Use Context Clues

Flight: The Journey of Charles Lindbergh

Exploring the West: The Amazing Journey of Lewis and Clark
We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.

The Reading Edge Middle Grades 2nd Edition Teacher Edition
© 2013 Success for All Foundation. All rights reserved.

Produced by the Reading Edge Middle Grades 2nd Edition Team

President: Nancy Madden
Director of Development: Kate Conway
Rollout Committee: Kate Conway (Chair), Mia Blom, Wendy Fitchett, Kim Gannon, Claire Krotiuk, Kristal Mallonee-Klier, Terri Morrison, Sheri Mutreja, Kenly Novotny, Peg Weigel
Program Developers: Wendy Fitchett (Chair), Kate Conway, Victoria Crenson, Ceil Daniels, Terri Morrison
Field Advisory Team: Kim Gannon (Chair), Jo Duplantis, Kathy McLaughlin
Contributing Developers: Kathleen Collins, Sarah Eitel, Richard Gifford, Samantha Gussow, Patricia Johnson, Austin Jones, Susan Magri, Kim Sargeant, Becca Slavin
Designers: Michael Hummel, Austin Jones, Vic Matusak, Susan Perkins, Christian Strama
Illustrators: Michael Hummel, Susan Perkins
Video Producers: Jane Strausbaugh (Senior Producer), Angie Hale, Tonia Hawkins
Editors: Janet Wisner (Supervising Editor), Marti Gastineau, Pam Gray, Jodie Littleton
Publications Coordinator: Sheri Mutreja
Proofreaders: Meghan Fay, Susanne Viscarra, Janet Wisner, Michelle Zahler
Production Artists: Irene Baranyk, Kathy Brune, Wanda Jackson, Cathy Lawrence, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbor
Online Tools Developers: Terri Morrison (Chair), Sean Christian, Patrick Coady, Mary Conway Vaughan, Tim D’Adamo, Debi Hammel, Dia Hopp, Mike Knauer, Kristal Mallonee-Klier, Vic Matusak, Christian Strama, Melissa Stroup
The Lightning Round

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

<table>
<thead>
<tr>
<th>Strategy Use</th>
<th>Team Talk (oral and written)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Random Reporter:</strong></td>
<td><strong>The Random Reporter:</strong></td>
</tr>
<tr>
<td>100 gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
<td>100 gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td>90 gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
<td>90 gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td>80 identifies a problem that a team member had understanding the text.</td>
<td>80 uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
</table>

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

| Reading: | Use other sentences or passages in the text to clarify the meaning of difficult sections of the text. |
| Word Power: | Pronounce and determine the meanings of compound words by separating each word into its parts and thinking about the meaning of each part. |
| Writing: | Write a complete answer that explains your thinking. |

Unit Overview

The focus of this unit is using other sentences or passages in the text to clarify the meaning of difficult sections of the text, also referred to as using context clues. By using context clues, students will connect what they have already read to what they may find challenging in their reading.

This unit’s word power objective is to pronounce and determine the meanings of compound words by separating each word and thinking about its meaning. Identifying compound words is a tool that may help students when they are unsure of how to pronounce or figure out a word. If they can identify two familiar words within a larger word, that will help them figure out the meaning.

The writing objective is to write a complete answer that explains your thinking. This objective will be practiced in lesson 5 of both cycles. Students will need to use support from the text in their responses.

Scores are not collected and recorded in level 2-3 units for some classwork questions. Level 2-3 students will not earn graphic organizer/notes or summary scores as indicated in the Lightning Round scores rows of the team score sheet and in the Classwork Scores column of the teacher cycle record form.

Level 2-3 students earn word power scores by correctly answering the Team Talk questions that have “word power” in parentheses after them. Correct Random Reporter responses earn 100 points for the individual student and 1 team celebration point for the team.

Unit Topic/Content

The book for cycle 1 is Flight: The Journey of Charles Lindbergh by Robert Burleigh. This book follows the journey of Charles Lindbergh as he flies solo from New York to Paris in 1927. It is based on Lindbergh’s own autobiography, The Spirit of St. Louis, which won the Pulitzer Prize in 1954. The story includes vivid descriptions of the hurdles that were encountered by Lindbergh during his epic flight into history.
The following background information can enrich your students’ experience of this book.

The concept of flight had existed in the minds of thinkers and inventors for many centuries, but it wasn’t until the Wright brothers’ first powered flight in a heavier-than-air machine on December 17, 1903, that those dreams became a reality. The Wright brothers first flew their airplane on a stretch of beach at Kitty Hawk, along the North Carolina coastline. Orville and Wilbur Wright’s first flight only went a distance of 120 feet, but this was far enough to excite the brothers, and others around the world, to work harder to fly farther.

Today it is common for people to fly across an entire country or ocean. In contrast, during its infancy, flying was only for the very wealthy and adventurous. Brave individuals competed against one another to set and break records and to demonstrate feats of aviation skill. One of the early feats of aviation was Lindbergh’s solo nonstop flight across the Atlantic Ocean.

Modern airplanes usually have more than one engine, are constructed of metal, and have many built-in safety and comfort features, such as internal temperature control and emergency landing devices. However, pre-World War I airplanes were nothing more than flimsy compartments with wings—mostly composed of wood and canvas—attached to a single propeller engine. These early planes had no heat. Often the pilot sat in an open cockpit wearing only heavy clothing for protection from the cold and wind. Pilots had to rely on the visual observation of landmarks to navigate. This is in sharp contrast to modern pilots who can rely on radar and other technologies.

The plane that Charles Lindbergh flew across the Atlantic Ocean was built specifically for that flight. At first, Lindbergh had trouble finding someone who would be willing to allow him to fly their airplane on such a dangerous flight, but eventually some businessmen in St. Louis, Missouri, offered to build a plane for Lindbergh, as long as the plane was named for them. Lindbergh himself was actively involved in the plane’s design. The Spirit of St. Louis, as the plane was then called, was built in two months at a cost of two thousand dollars. Lindbergh is most famous for this first trans-Atlantic flight, but he was involved in aviation throughout his life. He was a technical advisor to early commercial airlines, including Pan American Airlines, which began service in the 1930s.

Teacher’s Note:

This text mentions many countries and cities that may be unfamiliar to your students. To help them better understand the text that they are reading, have a globe or a world map available so you can point out the many locations that the book mentions.

Since this book’s pages are not numbered, take a moment to number the pages in your copy. To match the page numbers in this unit, number the page with the heading “Introduction” page 1.
The book for cycle 2 of this unit is *Exploring the West: The Amazing Journey of Lewis and Clark* by Vicki Tyler Wilt. Students will learn how Lewis and Clark came to be the leaders of America’s westward expansion. They will learn about the challenges that their crew faced along the way and the role that Sacagawea played. This book has an abundance of text features, such as photographs, captions, and maps, that enrich the content.

**Text and Media Selections**

**Internet/Media Options**

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

**At a Glance**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 2–7</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 8–13</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 14–17</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 18–25</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 26–30</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>
## Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 2–7</td>
<td>(Optional) D4K: “The Science of Lewis and Clark” (stopping at 1 min. 1 sec.): <a href="http://www.pbslearningmedia.org/content/idptv11.sci.life.oate.d4klcl/">www.pbslearningmedia.org/content/idptv11.sci.life.oate.d4klcl/</a></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 8–13</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 14–17</td>
<td>(Embedded) “Fluency” (Optional) D4K: “The Science of Lewis and Clark” (starting at 1 min. 1 sec.): <a href="http://www.pbslearningmedia.org/content/idptv11.sci.life.oate.d4klcl/">www.pbslearningmedia.org/content/idptv11.sci.life.oate.d4klcl/</a></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 18–21</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 22 and 23</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>

Exploring the West: The Amazing Journey of Lewis and Clark
Lesson 1

Reading Objective: Use other sentences or passages in the text to clarify the meaning of difficult sections of the text.

Teacher Background

In today’s reading, students will learn about the day that Charles Lindbergh took off on his famous nonstop flight from New York to Paris, France. They will learn about the brief hesitation Lindbergh had prior to embarking on his journey and what it took for the plane to get off the ground.

This cycle’s Big Question asks students how they think it would feel to travel thousands of miles by themselves. This will generate interest in the text’s topic and will allow students to make connections with the experience that Lindbergh had.

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

- He spent his childhood and teen years on his family’s farm near the Mississippi River.
- He became interested in aviation, or flying, the first time he heard a plane fly over his head.
- He entered flying school in Lincoln, Nebraska, in 1922.

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 do you think it would feel to travel thousands of miles by yourself? Explain.

Set the Stage

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

   How do you think it would feel to travel thousands of miles by yourself? Explain.

   (Answers may vary.) I think it would be scary to travel thousands of miles by myself. If I ran into a problem, there would not be other people to help me solve it. Also, if I got lost and I was by myself, it would be scary and I would have to figure out how to find my way back.
2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

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

4. Distribute copies of Flight: The Journey of Charles Lindbergh. Explain to students that this text is unique because it has informational and literary aspects.

The texts that we read are usually classified as informational text or literature. Flight: The Journey of Charles Lindbergh has informational and literary aspects. This means that the text tells a story, but it is about real people or events and provides factual information about them within the narrative. We call these texts literary nonfiction. Some examples of literary nonfiction are essays, biographies, memoirs, or speeches.

5. Use Think‑Pair‑Share to ask:

After previewing the book Flight: The Journey of Charles Lindbergh, what do you think the book will be about? Explain the clues that you used to make this prediction.

(Accept reasonable responses.) For example, the book will be about airplanes. I know because the title is Flight. The word flight means when an airplane is flying. Also, I see pictures of airplanes and the word plane repeated many times. I also see the words cockpit and wings. I know that these are parts of an airplane.

6. At this time, you may wish to share the facts about Charles Lindbergh listed in the teacher background.

Interactive Read Aloud

1. State the reading objective, and explain its importance.

This cycle our reading objective is to use other sentences or passages in the text to clarify the meaning of difficult sections of the text. This skill is helpful when we read because if we don’t understand a section of what we read, we can go back and look at surrounding text. We can often use context to help us figure out something that might be challenging when we’re reading.

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

Remember that our reading objective is to use sentences and passages in the text to clarify the meaning of difficult sections of the text. This page that I just read talks about the current year, but then it talks about names that will be used to refer to Charles Lindbergh later on. I think I need to clarify this information. Let’s see. I know that the story takes place in 1927, and we are reading about a man named Charles Lindbergh. It seems that he is about to take off on a flight. He is at an airfield and has a small airplane. OK, I’m starting to understand. It seems like sometime after his flight he will get different nicknames. Maybe the nicknames will have something to do with this flight? I’ll have to read on.

3. Use Think-Pair-Share to ask:

What did I clarify?

You clarified why people called Charles Lindbergh nicknames.

How did I figure out what Lone Eagle and Lucky Lindy meant?

You used other sentences to help you. You saw that Lindbergh was about to take off. You thought that maybe his nicknames had something to do with his flight.

