

**Shift 3: Text Complexity (Staircase of Complexity)**

Students are placed at just the right level of instruction to ensure that they are motivated to grow and advance on the staircase of complexity as defined by the CCSS.

**Shift 1: Balancing Informational and Literary Texts**

The CCSS require that students read a wide range of informational and literary texts in many genres. SFA offers a wide range of texts to fit this criterion, including links between various texts.

**Anchor Standards for Reading**  
*Integration of Knowledge and Ideas*

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

# Reading Wings<sup>4th Edition</sup>

**Anchor Standards for Reading**  
*Range of Reading and Level of Text Complexity*

10. Read and comprehend complex literary and informational texts independently and proficiently.

## Song of the Trees

Written by Mildred D. Taylor  
Puffin Books, 1975 ISBN 0-14-250075-5

# TARGETED Treasure Hunt



## **Targeted Treasure Hunt: Song of the Trees**

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**LITERATURE (6 DAY)**

# Song of the Trees

Written by Mildred D. Taylor  
 Puffin Books, 1975  
 ISBN 0-14-250075-5

## Summary

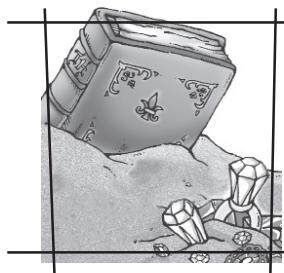
Cassie Logan lives in Mississippi with her brother, her mother, and grandmother during the Great Depression. Her father is away working on the railroad and sends money home when he can. The family is having a hard time making ends meet, so Big Ma decides to sell some trees to a local white businessman. Cassie loves the trees and doesn't want her family to chop them down, but they really need the money. Cassie's father returns home just in time to rescue some of the trees from destruction, and his children from an undeserved punishment.

## Instructional Objectives

Clear instructional objectives help teachers guide instruction and align to the CCSS. For example:  
 Literacy.RL.4.3  
 Literacy.RF.4.3  
 Literacy.W.4.3

	Reading	Word Power	Writing
CYCLE 1	Problem and solution (PS)	Abbreviations	Write a poem.
	Students will identify the main problem in the story and how the characters attempt to solve it.	Students will identify what each abbreviation means.	Students will write poems using personification.





DAY 1

## ACTIVE INSTRUCTION

### Timing Goal: 40 minutes

## Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

## Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **complete tasks**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## Set the Stage

- Introduce the story, author, and reading objective.

This week we will read *Song of the Trees* by Mildred D. Taylor. As we read, we'll identify the main problem and how the characters attempt to solve it. Good readers study how the characters try to solve the problem to better understand the story.

- Point out the strategy target on the team score sheet.

 <b>Reading Wings</b> Team Name: <b>Reading All-Stars</b> Team Number: <b>100</b> Anthology: <b>Anthology</b>	 <b>Score Sheet</b> Last Lesson Grade: <b>90</b> Last Lesson Score: <b>90</b>  <b>Individual Achievement Diagram</b> Total Score: <b>90</b> Goal: <b>90</b> Progress: <b>100%</b> Average of Scores: <b>90</b>																																																																								
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<b>The Reading All-Stars</b>		September 14	Mr. Turner
 <b>Clarifying</b>			
<b>Team Score: 90</b> Our team's goal was to improve our team average for Word Power: WE DID IT!			
<b>Mac</b>			
Strategy Use	Three-End Comprehension	With-On Fluency (Grade Guide)	Meaningful Sentences
100	87	87	100
Team Average Scores		Read and Respond	

**Anchor Standards for Reading**  
*Craft and Structure*

6. Assess how point of view or purpose shapes the content and style of a text.

Media icons in certain lessons denote the availability of a video to engage students in the topic of their student text, build their background knowledge, and prepare them to make connections between media and print.



The Vocabulary Vault icon prompts teachers to remind students to find their vocabulary words outside of reading class, making them active word consumers.



**Student Edition, page 1**  
Student Edition chart does not contain page numbers or identification examples.

**Shift 6: Academic Vocabulary**  
Daily robust vocabulary instruction and the reading of a wide variety of content-rich texts ensure that students learn the power of words and begin to own academic vocabulary, which is emphasized in the CCSS.

- Point out that the story is literature, or have students to figure out that it is literature. Review how literature is different from informational text.
- Build or activate background knowledge about the story using the items below.
  - Tell students that the Great Depression was a hard time for many families living in the United States. Explain that many families had to do without the things they needed. Use **Think-Pair-Share** to have students discuss one item they think they can live without and one item they would really need.
  - Tell students that a character in the story finds company in a forest. Use **Think-Pair-Share** to have students describe the forest they feel safe and comfortable. Randomly select a student to share their description.

**Vocabulary** **TP**

- Ask teams to have teammates make a tent with their hands ready to tell a word the entire team rated with a "+" and another team rated with a "?"
- Use **Random Reporter** to have teams share one word or a word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.

**Anchor Standards for Reading**  
*Integration of Knowledge and Ideas*

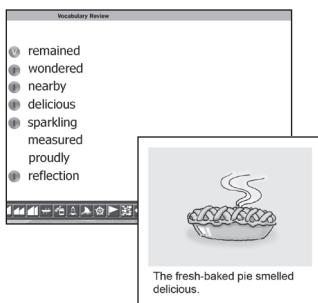
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Anchor Standards for Speaking and Listening**  
*Comprehension and Collaboration*

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Word and Page Number	Identification Strategy	Definition	Sentence
<b>gather</b> page 11	chunk: gath-er	get together	Our teacher asked us to <i>gather</i> our coats and keep them at our desks.
<b>suspiciously</b> page 12	base word + ending: suspicious + ly	with doubt	When the class bully asked James to be his friend, James looked at him <i>suspiciously</i> .
<b>exclaimed</b> page 16	base word + ending: exclaim + ed	cried out	Mother demanded to know who broke the glass, and Milly <i>exclaimed</i> , "It wasn't me!"

