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

## ***The Reading Edge Middle Grades 2nd Edition Teacher Edition***

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**Informational**

Unit 1

# Clarify Words and Ideas

Sahara

Race to the South Pole



**Unit 1**

Clarify  
Words and  
Ideas

**Sahara**

**Race to the  
South Pole**

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.

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

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

<b>Word Power</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and expands on the meaning, for example, identifies</b> <ul style="list-style-type: none"> <li>• related words</li> <li>• a second meaning</li> <li>• a word connotation</li> <li>• an antonym</li> </ul>
<b>90</b>	gives an 80-pt. response <b>and explains the meaning in a definition and a meaningful sentence.</b>
<b>80</b>	<b>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</b>

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

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

<b>Graphic Organizer/Notes</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and explains how the graphic organizer helped in understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and includes main points or events and important details.</b>
<b>80</b>	<b>selects a graphic organizer that is appropriate for the text.</b>

## C Unit Objectives

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

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

## Unit Overview

The purpose of this unit is to teach clarifying strategies to 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 their comprehension at both the word and idea levels. Students need a variety of clarifying techniques to help them comprehend increasingly difficult text. Examples of strategies for clarifying include:

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

This unit also introduces students to some of the student routines and rubrics in the Reading Edge. The following chart shows where these are introduced in the unit.

Cycle 1	
<b>Welcome Lesson</b>	<ul style="list-style-type: none"> <li>• Use of the team score sheet to record team name and points</li> <li>• Read and Respond homework</li> </ul>
<b>Lesson 1</b>	<ul style="list-style-type: none"> <li>• Partner reading</li> <li>• Team strategy discussion</li> <li>• Strategy-use routine for class discussion</li> </ul>
<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>• Strategy-use rubric</li> </ul>
<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>• Writing a response to a strategy-use question</li> <li>• Peer feedback routine</li> </ul>
<b>Lesson 6</b>	<ul style="list-style-type: none"> <li>• Team discussion after the test</li> </ul>
<b>Lesson 7</b>	<ul style="list-style-type: none"> <li>• Read and Respond discussion</li> </ul>
<b>Lesson 8</b>	<ul style="list-style-type: none"> <li>• Two-Minute Edit</li> <li>• Class Council</li> </ul>

Cycle 2	
<b>Lesson 1</b>	<ul style="list-style-type: none"> <li>• Team Talk rubric</li> <li>• Team discussion role cards</li> </ul>
<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>• Partner vocabulary study</li> </ul>
<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>• Writer's guide</li> <li>• Editing checklist</li> </ul>

### Unit Topic/Content

In this unit, students read the informational texts *Sahara* and *Race to the South Pole*. *Sahara* explores the desert nomad culture of the Tuareg while focusing on the daily life of Manda, a young boy, and his family. *Race to the South Pole* is a historical text that describes the race between teams led by Robert Scott and Roald Amundsen to be the first to reach the South Pole. Though Amundsen reached the South Pole first, most of the text concerns Scott's doomed expedition, which no one survived.

## Text and Media Selections

### Internet/Media Options

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

## At a Glance

Cycle 1		
Lesson	Text	Media
<b>Lesson 1</b>	pages 1–7	(Embedded) Process video: "Word-Pronunciation Strategies" (Embedded) Background video: "Life in the Desert"
<b>Lesson 2</b>	pages 8–13	(Embedded) Process video: "Word-Meaning Strategies"
<b>Lesson 3</b>	pages 14–19, 29	(Embedded) Process video: "Team Strategy Discussion"
<b>Lesson 4</b>	pages 20–25	(Embedded) Process video: "Sentence/Passage Strategies"
<b>Lesson 5</b>	writing in response to reading	
<b>Lesson 6</b>	pages 26–28	(Embedded) Process video: "Read and Respond Homework"
<b>Lesson 7</b>	self-selected reading	
<b>Lesson 8</b>	Getting Along Together	(Embedded) Process video: "Are we a super team?" (Embedded) Process video: "Team Goal Setting"

## Sahara

**Race to the South Pole**

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 4–7	(Embedded) Process video: “Team Talk”
Lesson 2	pages 8–11	(Embedded) Process video: “Rating Vocabulary Words”
Lesson 3	pages 12–16	
Lesson 4	pages 17–20	(Embedded) Background video: “Science Nation: Antarctica Rocks!”
Lesson 5	writing in response to reading	
Lesson 6	pages 21–23	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

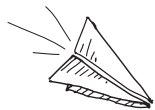
## Welcome Lesson

**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 thinking 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.

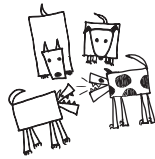
Students write responses to the Big Question.

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. Student Edition, page 3

## 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.

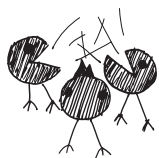
Cue students to use their role cards.

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.