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

Sample Graphic Organizer

Sequence Chain

Title: Flight: The Journey of Charles Lindbergh

Event 1: Lindbergh stands on the airfield, looking at the Spirit of St. Louis.

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 4 and 5 (stopping at “A few friends…”). Use Think-Pair-Share to ask:

What did you need to clarify in what you just read?

(Answers may vary.) I needed to clarify what it meant that the cockpit would be Lindbergh’s home. I didn’t understand what that meant because part of an airplane isn’t where people live. When I looked at some sentences I had already read, I understood better. Lindbergh flew without stopping, so the cockpit was a temporary home—a place he was “living” in as he traveled.

Use Random Reporter to debrief.
Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: pages 5 (“A few friends...”)–7 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes 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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.

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 part of the text did your team clarify? How did you figure it out? (Write) 
   (Answers may vary.)

   100 = We didn’t understand the section about men on either side of the plane pushing it along and the plane bumping forward. We read other sentences and saw that the plane gained speed because the men pushed it. On the third try, the plane stayed in the air. This helped us understand that it took a lot of work to get the plane to stay in the air.

   90 = We didn’t understand the section about men on either side of the plane pushing it along and the plane bumping forward. We read other sentences and saw that the plane gained speed because the men pushed it.

   80 = We didn’t understand the section about men on either side of the plane pushing it along.

   continued
Team Talk Questions continued

2. On page 5, the author writes, “They are only a few feet away, and yet to Lindbergh how far off they seem.” What do you think the author means by this sentence? [AP, DC, SA] (Team Talk rubric)

100 = I think the author means that Lindbergh’s friends were standing very close to him, but they seemed very far away because he was going on a long journey. His friends were at the airfield before he left. Lindbergh knew that he would not see them again for a while. This sentence shows that Lindbergh knew his trip would be long and maybe lonely.

90 = I think the author means that Lindbergh’s friends were standing very close to him, but he felt like they were very far away because he was going on a long trip. Lindbergh knew that he would not see them again for a while.

80 = I think the author means that his friends seemed very far away because he was going on a long trip.

3. How would you describe Lindbergh’s thoughts about his flight? [DC, RE, SA] (Team Talk rubric)

100 = Lindbergh knew that he could turn back, but he wanted to keep going. Lindbergh realized that he could return home, but he thought about how long he had waited for the flight. He took off. Lindbergh’s decision shows that he didn’t want to turn back.

90 = Lindbergh knew that he could turn back, but he wanted to keep going. Lindbergh knew that he could return home, but he thought about how long he had waited for the flight.

80 = Lindbergh knew that he could turn back, but he wanted to keep going.

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

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

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 and graphic organizers.
Randomly select team representatives who will share:
- strategy use
- oral and written Team Talk responses
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

**Class Discussion**  
(18 minutes)

**Lightning Round**

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, 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: Use other sentences or passages in the text to clarify the meaning of difficult sections of the text.

Word Power Objective: Pronounce and determine the meanings of compound words by breaking each word down into its base words and thinking about the meaning of each individual word.

Teacher Background

In today’s reading, the author mentions several different places Lindbergh flew over on his journey. He also lists where Lindbergh was during certain hours. Students will read about the ice that Lindbergh encountered on his plane’s wings and how he handled that obstacle.

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 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>airfield</td>
<td>air-field</td>
<td>a place where airplanes take off and land</td>
<td>Due to unexpected bad weather, the pilot had to land the jet early and was glad to find an abandoned airfield.</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>attempt</td>
<td>at-tempt</td>
<td>try</td>
<td>“I will attempt to have your reports graded this week, but it could take longer because I have so many to grade,” Mr. Lington told his class.</td>
</tr>
<tr>
<td>plunge</td>
<td>(pluhnj)</td>
<td>throw or fall into</td>
<td>It was such a hot day that Darius could not wait to plunge into the pool and cool off.</td>
</tr>
<tr>
<td>aloft</td>
<td>a-loft</td>
<td>high up in the air</td>
<td>Meredith was excited to win the bowling tournament and held her trophy aloft for her friends to see.</td>
</tr>
<tr>
<td>destination</td>
<td>des-ter-na-tion</td>
<td>a place to which a person or thing is going or is sent</td>
<td>Cheyenne was tired after the long car ride and was glad when her dad told her they had reached their destination.</td>
</tr>
<tr>
<td>turbulent</td>
<td>tur-bu-lent</td>
<td>not smooth; rocky</td>
<td>Kip could not go on a boat ride because the turbulent waters made it unsafe.</td>
</tr>
<tr>
<td>alternative</td>
<td>al-ter-na-tive</td>
<td>other choice</td>
<td>Saira’s brother did not eat meat, so their mother made sure to have a vegetarian alternative when she made hamburgers.</td>
</tr>
<tr>
<td>cramped</td>
<td>(krampt)</td>
<td>crowded</td>
<td>“I have a cramped office, so I think it’s best that we find another place to meet,” Mr. Wang told his coworker.</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.
6. Introduce the word power skill (compound words). Link the skill to the Word Treasure clue for compound words.

7. Display the clue (a sailboat with two sails of equal size), and write bookshelf on the bottom of the boat.

8. Model how to break down the compound word and define it.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>The word <em>bookshelf</em> appears on the bottom of the boat. I’m not sure what it means, but I know that I should look for two words that I do recognize. I see that it is made up of the words <em>book</em> and <em>shelf</em>. I’ll write each of these words on the boat’s sails.</td>
</tr>
<tr>
<td><em>(Model writing the word book on the left sail and shelf on the right sail.)</em></td>
</tr>
<tr>
<td>Now that I’ve identified the two words that make up the compound word <em>bookshelf</em>, I think I can figure out a definition for the word. A shelf is a place that you put things, so a bookshelf must be a shelf just for books. There are usually bookshelves in a classroom or a library. Thinking about the two words in <em>bookshelf</em> helped me define it.</td>
</tr>
</tbody>
</table>

Preparation: Write the word *bookshelf* on the bottom of the boat.
9. Repeat this activity with the word *thunderstorm*. Use **Think-Pair-Share** to ask:

The word *thunderstorm* is a compound word. How would you use the Word Treasure clue to break it down?

*I recognize the words thunder and storm in thunderstorm. I would write the word thunder on the left sail and the word storm on the right sail.*

**How would you define the word thunderstorm?**

*I think thunderstorm must mean a storm where there is a lot of thunder.*

10. Reveal the Word Treasure (skill).

| Word Treasure | If you’re having trouble reading a word like this, read the two words separately, and then read the whole word. |

11. Tell students that there is a compound word in their vocabulary list. Remind them to look out for this word when they review their vocabulary.

12. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

**Set the Stage**

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

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

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

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

1. Remind students of the reading objective.

   This cycle our reading objective is to use other sentences or passages in the text to clarify the meaning of difficult sections of the text. Remember that if we come to a section of the text that is challenging, we can refer back to other sentences or passages to help us clarify the meaning.

2. Read page 8 aloud. A sample Think Aloud follows.

   Sample Think Aloud

   After reading, I’m not sure that I understand the last sentence on the page. “At this rate, he will have enough fuel to reach his destination, but only if he stays on course.” What does it mean he has to stay on course? Let me look at the context clues in the text to see if I can figure this out. OK, the first clue that I see is that he plans to follow the eastern coastline of the U.S. and Canada and fly northeast. So, he plans on following a particular path during his flight. I think this must be the course Lindbergh had to follow, and if he strays from it by flying too far out of sight of the coastline or too far over land, he could get lost. If he gets lost or takes too long to fly, he will run out of fuel before he reaches Paris.

   I also see some other clues about what Lindbergh does to keep the plane flying efficiently. He sometimes flies just ten feet above the ocean because the plane flies smoothly at this height. He flies at around 100 miles per hour. It seems like he does these things as a way to save fuel to make sure he gets to Paris safely. So, it seems that as long as Lindbergh follows his course and current flying height and speed, he’ll have enough fuel to make it to Paris.

3. Use Think-Pair-Share to ask:

   How did I clarify a confusing part of the text? How did it improve my understanding?

   You clarified a confusing part of the text by rereading sentences that you had read earlier. This improved your understanding because you understood why something happened.

   The text you are reading contains information you might learn in history or social studies classes. Can clarifying only be used in reading class, or could it be used in other classes? Explain.

   Clarifying could be used in other classes, such as science or social studies, to help you figure out difficult words, events in history, or ideas. It is always important to clarify the words and ideas that you discover while reading.

   That’s right. Clarifying is not just something you do in reading class. It can also help you when you read texts for science or social studies. You can use context clues when you read different types of texts.

4. Model creating a graphic organizer, such as a sequence chain, and making notes. A sample graphic organizer follows.
**Sample Graphic Organizer**

**Sequence Chain**

**Title:** Flight: The Journey of Charles Lindbergh

- **Event 5:** Lindbergh flies close to the water to help the plane glide smoothly.
- **Event 6:** 12:08—He flies above Nova Scotia.
- **Event 7:** 4:00—He flies above the coast of Newfoundland.

---

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

**As you read, which section of text did you find difficult? Which sentences or passages helped you clarify the meaning?**

*(Answers may vary.)* I found the section about remembering everything because no one else will ever know difficult. I wasn’t sure what this meant because people knew that he was going on a flight. When I reread, I realized that although people knew about his flight, he was all alone on the airplane, so no one else would know exactly what happened on the flight.

Use **Random Reporter** to debrief.

---

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: **pages 10–13 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

**Team Discussion**

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

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.

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 part of the text did your team clarify? How did you figure it out? **(Write)** [CV] (strategy-use rubric)
   
   (Answers may vary.)

   100 = **We did not understand the section about feeling the “stinging pinpricks.”**
   We clarified by using other sentences. We read that Lindbergh peered out after he felt this and saw that ice had formed on the plane’s wings. This helped us understand why Lindbergh had to lower the plane.

   90 = **We did not understand the section about feeling the “stinging pinpricks.”**
   We clarified by using other sentences. We read that Lindbergh saw that ice had formed on the plane’s wings.

   80 = **We did not understand the section about feeling the “stinging pinpricks.”**

2. How did Lindbergh's flight change once he flew over St. John's, Newfoundland? [DC, RE, SA] (Team Talk rubric)

   100 = **Lindbergh’s flight changed once he flew over St. John’s, Newfoundland, because he could no longer rely on the land to help guide him. If he made a wrong move, he could get off course. Therefore, he had to use compasses to help him as he traveled. Lindbergh could no longer rely on the land, so he had to be really careful.**

   90 = **Lindbergh’s flight changed once he flew over St. John’s, Newfoundland, because he could no longer use the land to help guide him. If he made a wrong move, he could get off course. He had to use compasses.**

   80 = **It changed because he could no longer use the land to help guide him.**

continued
3. What problem did Lindbergh face after completing one-third of the flight, and how did he handle it? **[MI, RE, SA]** (Team Talk rubric)

**100 =** After completing one-third of the flight, Lindbergh noticed that a lot of ice had formed on the plane's wings. **Therefore,** he pointed the airplane down. There would be more problems if his instruments became covered in ice. **The ice melted, and Lindbergh picked up speed. Even though he faced a problem, Lindbergh continued on his journey.**

**90 =** After completing one-third of the flight, Lindbergh found that a lot of ice had formed on the plane's wings. He pointed the airplane down. **The ice melted, and Lindbergh picked up speed.**

**80 =** Lindbergh found that a lot of ice formed on the plane's wings. He pointed the airplane down.

4. What vocabulary word belongs in the blank? How do you know? **[CV]**

“If you do not want to play a board game during indoor recess, an ________ is to draw,” Ms. Fields told her students.