In the interactive-whiteboard lessons, images, video, and sounds are available as support for vocabulary learning.



Word and Page Number	Identification Strategy	Definition	Anchor Standards for Reading Craft and Structure
<b>muttered</b> page 23	base word + ending: mutter + ed	spoke quietly	because she was shy.
<b>billowed</b> page 28	base word + ending: billow + ed	swelled out	A cloud of smoke <i>billowed</i> from the oven when Grandma opened it.
<b>swung</b> page 38	blend	moved in a curve	Each time Fred <i>swung</i> the bat, he hit the ball over the fence.
<b>thrust</b> page 39	blend	strong push	Bethany used all of her muscles and gave the heavy door a <i>thrust</i> to open it.
<b>whirl</b> page 40	blend	circular movement	I saw the <i>whirl</i> of the fan blades in the window.

Targeted-skill instruction falls into one of three stages: introduction and definition, prompt and reinforce, or independent use. Program scopes and sequences specify this level and gradually increase the level and student responsibility within and across grade levels as students become more adept and independently skillful readers. Gradually increasing rigor provides scaffolding to help students meet the demands of the CCSS.

### Using the Targeted Skill (Introduction and Definition)

- Introduce the skill, identifying problem and solution, by telling students about a fictional problem and how that problem was solved.

**One day Maurice was hiking, and he got lost. He couldn't remember where he had parked his bike. Then he recalled that the trailhead was near the river, and he knew that he had been climbing up as he hiked. So Maurice followed the river and eventually wound up at the trailhead where his bike was.**

- Explain to students that characters in the stories we read have problems that they face. Use the story above as an example.

**In every story we read, the characters face some sort of main problem. Throughout the story, the main problem might get worse, it might begin to get better, and the characters might work to solve the problem. Let's think about Maurice's problem. The main problem is that he is lost. Maurice does a few things to solve his problem. He remembers that the trailhead was near the river. He remembers that he had been climbing up as he hiked. He follows the river down. Then the solution to the problem occurs when Maurice finds his way back to the trailhead.**

- Point out that students should think about the main problem in the story as they read *Song of the Trees*.

Helpful icons that appear throughout the lessons prompt teachers, reinforce techniques, and promote effective instruction. The icons in print materials correspond to the buttons in the interactive-whiteboard lessons.



## Listening Comprehension

- Read pages 5–8 aloud. Use **Think Aloud** to model identifying the problem in the story.

### Anchor Standards for Language Knowledge of Language

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

I just read about how Cassie's family and other families like hers are struggling. They are very poor, and they can't afford the things they need. I know that stories have problems that the characters face, so this must be the problem.

- Display a blank story map. Explain that story maps help readers understand main problems better.
- Fill out the "Title," "Characters," and "Setting" sections.
- Model filling out the "Problem" section.

I know that using a story map can really help me understand problem and solution. I know what the problem in this story is, so I'll fill out this section of the story map. I'll write "Cassie's family is struggling."

- Read pages 9 and 10, pausing to make points, ask questions, or focus students' attention as necessary.
- Remind students to think about the main problem in the story as they read.

Students are encouraged to underline key words and phrases to aid their comprehension and prepare them to meet speaking, listening, and writing standards.

## Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

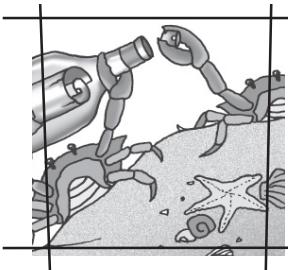
### Team Talk

- In today's reading, tell how the main problem in the story gets worse. (Write-On) |PSI|
- Mama tells Cassie to help Little Man with the eggs because— |CE|
  - Little Man can't do it by himself.
  - Cassie needs something to do.
  - Mama and Big Ma need to talk to each other alone.
  - Cassie is the family expert at picking out the eggs.
- Describe Stacey. |CH|
- Why does Cassie say the trees are singing? |FL|

- Randomly assign team leaders.

### Anchor Standards for Language Vocabulary Acquisition and Use

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



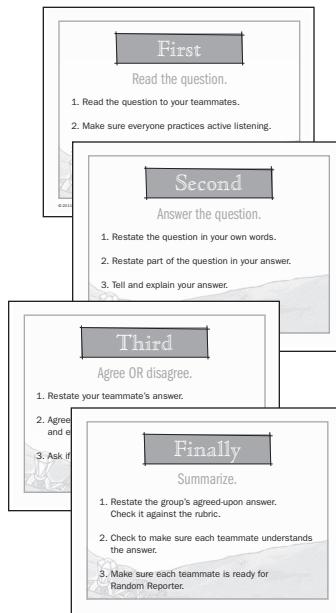
# TEAMWORK

Timing Goal: 45 minutes

## Anchor Standards for Reading Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The CCSS call for instruction to engage students in rich discussions centered on common text. In Reading Wings, students learn to critique what they read and identify and analyze the central ideas of the text, text structure, and what they learn. They also use evidence from the text and media to synthesize and support their answers to important questions derived from the text.



Role cards structure students' conversations, allowing them time to discuss and debate answers to comprehension questions, which utilizes speaking and listening skills.

## Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
  - page 11 aloud with partners.
  - pages 12 and 13 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

## Team Talk

1. In today's reading, tell how the main problem in the story gets worse. (Write-On) **IPS**

**100 points** = *In today's reading, the main problem in the story gets worse as Cassie's family runs out of important things. They begin to run out of food. Money was stolen from their envelope, and Mama was running out of medicine.* **90 points** = *In today's reading, the main problem gets worse as Cassie's family runs out of important things. They were running out of food and medicine.* **80 points** = *Cassie's family runs out of important things.*
2. Mama tells Cassie to help Little Man with the eggs because— **ICE**
  - a. Little Man can't do it by himself.
  - b. Cassie needs something to do.
  - c. *Mama and Big Ma need to talk to each other alone.*
  - d. Cassie is the family expert at picking out the eggs.

