

Informational

Unit 1

Clarify Words and Ideas

**Martin Luther King, Jr.
and the March on Washington**

Alligators and Crocodiles

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Clarify
Words and
Ideas

**Martin Luther
King, Jr. and
the March on
Washington**

**Alligators and
Crocodiles**

The Lightning Round

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

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

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

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

Unit Objectives

Cycle 1

Reading: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Cycle 2

Word Power: Chunk words into word parts (syllables) to help read words.

Writing: Write a complete answer that explains your thinking.

Unit Overview

The purpose of this unit is to teach clarifying strategies that will improve your students' reading comprehension. When students clarify, they check to make sure that they understand what they have read, and then they go back to clear up anything confusing. Clarifying helps students monitor comprehension at both the word and idea levels. Students need a variety of clarifying techniques to help them comprehend increasingly difficult text. Examples of clarifying strategies include:

- looking for familiar parts in words—base words, root words, prefixes, and suffixes.
- using context clues to figure out word meanings.
- rereading to review context.
- reading ahead to add context.
- using background knowledge to make connections.
- visualizing what is going on in the text.
- using a dictionary.

Cycle 1	
Welcome Lesson	<ul style="list-style-type: none"> • use of the team score sheet to record team names and points • Read and Respond homework
Lesson 1	<ul style="list-style-type: none"> • partner reading • team strategy discussion • strategy-use routine for class discussion
Lesson 3	<ul style="list-style-type: none"> • strategy-use rubric
Lesson 5	<ul style="list-style-type: none"> • writing a response to a strategy-use question • peer feedback routine
Lesson 6	<ul style="list-style-type: none"> • team discussion after the test
Lesson 7	<ul style="list-style-type: none"> • Read and Respond discussion
Lesson 8	<ul style="list-style-type: none"> • Two-Minute Edit • Class Council

Cycle 2	
Lesson 1	<ul style="list-style-type: none"> • Team Talk rubric • team discussion role cards
Lesson 2	<ul style="list-style-type: none"> • partner vocabulary study
Lesson 5	<ul style="list-style-type: none"> • writer's guide • editing checklist

Unit Topic/Content

In cycle 1, students will read *Martin Luther King, Jr. and the March on Washington*. This text tells about August 28, 1963, the day that Martin Luther King, Jr. gave his famous “I Have a Dream” speech on the steps of the Lincoln Memorial in Washington, D.C. At the time, black people were not treated equally in many parts of the United States, particularly in the south. They were segregated from white people and were not allowed to use many of the same facilities. Martin Luther King, Jr. was one of the most famous and influential workers for civil rights in this country, and his “I Have a Dream” speech helped to push the United States into changing its laws.

In cycle 2, students will read *Alligators and Crocodiles*. In this text, students will learn the characteristics that alligators and crocodiles share and the characteristics that set them apart from each other. They will also learn some amazing facts about these creatures.

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

Martin Luther King, Jr. and the March on Washington

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 4–13	(Embedded) Process video: "Word Pronunciation Strategies" (Embedded) Background video: "The Montgomery Bus Boycott" (end at 3 min. 25 sec.)
Lesson 2	pages 14–23	(Embedded) Process video: "Word Meaning Strategies"
Lesson 3	pages 24–33	(Embedded) Process video: "Team Strategy Discussion"
Lesson 4	pages 34–41	(Embedded) Process video: "Sentence/Passage Strategies"
Lesson 5	writing in response to reading	
Lesson 6	pages 42–48	(Embedded) Process video: "Read and Respond Homework"
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	(Embedded) Process video: "Are we a super team?" (Embedded) Process video: "Team Goal Setting"

Alligators and Crocodiles

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 2–9	(Embedded) Process video: "Team Talk"
Lesson 2	pages 10–15	(Embedded) Process video: "Rating Vocabulary Words" (Optional) Background video: "Alligator Habitat" DragonflyTV: www.pbskids.org/dragonflytv/show/alligatorhabitat.html (1 min. 33 sec.–3min. 27 sec.)
Lesson 3	pages 16–21	(Optional) Background video: PBS LearningMedia: "Pesky Critters" Wild TV: "Wildlife in the City" www.pbslearningmedia.org/content/vt107.la.rv.text.peskycritter (end at 2 min. 10 sec.)
Lesson 4	pages 22–27	
Lesson 5	writing in response to reading	
Lesson 6	pages 28 and 29	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

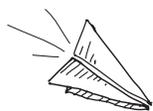
Welcome Lesson

Objective: Form teams to help students improve one another's reading and learning skills.