Alternative. *The two activities mentioned are a clue. Alternative means other choice. If students don’t want to play a board game, they can draw. That is another choice.*

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) and important ideas that they added to their graphic organizers.

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 and graphic organizers.*
Class Discussion (15 minutes)

Lightning Round
1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, 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>airfield</td>
<td>air-field (AIR-feeld)</td>
<td>a place where airplanes take off and land</td>
<td>Due to unexpected bad weather, the pilot had to land the jet early and was glad to find an abandoned <strong>airfield</strong>.</td>
</tr>
<tr>
<td>attempt</td>
<td>at-tempt (ah-TEMPT)</td>
<td>try</td>
<td>“I will <strong>attempt</strong> to have your reports graded this week, but it could take longer because I have so many to grade,” Mr. Lington told his class.</td>
</tr>
<tr>
<td>plunge</td>
<td>(pluhnj)</td>
<td>throw or fall into</td>
<td>It was such a hot day that Darius could not wait to <strong>plunge</strong> into the pool and cool off.</td>
</tr>
<tr>
<td>aloft</td>
<td>a-loft (ah-LAWFT)</td>
<td>high up in the air</td>
<td>Meredith was excited to win the bowling tournament and held her trophy <strong>aloft</strong> for her friends to see.</td>
</tr>
<tr>
<td>destination</td>
<td>des-ti-na-tion (des-ti-NEY-shuhn)</td>
<td>place a person or thing goes to</td>
<td>Cheyenne was tired after the long car ride and was glad when her dad told her they had reached their <strong>destination</strong>.</td>
</tr>
<tr>
<td>turbulent</td>
<td>tur-bu-lent (TUR-byuh-luhnt)</td>
<td>not smooth; rocky</td>
<td>Kip could not go on a boat ride because the <strong>turbulent</strong> waters made it unsafe.</td>
</tr>
<tr>
<td>alternative</td>
<td>al-ter-na-tive (awl-TUR-nuh-tiv)</td>
<td>other choice</td>
<td>Saira’s brother did not eat meat, so their mother made sure to have a vegetarian <strong>alternative</strong> when she made hamburgers.</td>
</tr>
<tr>
<td>cramped</td>
<td>(krampt)</td>
<td>crowded</td>
<td>“I have a <strong>cramped</strong> office, so I think it's best that we find another place to meet,” Mr. Wang told his coworker.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Use other sentences or passages in the text to clarify the meaning of difficult sections of the text.

**Word Power Objective:** Pronounce and determine the meanings of compound words by separating each word into its parts and thinking about the meaning of each word part.

**Teacher Background**
In today’s reading, students will learn about the various ways that Lindbergh kept himself awake during his long flight. Some of these ways included holding his eyelids open, reflecting on different memories, and sipping water. They will read about what happened once dawn arrived and Lindbergh tried to stay on course.

**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.
4. Remind students of the word power skill (compound words) and the Word Treasure clue for compound words (a sailboat with two sails that are the same size).
5. Remind students that there is a word from this cycle’s vocabulary list that is a compound word. Write the word *airfield* on the board. Use Think-Pair-Share to ask:

   *The word *airfield* is a compound word. What two words make it up?*

   *The words air and field.*
6. Point out that although the meaning of many compound words is the combined meaning of the two word parts, this is not always the case, such as in the word *airfield*. Remind students that this word means a place where airplanes take off and land.

   Airplanes can take off from or land on a field. However, we don’t define *airfield* just using the two word parts because that means a field where there is air. An airplane could take off from or land on a field, but a field where there is air is not the best definition for *airfield*. In many cases, you can define compound words using the combined meanings of the two word parts. For the word *airplane*, you can define it as a plane that travels in air.

7. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

**Set the Stage**

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

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

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

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

**Interactive Read Aloud**

1. Remind students of the reading objective.

   **This cycle our reading objective is to use other sentences or passages in the text to clarify the meaning of difficult sections of the text.**

2. Read page 14 (stopping at “...then jerks awake.”) aloud. A sample Think Aloud follows.

   **Sample Think Aloud**

   I think I need to clarify the time of day during this section of the text. The author says it is the other side of midnight. OK, let me look for some context clues to help me figure out what this means. I know midnight is 12 a.m. It is the middle of the night, when most people are asleep in their beds. That certainly explains why Lindbergh is so tired. I know that yesterday's reading said Lindbergh was flying into the evening hours. The author also describes it as the loneliest hours. Even though Lindbergh has been alone on this whole flight, he probably feels the loneliest as he flies over the ocean when it is dark and quiet around him. I think it's past midnight, but very early in the morning, like 1 or 2 a.m. This is what the “other side of midnight” means.
3. Use **Think-Pair-Share** to ask:

**Which section of the text did I find difficult as I read, and how did I clarify it?**

*(Answers may vary.)* You found the section about it being the other side of midnight difficult. You thought about other passages that you had read to help. You read earlier about it being 9:00, which is before midnight. So the other side of midnight must mean that it is after midnight.

**What does this difficult section of the text mean?**

*(Answers will vary.)* This section of the text means that it was past midnight, or very early in the morning. Lindbergh found this time of day very lonely.

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

<table>
<thead>
<tr>
<th>Title: Flight: The Journey of Charles Lindbergh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event 8: 9:00—Lindbergh has completed 1/3 of the flight.</td>
</tr>
<tr>
<td>Event 9: Ice has formed on the plane’s wings, and he points it down.</td>
</tr>
<tr>
<td>Event 10: Lindbergh tries to stay awake.</td>
</tr>
</tbody>
</table>

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students finish reading page 14. Use **Think-Pair-Share** to ask:

**How did you clarify the meaning of the sentence, “In a sudden rush of fear, he grabs for the throttle”?**

*I clarified the meaning of this sentence by thinking about what had just happened when I read earlier. A plane’s wing dipping sounds like something that you don’t want to happen. Therefore, I figured out that he must have...*
reached for the part of an airplane that controls its movement. That way, he could stop the plane from dipping.

Use Random Reporter to debrief.

Teamwork

(20 minutes)

Partner Prep

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

2. Circulate and check for comprehension, evidence of strategy use, and notes 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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.

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 part of the text did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric)

   (Answers may vary.)

   100 = We did not understand the section about the chicken sandwiches. We clarified by using other sentences. We read that Lindbergh only brought these five sandwiches with him on the flight. This helped us understand that Lindbergh did not eat much because he had to stay awake, and that was easier to do on an empty stomach.

   90 = We did not understand the section about the chicken sandwiches. We clarified by using other sentences. We read that Lindbergh only brought these five sandwiches with him.

   80 = We did not understand the section about the chicken sandwiches.
### Team Talk Questions continued

2. On page 14, the author writes that “To sleep is to die!” How can you tell that Lindbergh took this fact very seriously? [DC, SA] (Team Talk rubric)

   **100 =** I can tell that Lindbergh took this fact very seriously because he did a lot to make sure that he stayed awake. For example, he got cold air on his face. He remembered different things, such as growing up on a farm and the people who paid for his plane. Since Lindbergh tried hard to stay awake, it shows that he knew falling asleep would be dangerous.

   **90 =** I can tell that Lindbergh took this fact very seriously because he did a lot to make sure that he stayed awake. He got cold air on his face. He remembered different things, such as growing up on a farm.

   **80 =** I can tell that he took this fact very seriously because he did a lot to make sure that he stayed awake.

3. Explain whether Lindbergh still wanted to keep going even when he was tired and his trip was tough. [DC, SA] (Team Talk rubric)

   **100 =** Lindbergh still wanted to keep going even when he was tired and the trip was tough because he tried to stay on course. The fog seemed endless. This might make some people want to give up, but not Lindbergh. Even when he faced problems, Lindbergh did not give up.

   **90 =** Lindbergh still wanted to keep going even when he was tired and the trip was tough because he tried to stay on course. The fog looked endless. It did not stop Lindbergh.

   **80 =** He still wanted to keep going because he tried to stay on course.

4. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. [CV]

   Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: The destination for Daryl’s field trip was the aquarium a few blocks away from his school.

5. Write the two words that make up the following compound word, and then write a definition for the compound word. [CV] (word power)

   **northeast**
   
   *north + east; a direction between north and east*

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) and important ideas that they added to their graphic organizers.

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, and fluency. Ask other teams to agree, disagree, or add on to responses.

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

Celebrate

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

   How many points did your team earn today?

   How can your team earn more points?

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

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

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

**Reading Objective:** Use other sentences or passages in the text to clarify the meaning of difficult sections of the text.

**Word Power Objective:** Pronounce and determine the meanings of compound words by separating each word into its parts and thinking about the meaning of each word part.

**Teacher Background**

Today students will read about Lindbergh trying to find out the way to Ireland. They will also read about his flying over Ireland and his subsequent decision to continue on his flight instead of landing in that country. They will also read about his finally approaching Paris and landing there after thirty-three and a half hours.

**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.
4. Remind students of the word power skill (compound words) and the Word Treasure clue for compound words (a sailboat with two sails of equal size).
5. Use Think-Pair-Share to ask:

   **Why do you think you should learn about compound words?**

   *I think I should learn about compound words because it can help me if I am unsure about what a large word means. Sometimes I look for prefixes...*
or suffixes, but I can also look to see if there are two familiar words joined together.

6. Direct students’ attention to the Word Power Challenge. Tell students that they will work in teams to read the compound words, identify the two words that make them up, and define them.

<table>
<thead>
<tr>
<th>Word Power Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelsey and Julia joined their school’s basketball team.</td>
</tr>
<tr>
<td>The farmer looked out the window in his farmhouse and saw his horses.</td>
</tr>
</tbody>
</table>

7. Use Random Reporter to select students to read the compound words, identify the words that make them up, and define them.

basketball: basket + ball; a game where you throw a ball through a basket
farmhouse: farm + house; a house on a farm, a house where a farmer lives

8. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

**Set the Stage**

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

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

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

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

**Interactive Read Aloud**

1. Read page 18 aloud.

2. Use Think-Pair-Share to ask:

   **How could you clarify the meaning of the first three sentences that I just read?**

   You could think about what has already happened in other sections of text that you read and how it might relate to the section of text that is more difficult.