Throughout each cycle, prompts to award points remind teachers of the importance of rewarding successful team behaviors and to publicly display the points on the Team Celebration Points poster.

## Team Talk continued

### 3. Describe Stacey. |CH|

**100 points** = *Stacey is older than Cassie and Little Man. He is the oldest child, and with his father away, he thinks he is the man of the house. He tells his brothers and sisters what to do. Stacey is also the biggest of the children.* **90 points** = *He is the oldest child and thinks he is the man of the house. He is the biggest.* **80 points** = *He's the oldest and biggest child.*

### 4. Why does Cassie say the trees are singing? |FL|

**100 points** = *Cassie says the trees are singing because she hears the wind in the trees. She likes to imagine that the noise is the trees singing.*

**90 points** = *Cassie says the trees are singing because of the sound the wind makes.* **80 points** = *When she hears the wind in the trees.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

## Class Discussion **TP**

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher column.

### Anchor Standards for Reading Craft and Structure

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### Shift 4: Text-Based Answers

Through team and class discussions and with the aid of rubrics that require evidential support to obtain top scores, students learn to form cogent, evidence-based arguments while speaking and writing.



These rubrics reinforce the peer and teacher feedback loop that aids students in their written and spoken responses and prepares them to demonstrate skills on the assessment.

### Strategy Use

Clarifying	
100	Tell what the team clarified, what it means, and describe which tool the team used to clarify.
90	Tell what the team clarified and what it means.
80	Tell what the team clarified.
Not there yet? Ask your teacher for another chance.	

### Think-And-Connect

Clarifying	
100	Say a complete, correct answer that gives evidence or shows use of background knowledge.
90	Say a complete, correct answer in a full sentence with the question stem.
80	Say a correct answer that makes sense.
Not there yet? Ask your teacher for another chance.	

### Strategy-Use Discussion

- Use **Random Reporter** to select students to describe their team's discussion to the class.
- Award team celebration points.

### Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

### Team Talk Extenders

Christopher-John gets in trouble for eating all the cornbread. Have you ever been in trouble for doing something? What happened?

Stacey thinks he is the “man of the house.” What does that mean? Is Stacey the “man of the house”? Why or why not?

- Award team celebration points.

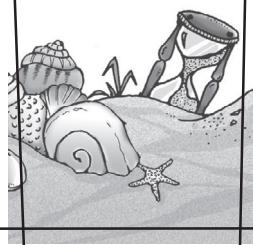
**Shift 5: Writing from Sources**  
The CCSS call for students to regularly use evidence from the text in their writing to inform or make arguments. The Write-On rubric in Reading Wings promotes and enhances this practice.

Write-On	
<b>100</b>	Write a complete, correct answer that gives evidence or shows use of background knowledge.
<b>90</b>	Write a complete, correct answer in a full sentence with the question stem.
<b>80</b>	Write a correct answer that makes sense.

Not there yet? Ask your teacher for another chance.

### Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



## FLUENCY IN FIVE TP

Timing Goal: 5 minutes

On day 1 of Fluency in Five, teachers model fluency and/or a lack of certain fluency skills to prepare students for partner practice and to earn a fluency score. Students gain further practice giving feedback through the use of a fluency rubric during a video in select lessons.

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency Rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills.

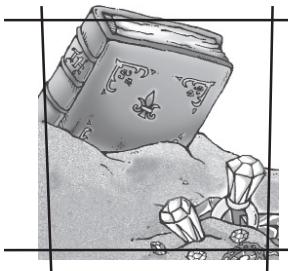
### Page 13 (paragraphs 1–4)

- Ask students to use the Fluency Rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

### Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



## DAY 2

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## Set the Stage

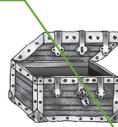
- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?"
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

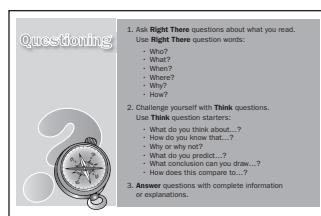


During strategic review, students demonstrate metacognitive strategy use—summarizing, predicting, and questioning—all of which aid in comprehension.



## Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



Questioning Strategy Card

Anchor Standards for Reading  
Key Ideas and Details

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What is Stacey like? What role does he play among his brothers and sisters?

### Listening Comprehension



- Read page 15 aloud. Use **Think Aloud** to model identifying how the main problem in the story gets worse and placing this event on the story map.

I just read that Cassie's mother is sick, and she can't afford the medicine that she needs. This is an example of the main problem in the story getting worse. The main problem is that Cassie's family is struggling, and now Cassie's mother can't even afford much-needed medicine. I'll put this important event on the story map.

- Read pages 16–18 aloud, pausing to make points, ask questions, or focus students' attention as necessary.
- Remind students to think about the main problem in the story as they read.

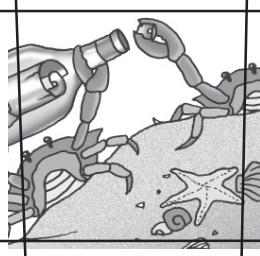
### Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

#### Team Talk

- What do the X marks on the trees mean? How do you know? |CE|
- In today's reading, tell how the main problem in the story gets worse. (Write-On) |PS|
- Describe Cassie. |CH|
- Do you think the men would cut down the trees if Papa were home? Explain your answer. |DC|



# TEAMWORK

Timing Goal: 45 minutes

## Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 19–22 (paragraph 1) aloud with partners.**  
**pages 22 (paragraph 2) and 23 silently.**
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

## Anchor Standards for Language

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk comprehension questions ensure that students use not only the targeted skill but also a wide range of comprehension and author's craft skills to demonstrate full comprehension.