### 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 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**

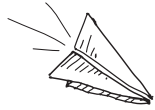
In this lesson, you will introduce the clarifying strategies and use of the Clarifying Strategy Card. The Clarifying Strategy Card is a tool that prompts your students to stop when their comprehension breaks down and use strategies to fix it. The front of the card explains the clarifying process. The 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 begin reading *Sahara*. This book includes an introduction and a section in the back, “About the Journey,” that describes the author’s experiences doing research for the book. In each lesson this cycle, students will read pages in the continuing text and paragraphs from the “About the Journey” section.

Today’s reading introduces the Tuareg and their nomadic way of life in the Sahara desert. As students read, encourage them to use 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.

**Teacher’s Note:**

The Lee and Low Books edition of *Sahara* does not have page numbers. For the purposes of this unit, the introduction is page 1. The “About the Journey” section begins on page 29.

**Active Instruction** 

(22 minutes)

**Big Question**

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

**The Big Question:** 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?**

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Refer students to the reading objective for this cycle.

Introduce clarifying and the Clarifying Strategy Card.

*(Answers may 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 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.

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

3. Refer students to the following Clarifying Strategy Card in their team folders. Have them note that the front of the card lists the steps for clarifying. 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 for figuring out word meaning.

## Clarifying

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.

*If you still don't understand...*

5. Take the sticky-note problem to your team for help.

To pronounce an unfamiliar word:

- break the word into chunks.
- blend it.
- look for a base word.
- reread it.

To figure out a word's meaning:

- 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.

4. Introduce the video.

**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 clarifying strategies? Watch carefully to see how they deal with sticky-note problems.**

Show the video  
“Word-Pronunciation  
Strategies.”



Show the video  
“Life in the Desert.”



Refer students to pages 1–3  
in the text.

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

**Students:** Actively listen.

5. Show the video. Debrief the video. Use **Think-Pair-Share** to ask:

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

**Which strategies did the partners use to help them pronounce the words?**

**Why did they use different strategies?**

6. Introduce the texts, authors, and reading objective. Distribute copies of *Sahara*, and have students preview the book.

Build background by showing the video “Life in the Desert.” Use **Think-Pair-Share** to debrief.

**What new information did you learn about deserts and the Sahara Desert?**

*I learned that deserts can be cold like the Gobi Desert. I learned that deserts lack moisture because there is little rainfall. I learned that the Sahara is in North Africa.*

### Interactive Read Aloud

1. Refer students to pages 1–3.
2. Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Read page 1 (paragraph 1) aloud. Model using some clarifying strategies. A sample Think Aloud follows.

#### Sample Think Aloud

(Stop at the word *portable*.) Hmm. I don’t know 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’m going to break this word into chunks, *port-a-ble*. That word sounds familiar, but I’m not sure what it means. The Clarifying Strategy Card gives me a few strategies to use when I don’t know a word.

One strategy is to reread, so I’m going to read that sentence again. “They make simple, *portable* homes out of dried grasses and camel leather so they can easily travel from place to place to find water.” Now I know what *portable* means. If something is portable, like a Tuareg home, it can be moved easily from place to place. I can check that sticky note because I clarified the word.

**(Continue reading to the word *exchange*, and pause.)**

Hmm. I can’t pronounce this word either. I’ll mark it with a sticky note and check the strategy card. I can break the word into chunks again, *ex-change*, and blend it, *exchange*. I’ve heard that word before, but I’m not sure what it means. I’m going to try to reread again to figure it out. “Sometimes the Tuareg make long journeys called trade caravans, traveling great distances across the desert to *exchange* such items as salt and dates with other people for items they need but cannot find in the Sahara.” Hmm. I think *exchange* means trade. The Tuareg trade salt and dates for other things that they need. I’m going to reread the sentence and switch the word *trade* with *exchange* and see if it makes sense. (Reread the sentence, replacing *exchange* with *trade*.) Yes, that makes sense.



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

- 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 chunks and blended them to pronounce the word.*

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

*You reread to find clues in the sentence, and then you reread to see whether the sentence made sense.*

- Partner Practice: Have students read the rest of page 1 aloud with their partners and use clarifying strategies to pronounce any unfamiliar words. Remind them to use sticky notes to mark words that they need to stop and 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:

**Which words in the paragraph did you have to stop and figure out?**

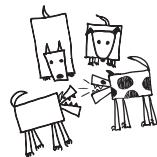
**Which strategies did you use?**

*(Answers will vary.) For example, we had to stop and figure out the word vanishes. We broke it into chunks to pronounce it. The text says that we should “take a look at life in the Sahara before it vanishes forever.” We reread the sentence and figured out that vanishes means disappears.*

**How did clarifying the word help you better understand the text?**

*Figuring out what vanishes means helped us understand that the way the Tuareg live in the desert is in danger of disappearing.*

Point out that throughout the cycle, students will read pages in *Sahara* and paragraphs from the “About the Journey” section in the back of the book. This section describes the experiences of the author as she was doing research and gathering information for the book.



## Teamwork

(20 minutes)

### Partner Prep

- Refer students to the teamwork routines for partner reading in their team folders. Explain that students will read with partners 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 partners switch roles.