Teacher Background

In this lesson, you will:

1. Welcome your students to their new class, the Reading Edge.
2. Form teams for the first quarter and conduct a team-building activity.
3. Pass out team score sheets.
4. Introduce students to Read and Respond homework.



Active Instruction tp

(22 minutes)

Big Question

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

The Big Question: What is the most important skill that you learned in Getting Started? Why?

Set the Stage

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

What is the most important skill that you learned in Getting Started? Why?

Answers will vary.

2. Introduce the unit objective.

Our objective is to help one another improve our reading and learning skills. We'll do this by working in teams. If we work hard and help one another, everyone can and will succeed! Now let's get in our teams.

3. Randomly assign students to teams, and tell them which tables they will move to. Use 1-2-3 Move to prompt students to move. Give each team a team score sheet.

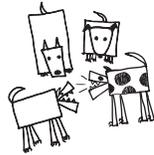
Students write responses to the Big Question.

Discuss the Big Question.



Post and present the objective.

Assign students to teams, and ask them to move.



Teamwork tp

(20 minutes)

Engage students in team building.

Team Discussion

1. Tell partners to use the questions in their student editions and their own questions to interview each other. Tell them to note things that they have in common.

1. What is one of your strengths?
2. What makes you proud?
3. What is your favorite thing to do?
4. What is your least favorite thing to do?

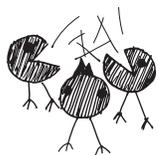
2. Ask partners to introduce each other to the team. Ask students to make a web in their notebooks of things they have in common. Tell teams to choose a team name based on what they have in common and to write it on their team score sheets and a table tent.
3. Review the role cards as necessary. Randomly assign a team leader, and ask the team leader to give a card to each teammate. Tell students to follow the directions on their cards as they discuss the Team Talk questions. Point out that the team has to make sure that each member knows the answer and can share it during the Lightning Round.

Cue students to use their role cards.

Team Talk Questions

1. What is your team name? Why did you choose that name?
Answers will vary.
2. What do you and your teammates have in common? How will that help you work together?
Answers will vary.
3. What did you find surprising about one of your teammates? Explain your answer.
Answers will vary.

4. Have students thoroughly discuss Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.
5. Circulate and give feedback to teams and students. Ask questions to encourage further discussion.



Class Discussion

(18 minutes)

Lightning Round

1. Remind students that you will use Random Reporter to choose the student who will answer for each team.
2. Tell them that Random Reporters will earn team celebration points for correct responses. Tell students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
3. Have each team count off, and tell students to write their number in their notebooks so they will remember it.
4. Use **Random Reporter** to have teams answer the first question. Write team names on the Team Celebration Points poster, and give each team a point.

Use **Random Reporter** to have teams share oral Team Talk responses for the remaining questions. Ask other teams to agree, disagree, or add on to responses.

5. Distribute Read and Respond forms. Explain the homework to the students. Tell them that they will practice reading and that they will each fill out a Read and Respond form. Review the questions on the form, and tell students that the questions relate to strategies and skills that they will practice in the Reading Edge. Tell them that completing Read and Respond forms and answering the questions will help them earn team points.

Allow students time to choose a reading selection from the classroom library to use for their 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?

- 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.

Randomly select team representatives who will share:



- oral Team Talk responses
- Remind students to answer in full sentences.

Celebrate team successes!

The top team chooses a cheer.