   **What is the meaning of that section?**

   That section is about how it is finally daytime. Lindbergh thinks that he sees land, but that is actually not what he is seeing. The clouds are flickering, which makes him think that he sees land. There is also a lot of water. Therefore, he realizes that he is still very far away from Paris.
3. Use **Think-Pair-Share** to ask:

**What can we add to our sequence chain? Why is this event important?**

_We can add that Lindbergh asks fishermen which way Ireland is. This event is important because the answer will help him make sure he travels in the right direction._

---

**Sample Graphic Organizer**

**Sequence Chain**

**Title:** Flight: The Journey of Charles Lindbergh

1. Event 1: It is not always easy to stay on course.

   ![Downward arrow]

2. Event 12: Lindbergh asks fishermen which way Ireland is.

---

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: **pages 20–25 aloud with partners.**

2. Circulate and check for comprehension, evidence of strategy use, and notes 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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.

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

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
</table>
| 1. What part of the text did your team clarify? How did you figure it out? **(Write)** [CV] (strategy-use rubric)  
(Answers may vary.)  
100 = We did not understand what the section about Lindbergh’s box-house meant. We decided to read other sentences to clarify the meaning. We read about the airplane’s engine and figured out that the box-house was the cockpit, which was Lindbergh’s temporary home. This helped us understand the text because we could understand how much time had passed since he left.  
90 = We did not understand what the section about Lindbergh’s box-house meant. We decided to read other sentences to clarify the meaning. We figured out that the box-house was the cockpit.  
80 = We did not understand what the section about Lindbergh’s box-house meant.  
2. Describe what happens after Lindbergh sees mountains in the distance. **[RE, SA]** (Team Talk rubric)  
100 = After Lindbergh sees mountains in the distance, he feels hopeful again because land is near. He flies over Ireland’s southern tip and is excited that he is right on course. **Even though** he could land in Ireland, he decides to keep flying because he wants to complete his dream. Once Lindbergh sees the mountains, it seems that everything is happening very fast.  
90 = After Lindbergh sees mountains in the distance, he feels hopeful again because land is near. He flies over Ireland’s southern tip. He could land in Ireland but decides to keep flying.  
80 = After Lindbergh sees mountains in the distance, he feels hopeful again because land is near.

continued
### Team Talk Questions continued

3. Why is the glow that Lindbergh sees important? [DC, RE, SA] (Team Talk rubric)
   - **100** = The glow that Lindbergh sees is important because it means that he has reached Paris. Lindbergh’s goal was to fly without stopping across the Atlantic Ocean to Paris. The glow means that he is actually in Paris, so he feels very happy. The glow means his dream was coming true.
   - **90** = The glow that Lindbergh sees is important because it means that he has reached where he was going. His goal was to fly to Paris. He feels happy.
   - **80** = The glow that Lindbergh sees means that he has reached where he was going.

4. What is a synonym for the word **cramped**? What is an antonym for the word **cramped**? (Reminder: an antonym is a word meaning the opposite.) [CV]
   (Accept reasonable responses.) The word cramped means crowded, so a synonym is the word filled. An antonym for cramped is empty.

5. Write the two words that make up the following compound word, and then write a definition for the compound word. [CV] (word power)
   - **hairbrush**
   - **hair + brush; a brush to brush your hair**

---

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) and notes that they added to their graphic organizers.

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

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

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Randomly select team representatives who will share:
- strategy use
- oral and written Team Talk responses
- fluency selection

Class Discussion (15 minutes)

Lightning Round
1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, 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: Write a complete answer that explains your thinking.

Teacher Background
For today’s writing project, students will examine the various challenges Lindbergh experienced throughout his flight. You may want to jot down some details that support the major challenges he faced, such as weather conditions and exhaustion. If students have a hard time generating ideas, you can prompt them with questions such as “What made flying difficult for Lindbergh?” “Were the conditions always ideal?” and “What were some of the things that we said made traveling alone difficult?”

Active Instruction
(10 minutes)

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

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

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Explain to students that today they will think about the challenges Lindbergh faced.

Lindbergh’s flight wasn’t always easy. Today you will think about the different challenges that he faced. Remember that our writing objective is to write a complete answer that supports your thinking. To write a complete answer, you will need to provide support for your answer. It is not enough to just state the challenge. It is necessary to give information that explains why something was a challenge.

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>Flying 3,600 miles across the Atlantic Ocean alone is no small task. What do you think is the biggest challenge Lindbergh faced? Use information from the text to support your answer.</td>
</tr>
</tbody>
</table>

Use Think-Pair-Share to ask:

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

The prompt is asking me to explain information on a topic. I know because the topic is the biggest challenge and because the prompt says, “use information from the text.”

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

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

**Which guidelines relate to our writing objective: write a complete answer that explains your thinking?**

*The guideline for ideas because it says to use relevant details and the guideline for organization because it says to use facts and examples that help a reader understand the information.*

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

**Model a Skill**

1. Tell students that they will evaluate details to determine whether they are relevant to the challenge you have selected.

   **You will look at four details and determine whether they are relevant to the challenge that the weather posed. Remember that relevant means related to the topic.**

2. Display the following blackline master, and select students to read the details aloud.

   **Relevant or Not?**
   
   1. There is a huge storm cloud.
   2. Lindbergh holds his eyelids open.
   3. While flying, Lindbergh sees a seagull.
   4. Ice forms on the airplane's wings.

3. Use Think-Pair-Share to ask:

   **Which of the following details are relevant?**

   *Details #1 and #4 are relevant.*

   **Why are details #2 and #3 not relevant?**

   *Detail #2 is not relevant because it has nothing to do with the weather. The reason he held his eyelids open was because it was hard to stay awake. Detail #3 is not relevant because it has nothing to do with the challenge that the weather posed. It is just a fact about something that he saw as he flew.*

   *I agree that #1 and #4 are relevant. These details relate to weather conditions that created a challenge for Lindbergh. On the other hand, details #2 and #3 have nothing to do with the weather. If you are not sure whether a detail is relevant, ask yourself, “Does this help the reader understand the challenge I’m explaining?” If the answer is no, look for other details that will help the reader.*
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—write a complete answer that explains your thinking.

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

For example, ask:

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

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

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find it easy or difficult to include examples that supported your thinking in your writing? Do you think the examples were effective?**

*Answers will vary.*

**Celebrate**

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

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

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

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

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

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

Flying 3,600 miles across the Atlantic Ocean alone is no small task. What do you think is the biggest challenge Lindbergh faced? Use information from the text to support your answer.

<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>
Relevant or Not?

1. There is a huge storm cloud.
2. Lindbergh holds his eyelids open.
3. While flying, Lindbergh sees a seagull.
4. Ice forms on the airplane’s wings.
Lesson 6

<table>
<thead>
<tr>
<th>Reading Objective:</th>
<th>Use other sentences or passages in the text to clarify the meaning of difficult sections of the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Objective:</td>
<td>Write a complete answer that explains your thinking.</td>
</tr>
<tr>
<td>Word Power Objective:</td>
<td>Pronounce and determine the meanings of compound words by separating each word into its parts and thinking about the meaning of each word part.</td>
</tr>
</tbody>
</table>

Teacher Background

Today’s cycle test challenges students to continue organizing the information that they read on a sequence chain that helps them see the order in which events happened and how this led to Lindbergh achieving his goal.

In today’s reading, Lindbergh is surrounded by cheering people moments after landing in Paris. Students will read about how important it was to him to save the Spirit of St. Louis. As Lindbergh recounts his experiences flying solo, newspapers around the world publish stories about his feat.

Active Instruction

(5 minutes)

Partner Vocabulary Study

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

Set the Stage

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

1. Remind students that they have been practicing using other sentences or passages in the text to clarify the meaning of difficult sections of the text and writing complete answers to explain their thinking. Use Think-Pair-Share to ask:

   Why is it important to use other sentences or passages to help clarify the meaning of difficult sections of the text?

   It is important to use other sentences or passages to help clarify the meaning of difficult sections of the text because you can connect what you have already read to what is challenging. If you are unsure about something that you have read, you can use what you have already read to help you.

   Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes 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 question #1 asks about using other sentences or passages in the text to clarify the meaning of difficult sections of the text.

4. Ask students to identify key words or phrases in question #1.

   1. What part of today’s reading did you clarify? How did you figure it out? [CV]

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 what happened after Lindbergh finally landed in Paris.
Test (30 minutes)

1. 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.
2. Spot-check the Read and Respond homework.

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 did Lindbergh’s takeoff compare to his landing?

   When Lindbergh took off, there were just a few friends at the airfield. They had to help get the plane off the ground. When he landed in Paris, thousands of people cheered as they ran toward the plane.

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.
Use Context Clues

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

1. What part of today’s reading did you clarify? How did you figure it out? [CV]

   **20 points** = I did not understand the passage about Charles Lindbergh’s life being changed forever when he woke. I reread other sentences and passages. I knew that his goal was to fly across the Atlantic Ocean alone, and even though he faced challenges, he met his goal. I read on and saw that because of what he did, he became the most famous man in the world and was honored with medals. This helped me understand that what Lindbergh did had a major impact on people.

   **15 points** = I did not understand the passage about Charles Lindbergh’s life being changed forever when he woke. I reread other sentences and passages. I knew that he met his goal. I read on and saw that he became the most famous man in the world.

   **10 points** = I did not understand the passage about Charles Lindbergh’s life being changed forever when he woke.

2. How can you tell that Lindbergh knew sleep was dangerous? [DC, SA]

   **20 points** = I can tell that Lindbergh knew sleep was dangerous because he did a lot to make sure that he stayed awake. For example, he got cold air on his face. He sipped water. Since Lindbergh tried hard to stay awake, it shows that he knew falling asleep would be dangerous.

   **15 points** = I can tell that Lindbergh knew sleep was dangerous because he did a lot to make sure that he stayed awake. He got cold air on his face.

   **10 points** = I can tell that Lindbergh knew sleep was dangerous because he did a lot to make sure that he stayed awake.

3. What does the picture on pages 26 and 27 help you understand about Lindbergh landing in Paris? [AP, DC, SA]

   **20 points** = The picture on pages 26 and 27 helps me understand that Lindbergh landing in Paris was very exciting. I see that the men carrying Lindbergh on their shoulders have huge smiles on their faces. Another man is cheering. I can tell that people were happy for Lindbergh.
4. What can you conclude about why people tore pieces off Lindbergh’s plane when he landed? [DC, SA]

A. People were very mean and wanted to completely destroy the plane.
B. People wanted to have a souvenir to remember Lindbergh’s achievement.
C. People thought that the *Spirit of St. Louis* was an ugly plane.
D. People thought that the plane would fall apart anyway.

Explain how you concluded this.

20 points = I know that people were extremely excited when Lindbergh landed, so it makes sense that they would want to have something to remind them of what he did. Since Lindbergh was the first man to fly solo across the Atlantic Ocean, people viewed him as a hero. Therefore, taking a piece of the plane was a reminder of his journey. People tore pieces off the plane without realizing its importance to Lindbergh.

15 points = I know that people were very excited when Lindbergh landed, so it makes sense that they would want to have something to remind them of what he did. Lindbergh was the first man to fly solo across the Atlantic Ocean, and people saw him as a hero.

10 points = I know that people were very excited when Lindbergh landed, so it makes sense that they would want to have something to remind them of what he did.