**Partner reading—reading aloud, listening, and restating the important points—improves brain connections. It focuses our 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 to be clarified. When they come to anything confusing or unclear in their reading, they mark it with a sticky note and try to make sense of it 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 and restate: **SR**  
**pages 2–7 and page 29 (paragraph 1) aloud with partners.**
4. Circulate and check for comprehension and evidence of strategy use such as the use of sticky notes.
5. Give students feedback. Prompt and reinforce their discussions.

**Team Discussion**

1. Refer students to the following in their student editions.

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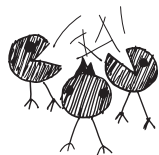
Point out that teams will discuss their sticky-note problems and use clarifying strategies to figure them out. Point out that teams will want to prepare all team members to share their team’s clarifying discussion because any team member can be called on in the Lightning Round.

2. Preview the Team Talk questions.

Prepare students for team discussion.

## Team Talk Questions

1. What is a word or phrase that a team member marked with a sticky note? **[CV]**  
*converse: A team member marked the word converse on page 29 with a sticky note because she could not pronounce it.*  
*hostile: A team member marked the word hostile on page 29 with a sticky note because he did not know what it meant.*
2. Explain which clarifying strategies you used to figure out the marked word or phrase. **[CV]**  
*converse: We broke the word into chunks, and that helped us pronounce it. We reread and read ahead to find clues to its meaning in the sentence but still couldn't figure out the meaning. So we checked the dictionary.*  
*hostile: We reread and used clues in the sentence. Hostile describes the environment of the desert, so we figured out that it must mean an environment that is difficult to survive in.*
3. Explain how figuring out the word or phrase helped you better understand the text. **[CV]**  
*converse: One synonym for converse is communicate. This seemed like the meaning that made sense for this sentence. The author could only communicate with hand gestures. This helped us understand that it was going to be difficult to understand or be understood by the Tuareg.*  
*hostile: Figuring out what hostile means helped us understand what the author was facing when she went off into the desert with Alitni.*
4. In paragraph 2 on page 1 of *Sahara*, what do you think is the author's main point about the Tuaregs' way of life? Support your answer with evidence from the text. **[MI]**  
*For example, I think the main point of this paragraph is that the Tuaregs' way of life is disappearing. It says that in the first sentence. In the following sentence, the author provides examples of the Tuaregs' old trade routes being replaced by airplanes and trucks.*



## Class Discussion tp

(18 minutes)

### Lightning Round

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

Randomly select team representatives who will share their clarifying discussions.



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

**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.

Review 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-use discussion. Ask Random Reporters to respond to Team Talk questions #1–3.

Award team celebration 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.

4. Use **Random Reporter** to have teams share their discussions of Team Talk question #4.

Award team celebration points to teams whose Random Reporters answer the question and support their answers with evidence from 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. Review the Read and Respond homework. Remind students that they chose a book or an article to read from the classroom library or other source. For homework each day, students will read from their selected reading for 20 minutes. They will note on their Read and Respond forms the date and the page numbers read 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, they will use their answers to prepare and make presentations of their reading selections 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 that 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.

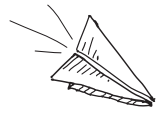
## Lesson 2

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

### Teacher Background

In this lesson, students continue to read *Sahara*. Today's reading describes Manda and his family working with camels. The Tuareg use camels for transportation and for their skins, which they turn into leather for bags and tents.

As students discuss the comprehension problems that they mark with sticky notes, encourage them to explain which strategies they used to solve the problems. Refer them to the Clarifying Strategy Card.



## Active Instruction

(25 minutes)

### Big Question

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

Students write responses to the Big Question.

**The Big Question:** Can you use strategies to figure out the meaning of the underlined Spanish words in this sentence?

In the desert, the heat from el sol is so strong that finding shade can save your life.

Discuss the Big Question.



### Set the Stage

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

**What is the meaning of the underlined words? Explain the strategies you used to figure it out.**

*Students will probably say that el sol means the sun. For example, we used clues in the sentence to guess the meaning. The sentence mentions that the heat from el sol is very strong. This is a clue that el sol means the sun. We tried "the sun" in the sentence, and it made sense.*

*Another example, we pictured what was going on: if finding shade from el sol can save your life, it makes sense that the words mean the sun.*



Use **Random Reporter** to debrief and award team celebration points to teams that describe the strategies they used.

Show the video  
“Word-Meaning  
Strategies.”



- Point out that students were able to figure out the meaning of a word in a different language. They used clues in the sentence. They pictured what was going on in the sentence. They used their knowledge of other related words to guess at the meaning. Then they tried it out in the sentence to see if it made sense.

- Introduce the video.

**These partners are trying to figure out the meanings of some tough words. As you watch, think about what advice you would give the partners about using clarifying strategies.**

Play the first part of the video “Word-Meaning Strategies.”