### Team Talk

1. What do the X marks on the trees mean? How do you know? |CE|

**100 points** = *The X marks on the trees mean that the trees are going to be cut down. Mr. Andersen and Tom talk to each other about marking the trees that are supposed to be cut down. 90 points* = *The X marks mean that the trees are going to be cut down. Mr. Andersen and Tom talk about it.*

**80 points** = *The X marks mean the trees will be cut down.*

2. In today's reading, tell how the main problem in the story gets worse.

(Write-On) |PS|

**100 points** = *In today's reading, the main problem in the story gets worse as Cassie learns the trees are going to be cut down. The trees are one of the few things that make Cassie forget about her family's problems. She could lose them. 90 points* = *In today's reading, the main problem in the story gets worse as Cassie learns the trees are going to be cut down.*

**80 points** = *The trees are going to be cut down.*

Regular strategy use, including clarifying, helps students decode to unlock the meanings of new words. Regular partner and team reading and discussions of new and challenging words support students as they read texts of increasing complexity.

### Team Talk continued

#### 3. Describe Cassie. [CH]

**100 points** = Cassie is a fast runner. She loves trees and likes to imagine they are her friends. She says they sing and talk to her. This shows that she has a strong imagination. **90 points** = She is a fast runner and imagines that the trees sing and talk to her. **80 points** = She is fast.

#### 4. Do you think the men would cut down the trees if Papa were home? Explain your answer. [DC]

**100 points** = No. The men would not cut down the trees if Papa were home. Little Man and Christopher-John say that Papa would stop them. Mr. Tom says that Papa is not afraid of anybody or anything. **90 points** = No. The men would not cut down the trees if Papa were home. Little Man and Christopher-John say that Papa would stop them. **80 points** = No. Papa would stop them.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

### Class Discussion **TP**



#### Anchor Standards for Language Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Team Talk Extenders help students move their conversations and thinking beyond the text to make connections to other texts, their background knowledge, and their lives.

#### Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

#### Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

#### Team Talk Extenders

In your opinion, who owns the trees? Do you think just anyone can cut down trees whenever they want? Explain.

Should forests be protected? Why or why not?

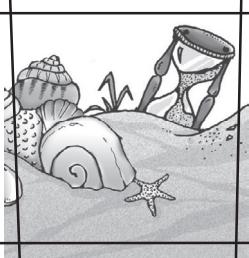
- Award team celebration points.

#### Anchor Standards for Speaking and Listening Comprehension and Collaboration

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

## Page 19 (paragraphs 1–10)

Beginning on day 2, student partners take turns reading fluently for the chance to earn a challenge score for their team.

Fluency	
100	Read with feeling, smoothness, and accuracy at the targeted rate.
90	Read with feeling and smoothness.
80	Read with accuracy. Most of the words are correct (no more than four errors).

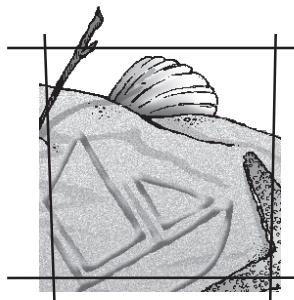
Not there yet? Ask your teacher for another chance.

## Fluency Rubric

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency Rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

Foundational Skills for Reading  
Grade 4

4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.
  - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



## WORD POWER **TP**

Timing Goal: 10 minutes

### Foundational Skills for Reading Grade 4

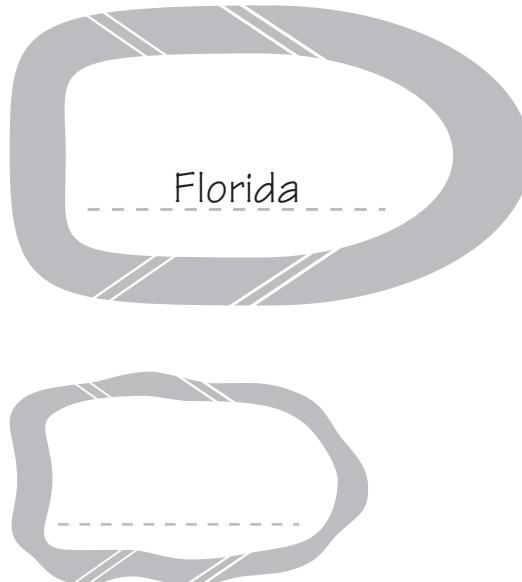
3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Preparation:** Display the Word Treasure clue for abbreviations. Write "Florida" in the inflated raft.

Blackline master provided.

**Shift 6: Academic Vocabulary**  
Captain Read More—the mascot of Reading Wings 4—introduces students to word-study skills in all the lessons. Word Treasures and visual clues aid students at all levels to understand skills from prefixes to suffixes through Greek and Latin roots and address many standards in the common core! Look for Captain Read More and his Word Treasure toolbar in the interactive lessons too!

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue.



- Compare the two rafts. Use **Think-Pair-Share** to have students tell you what they think the Word Treasure clue means. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Students:	Teams:
1. Number your papers.	1. Share the skill-practice answers. If you disagree on an answer, tell why.
2. Complete the skill-practice and building-meaning items.	2. Share your meaningful sentences.
3. Write your answers.	3. Share the remaining building-meaning items. If you disagree on the answer, tell why.
	4. Be prepared to share your answers with the class.

Grade 2 (days 3 and 4) Practice reading the word list(s) with your team.

### Word Power Routine

### Word Treasure

Some words start out big but get smaller.

If you're having trouble reading an abbreviation, look at the letters and think about longer words that have those letters in them.