5. On page 29, the author writes the newspaper headline, “AMERICAN HERO SAFE IN PARIS!” in all capital letters. Why do you think the author writes the headline this way? [AC, DC]

20 points = The author writes the headline in all capital letters to show how excited everyone is about Lindbergh’s flight. No one had ever flown as far as Lindbergh had just flown. People around the world were waiting for the news. Writing the headline in capital letters makes it easy to see and read. The headline catches the readers’ attention and tells them what they want to know about Lindbergh’s flight at first glance.

15 points = The author writes the title in all capital letters to show how excited everyone is about Lindbergh’s flight. No one had flown as far as Lindbergh. People around the world were waiting for the news. The story is easy to see and read.

10 points = The author writes the title in all capital letters to show how excited everyone is.
Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Explain what Lindbergh’s attitude was like during his flight.

*Lindbergh had a positive attitude during his flight. Even when he faced challenges, he did not give up. He kept going and trying to stay on course. When he flew over Newfoundland, the last point of land in North America, he could no longer use the land for direction. He did not get upset. He used compasses to help him. When ice formed on the plane’s wings, he pointed the plane back down so the ice could melt. Even after he finally reached Paris and had not slept in sixty hours, he went to the American Embassy to answer everyone’s questions. Since Lindbergh did not give up, he showed that he had a positive attitude and did not quit.*

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

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
<th>0–25 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td></td>
</tr>
<tr>
<td>• Clearly introduces the topic</td>
<td></td>
</tr>
<tr>
<td>• Develops the topic with relevant details</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>• Begins by introducing the topic</td>
<td></td>
</tr>
<tr>
<td>• In the middle, provides facts, examples, or events that help a reader understand the information</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td>• Ends with a closing statement that supports the information</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td>Style</td>
<td></td>
</tr>
<tr>
<td>• Uses words and phrases that help a reader understand how the facts or events are related</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td>• Includes details or examples that help a reader make a mind movie</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
</tr>
<tr>
<td>• Uses correct punctuation, capitalization, spelling, and grammar</td>
<td>0–10 pts.</td>
</tr>
<tr>
<td>Writing Objective</td>
<td></td>
</tr>
<tr>
<td>• Write a complete answer that explains your thinking.</td>
<td>0–15 pts.</td>
</tr>
</tbody>
</table>

Part III. Vocabulary (100 points)

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

*(Accept reasonable responses.) A synonym for turbulent is choppy. An antonym for turbulent is calm.*

2. Write a meaningful sentence using the word *plunge*. [CV]

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The rocky cliffs plunge straight down into the rapids below.*
3. Ms. Rivera was glad that she was organized when she saw how ________ her new classroom was.

Choose the word that belongs in the blank. [CV]
   A. plunge
   B. turbulent
   C. cramped
   D. aloft

4. Write a meaningful sentence using the word attempt. [CV]

   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: “Even though this recipe looks hard to make, it sounds so good that I will attempt it anyway,” Jocelyn told her mother.

5. Due to the blizzard, Cecily’s flight was delayed and she reached her ________ a day later than planned.

Choose the word that belongs in the blank. [CV]
   A. destination
   B. alternative
   C. cramped
   D. plunge

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

   Accept responses that show the student knows the meaning of the word and can use it correctly. For example: It was a difficult decision to close a main highway, but it needed to be fixed and there was no other alternative.

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

   (Accept reasonable responses.) A synonym for aloft is above. An antonym for aloft is below.

8. Jayden had lived near the ________ for so long that he hardly noticed anymore the noise that airplanes made.

Choose the word that belongs in the blank. [CV]
   A. destination
   B. airfield
   C. plunge
   D. alternative

Write the two words that make up the following compound words, and then write a definition for each compound word. [CV] (word power)

9. stomachache
   stomach + ache; an ache or pain that you feel in your stomach

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

**Reading Objective:** Use other sentences or passages in the text to clarify the meaning of difficult sections of the text.

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

**Active Instruction** *(20 minutes)*

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

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

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

(25 minutes)

Team Discussion

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

2. As students prepare their answers, check in with those students for whom you do not have written Team Talk responses 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)
Use Context Clues

Class Discussion

(15 minutes)

Lightning Round

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

Celebrate

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

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

Teacher Background

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

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

Active Instruction

Two-Minute Edit

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

Celebrate/Set Goals

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

What was your team’s highest score?

What score do you want to improve?

What can the team do to improve that score?

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:** Use other sentences or passages in the text to clarify the meaning of difficult sections of the text.

**Teacher Background**

In today's reading, students will learn about the daring mission that President Thomas Jefferson asked Meriwether Lewis and William Clark to set out on in 1803. President Jefferson hoped that they would find a Northwest Passage. These men were selected because of certain characteristics that they possessed and Jefferson believed would be beneficial in their travels. For instance, Lewis had experience living on the frontier, while Clark was knowledgeable about geography. To prepare for their travels, Lewis and Clark gathered a plethora of supplies that included food, tools, and paper. They also recruited men for their crew.

This cycle's Big Question asks students to answer a question posed at the beginning of this cycle's text. Students will think about what they would do if they found themselves in Lewis and Clark's shoes and discuss whether they would explore unknown territory without a map.

(Optional) During Set the Stage, you can show the “The Science of Lewis and Clark” video (stopping at 1 min. 1 sec.): www.pbslearningmedia.org/content/idptv11.sci.life.oate.d4klcl/. This video gives students background about the purpose of the Lewis and Clark expedition.

### Active Instruction

**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:** The author of the book you will read this cycle poses the question “If someone asked you to explore a wild, unknown land without a map, would you go?” What is your answer?

**Set the Stage**

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

   **The author of the book you will read this cycle poses the question “If someone asked you to explore a wild, unknown land without a map, would you go?” What is your answer?**

   *(Answers may vary.)* If someone asked me to explore an unknown land without a map, I would go. I like to be adventurous and always try new things. I think it would be exciting to get to explore and be surprised at what I find.
2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

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

4. Distribute copies of **Exploring the West: The Amazing Journey of Lewis and Clark**. Have students preview the text. Use **Think-Pair-Share** to ask:

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

   *This text is informational. The table of contents, chapter titles, pictures, captions, and maps are evidence that the text is informational.*

5. Explain to students that when they read informational texts, they will use the TIGRRS process to help them understand and organize information in the text. Explain that TIGRRS stands for topic, intent, graphic organizer, read and restate, reread and review, and summarize.

6. Have partners survey the text to determine topic and author’s intent. Allow students a minute for this activity. Use **Think-Pair-Share** to ask:

   **What is the topic of this text? How do you know?**

   *It is about Lewis and Clark’s journey exploring the west. The title tells me that two men named Lewis and Clark have an amazing journey while exploring the West.*

   **From your initial look at the text, what’s the author’s intent in writing this text? What kind of information does the author want the reader to learn? Explain your thinking.**

   *The author wants to tell me what happened during Lewis and Clark’s journey. I think this might be an important event in history that the author wants readers to know about.*

7. Remind students that as they read, they make notes about the important ideas. Point out that the next step in the TIGRRS process is to choose a graphic organizer for making notes. Choices include, but are not limited to a:

   - Venn diagram,
   - timeline/sequence chain,
   - T-chart, or
   - web.
8. Refer students to pages 2–7. Model looking for clues and identifying the appropriate graphic organizer to use.

**Sample Think Aloud**

Remember that in the last cycle, we read about Charles Lindbergh’s journey across the Atlantic Ocean by airplane. It looks like we’ll be reading about another important journey in this cycle. We used a sequence chain before to record important events and when they happened. I think this is the best graphic organizer to use for this text too. We’ll be following two people on their journey and can use the sequence chain to record the important events that happen along the way.

9. (Optional) If you have time and an Internet connection, show students D4K: “The Science of Lewis and Clark” (www.pbslearningmedia.org/content/idptv11.sci.life.oate.d4klcl/). Explain the video to students.

Today we will read about the Lewis and Clark expedition west and how this came about. Let’s watch a brief video that gives us some background about their expedition.

Show the video, and stop at 1 min. 1 sec.

10. After showing the video, use **Think-Pair-Share** to ask:

   **In what ways did instruments help Lewis and Clark, and in what way did they not help?**

   The instruments helped because they told the men where they were. However, the instruments could not tell the men what they would find. They had to find out for themselves what was out west.

   **What did Thomas Jefferson want the men to do during their expedition?**

   He wanted them to map the new land and explore it. He wanted samples and descriptions of the people, plants, land, and wild animals.

**Interactive Read Aloud**

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

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

   **I’m not sure what the last sentence I read means. How could I clarify it?**

   You could look for clues in sentences you’ve already read, and you can also look at the text features to help you.

   **Those are good ideas. What does that last sentence mean?**

   The last sentence means that Lewis and Clark’s mission had a huge impact. It changed American history. I reread the first few paragraphs and understood more about their mission. They were gone for two years, and sometimes they traveled by foot. Also, I looked at the picture on page 2 and the caption that explained that they explored the land west of the Mississippi River.
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 4. Use Think-Pair-Share to ask:

What section did you find difficult as you read? How did you clarify that section’s meaning?

(Answers may vary.) The section that I found difficult was about the Louisiana Purchase. The author says that it doubled the size of the United States, but I didn’t understand the reason for this. I reread an earlier sentence and saw that it was a huge piece of land. Then I understood that this piece of land increased the size of the U.S. by a lot.

Use Random Reporter to debrief.

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

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

A sample graphic organizer follows.

### Sample Graphic Organizer

#### Sequence Chain

**Title:** Exploring the West: The Amazing Journey of Lewis and Clark

**Event 1:** 1803—Pres. Thomas Jefferson bought land from France (LA Purchase).

---

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: *pages 5–7 aloud with partners.*

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

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

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

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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.

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 part of the text did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric)
   
   (Answers may vary.)
   
   100 = We didn’t understand how a passenger could be a dog. To figure it out, we read some more of the passage. Lewis thought Seaman could help the men hunt and scare wild animals away at night. This helped us understand that the dog was just as important as the people.
   
   90 = We didn’t understand how a passenger could be a dog. To figure it out, we read some more of the passage. Lewis thought Seaman could help the men hunt.
   
   80 = We didn’t understand how a passenger could be a dog.

2. Why do you think the author included the “The Two Explorers” text box at the bottom of page 5? [AP, DC, SA] (Team Talk rubric)

   100 = I think the author included the “The Two Explorers” text box because it gives the reader information about why President Jefferson selected Lewis and Clark to explore the West. For example, Lewis was chosen because he was smart and had lived on the frontier. Clark had less education, but he knew about the wilderness. This text box helps a reader to learn more about Lewis and Clark.
   
   90 = I think the author included the “The Two Explorers” text box because it gives the reader information about why President Jefferson picked Lewis and Clark to explore the West. Lewis was chosen because he was smart. Clark knew about the wilderness.
   
   80 = I think the author included it because it tells why President Jefferson picked Lewis and Clark to explore the west.