**The partners are stuck on some words. They figured out how to pronounce these words but haven’t figured out what they mean.**

- Have teams discuss what advice they would give the partners in the video to figure out the meanings of these words.

Use **Random Reporter** to have teams share their discussions.

- Show the second part of the video “Word-Meaning Strategies,” to see which strategies the partners used to clarify words.

Use **Random Reporter** to have teams share which strategies the partners in the video used.

### Interactive Read Aloud

- Have students preview pages 8–13 in *Sahara*. Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Challenge students to actively listen because you will ask them to identify the strategies you used. Read page 8 aloud, stopping at the word *hobbles* to think aloud and clarify it. A sample Think Aloud follows.

#### Sample Think Aloud

“...hob...” Hmm. I stopped because I don’t know how to pronounce this word. I’m going to try breaking it into chunks, *hob-bles*. Okay, the word is *hobbles*. I still don’t know the meaning of this word. I’ll mark it with a sticky note and try some strategies. I think the first clarifying strategy I’m going to try is reading ahead to figure out its meaning. “—pieces of rope or leather that tie a camel’s legs together.” The text just explained what *hobbles* are. They’re pieces of rope or leather that are used to tie a camel’s legs. I clarified the word, so I can check off that sticky note. So to restate this section—Manda holds the camel while his father removes its *hobbles*.



- Use **Think-Pair-Share** to debrief the Think Aloud.

**Which clarifying strategies helped me figure out the meaning of *hobbles*?**

*You read ahead to find clues. The text explained the meaning of the word.*

Refer students to  
pages 8–13 in the text.

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

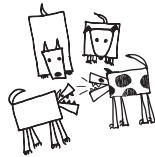
**Students:** Actively listen.

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

- Partner Practice: Have students read page 9 aloud to their partners and use clarifying strategies to figure out any unfamiliar words. Use **Think-Pair-Share** to ask:

**What words did you have to stop and figure out? Which strategies did you use?**

*For example, we had to stop and figure out the word wander. We broke it into chunks to pronounce it. We've heard the word and sort of know the meaning. We reread the sentence and looked for clues. The sentence said that sometimes the camels wander off, and Manda's father must find them. This was a clue that wander in this sentence means walk away.*



## Teamwork tp

(20 minutes)

### Partner Prep

- Refer students to the teamwork routines for partner reading in their team folders, and review the routine. Remind 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 partners switch roles.
- Remind partners what they should do when they come to a word, phrase, or section that needs to be clarified. When they come to anything confusing or unclear in their reading, they mark it with a sticky note and try to make sense of it 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.

With Partners	First	Second	Third	Fourth	Finally
<b>1 Partner Reading</b>	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.

- Have students read and restate: sr  
**pages 10–13 and page 29 (paragraph 2) aloud with partners.**
- Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

Prepare students for team discussion.

### Team Discussion

1. Refer students to the following in their student editions.

#### Strategy Use

- Discuss sticky-note problems, and try to solve them.
- Discuss which strategies you used. How did you figure that 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.

Remind teams that they 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 during the Lightning Round.

2. Preview the Team Talk questions.

#### Team Talk Questions

1. What is a word or phrase that a team member marked with a sticky note and brought to the team? **[CV]**

*gourd: A team member marked the word gourd on page 12 with a sticky note because he couldn't pronounce it and didn't know the word's meaning.*

*"status symbol": A team member marked the phrase on page 29 with a sticky note because he didn't know what it meant.*

2. Explain which clarifying strategies you used to figure out the marked word or phrase. **[CV]**

*gourd: We tried rereading and using clues in the text, but those strategies didn't work. We looked at the picture of the boy but couldn't figure out what he was holding, so we looked it up in the dictionary.*

*"status symbol": We reread and looked for clues in the sentence. The next part of the sentence says that the darker blue you are, the wealthier you look. So "status symbol" must mean something that makes you look wealthier or upper class.*

3. Explain how figuring out the word or phrase helped you better understand the text. **[CV]**

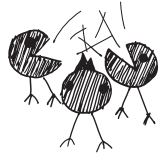
*gourd: We found out that a gourd is the hollow dried shell of a vegetable. This helped us get a better idea of how the Tuareg out in the desert use what they have to make toys.*

*"status symbol": Clarifying the phrase "status symbol" helped us understand that there is a reason for the Tuareg to want to have darker blue skin—to look wealthier—and that there are status symbols in our culture too such as having an expensive car.*

4. Why are camels hobbled? **[MI]**

*Camels are hobbled so they don't wander off. According to the text, sometimes camels go looking for food, and it is very difficult for the Tuareg to track them down to bring them back.*

3. Circulate and give feedback to teams and students. Use the strategy-use rubric 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

(15 minutes)

Randomly select team representatives who will share their clarifying discussions.

### Lightning Round

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

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

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-use discussion. Ask Random Reporters to respond to Team Talk questions #1–3.