- Remind students that we use abbreviations to shorten words—in this case, *Florida*, which is the name of a state. Explain that we see abbreviations in our everyday life and that many authors use abbreviations in their books, so it is important to know what an abbreviation actually means.

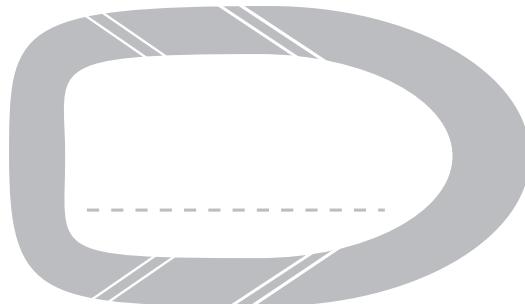


- Write “FL” on the deflated raft. Explain that this is the abbreviation for *Florida*. Use **Team Huddle** to have students compare the words in the raft and tell what they notice about the two words. Use **Random Reporter** to have students share responses.

**Look at the words in the two rafts. What do you notice about them?**

**Talk in your teams.** Allow time for students to discuss the answer. Use **Random Reporter** to select students to share. **That's right! The letters in the abbreviation are the first two letters in the word.** Underline each letter found in the word. Point out that some abbreviations for states are made up of the first two letters, while some are not.

- Display the rafts again. Write “NY” in the deflated raft. Tell students that this is another abbreviation for a state. Use **Think-Pair-Share** to have students identify the word for the abbreviation. Randomly select a few students to share. *New York*



- Write “New York” on the inflated raft. Point out how the *N* and *Y* are the first letters in each word and underline them. Point out that unlike some abbreviations such as titles, abbreviations for states do not include periods.
- Use **Think-Pair-Share** to have students identify types of words we abbreviate, and randomly select a few students to share. (*Answers may vary.*) *Titles, words in addresses, months, days of the week, states, and countries.*
- Tell students that there are abbreviations used in their book and that they should look out for them as they read.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

**Student Edition, page 2**

After Word Power each day, students practice their word skills and vocabulary words in preparation for their cycle test.

### Skill Practice

Choose from the box and write what each abbreviation means.

New Jersey	Connecticut	Texas	California
Tennessee	North Dakota	Nevada	

1. NJ *New Jersey*
2. TN *Tennessee*
3. ND *North Dakota*
4. CA *California*

To build meaning, students practice writing meaningful sentences during Word Power each day. Teachers use Random Reporter to hear sentences and award challenge scores for sentences that create vivid mind movies!

### Building Meaning

gather	suspiciously	exclaimed	muttered
billowed	swung	thrust	whirl
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.			
<p><b>100 points</b> = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> <b>90 points</b> = <i>The sentence uses the word correctly and includes one detail.</i> <b>80 points</b> = <i>The sentence uses the word correctly.</i></p> <p>6. Which of the following supplies and ingredients would you need to <u>gather</u> together to bake a cherry pie?</p> <ol style="list-style-type: none"> <li>a bucket of snails</li> <li>a screw driver</li> <li>a pie tin</li> <li>a jar of pickles</li> </ol>			

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.

- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

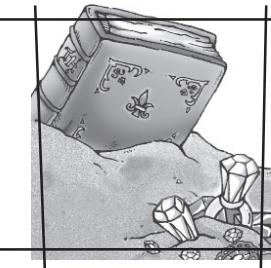


Prompts remind teachers to add team celebration points to the class poster and to encourage teams to try to earn even more points the next day.

## Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



## DAY 3

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

## Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

## Set the Stage



- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?"
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



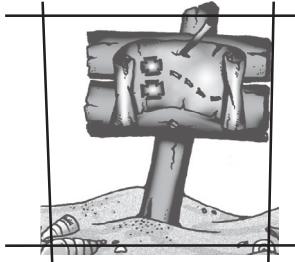
Students repeat the process of underlining key words and phrases that they've practiced throughout the cycle to ensure their comprehension of test questions.

## Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.

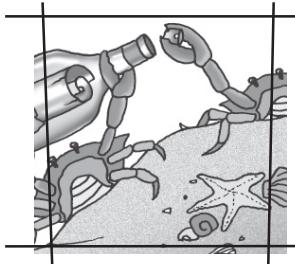


## TEST

Timing Goal: 20 minutes

Students complete their tests independently before discussing their answers with teams and then the class.

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



## TEAMWORK

Timing Goal: 30 minutes

Teacher Procedures for Teamwork vary with strategy instruction.

During discussion, students have the chance to improve their answers and earn more team celebration points.

### Team Discussion **TP**

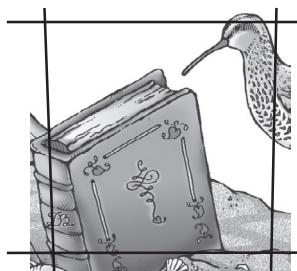
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.



- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

### Class Discussion **TP**

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.



## BOOK CLUB

Timing Goal: 30 minutes

Students can celebrate their self-selected reading during Book Club. This is the time to showcase what they have read in a creative activity.

- Have students share their reading selections through activities of their choosing.

Celebrate each student's selection and activity.  
Record student completion on the teacher cycle record form.

#### Anchor Standards for Speaking and Listening

*Presentation of Knowledge and Ideas*

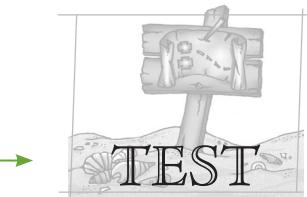
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

#### Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

Student comprehension and vocabulary tests provide students with opportunities to fully demonstrate that they have learned and can use reading and word skills well.



## Comprehension Questions

Read pages 45–48 of *Song of the Trees*, and answer the following questions. The total score for comprehension questions equals 100 points.