---

Cue students to use their student routines for strategy use and Team Talk discussion.
3. Explain the importance of paper, pens, and ink for Lewis and Clark. [DC, SA] (Team Talk rubric)

100 = Paper, pens, and ink were important to Lewis and Clark because they were tools necessary for writing in their journals during their mission. Lewis and Clark promised President Jefferson that they would write in their journals every day to record information about their adventures. Also, they drew pictures of the plants they saw. Without paper, pens, and ink, Lewis and Clark would not have had a written record of their trip.

90 = Paper, pens, and ink were important to Lewis and Clark because they were tools needed for writing in their journals during their mission. Lewis and Clark promised President Jefferson that they would write in their journals every day.

80 = Paper, pens, and ink were important to Lewis and Clark because they were tools needed for writing in their journals.

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

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

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, and fluency. Ask other teams to agree, disagree, or add on to responses.

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

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

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

**Reading Objective:** Use other sentences of passages in the text to clarify the meaning of difficult sections of the text.

**Word Power Objective:** Pronounce and determine the meanings of compound words by separating each word into its parts and thinking about the meaning of each part.

**Teacher Background**

Today students will read about the challenge that Lewis and Clark faced in 1804 as they began to near St. Louis, Missouri. Since the Missouri River did not flow west, the men had to fight its strong currents. Students will also learn about the peaceful relationship between Lewis and Clark and the Native Americans, in addition to the important role that Sacagawea played in their exploration.

**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 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>scouting (verb) (synonym/antonym) page 5</td>
<td>scout-ing (SKOUT-ing)</td>
<td>looking for something</td>
<td>Since her house was very noisy, Hayden was scouting out a quiet place where she could concentrate as she studied.</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>firewood</td>
<td>fire-wood (FY-er-wood)</td>
<td>wood that is used to make a fire</td>
<td>In the 1800s, many pioneers traveled to areas where there were plenty of trees to chop and use for firewood.</td>
</tr>
<tr>
<td>budge</td>
<td>(buhj)</td>
<td>move</td>
<td>It took a lot of effort before Deacon finally got the lid on the jar of jelly to budge.</td>
</tr>
<tr>
<td>swarms</td>
<td>(swarmz)</td>
<td>large groups of animals, insects, or people</td>
<td>Swarms of excited fans entered the stadium, ready to cheer on their football team as they played their biggest rival.</td>
</tr>
<tr>
<td>roaming</td>
<td>roam-ing (ROHM-ing)</td>
<td>traveling without a purpose</td>
<td>On the weekends, Wes often went roaming through the woods in his backyard because he loved exploring nature.</td>
</tr>
<tr>
<td>eager</td>
<td>ea-ger (EE-ger)</td>
<td>excited to do something</td>
<td>Sofia was eager to read more in her book and find out how the mystery was solved.</td>
</tr>
<tr>
<td>waterfall</td>
<td>wa-ter-fall (WAH-ter-fall)</td>
<td>a flow of water starting at a tall height</td>
<td>Trevor decided to go on a hike around the waterfall so he could avoid the hot summer sun.</td>
</tr>
<tr>
<td>inspired</td>
<td>in-spired (in-SPY-erd)</td>
<td>made people feel a certain way</td>
<td>The speech Roshanda gave at graduation inspired her classmates and made them want to always do their best.</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.

6. Introduce the word power skill (compound words). Link the skill to the Word Treasure clue for compound words (a boat with two sails of equal size). Remind students why the boat has two sails that are the same size.
Remember that when we work with compound words, two words make up the compound word. We record these words on the sails of the boat.

7. Display the clue, and write the word *mapmaker* on the bottom of the boat.

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

   I’ve displayed a boat with two sails that are the same size. What do you think that means we will do with the word *mapmaker*?

   *I think that means we will divide the word mapmaker into its two parts to see how their meanings make up the meaning of mapmaker.*

9. Point out that *mapmaker* is a word from their book. Remind students that the mapmaker was not totally accurate when he made the borders for the Louisiana Purchase.

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

    What words belong on the large sails? What does the word *mapmaker* mean?

    *The words map and maker. The word mapmaker means a person who makes maps.*

11. Reveal the Word Treasure (skill).
12. Remind students that some compound words, such as *mapmaker*, can easily be defined using the two word parts. In some cases, though, they may need to think a little bit more about the meaning.

13. Tell students that their text for this cycle contains a lot of compound words. Remind them to look out for these words. Also tell them that their vocabulary list contains compound words and that they should look out for these words when they review their vocabulary.

14. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

**Set the Stage**

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

**Interactive Read Aloud**

1. Read page 8 aloud. Use *Think-Pair-Share* to prompt use of the skill or strategy.

   **What section of what I just read did you find difficult, and how did you clarify it?**

   *(Answers may vary.)* I found the section about the Missouri River flowing east difficult to understand. I clarified it by rereading some other sentences. I saw that Lewis and Clark hoped this river would take them west. However, it flowed east, which is why the men had to fight against the currents. It was a big deal that it flowed east because that was opposite the direction the men wanted to travel.

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

   **What did you find difficult in what you just read, and how did you clarify it?**

   *(Answers may vary.)* I found it difficult to understand why certain conditions made it challenging for the men. I used other sentences to help me figure out the meaning. The men were traveling across a river, so mud and slippery rocks made this hard for them. Boats would have a hard time traveling over mud, and slippery rocks probably meant that men could lose their grip on the boats.
Use Random Reporter to debrief.

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

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequence Chain</strong></td>
</tr>
<tr>
<td><strong>Title:</strong> Exploring the West: The Amazing Journey of Lewis and Clark</td>
</tr>
</tbody>
</table>

- Event 5: 1804—The men fought against currents of MO River.

- Event 6: Many conditions made it hard for the men to travel.

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

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: pages 10–13 aloud with partners.

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

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

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

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.

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 part of the text did your team clarify? How did you figure it out? **(Write)**
   - **CV** (strategy-use rubric)
   - (Answers may vary.)
   
   100 = We didn’t understand why meeting two visitors was the “luckiest thing.” To figure it out, we read other sentences in the passage and saw that Sacagawea and Charbonneau could help Lewis and Clark communicate. Meeting Charbonneau and Sacagawea really helped Lewis and Clark.

   90 = We didn’t understand why meeting two visitors was the “luckiest thing.” To figure it out, we read other sentences in the passage and saw that Sacagawea and Charbonneau could help Lewis and Clark.

   80 = We didn’t understand why meeting two visitors was the “luckiest thing.”

2. Which of the following words best describes the relationship between Lewis and Clark and the Native Americans? **[DC, RE, SA]** (Team Talk rubric)
   - A. angry
   - B. strange
   - C. funny
   - D. peaceful

   Explain why you selected this word.

   100 = I selected the word peaceful to describe the relationship between Lewis and Clark and the Native Americans because the Native Americans were friendly and they helped Lewis and Clark. The Native Americans received peace medals from President Jefferson. The Mandans had plenty of food and shared with Lewis and Clark. The Native Americans and Lewis and Clark got along well.

   90 = I chose the word peaceful to describe the relationship between Lewis and Clark and the Native Americans because the Native Americans were friendly and they helped Lewis and Clark. The Native Americans got peace medals from President Jefferson. The Mandans shared with Lewis and Clark.

   80 = I chose the word peaceful to describe the relationship because the Native Americans were friendly and they helped Lewis and Clark.
3. Why was meeting two visitors at the Mandan villages lucky for Lewis and Clark? [MI, SA] (Team Talk rubric)

100 = Meeting two visitors at the Mandan villages was lucky for Lewis and Clark because the visitors were able to help them on their journey. Charbonneau could help Lewis and Clark communicate with Native Americans, and Sacagawea could help them make friends with the Shoshones. The Shoshones had horses to trade. Meeting these two visitors made communicating easier for Lewis and Clark.

90 = Meeting two visitors at the Mandan villages was lucky for Lewis and Clark because the visitors were able to help them on their trip. Charbonneau could help Lewis and Clark speak with Native Americans. Sacagawea could help them make friends with the Shoshones.

80 = Meeting two visitors was lucky for Lewis and Clark because the visitors were able to help them on their journey.

4. The goats were roaming free on the mountain without anywhere they had to go. In this sentence, the word roaming most nearly means— [CV]
   A. wandering.
   B. running.
   C. drinking.
   D. galloping.

5. Write the two words that make up the following compound word, and then write a definition for the compound word. [CV] (word power)
   northwest
   north + west; a direction that is between north and west

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) and important ideas that they added to their graphic organizers.

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, 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>scouting</td>
<td>scout-ing</td>
<td>looking for something</td>
<td>Since her house was very noisy, Hayden was scouting out a quiet place where she could concentrate as she studied.</td>
</tr>
<tr>
<td>firewood</td>
<td>fire-wood</td>
<td>wood that is used to make a fire</td>
<td>In the 1800s, many pioneers traveled to areas where there were plenty of trees to chop and use for firewood.</td>
</tr>
<tr>
<td>budge</td>
<td>(buhj)</td>
<td>move</td>
<td>It took a lot of effort before Deacon finally got the lid on the jar of jelly to budge.</td>
</tr>
<tr>
<td>swarms</td>
<td>(swarmz)</td>
<td>large groups of animals, insects, or people</td>
<td>Swarms of excited fans entered the stadium, ready to cheer on their football team as they played their biggest rival.</td>
</tr>
<tr>
<td>roaming</td>
<td>roam-ing</td>
<td>traveling without a purpose</td>
<td>On the weekends, Wes often went roaming through the woods in his backyard because he loved exploring nature.</td>
</tr>
<tr>
<td>eager</td>
<td>ea-ger</td>
<td>excited to do something</td>
<td>Sofia was eager to read more in her book and find out how the mystery was solved.</td>
</tr>
<tr>
<td>waterfall</td>
<td>wa-ter-fall</td>
<td>a flow of water starting at a tall height</td>
<td>Trevor decided to go on a hike around the waterfall so he could avoid the hot summer sun.</td>
</tr>
<tr>
<td>inspired</td>
<td>in-spired</td>
<td>made people feel a certain way</td>
<td>The speech Roshanda gave at graduation inspired her classmates and made them want to always do their best.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Use other sentences or passages in the text to clarify the meaning of difficult sections of the text.

**Word Power Objective:** Pronounce and determine the meanings of compound words by separating each word into its parts and thinking about the meaning of each word part.

**Teacher Background**

Today students will read about the clues that the Mandans had given Lewis and Clark to assist them in finding their way. They will also read about the challenge the Great Falls posed and how Lewis and Clark overcame this obstacle. Another challenge was that the Shoshones did not trust Lewis and Clark and their crew until they realized that their chief was Sacagawea’s brother.

(Optional) During Set the Stage, show the rest of the “The Science of Lewis and Clark” video that students viewed in lesson 1 (starting at 1 min. 1 sec.): www.pbslearningmedia.org/content/idptv11.sci.life.oate.d4kcl/. In this part of the video, students will learn about the challenges that grizzly bears posed for the Lewis and Clark expedition and their discoveries.

**Teacher’s Note:**

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

**Active Instruction**

(15–25 minutes)

**Partner Vocabulary Study**

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

2. Spot-check the Read and Respond homework.

**Vocabulary**

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

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

4. Remind students of the word power skill (compound words) and the Word Treasure clue for compound words (a sailboat with two sails of equal size).