Award team celebration points to teams whose Random Reporter:

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

4. Use **Random Reporter** to have teams share their discussions of Team Talk question #4.

Award team celebration points to teams whose Random Reporters use full sentences to answer the question and support their answers with examples from the text.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

**From Student Edition**

Strategy Use	<ul style="list-style-type: none"><li>• Discuss sticky-note problems, and try to solve them.</li><li>• Discuss which strategies you used. How did you figure that out?</li><li>• Discuss how figuring out the problem helped you understand the text.</li><li>• Check that all team members can share your team's strategy discussion in the Lightning Round.</li></ul>
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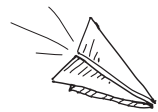
## Lesson 3

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

### Teacher Background

In this lesson, you will introduce the strategy-use rubric. The rubrics in the Reading Edge, which can be found in the team folders, set expectations for student responses. They are tools for teams to use as they prepare for the Lightning Round to help them discuss, give feedback, and evaluate whether they have a high-quality response. The rubrics are also tools for evaluating and giving feedback during the Lightning Round. In the video that students see today, two teams are having strategy-use discussions. Using the strategy-use rubric, your students will evaluate the responses given by the teams in the video.

The reading today describes where the Tuareg find water in the desert and the beginning of Manda's family's caravan to the camel races. In the Interactive Read Aloud, you will read aloud a paragraph from the "About the Journey" section and model clarifying strategies.



## Active Instruction

(25 minutes)

### Big Question

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

Students write responses to the Big Question.

**The Big Question:** What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.  
Camels are used for transportation in flat desert areas and in more mountainous regions.

### Set the Stage

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

**What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.**

**Camels are used for transportation in flat desert areas and in more mountainous regions.**

*Students will probably say that mountainous means containing mountains. For example, we saw the familiar word mountain in the word. We figured that a mountainous region would be an area that had mountains in it.*

Discuss the Big Question.





Introduce the strategy-use rubric.

Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.

2. Display the strategy-use rubric (also in the team folder).

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

Explain that rubrics are tools that teams will use to prepare their Random Reporters to earn points in the Lightning Round. Note that to earn points in the Lightning Round, the Random Reporter must give a 100-point answer. To earn points for strategy use, the Random Reporter will:

- identify a sticky-note problem that a team member had understanding the text,
- describe a strategy that was used to solve the problem, and
- explain how using the strategy helped in better understanding the text.

3. Introduce the video.

**We are going to watch a video of a team preparing for the Lightning Round. They are discussing sticky-note problems.**

Show the first part of the video. Use **Think-Pair-Share** to debrief.

**How did the team prepare for the Lightning Round?**

**Do you think the team is ready for the Lightning Round? Why or why not?**

Introduce the second part of the video.

**The teams are about to enter the Lightning Round. Listen carefully to their Random Reporters, and use the strategy-use rubric to rate their answers.**

4. Show the second part of the video. Use **Think-Pair-Share** to debrief.

**Looking at the strategy-use rubric, how did the team earn a point on the poster?**

*The team earned a point because their Random Reporter gave a 100-point answer. He told about the sticky-note problem, which strategies they used to figure it out, and how it helped them better understand the text.*

Show the video "Team Strategy Discussion."



Refer students to page 29 in the text.

**Teacher:** Read aloud.

**Students:** Actively listen.

### Interactive Read Aloud

1. Tell students that you are going to read aloud and then think aloud from the “About the Journey” section at the back of the book as you use some clarifying strategies. Challenge students to actively listen because you will ask them to identify the strategies that you used. Read page 29 (paragraph 3) aloud, stopping at the word *torrid* to think aloud and clarify the word. A sample Think Aloud follows.

#### Sample Think Aloud

“These amazing beasts can withstand the....” Hmm. I stopped because I can pronounce this word, but I don’t really know what it means. I’ll mark it with a sticky note and try some strategies from the Clarifying Strategy Card. I’m going to try to read on for clues in the sentence. (Read the sentence.) *Torrid* is describing the barren territory that camels survive in by storing fat and water. I’m going to guess that *torrid* means really hot because that is what the Sahara is. I’m going to check the dictionary to be sure. (Consult a dictionary.) I see that my guess was right; *torrid* means scorching or burning.



2. Use **Think-Pair-Share** to debrief the Think Aloud.

#### **Which clarifying strategies helped me figure out the meaning of *torrid*?**

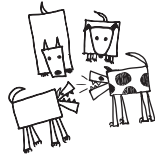
*You read on and looked for clues in the sentence. You guessed at the meaning and then looked up torrid in a dictionary to see if your guess was correct.*

3. Partner Practice: Have students read the rest of the paragraph aloud to their partners and use clarifying strategies to figure out any unfamiliar words. Use **Think-Pair-Share** to ask:

#### **Which words in the sentence did you have to stop and figure out? Which strategies did you use?**

*For example, we had to stop and figure out the word dismount. We broke the word into chunks, and that helped us pronounce it. We pictured what was going on in the text. Alitni was riding a camel, and then he would occasionally dismount and dig down in the dirt, so we figured dismount must mean get off the camel. We also used background knowledge because a team member said that mounted police ride horses, so that was a clue.*

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



# Teamwork tp

(20 minutes)

## Partner Prep

1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.