**20 points**

1. From earlier in the cycle's reading, tell how a character tries to solve the main problem in the story. |PS|

**20 points** = From earlier in the cycle's reading, Little Man tries to solve the main problem in the story by attacking Mr. Andersen. Little Man kicks at him to stop him from cutting down the trees. **15 points** = From earlier in the cycle's reading, Little Man tries to solve the main problem in the story by attacking Mr. Andersen. **10 points** = Little Man attacks Mr. Andersen.

**10 points**

2. In this story, the trees are compared to all of the following except—|CC|
  - a. guitar players.
  - b. trumpet players.
  - c. singers.
  - d. warriors.

**20 points**

3. Tell how Papa plans to stop Mr. Andersen. |PL|

**20 points** = Papa plans to stop Mr. Andersen by blowing up all the trees so that Mr. Andersen can't have any of them. Papa doesn't want Mr. Andersen to have the trees. He figures it is better to have no trees than to let Mr. Andersen make money off of the trees. **15 points** = He plans to blow up all the trees so that Mr. Andersen can't have any of them. **10 points** = He plans to blow up all the trees.

**10 points**

4. Why doesn't Papa let Mr. Andersen take away the dead trees? |CE|
  - a. to stop him from coming back
  - b. to keep his self-respect
  - c. to sell them to somebody else
  - d. to use them to build something

**20 points**

This box denotes the targeted skill question. Data from this question is collected on the teacher cycle record form, input online, and factors into a targeted skill report that determines mastery.

5. Has the main problem in the story been solved by the end? Support your answer. |PS|

**20 points** = *The main problem in the story has been solved by the end of the story. Although the family is still struggling, they have stopped the cutting down of the trees. They still have their self-respect.*

**15 points** = *The main problem in the story has been solved by the end of the story. The family is still struggling, but they saved the rest of the trees.* **10 points** = *Yes. The family saved the rest of the trees.*

**20 points**

6. Are Cassie and Papa alike? Support your answer. |CH|

**20 points** = *Yes. Cassie and Papa are alike. They both think the trees can sing. They both stand up for what they think is right. They are both proud and brave.* **15 points** = *Yes. Cassie and Papa are alike. They both think the trees can sing. They are both proud and brave.* **10 points** = *Yes. They both think trees can sing.*

## Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

### Skill Questions

Choose from the box and write what each abbreviation means.

New Hampshire

yard

meter

Kentucky

Mister

New Mexico

Kansas

**5 points**

1. Mr. *Mister*

**5 points**

2. yd *yard*

**5 points**

3. KY *Kentucky*

**5 points**

4. NM *New Mexico*

## Building Meaning

gather	suspiciously	exclaimed	muttered
billowed	swung	thrust	whirl

**10 points** 5. Write a meaningful sentence for the word *exclaimed*.  
**10 points** = “*I hate liver and onions,*” Candace *exclaimed in her sharpest voice when she saw what her mom was fixing for dinner.* **5 points** = “*I hate liver and onions,*” Candace *exclaimed in her sharpest voice.* **1 point** = “*I hate liver and onions,*” Candace *exclaimed.*

**10 points** 6. I gave the sled a *thrust* with both legs and it went down the hill quickly.

**10 points** 7. Betsy heard a loud noise in the playground and looked around suspiciously. *Suspiciously* means—  
a. with doubt.  
b. with care.  
c. with friends.  
d. with pain.

**10 points** 8. As the two squirrels ran in a *whirl*, our dog barked and tried to catch them.

**10 points** 9. Jimmy swung his butterfly net but missed catching the butterfly. *Swung* means—  
a. marched in a line.  
b. threw in a curve.  
c. *moved in a curve.*  
d. went in a circle.

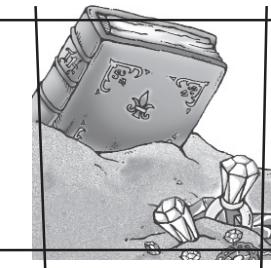
**10 points** 10. When Mother put new sheets on the bed, they billowed in the air. *Billowed* means—  
a. *swelled out.*  
b. dropped off.  
c. jumped up.  
d. rushed over.

**10 points** 11. In the fall, squirrels *gather* acorns together to store for the winter.

**10 points** 12. The man by the fence muttered something I couldn’t quite hear. *Muttered* means—  
a. spoke simply.  
b. *spoke quietly.*  
c. thought about.  
d. shouted loudly.

### Anchor Standards for Language Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 25 minutes

The last day of a cycle provides instruction in the entire writing process using an activity based on the student text.

## Set the Stage

- Introduce the writing goal.

Today you will write a poem about a plant or an animal, using personification. In *Song of the Trees*, Cassie imagines that the trees near her home speak and sing to her. Giving human qualities to things that are not human is called personification. You will share your poem with your classmates.

## Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and the related behavior.

## Build Background

Build Background focuses on the tenets of a topic, audience, purpose, and format, giving students examples and practice as an introduction to the writing task.

- Introduce the activity, writing a poem using personification, by telling students that sometimes people see human qualities in non-human objects.

Humans have imaginations that let us think about many things that are impossible. Sometimes we use our imaginations to give human qualities to things that are not human. Have you ever heard of the man in the moon? Long ago, people looked at the moon and thought they saw a face there. In reality, the face was really just a collection of craters. Many people through history have shared the idea of a man living in the moon and have written stories, poems, and songs about it. Giving a non-human object like the moon a human quality, such as having a face, is called personification.

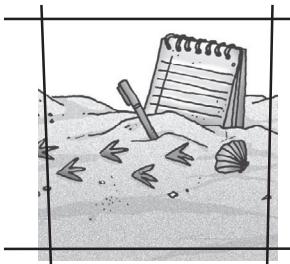
- Ask students if they can think of other examples of non-human objects having human qualities.
- Display the following poem. Read the poem aloud to students.