5. Use Think-Pair-Share to ask:

   What words in your vocabulary list are compound words? What two words make up the compound words, and what do they mean?

   Firewood and waterfall are compound words. Firewood is fire + wood, and it means wood that is used to make a fire. Waterfall is water + fall, and it means water that falls down from a height.

6. Remind students that the meanings of many compound words are the combined meanings of the two word parts.

7. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

**Set the Stage**

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

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

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

4. (Optional) If you have time and an Internet connection, show students the second half of D4K: “The Science of Lewis and Clark” (www.pbslearningmedia.org/content/idptv11.sci.life.oate.d4klcl/).

   Remember that yesterday we read about the very cold temperatures that the men on the Lewis and Clark expedition faced. Today we will learn about more challenges they faced. Let’s finish watching the video we started the other day to get more background about these challenges.

   Show the video, starting at 1 min. 1 sec.

5. Use Think-Pair-Share to ask:

   How do you think the men felt when they encountered bears?

   *(Answers may vary.)* I think they felt scared. They knew that they were in danger and wanted to keep themselves safe.

   What were some of the animals and reptiles that Lewis and Clark described?

   They described rattlesnakes, fish, mountain goats, bison, and prairie dogs.
Interactive Read Aloud

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

   As I read, I wasn’t sure why the men made dugout canoes. How could I clarify this section of the text?

   You could clarify by reading some other sentences in that passage. The author explains that the river was becoming shallow. This means that the water was not very deep. That is why the boats could be so lightweight.

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 14 (paragraphs 2 and 3). Use Think-Pair-Share to ask:

   What context clues help you understand the danger that grizzly bears posed?

   The Mandans warned Lewis and Clark to look out for these huge bears in the West. Also, a bear chased some of the men back to their canoes, and it took nine shots before the bear was killed. The author explains that from then on, the men tried their hardest to avoid these bears.

   Use Random Reporter to debrief.

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

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

Sequence Chain

Title: Exploring the West: The Amazing Journey of Lewis and Clark

Event 7: The explorers met friendly Native Americans.

↓

Event 8: Sacagawea agreed to help Lewis & Clark.

↓


Teamwork

(20–30 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: pages 15–17 aloud with partners.
   (if skipping Interactive Read Aloud, pages 14–17)
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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.

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

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What part of the text did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric) (Answers may vary.) 100 = We didn’t understand why the men killed and roasted the horses. We used sentences earlier in the passage to help us. We read that the men were almost starving because there were no animals to hunt. This showed how hungry the men were. 90 = We didn’t understand why the men killed and roasted the horses. We used sentences earlier in the passage to help us. We read that the men were almost starving. 80 = We didn’t understand why the men killed and roasted the horses.</td>
</tr>
<tr>
<td>2. What problem did Lewis have when he reached the Great Falls, and how did he handle this problem? [DC, RE, SA] (Team Talk rubric) 100 = When Lewis reached the Great Falls, he realized that there was not just one waterfall to get around. There were five large waterfalls to travel around. Lewis had the men pull their canoes around the falls. They chopped down trees to make wagons, and it took almost a month to travel around the waterfalls. Even though Lewis faced a big problem, he figured out a solution. 90 = When Lewis reached the Great Falls, he saw that there was not just one waterfall to get around. There were five. Lewis had the men pull their canoes around the falls. They chopped down trees to make wagons. 80 = He saw that there was not just one waterfall to get around. He had the men pull their canoes around the falls.</td>
</tr>
<tr>
<td>3. What was important about the Shoshone chief? Why? [DC, RE, SA] (Team Talk rubric) 100 = The Shoshone chief was Sacagawea’s brother, whom Sacagawea had not seen in several years. Before realizing that the chief was her brother, the Shoshones did not trust Lewis and Clark. But, the Shoshones were very happy to see Sacagawea, so Lewis and Clark got plenty of horses. Since the chief was related to Sacagawea, it helped Lewis and Clark. 90 = The Shoshone chief was Sacagawea’s brother, whom Sacagawea had not seen in many years. Before seeing that the chief was her brother, the Shoshones did not trust Lewis and Clark. The Shoshones were very happy to see Sacagawea. 80 = The Shoshone chief was Sacagawea’s brother, whom Sacagawea had not seen in many years.</td>
</tr>
</tbody>
</table>

continued
4. What word from the vocabulary list belongs in the blank? How do you know? [CV]
A problem that pioneers on the Oregon Trail in the 1800s faced was mud that caused wagon wheels to get stuck and not easily ________.
Budge belongs in the blank. I know because it means to move. If the wheels were stuck, then they probably could not easily move, which was a problem for the pioneers.

5. Write the two words that make up the following compound word, and then write a definition for the compound word. [CV] (word power)
campsite
camp + site; a site, or location, where you set up camp

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) and important ideas that they added to their graphic organizers.

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, 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.
Lesson 4

**Reading Objective:** Use other sentences or passages in the text to clarify the meaning of difficult sections of the text.

**Word Power Objective:** Pronounce and determine the meanings of compound words by separating each word into its parts and thinking about the meaning of each word part.

**Teacher Background**

Today students will read about how Lewis and Clark finally reached their destination of the Pacific Ocean in 1805. They decided to remain on the coast for the winter. In 1806, they began their six-month journey home. Many Americans believed that they were dead or lost because they had been gone for so long. Therefore, their triumphant return was a great surprise to many people.

**Teacher’s Note:**

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

**Active Instruction**

(15–25 minutes)

**Partner Vocabulary Study**

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

2. Spot-check the Read and Respond homework.

**Vocabulary**

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

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

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

4. Remind students of the word power skill (compound words) and the Word Treasure clue for compound words (a sailboat with two sails of equal size).

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

   **Why do you think you should learn about compound words?**

   *I think I should learn about compound words because it can help me if I am unsure what a large word means. Sometimes I look for prefixes or suffixes, but I can also look to see if there are two familiar words joined together.*

6. Direct students’ attention to the Word Power Challenge. Tell students that they will work in teams to read the compound words, identify the two words that make them up, and then define them.

   **Word Power Challenge**

   Georgie wore a **lightweight** jacket because it was a little chilly. The **countryside** was a nice place to go for a drive.

7. Use **Random Reporter** to select students to read the words, identify the words that make them up, and then define them.

   **What are the word parts that make up each of these compound words, and what do the compound words mean?**

   - lightweight: *light* + *weight*; not weighing much
   - countryside: *country* + *side*; the area outside of a city

8. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

**Set the Stage**

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

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

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

**Interactive Read Aloud**

1. Read page 18 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

   *As I read, I wasn’t sure why the explorers pushed off into the Snake River. How could I clarify this?*

   *You could clarify this by reading the sentences after that part. Those sentences explain that after they pushed off, the canoes went through the part of the river that travels very fast. This part of the river finally led them through towering trees.*

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 19 (paragraphs 1 and 2). Use **Think-Pair-Share** to ask:
If you found the section about why York and Sacagawea could vote difficult, how could you clarify it?

*If this section was difficult, you could use other sentences to help you. In the middle of the paragraph, it explains that in the early 1800s, Native Americans and African Americans were not considered citizens. Women did not yet have the right to vote. This makes it seem confusing that York and Sacagawea voted. Using sentences at the end of the section clarified this part because it says that every member of the team was important. That’s why York and Sacagawea could vote.*

Use Random Reporter to debrief.

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

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

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequence Chain</strong></td>
</tr>
<tr>
<td><strong>Title:</strong> Exploring the West: The Amazing Journey of Lewis and Clark</td>
</tr>
<tr>
<td>Event 10: The Great Falls was a big obstacle.</td>
</tr>
<tr>
<td>Event 11: Sept. 1805—Lewis and Clark began crossing the Rocky Mts.</td>
</tr>
</tbody>
</table>

4. Refer to the reread and review step of the TIGRRS process. Reread page 13 aloud. Model this step with the text. A sample Think Aloud follows.
Sample Think Aloud

I chose to reread page 15. On that page, I read about the challenge the explorers faced because of the five waterfalls they had to get around. It took them almost a month to get around. In the section that I read aloud earlier, I read that the whitewater rapids led the explorers through the forests. It is interesting that during one part of their journey, the water posed a problem that Lewis had to work around. During another leg of their journey, the water helped the explorers. I made a connection about the different effects that water had on the explorers as they traveled.

Teamwork

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: pages 19 (paragraph 3)–21 aloud with partners. (if skipping Interactive Read Aloud, pages 18–21)

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, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.

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

1. What section of text did you choose to reread, and why? What new connection did you make by rereading and reviewing your notes?

(Answers will vary.) I chose to reread page 14 of the section “Waterfalls and Mountains” because in today’s reading, I read about how Lewis and Clark succeeded. Many Americans thought that they were lost or dead because of how long they had been gone. In that section, the author explained how they entered unknown territory. Even though they had a close call with a grizzly bear and other problems, they still reached their goal. They were very stubborn and did not let any problems stop them. I made the connection that their need to explore is the reason that they are still honored as heroes today. They had a lot of courage to explore the unknown.

2. Write a summary of the text that you read today. [MI]

Lewis and Clark began to travel home in March 1806. As they had traveled west, they buried supplies to get on the way back. Once the crew crossed the Rocky Mountains, they divided into two groups. They met up at the Mandan villages, where they said good-bye to people, such as Sacagawea, who had helped them along the way. Because Lewis and Clark had been on their journey for so long, some Americans thought that they were either lost or dead. But they returned to St. Louis in September 1806 and surprised many people. Lewis and Clark were called heroes, and newspapers published stories about their travels.

3. What part of the text did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric)

(Answers may vary.)

100 = We didn’t understand why the explorers had buried supplies. To figure it out, we used other sentences in the passage. Since Lewis and Clark did not know how long their journey would take, they did not know if they would use all of their supplies or not. We understood that Lewis and Clark wanted to reach the place they were traveling to.

90 = We didn’t understand why the explorers had buried supplies. To figure it out, we used other sentences in the passage. Lewis and Clark did not know if they would use all of their supplies.

80 = We didn’t understand why the explorers had buried supplies.

4. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. [CV]

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: Kenny was eager for the movie to start because he needed a laugh, and his friends had told him that it was very funny.

5. Write the two words that make up the following compound word, and then write a definition for the compound word. [CV] (word power)

grassland

grass + land; land that has a lot of grass

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) and notes that they added to their graphic organizers.

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, 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:** Write a complete answer that explains your thinking.

**Teacher Background**

For this cycle’s writing project, students will respond to a hypothetical question. Lewis and Clark did not know what they would face on their travels westward but agreed to President Jefferson’s request regardless. Students will pretend that they are Lewis and Clark and imagine whether they would have agreed to the request if they had known the obstacles they would encounter.

**Active Instruction**

(10 minutes)

**Partner Vocabulary Study**

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

2. Spot-check the Read and Respond homework.

**Vocabulary**

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

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

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

**Set the Stage**

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

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

3. Remind students of the text, author, and writing objective.
4. State the writing objective, and explain its importance.