With Partners	First	Second	Third	Fourth	Finally
<b>1 Partner Reading</b>	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.

2. Remind partners what they should do when they come to a word, phrase, or section that needs to be clarified. When they come to anything confusing or unclear in their reading, they mark it with a sticky note and try to make sense of it 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 and restate: sr  
**pages 14–19 and page 29 (paragraphs 4 and 5) aloud with partners.**
4. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

## Team Discussion

1. Remind students that in their teams they will be:
  - discussing sticky-note problems and trying to solve them.
  - discussing which strategies they used. How did they figure it out?
  - discussing how figuring out the problem helped them understand the text.
  - checking that all team members can share their team’s strategy-use discussion in the Lightning Round.
2. Remind teams to use the strategy-use rubric to prepare for the Lightning Round.
3. Preview the Team Talk questions.

Prepare students for team discussion.

Team Talk Questions

1. Tell a word or phrase that a team member marked with a sticky note. Explain which clarifying strategies you used to figure out the marked word or phrase and how figuring out the word or phrase helped you better understand the text. **[CV]** (strategy-use rubric)

*A team member marked the word shackled on page 29. She wasn't sure about the meaning of this word. To figure out the meaning, we reread the Tuareg saying and looked for clues to the meaning. If to wander is to be free, then to be shackled must be the opposite, not free. Shackled must mean in prison. We looked it up in the dictionary to check our guess, and shackled means locked in chains or handcuffs. Figuring out what shackled means helped us understand the feelings of the Tuareg—that having to stay in one place would be like being a prisoner in chains.*

2. Where do the Tuareg find water in the desert? **[MI]**

*The Tuareg find water underground in the desert. Digging into a wash for a couple of feet can uncover water from rainfalls. The Tuareg use this water for drinking and growing gardens.*

4. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
5. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(15 minutes)

### Lightning Round

1. 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.
2. Display the strategy-use rubric.

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

Randomly select team representatives who will share their clarifying discussions.

Use the strategy-use rubric to evaluate student responses.



Remind students that the Random Reporter’s response must provide all the elements listed in the three point levels on the rubric to earn points on the poster for the team.

3. Use **Random Reporter** to have teams share their team’s strategy-use discussions. Ask Random Reporters to respond to Team Talk question #1.

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

4. Award team celebration points on the poster to teams whose Random Reporters give 100-point answers.

Use **Random Reporter** to have teams share their discussions of Team Talk question #2.

Award team celebration points to teams whose Random Reporters use full sentences to answer the question and support their answers with examples from the text.

5. Record individual scores on the teacher cycle record form.

**Celebrate**

Celebrate team successes!

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

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

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

The top team chooses a cheer.

Remind students 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.

Remind students of the Read and Respond homework assignment.

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

## From Student Edition

## Strategy Use

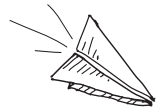
- Discuss sticky-note problems, and try to solve them.
- Discuss which strategies you used. How did you figure that out?
- Discuss how figuring out the problem helped you understand the text.
- Check that all team members can share your team's strategy discussion in the Lightning Round.

## Lesson 4

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

### Teacher Background

In this lesson, students see the partners in the video using the partner reading routine as they take turns reading aloud a section of text and restating the main ideas. Through trying to restate, the partners are alerted to the fact that they need to stop and use clarifying strategies to figure out the passage. During the Interactive Read Aloud, read aloud a section of text, and challenge students to restate the main ideas in the text with their partners. How did restating help them check their understanding? Today students will continue to read about Manda and his family's journey to the camel festival.



## Active Instruction

(25 minutes)

### Big Question

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

Students write responses to the Big Question.

**The Big Question:** What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

The sandstorm came barreling out of the west, and the men on camels could not outrun it.

Discuss the Big Question.



### Set the Stage

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

**What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.**

**The sandstorm came barreling out of the west, and the men on camels could not outrun it.**

*Students will probably say that barreling means moving fast. For example, to figure out the meaning of the word, we reread the sentence and looked for clues. We decided that if the camel riders couldn't outrun the storm, it must have been moving fast.*



Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.

- Point out that students have been using strategies to clarify the meanings of words. Use **Think-Pair-Share** to ask:

**Suppose that you read a sentence or paragraph, and you don't understand it. What do you do? Which strategies could you use to figure out what the sentence or paragraph means?**

*If there are words that we don't know, we could clarify them first. We could reread what we don't understand. We could read on to see if there are clues in the text. We could picture what is happening to try to figure it out.*

- Introduce the video.

**We are going to watch a video of partners who are struggling with the meaning of a passage.**

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

**How did the partners know that they had a sticky-note problem?**

**Which strategies did the partners use to figure out the meaning of the passage?**

### Interactive Read Aloud

- Tell students that you are going to read aloud. Challenge students to actively listen because you will ask them to restate the ideas in the paragraph to their partners. Point out that if they have trouble clearly restating the text in their own words, it means they have not fully understood it. They will need to refer to their Clarifying Strategy Card and use strategies to clear up the problem.