Blackline master provided.

Is that a rock I see moving by?  
 No, it has little legs and paws.  
 Is it a turtle that is moving so spry?  
 Maybe I'll ask if it takes a pause.  
  
 An armor plated armadillo you say!  
 A little snuffling desert knight.  
 Excuse me sir, I would not want to delay,  
 You from attending today's joust and fight.



- Ask students if they can identify what is being personified in the poem. Use **Think-Pair-Share** to hear responses. *An armadillo.*
- Use **Think-Pair-Share** to ask students what human qualities the poet gives to the armadillo. *The poet calls the armadillo a desert knight. The poet says the armadillo is off to a joust and fight. Knights are humans who wear armor and fight. An armadillo is an animal, but the poet treats it like a human knight.*
- Tell students that they will think about personification as they write poems today.



## ADVENTURES IN WRITING

Timing Goal: 65 minutes

### Planning

- Introduce the activity.

**Remember that today you will write poems using you give non-human things human qualities, you will**

- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

**Anchor Standards for Writing**  
*Range of Writing*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



Student Edition, page 4

The writing prompt helps students write a text-based response each cycle. These projects also help students make connections across texts and incorporate those connections into their written work as specified by the CCSS.

### Writing Prompt

Cassie believes the trees near her home speak and sing to her. She gives the trees human qualities. Today you will write a poem that gives a non-human animal or object three human qualities. Your poem will be three stanzas long, and each stanza will describe a different human quality. Each stanza will have four lines. Remember to use descriptive words and language to help your classmates believe the personification you give your animal or object. Remember to give your poem a title.

### Scoring Guide

Your poem uses personification to describe an animal or object.

**20 points**

Your poem gives the subject three human qualities, one for each stanza.

**20 points each (60 points maximum)**

Each stanza of your poem is four lines long.

**10 points**

You use descriptive words and language.

**5 points**

Your poem has a title.

**5 points**

**Anchor Standards for Writing**  
*Text Types and Purposes*

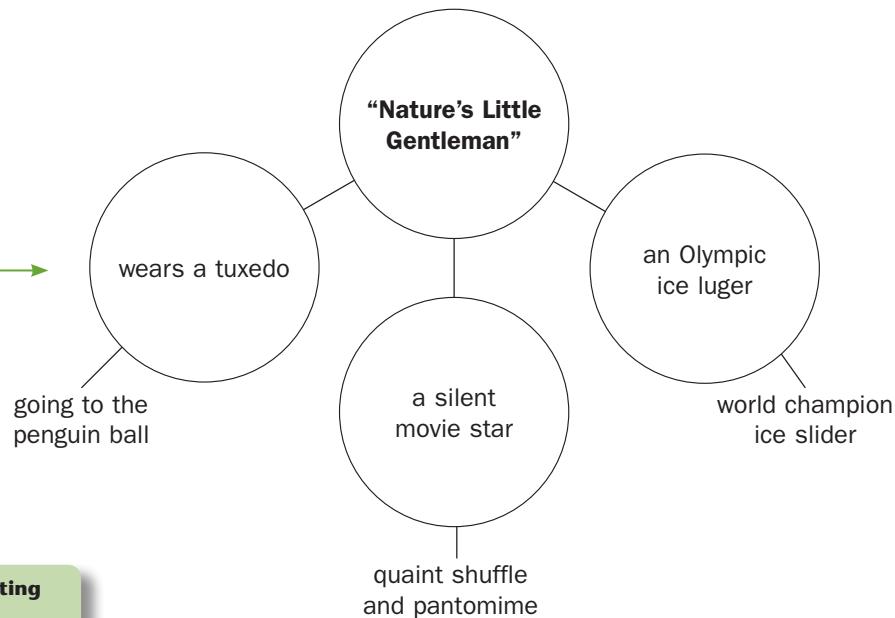
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

**Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us make sure we write down all the information we want to use in our poems.**

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

**Sample Graphic Organizer**



Teachers have access to sample graphic organizers in the print and interactive lessons to model for the students how to plan before writing.

**Anchor Standards for Writing**  
*Production and Distribution of Writing*

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Remind students that they will use their plans to write a first draft.

- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.

During the writing process, students learn how to use their plan to create a draft.

- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.
- Tell students that each stanza of their poems should use descriptive words to make the personification of their animal or object believable.

**Do you use good descriptions to make the personification of your animal or object seem real? You should be using descriptive language to help your audience make a mind movie about what they are reading.**

- Display the following example stanzas of the poem in the graphic organizer. Ask a volunteer to read aloud to the class.

Blackline master provided.

**Example 1**

A true gentleman is the penguin,  
His feathers are black and white.  
He looks very neat,  
Like he should go to a dance.

**Example 2**

A true gentleman is the penguin,  
With his coat of black and shirt of white.  
His tailored suit is neat, his tuxedo tail in its place,  
For his appearance at the formal ball each night.

Cooperative-learning techniques continue to carry through the entire cycle.



- Use **Think-Pair-Share** to ask students what is being personified in the poem, and how the poet personifies the subject. *A penguin is being personified. The poet describes the penguin as a person who is wearing a tuxedo and who is going to a dance.*
- Use **Think-Pair-Share** to ask students which example uses descriptive language and better helps the reader make a mind movie. *Example 2.*
- Use **Random Reporter** to ask students about differences between the two stanzas.