This cycle’s writing objective is to write a complete answer that supports your thinking. This connects to the reading objective of using sentences and passages to clarify the meaning of difficult sections of the text. As students write, it is important that they write clearly and support their ideas so a reader who encounters a challenging part can use context clues to figure out the challenging section.

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>Lewis and Clark faced many challenges during their journey. What do you think was the biggest challenge they faced? Explain.</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 ideas on a topic. I know because I see the word explain and because I have to tell about the biggest challenge Lewis and Clark faced.

6. Refer students to the following writer’s guide in their student editions. Point out that this 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>Ideas</td>
</tr>
<tr>
<td>• Clearly introduce the topic.</td>
</tr>
<tr>
<td>• Develop the topic with relevant details.</td>
</tr>
<tr>
<td>Organization</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>Style</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>Mechanics</td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

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

**Which guidelines relate to our writing objective: write a complete answer that explains your thinking?**

*Ideas, because it says to develop the topic with relevant details, and organization, because it says to provide examples that help a reader understand the information.*

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

**Model a Skill**

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

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>challenge: five waterfalls</th>
</tr>
</thead>
<tbody>
<tr>
<td>had to get around</td>
</tr>
<tr>
<td>had to chop trees</td>
</tr>
<tr>
<td>needed to make wagons</td>
</tr>
</tbody>
</table>

**Teamwork**

(20 minutes)

**Independent Work**

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

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

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

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

Class Discussion

Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—write a complete answer that explains your thinking.

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

For example, ask:

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

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

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

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

*Answers will vary.*

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

*Answers will vary.*

Did you find it easy or difficult to explain your thinking? Why or why not?

*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

Lewis and Clark faced many challenges during their journey. What do you think was the biggest challenge they faced? Explain.

<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>
Lesson 6

<table>
<thead>
<tr>
<th>Reading Objective: Use other sentences or passages in the text to clarify the meaning of difficult sections of the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Objective: Write a complete answer that explains your thinking.</td>
</tr>
<tr>
<td>Word Power Objective: Pronounce and determine the meanings of compound words by separating each word into its parts and thinking about the meaning of each word part.</td>
</tr>
</tbody>
</table>

**Teacher Background**

Today’s cycle test challenges students to continue using other sentences or passages in the text to clarify the meaning of difficult sections of the text.

In today’s reading, students will examine the consequences of America’s westward expansion. Although millions of Americans settled along the trail that Lewis and Clark made through the West, many Native American groups and animals were forced out of their homes.

**Active Instruction**

(5 minutes)

**Partner Vocabulary Study**

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

**Set the Stage**

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

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

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

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

(5 minutes)

Partner Review

1. Remind students that they have been practicing using other sentences or passages in the text to clarify the meaning of difficult sections of the text and writing a complete answer that explains their thinking. Use **Think-Pair-Share** to ask:

   **What is a difficult section of the text that you were able to clarify by using other sentences or passages?**

   *(Answers will vary.*) A difficult section was about the animals that were killed off or forced to flee. I used the sentences about the millions of people making farms on the Great Plains and grazing cattle to help me understand that the development and building on the land is why animals lost their homes.*

   Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes 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 question #2 asks about using other sentences or passages in the text to clarify the meaning of difficult sections of the text.

4. Ask students to underline key words or phrases in question #2.

   **2. What part of today’s reading did you clarify? How did you figure it out? [CV]**

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 impact of Lewis and Clark’s exploration.**
1. 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.

2. Spot-check the Read and Respond homework.

---

**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.

   **Did westward expansion only have positive consequences? Explain.**

   *No, westward expansion did not have only positive consequences. For example, some Native American groups were wiped out or forced to move. Many animals were killed off or had to flee into the mountains because their land was overtaken with cities and ranches.*

2. Award team celebration points.

3. Collect test answers. Score original answers, and add extra points for improved answers.
Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

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

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

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

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

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

Use Context Clues

Directions: Read Exploring the West: The Amazing Journey of Lewis and Clark, pages 22 and 23. 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 impact that Lewis and Clark’s journey west had.

What is the author’s intent?

5 points = The author’s intent is to explain what happened as a result of Lewis and Clark’s exploration.

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 = After Lewis and Clark’s journey west, millions of Americans followed their lead. Many settlers decided to move out west. Ten new states formed along the trail Lewis and Clark had made through the West. Dams were created to make electricity and protect farms from floods. Not all changes in the West were positive. Some Native American groups were forced to move from their homes. Many animals were chased away as cities and ranches grew on the plains. There are state parks that protect the wild areas Lewis and Clark found during their travels.

2. What part of today’s reading did you clarify? How did you figure it out? [CV]

20 points = A passage that I did not understand was about how some wild spots remain the same. I reread other sentences and passages. I know that even when development occurs on land, some areas might not be left alone. This helped me understand that the state parks were built to protect these areas that are a part of history.

15 points = A passage that I did not understand was about how some wild spots remain the same. I reread other sentences and passages. I know that even when land is developed, some areas are left alone.

10 points = A passage that I did not understand was about how some wild spots remain the same.
3. Which of the following statements best describes America’s expansion westward? [DC, RE, SA]
   A. America’s expansion westward only had positive results.
   B. America’s expansion westward only had negative results.
   C. America’s expansion westward had positive and negative results.
   D. America’s expansion westward only affected the Great Plains.

   Explain why you selected this statement.

   20 points = I selected this statement because even though many people made new lives out west, some Native American groups and animals were forced out of their homes. Positive results were that dams were built for electricity, and railroads brought supplies to the Pacific. Negative results were that some Native American groups disappeared or were forced to move. America’s expansion was not good for everyone.

   15 points = I chose this statement because even though many people made new lives out west, some Native American groups and animals were forced out of their homes. Dams were made for electricity. Some Native American groups disappeared.

   10 points = Many people made new lives out west, but some Native American groups and animals were forced out.

4. Why do you think that the author included the text features that he did on pages 22 and 23? [AP, DC, SA]

   20 points = I think the author included the text features on pages 22 and 23 because he wanted to show that Lewis and Clark’s journey is still important today. One photograph shows two statues, and the caption says that they honor the explorers. The photographs and captions help a reader understand different reminders of Lewis and Clark’s exploration.

   15 points = I think the author included the text features on pages 22 and 23 because he wanted to show that Lewis and Clark’s journey still means a lot today. One photograph shows two statues that honor the explorers.

   10 points = I think the author included these text features because he wanted to show that Lewis and Clark’s journey still means a lot today.

5. What can you learn from the map on page 23? [DC, SA]

   20 points = The map on page 23 shows what states make up the Lewis and Clark trail today. The red line shows what states they went through as they traveled west. The green line shows what states they went through on their way home. The map helps you picture their trail.

   15 points = The map on page 23 shows what states make up the Lewis and Clark trail today. The red line shows what states they went through as they went west.

   10 points = It shows what states make up the Lewis and Clark trail today.
Part II. Writing (100 points)
Write at least one paragraph to answer the following question:
Explain the lasting effects of Lewis and Clark's journey.

Lewis and Clark's journey had a lot of lasting effects. There were many other people who wanted to explore like Lewis and Clark had. They lived in the West and made new states. They built farms where once only buffalo had lived. Dams were built to keep the new farms safe from flooding. These were good effects. There were bad effects too. For example, some Native American groups had to move. People made their home where the Native Americans had once lived. There were also animals forced off their land. Lewis and Clark's journey had some effects that were good and others that were bad.

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>• Write a complete answer that explains your thinking.</td>
</tr>
</tbody>
</table>

Part III. Vocabulary (100 points)
1. Write a meaningful sentence using the word *roaming*. [CV]

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Mindy and Anita were often seen roaming around outside the school as they waited for their parents to pick them up.

2. Jesse was eager to tell his parents about all the animals that he saw during his field trip to the zoo. In this sentence, the word *eager* most nearly means— [CV]

A. angry.
B. bored.
C. happy.
D. goofy.
3. A tool needed for chopping ________ is an axe.

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

A. waterfall  
B. swarms  
C. budge  
D. firewood

4. Ms. Maxwell was so enthusiastic about science that she inspired many of her students to take a science class even when it was no longer required. In this sentence, the word *inspired* most nearly means— [CV]

A. discouraged.  
B. encouraged.  
C. prevented.  
D. studied.

5. The building developers spent a lot of time ________ the best location to build a new shopping center.

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

A. scouting  
B. roaming  
C. inspired  
D. eager

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

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Since the door would not budge, Beatrice decided to pull it even harder.*

7. Angel Falls in Venezuela is the world’s tallest ________.

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

A. firewood  
B. swarms  
C. waterfall  
D. roaming

8. Write a meaningful sentence using the word *swarms*. [CV]

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The sweet-smelling flowers attracted swarms of bees to Mrs. Durand’s garden.*

Write the two words that make up the following compound words, and then write a definition for each compound word. [CV] (word power)

9. fireplace

    *fire + place; a place where you build a fire*

10. seawater

    *sea + water; water that is from the sea*
<table>
<thead>
<tr>
<th>Question Codes</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>[AP]</td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<td>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
</tr>
<tr>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
</tr>
<tr>
<td>[AC]</td>
<td>Author's craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Use other sentences or passages in the text to clarify the meaning of difficult sections of the text.

**Teacher Background**

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

**Active Instruction**

(20 minutes)

**Two-Minute Edit**

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

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

**Vocabulary**

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

**Set the Stage**

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

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

3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

   Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
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 written Team Talk responses 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. <em>(summary rubric)</em></td>
</tr>
<tr>
<td>2.</td>
<td>Why did you choose this reading? What is your purpose for reading? <em>(Team Talk rubric)</em></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? <em>(strategy-use rubric)</em></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. <em>(strategy-use rubric)</em></td>
</tr>
<tr>
<td>5.</td>
<td>Would you recommend this selection to others to read? State your opinion, and support it with reasons. <em>(Team Talk rubric)</em></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. <em>(fluency rubric)</em></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

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

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

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

Active Instruction

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

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

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

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?*
Common Core State Standards

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

<table>
<thead>
<tr>
<th>Level 2-3 Use Context Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts Standards: Reading: Informational Text</strong></td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>RI.5.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.</td>
</tr>
</tbody>
</table>

| **English Language Arts Standards: Reading: Foundational Skills** |
| **Phonics and Word Recognition** |
| RF.2-5.3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.5.3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

| **Fluency** |
| RF.2-5.4. Read with sufficient accuracy and fluency to support comprehension. |
| RF.2-5.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| **English Language Arts Standards: Writing** |
| **Text Types and Purposes** |
| W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |

| **English Language Arts Standards: Language** |
| **Vocabulary Acquisition and Use** |
| L.2-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 (through 8) reading and content, choosing flexibly from a range of strategies. |
| L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words. |
| L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |

| **English Language Arts Standards: Reading: History/Social Studies and Science/Technology** |
| **Craft and Structure** |
| RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |

| **English Language Arts Standards: Writing: History/Social Studies, Science/Technology** |
| **Text Types and Purposes** |
| WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
Media Acknowledgements

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

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

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