Read page 30 (paragraph 1) aloud, stopping at the phrase "...steer their course." Have partners restate the ideas in the paragraph in their own words. Use **Think-Pair-Share** to prompt use of clarifying strategies.

**Was your partner able to clearly restate the ideas in the first part of the paragraph? If not, which clarifying strategies did you use?**

*When my partner was restating, she found out that she was unclear about what calculations the Tuareg were making and why they were important. We went back and reread and figured out that they were calculating a course. The word steer was a clue. It was important to steer a course that went to places where they could dig wells and find water.*

- Partner Practice: Have students read the rest of the paragraph aloud to their partners. Listening partners restate the ideas in the paragraph. Use **Think-Pair-Share** to ask:

**How did restating the ideas help you check your understanding?**

*When we tried restating the ideas, we found out that we weren't sure what "pillaging of caravans" meant. We read on and connected the word pillaging with the word raiding. We used our background knowledge; raiding means going in and stealing, so we figured out that it was not uncommon for people to raid caravans and steal goods so they could survive in the desert.*

Show the video  
"Sentence/Passage  
Strategies."



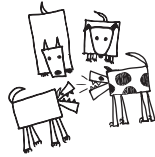
Refer students to page 30  
in the text.

**Teacher:** Read aloud.

**Students:** Actively listen.



**Partner pairs:** Read  
aloud/think aloud with the  
next passage to practice the  
skill/strategy.



# Teamwork tp

(20 minutes)

Prepare students for partner reading.

## Partner Prep

1. Prepare students for partner reading. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.

With Partners	First	Second	Third	Fourth	Finally
<b>1</b> <b>Partner Reading</b>	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.

Have students read and restate: sr

**pages 23–25 and page 30 (paragraph 2) aloud with partners.**

2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

## Team Discussion

Prepare students for team discussion.

1. Refer students to the following teamwork routines for strategy use in their team folders.
2. Remind students that in their teams they will be:
  - discussing sticky-note problems and trying to solve them.
  - discussing which strategies they used. How did they figure it out?
  - discussing how figuring out the problem helped them understand the text.
  - checking that all team members can share their team’s strategy-use discussion in the Lightning Round.
3. Remind teams to use the strategy-use rubric to prepare for the Lightning Round.
4. Preview the Team Talk questions.

### Team Talk Questions

1. What is a word, phrase, or passage that a team member marked with a sticky note? Explain which clarifying strategies you used to figure out the marked word or phrase. How did figuring out the word, phrase, or passage help you to better understand the text? **[CV]** (strategy-use rubric)

*A team member had to clarify the passage on page 30 about greeting two people. She didn't understand why Alitni was doing that. We reread and pictured what was happening in the text. As they met other people in the desert, the men covered their mouths to be polite, and Alitni did what was expected by saying hello to the person and also to his invisible spiritual guide. By clarifying the passage, it helped us understand some of the customs of the Tuareg and what they believe is polite behavior.*

2. How do Manda and his father prepare for the festival? **[MI]**

*To prepare for the festival, Manda's father puts on his best robes and veil. Manda uses ashes to mark around his eyes and brow and puts on his veil also.*

5. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
6. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(15 minutes)

### Lightning Round

1. Display the strategy-use rubric.

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

Remind students that the Random Reporter's response must provide the elements from all three levels on the rubric to earn points on the poster for the team.

Randomly select team representatives who will share their clarifying discussions.



2. Use **Random Reporter** to have teams share their team's strategy-use discussion. Ask each Random Reporter to respond to Team Talk question #1. Award team celebration 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.
3. Use **Random Reporter** to have teams share their discussions of Team Talk question #2.

Award team celebration points to teams whose Random Reporters describe the strategies used and how figuring out the problem helped them understand the text.

4. Record individual scores on the teacher cycle record form.

### **Celebrate**

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

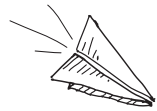
Remind students of the Read and Respond homework assignment.

## Lesson 5

**Writing Objective:** Write a complete answer that explains your thinking.

### Teacher Background

The writing project in lesson 5 prepares students for the writing section of the cycle test. In today's lesson, students will practice writing a response to a strategy-use question. Model using the strategy-use rubric as a checklist for drafting your response.



## Active Instruction tp

(10 minutes)

### Big Question

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

**The Big Question:** What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

The Tuareg live in an arid region that receives little rainfall.

### Set the Stage

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

**What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.**

**The Tuareg live in an arid region that receives little rainfall.**

*Arid means very dry. We figured it out by using clues in the sentence. If a region receives little rainfall, it is going to be very dry.*

Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.

2. Remind students that this cycle they have been using clarifying strategies, answering questions, and explaining their thinking. Refer students to the writing objective. Tell them that today they will practice writing a complete answer to a strategy-use question in preparation for the test in the next lesson.

