sanford Fleming proposed a system based on the earth’s longitude. The earth is divided into twenty-four time zones that are each an hour apart. As a result of international time zones, people can keep track of local times. This system means that people can know the time in other places without ever having to leave their homes. International time zones make it easier for people to know what time it is even in a place that is very far away.

15 points = A conference was held in 1884 to talk about standardizing international time zones. In 1878, Sir Sanford Fleming proposed a system using the earth’s longitude. The earth is divided into many time zones that are each an hour apart. This helps people keep track of local times.

10 points = A conference was held in 1884 to talk about standardizing international time zones. In 1878, Sir Sanford Fleming proposed a system using the earth’s longitude.
3. Which of the following best describes a problem of international time zones?  
[RE, DC, SA]
   A. China has five different time zones.
   B. The North Pole has many time zones.
   C. Not all places use these time zones.
   D. They weren’t standardized until 1884.

Explain why you selected the statement that you did.

20 points = Although standardized international time zones have made it possible for people to keep track of local times, for different reasons not all countries use standardized time zones. For example, since China is such a large country, it should be divided into five separate time zones. However, it uses one time zone despite its size. Also, scientists use one time zone at the North and South Poles instead of dividing these areas into various time zones. This might be because there would be too many time zones to keep track of. Some places could be divided into multiple time zones but don’t use this system.

15 points = Standardized international time zones have let people keep track of local times, but not all countries use standardized time zones. China is such a large country it should be divided into five separate time zones, but it only uses one time zone. Scientists use one time zone at the North and South Poles instead of dividing these areas.

10 points = Standardized international time zones have let people keep track of local times, but not all countries use standardized time zones.

4. Describe the global impact that Drake’s drilling and extraction method for oil had. [RE, DC, SA]

20 points = Drake’s drilling and extraction method for oil impacted the economy and politics of countries in the Middle East. In the past, some people believed that Middle Eastern countries did not have much to contribute to the world’s economy. However, this greatly changed when large reserves of oil were discovered in countries such as Iraq and Kuwait. Since they have so much oil, they can control the market by making production slow or fast. Due to the oil reserves in other countries, Drake’s method had an impact worldwide.

15 points = Drake’s drilling and extraction method for oil impacted the economy and politics of countries in the Middle East. Some people thought that Middle Eastern countries did not have much to add to the world’s economy. This changed when large reserves of oil were found in countries such as Iraq.

10 points = His method impacted the economies and politics of countries in the Middle East.
5. What were some of the different feelings people had as a result of reading *Silent Spring*? [RE, DC, SA]

20 points = *Silent Spring* was very popular in the United States and helped people view their environment differently, but in some countries, people do not agree with the book’s main idea. **As a result** of *Silent Spring*, the deep ecology movement **occurred in the United States.** People involved saw humans as part of the environment rather than controlling the environment. **Since DDT was banned,** some people believe that caused malaria epidemics in countries such as Africa. Without DDT mosquito populations can grow and lead to malaria. **Although many people agree with Carson’s book,** others see disadvantages to what she discussed.

15 points = *Silent Spring* helped people see their environment differently, but in some countries, people do not agree with the book’s main idea. The deep ecology movement happened in the United States. People who took part saw humans as part of the environment. DDT was banned, and some people think that caused malaria epidemics.

10 points = *Silent Spring* helped people see their environment differently, but in some countries, people do not agree with the book’s main idea.

**Part II. Writing** (100 points)
Write at least one paragraph to answer the following question:

Did the effects of the historical events you read about this cycle happen immediately or gradually? Use at least two events to support your answer.

The effects of the historical events I read about this cycle happened gradually. **For example,** Rachel Carson wrote a book in the 1960s called *Silent Spring* that described the dangers of DDT. Many people were horrified by what they read, and as a result, they wanted the government to do something. Then, President Kennedy formed a committee to investigate. The investigation took time, so a consequence was that it wasn’t until many years later, in 1972, that DDT was banned. Carson died several years before DDT was banned. The Immigration and Nationality Act was signed in 1965 and overturned an immigration system that favored some countries over others. This was signed almost forty years after the quota system that began in 1924. Many white Americans were upset by the immigrants entering the United States. Therefore, the Immigration Act was created, which limited the number of immigrants in the United States. The Immigration and Nationality Act did not happen overnight, but when it did happen, it made the United States more multicultural. Despite events being very important, that does not necessarily mean they had effects right away. In many cases, effects developed over time.
The following guide is used to score part II of the cycle test.