Cycle 1:

Clarify
Words
and Ideas

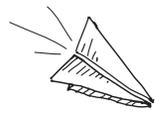
Lesson 1

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Teacher Background

In this lesson, you will introduce clarifying strategies and the use of the Clarifying Strategy Card. The Clarifying Strategy Card is a tool that prompts your students to stop when their comprehension breaks down and use strategies to fix it. The front of the card explains the clarifying process. The back of the card lists clarifying strategies. Your students will see the partners in the video using the Clarifying Strategy Card as they read. Students will be reading the text *Martin Luther King, Jr. and the March on Washington*, which tells the story of Martin Luther King, Jr.'s civil rights march in our nation's capital. As they read, encourage the use of sticky notes to mark what is unclear in the text and to use the strategies listed on the card to help them pronounce unfamiliar words and figure out their meanings.

In this lesson, you will also introduce student routines for partner reading and strategy-use discussion.

**Active Instruction** tp

(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: When you are reading and you come to something that is unclear or confusing, what do you do?

Set the Stage

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

When you are reading and you come to something that is unclear or confusing, what do you do?

(Answers will vary.) Some students may say that they skip over it. Others may say that they stop and try to figure it out. Some students may say that if it is a word that they don't know, they look it up in a dictionary.

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.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Introduce clarifying and the Clarifying Strategy Card.

3. Refer students to the reading objective for this cycle.

Our reading objective for this cycle is use clarifying strategies to figure out the meanings of words, phrases, and passages. The word *clarify* comes from the word *clear*. Clarifying strategies help clear up problems that we have understanding what we read. If there is a word or phrase that we don't know, or if an idea is worded in a complicated way that is hard to understand, using clarifying strategies can help.

4. Refer students to the following Clarifying Strategy Card in their team folders. Have them note that the front of the card lists steps. Read the steps on the card aloud. Have them look at the back of the card and note that it includes strategies for pronouncing unfamiliar words and strategies for figuring out meaning.

<h2 style="text-align: center; color: white;">Clarifying</h2> <ol style="list-style-type: none"> 1. When you don't know or understand something...STOP! 2. Mark it with a sticky note. 3. Use strategies to figure it out. 4. When you clarify it, put a check mark on the sticky note. <p><i>If you still don't understand...</i></p> <ol style="list-style-type: none"> 5. Take the sticky-note problem to your team for help. 	<p>To pronounce an unfamiliar word:</p> <ul style="list-style-type: none"> • break the word into chunks. • blend it. • look for a base word. • reread it. <p>To figure out a word's meaning:</p> <ul style="list-style-type: none"> • reread or read ahead to find clues in the text. • look for familiar word parts. • picture what is going on in the text. • use background knowledge. • use a glossary or dictionary.
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5. Introduce the video “Word Pronunciation Strategies.”

We are going to watch a video of partners who are reading an interesting article. The partners will come to some tricky words that they don't know. What will they do? Skip over them? Use strategies? Watch carefully to see how they deal with sticky-note problems.

6. Show the video. Use **Think-Pair-Share** to debrief the video:

What did the partners do when they came to words that they couldn't pronounce?

What strategies did the partners use to help them pronounce the words?

Why did they use different strategies?

Show the video “Word Pronunciation Strategies.”



Show the video
“The Montgomery
Bus Boycott.”



Refer students to
pages 4–7 in the text.

Teacher: Read aloud
and think aloud to model
clarifying strategies.

Students: Actively listen.

7. Introduce the text, author, and reading objective.
8. Show the video “The Montgomery Bus Boycott,” stopping at 3 min. 25 sec. Use **Think-Pair-Share** to ask:

Some laws in the United States supported segregation. How do you think Rosa Parks and others felt as they protested against the laws?

(Answers will vary.) I think people felt both brave and afraid. People wanted to stand up for their rights. They wanted the laws to change and be fair to both white people and black people. But I think people were also afraid of making others angry. They were afraid of what others might do to stop their protests. The video said that Martin Luther King, Jr.’s home was bombed.

The video said that the protestors were peaceful and did not fight back. Do you think this made them brave or fearful? Why?