**How are the two stanzas alike? Are they about the same subject? Yes. Both stanzas are about how penguins are gentlemen. Both stanzas talk about similar things in each line. Let's look at the stanzas line by line. The first line in each is the same. How are the descriptions in the second lines the same and different in each stanza? They are alike because they describe the penguin's feathers. They are different because the first example describes the feathers as white and black. The second example describes them as a black coat and white shirt. What does the second description help you see in your mind? A tuxedo coat. How is the third line in each stanza different? In the**

first example, it just says the penguin looks neat. In the second example, it says that the penguin's suit is tailored and his tail is in the right place. It describes why the penguin looks neat. It describes a tuxedo suit better. **Good! How are the fourth lines in each stanza different?** The first example says the penguin should go to a dance. The second example says that the penguin will go to a formal ball. It describes what kind of dance a penguin would go to in a tuxedo. **Excellent! Do you see how descriptive words help you make mind movies about what you read?**

- Tell students to check their writing to make sure they use descriptive words and language in their poems.

### Sharing, Responding, and Revising

#### Anchor Standards for Language Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts. Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**  
Ask students to share and respond with their partners.  
Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Depending on the lesson, the instruction can include modeling other aspects of writing, editing, or revision—including customizing an editing checklist.

### Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check their list a second time. If they find additional errors, ask them to mark them on their partners' papers.
- Have students share their edits with their partners.

#### Anchor Standards for Writing Production and Distribution of Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

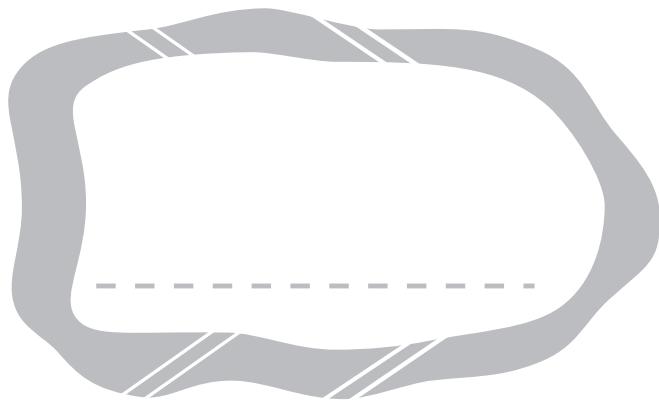
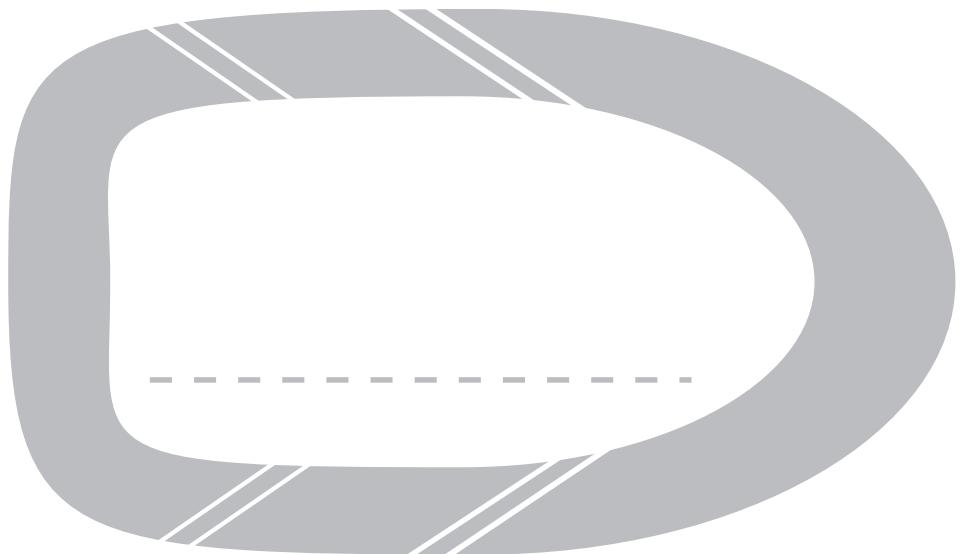
### Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.

- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

The final step in the cycle is to help students visualize how the accumulation of team celebration points converts to a team celebration score, which—in addition to other scores on the teacher cycle record form—helps to determine which teams are super!

Team Celebration Points
<p>Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.</p> <ul style="list-style-type: none"><li>– What is your team celebration score?</li><li>– How well did you use the team cooperation goal and behavior?</li><li>– How can you earn more points?</li></ul>



Is that a rock I see moving by?

No, it has little legs and paws.

Is it a turtle that is moving so spry?

Maybe I'll ask if it takes a pause.

An armor plated armadillo you say!

A little snuffling desert knight.

Excuse me sir, I would not want to delay,

You from attending today's joust and fight.

## Example 1

A true gentleman is the penguin,  
His feathers are black and white.  
He looks very neat,  
Like he should go to a dance.

## Example 2

A true gentleman is the penguin,  
With his coat of black and shirt of white.  
His tailored suit is neat, his tuxedo tail in its place,  
For his appearance at the formal ball each night.

Cycles include a sample blackline master of each graphic organizer that students complete while reading.

# Story Map



**Title:** Song of the Trees

**Characters:**

Big Ma  
Cassie  
Christopher-John  
Little Man  
Stacey  
Mr. Andersen  
Tom  
Mama

**Setting:**

Where: On a farm

When: During the Great Depression

**Problem:**

Mr. Andersen offers Big Ma money to cut down the trees on her property.

**Anchor Standards for Reading**  
*Key Ideas and Details*

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Cassie and her brothers are playing in the forest when they hear Mr. Andersen and Tom talking about  
Event: cutting down the forest.

Event: Big Ma lets Mr. Andersen chop down the forest for sixty-five dollars.

Event: Mr. Andersen begins to chop down the trees in the forest.

Event: Little Man runs into the forest and hits Mr. Andersen on the leg with a stick.

Event: Papa rescues Little Man before Mr. Andersen can whip him with his belt.

**Solution:**

Papa threatens to blow up the forest if Mr. Andersen and the lumbermen do not leave. Mr. Andersen and the lumbermen finally leave.