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

1. Which of the following is NOT an example of something that you could manipulate? [CV]
   A. data
   B. people
   C. weather
   D. instrument

2. In which of the following sentences is the word *profound* used incorrectly? [CV]
   A. Marina always admired Leonardo da Vinci’s paintings, and his work has a profound impact on what she paints.
   B. The silly cartoon movie had a profound effect on Gavin, and he thought about its meaning for days.
   C. The author had profound ideas about courage, which he expressed through the main character’s actions in his novel.
   D. After the profound conversation Garrett had with his parents about his plans for the future, he decided that he would apply to medical school.

3. Write a meaningful sentence using the word *prohibited*. [CV]

   *Accept responses that show the student knows the meaning of the word and can use it correctly. For example: There were several signs in the building to remind people that smoking was prohibited inside.*
4. “I noticed that lately you’ve been sleeping _______ during the day, so I think you should start going to bed earlier,” Mrs. Hernandez told her son.

Choose the word that belongs in the blank. [CV]
   A. outpouring
   B. allegations
   C. excessively
   D. controversial

5. The _______ for holding the PTA breakfast so early is that it is before the work day starts, so even parents who work will be able to attend.

Choose the word that belongs in the blank. [CV]
   A. allegations
   B. outpouring
   C. controversial
   D. rationale

6. Write a meaningful sentence using the word allegations. [CV]
   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Sasha’s allegations that she got food poisoning from the restaurant are based on the fact that she had felt fine until after she ate dinner there.

7. In which of the following sentences is the word controversial used incorrectly? [CV]
   A. When Stacie received the feedback after her presentation, she could tell that it had been controversial since all the comments were positive.
   B. Although some parents view video games as a source of entertainment, others find them controversial because they can include violence.
   C. It was unclear what the objects in the controversial painting represented, and everyone had a different idea.
   D. Rachel Carson’s work is controversial because some people believe that banning DDT led to malaria epidemics, but others think that banning DDT was good.

8. After Stuart got his tonsils out, the _______ of kind cards and phone calls from his friends helped him feel better.

Choose the word that belongs in the blank. [CV]
   A. rationale
   B. outpouring
   C. excessively
   D. allegations
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 contradiction. It means something that shows the opposite. A sentence using contradiction is “I noticed a contradiction when Milania told me she didn’t like the color pink because she wore pink outfits every day.”

10. As used on page 3 in the sentence “They organized a military force to find and punish those they deemed responsible for Oldham’s murder,” deemed most nearly means— [CV]

A. shouted.
B. entered.
C. doubted.
D. believed.

Explain how you figured out the meaning of deemed.

Students will explain their thinking. For example, I used the context. The passage talks about people who the military force wanted to punish. It seems like this force believed certain people were responsible. I eliminated C because if they doubted them, they probably wouldn’t try to find them.
Lesson 7

Reading Objective: Identify and explain causes and outcomes.

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

Active Instruction
(20 minutes)

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

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

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

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

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

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

Teacher’s Note:

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

Read and Respond Questions

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

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

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

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

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

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

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 objectives for further improvement.

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

Active Instruction

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

Celebrate/Set Goals

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

   What was your team’s highest score?
   What score do you want to improve?
   What can your 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?**
Word Power Journal Sample Entries

Sample Word Map
Cycle 1

context clues
- inflicted
- what it sounds like
- conflict = problem
- part of speech
- noun
- verb
- drills everywhere
- no trees
- stripped land

Sample Word Map
Cycle 2

context clues
- inflicted
- inhabited
- similar words
- ocean
- creatures
- study of animals
- habit
- habitat
- something you do a lot
- where animal lives
Common Core State Standards

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

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<thead>
<tr>
<th>Level 7</th>
<th>Connect Causes and Effects</th>
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<tbody>
<tr>
<td><strong>English Language Arts Standards: Reading: Informational Text</strong></td>
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</tr>
<tr>
<td>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td><strong>English Language Arts Standards » History/Social Studies</strong></td>
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<tr>
<td><strong>Craft and Structure</strong></td>
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<tr>
<td>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</td>
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<tr>
<td><strong>English Language Arts Standards: Writing</strong></td>
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<td><strong>Text Types and Purposes</strong></td>
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<tr>
<td>W.7.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect</td>
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<tr>
<td><strong>English Language Arts Standards: Writing in History/Social Studies/Science</strong></td>
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<tr>
<td>WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</td>
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