(Answers will vary.) I think it made them brave. Even though they were threatened and knew they could get hurt, they stayed peaceful. I think it takes a lot of courage to listen to threats or get hurt and not fight back.

Interactive Read Aloud

1. Distribute copies of *Martin Luther King, Jr. and the March on Washington*. Have students preview pages 4–7.
2. Tell students that you will read aloud and then think aloud as you use some clarifying strategies. Read page 4 aloud. Model using some clarifying strategies. A sample Think Aloud follows.

Sample Think Aloud

(Stop at the word pouring.) Hmm...I’m not sure how to pronounce this word. I’ll put a sticky note on it and look at the Clarifying Strategy Card. (Refer to the strategy card.) I think I recognize a base word in it, pour, and it is paired with an ending, -ing. I’ve heard this word before, but I’m not sure what it means in this sentence. How can you pour people? The Clarifying Strategy Card gives me a few strategies to use when I don’t know a word.

One strategy is to reread or read ahead to find clues in the text, so I’m going to read the next sentence: “They have come by plane, by train, by car, and by bus.” I see. People are arriving in Washington, D.C., in a lot of different ways. I can make a mind movie of what people pouring into the city might look like. They are getting off of planes, trains, and buses in large groups, like water pouring out of a container. I think pouring must mean exiting like a stream of water.

When I clarify, I need to check that I understand the text better after figuring out what difficult words and phrases mean. That is why I clarify: to help me understand what I read. Figuring out the word pouring helps me understand what is happening in Washington, D.C., on August 28. There are so many people arriving in the city that they are like a stream of water pouring into the city.

Now I can check off that sticky note because I clarified the word.



- Refer students to their Clarifying Strategy Cards. Use **Think-Pair-Share** to debrief the Think Aloud.

What did I do when I came to a word that I could not pronounce?

You stopped and marked the word with a sticky note. You looked at the Clarifying Strategy Card for a strategy to pronounce it. Then you broke the word into a base word and ending.

Which clarifying strategy did I use to figure out the meaning of a word?

You read ahead to find clues in the next sentence to help you understand what the word meant in the passage. You also made a mind movie about what was happening in the text. You explained how it helped you understand the text.

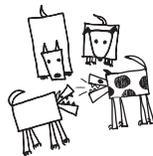
- Partner Practice: Have students read pages 6 and 7 aloud with their partners and use clarifying strategies to pronounce any unfamiliar words. Remind them to use sticky notes to mark words they need to figure out and to refer to their Clarifying Strategy Cards. When they have figured out a word, they can put a check on the sticky note.

- Debrief partner practice. Use **Think-Pair-Share** to ask:

What words or phrases in this section did you have to stop and clarify? How did you figure them out?

(Answers will vary.) We had to stop and clarify the word roller-skated. We used the photograph to see that the man was wearing roller skates, or shoes with wheels on them. So the man must have rolled on his feet all the way from Chicago to Washington, D.C. That helped me understand why it took the man eleven days to get there. Roller-skating isn't a fast way to travel a long distance.

Partner pairs: Read aloud/think aloud with the next passage to practice clarifying strategies.



Teamwork tp

(20 minutes)

Partner Prep

- Refer students to the teamwork routines for partner reading in their team folders. Explain that students will be partner reading regularly in the Reading Edge.

Prepare students for partner reading.

With Partners	First	Second	Third	Fourth	Finally
1 Partner Reading	Take turns reading a paragraph or section of text aloud. Mark problems with a sticky note.	Clarify confusing words and passages.	After each paragraph or section, the listening partner restates the main ideas or events.	Both partners make notes about main ideas or events. Review the paragraph or section, and discuss supporting details. Add them to your notes.	Take unsolved sticky-note problems to team discussion.

Point out to students that during partner reading, partners take turns reading and restating the main ideas in the text. One partner reads a paragraph or section of text aloud. The listening partner restates the main ideas or events in that section. Then they switch off reading and restating.

Partner reading—reading aloud, listening, and restating the important points—improves brain connections. It focuses attention for learning new information and helps us clarify our thinking.

2. Explain what partners should do when they come to a word, phrase, or section that needs clarifying. When they come to anything confusing or unclear in their reading, they will mark it with a sticky note and try to figure it out using clarifying strategies. If they cannot clarify it, they take their sticky-note problem and try to solve it with the help of the rest of their team during Team Discussion.
3. Have students read:
pages 8–13 aloud with partners.
4. Circulate and check for comprehension and evidence of strategy use, for example, the use of sticky notes.
5. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

1. Refer students to the following Teamwork Routines for strategy use in their team folders.

Strategy Use	<ul style="list-style-type: none"> Discuss sticky-note problems, and try to solve them. Discuss which strategies you used. How did you figure it out? Discuss how figuring out the problem helped you understand the text. Check that all team members can share your team’s strategy discussion in the Lightning Round.
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Point out that teams will discuss their sticky-note problems and use clarifying strategies to figure them out. Point out that teams will want to prepare all team members to share their team’s clarifying discussion because any team member can be called on in the Lightning Round.

2. Preview the Team Talk questions.

Team Talk Questions
<ol style="list-style-type: none"> 1. What word or phrase did your team clarify? [CV] <i>(Answers will vary.) We clarified the word crowd because we didn’t know how to say the word.</i>

continued

Prepare students for team discussion.

Team Talk Questions *continued*

2. How did you figure it out? **[CV]**

(Answers will vary.) First we blended the word to figure out how to say it. We recognized the word when we pronounced the low/ the same as in "how." We realized that the word was crowd, or a large group. That helped us understand that a really large group of people had gone to Washington, D.C., on August 28, 1963.

3. What happened 100 years before the people gathered at the Lincoln Memorial on August 28, 1963? **[MI]**

One hundred years before the people gathered at the Lincoln Memorial, President Abraham Lincoln helped to free the slaves. During the Civil War, President Lincoln argued that slavery had to end.

4. Which of the following means almost the same as *equally* on page 11? **[CV]**

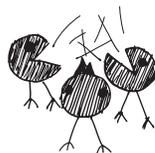
- A. differently
- B. fairly
- C. unevenly
- D. meanly

Explain how you figured this out.

First I read ahead in the text and read that black people and white people were not treated equally. Then I reread the text and learned that black people had been slaves in the past, but they were freed by Abraham Lincoln. Even though they had been free for a long time, they were still not treated the same as whites, which was unfair. So I figured that equally must mean fairly.

3. 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.

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



Class Discussion tp

(18 minutes)

Lightning Round

1. Following is the strategy-use routine for class discussion.

Class Discussion	
Strategy Use	<ul style="list-style-type: none"> Describe your team's strategy use. How did you resolve a sticky note? How did it help you understand the text?

Randomly select team representatives who will share their clarifying discussions.

**Strategy Use**

- describes a problem
- describes strategies used to solve it
- explains how the strategy helped to better understand the text

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

2. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
3. Use **Random Reporter** to have teams share their team's strategy discussion. Ask each Random Reporter to respond to Team Talk questions #1 and #2.
4. Use **Random Reporter** to have teams share their discussions of Team Talk questions #3 and #4. Award team celebration points to teams whose Random Reporters answer the questions and explain their thinking.

Award poster points to teams whose Random Reporters:

- identify a word marked with a sticky note (what they needed to clarify),
- describe which strategies they used to figure it out, and
- explain how figuring out the word helped them to better understand the text.

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. Distribute the Read and Respond homework forms. Explain that students will choose a book or article to read from the classroom library or other source. For homework each day, students will read from their selected reading for twenty minutes. They will note the date and the page numbers read on their Read and Respond forms, and have it initialed by an adult listener.

Refer to the questions on the form. Explain that students will write answers to the questions, and in lesson 7, use their answers to prepare and make a presentation of their reading selection to their teams.

From Student Edition

Strategy Use

- Discuss sticky-note problems, and try to solve them.
- Discuss which strategies you used. How did you figure it out?
- Discuss how figuring out the problem helped you understand the text.
- Check that all team members can share your team's strategy discussion in the Lightning Round.