Students write responses to the Big Question.

Discuss the Big Question.



Introduce the writing project.



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

Read the prompt aloud.

Writing Prompt
Read paragraph 2 on page 29 of <i>Sahara</i> , and mark with a sticky note a word, phrase, or sentence that you needed to clarify. Describe the problem and the strategy that you used to solve the problem. Explain how using the strategy helped you better understand the text.

**Model a Skill**

Model drafting an answer to a strategy-use question.

1. Refer students to the strategy-use rubric. Remind students that a complete strategy-use written answer includes the same three levels outlined by the rubric. Review the rubric.

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

2. Model writing an answer to a strategy-use question. Point out that first you will tell what you had to mark with a sticky note:

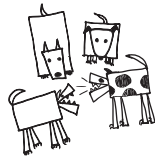
**A word in the passage that confused me was the word *scarce*.**

Point out that next you will describe the problem and what you did, which strategy you used to figure it out.

**I stopped and reread the sentence to look for clues to figure it out.**

Point out that next you will explain how using the strategy helped you better understand the text.

**It says that water is scarce, so the Tuareg beat their indigo dye into their clothing instead of boiling it in. From these clues, I guessed that *scarce* means hard to find in this sentence. I tried out this meaning, and it made sense.**



# Teamwork tp

(20 minutes)

Students write for 10 minutes.

## Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they answer all parts of the question and to use the strategy-use rubric to check the quality of their response.

Monitor discussions as partners and teams give feedback.

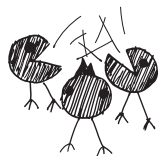
## Team Discussion

1. Refer students to the peer feedback checklist in their student editions.  
Introduce the peer feedback routine.

Peer Feedback	
<b>1.</b>	Read your writing project to your teammates. Remember to read with expression.
<b>2.</b>	Ask each of the questions below. Note your teammates' suggestions in the margin of your writing project. <ul style="list-style-type: none"> <li>– Did I identify a problem I had in understanding the text?</li> <li>– Did I describe the problem and which strategy I used to solve it?</li> <li>– Did I explain how using the strategy helped me better understand the text?</li> </ul>
<b>3.</b>	Make revisions.

Students revise and edit their writing projects.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



# Class Discussion tp

(30 minutes)

## Lightning Round

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

Refer students to the strategy-use rubric. Using the rubric, discuss and evaluate the selected writing project(s) with the class.

Display and evaluate randomly selected writing projects using the strategy-use rubric.

For example, ask:

- **Does the writer identify a problem he or she had understanding the text?**
- **Does the writer describe the problem and which strategy was used to solve it?**
- **Does the writer explain how using the strategy helped him or her better understand the text?**

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

### **Reflection on Writing**

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

**Did using the rubric help you write a complete answer? How?**

*Answers will vary.*

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

*Answers will vary.*

### **Celebrate**

Celebrate team successes!

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

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

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

The top team chooses a cheer.

Remind students 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.

Remind students of the Read and Respond homework assignment.

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

## Writing Prompt

Read paragraph 2 on page 29 of *Sahara*, and mark with a sticky note a word, phrase, or sentence that you needed to clarify. Describe the problem and the strategy that you used to solve the problem. Explain how using the strategy helped you better understand the text.

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

## Lesson 6

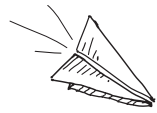
**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Writing Objective:** Write a complete answer that explains your thinking.

### Teacher Background

During today's cycle test, students will use strategies to clarify what they read and will identify which strategies they used to clear up anything confusing. Students may use the Clarifying Strategy Card as they read and answer the test questions.

Be prepared to pass out a colored pen to each student. After taking the test, students will discuss their answers with their teams, receive feedback, and have the opportunity to improve their answers using the colored pens. When you are scoring the test, score students original answers, and add extra points for improved answers.



## Active Instruction

(5 minutes)

### Big Question

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

Students write responses to the Big Question.

**The Big Question:** What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

The veil concealed all Manda's face, except for his eyes.

### Set the Stage

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

**What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.**

**The veil concealed all Manda's face, except for his eyes.**

*For example, concealed means covered or hid. To figure it out, we reread and used clues in the sentence. Based on photographs in the book, we know that the Tuaregs' veils covered or hid everything but their eyes. So it made sense that concealed meant covered or hid.*

Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.

2. Spot check the Read and Respond homework.

Discuss the Big Question.





## Prepare Students for the Test

(5 minutes)

### Partner Review

1. Remind students that they have been practicing using clarifying strategies and writing a complete answer that explains their thinking. Tell students that they will use these strategies and explain their thinking as they take the cycle test.
2. Have partners review their Clarifying Strategy Cards and writing projects. Allow 2 or 3 minutes for this activity.

### Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer. Part II of the cycle test requires them to write a complete answer to a strategy-use question. Remind them that their writing project was practice for writing the answer to the strategy-use question for part II of the test.
3. Point out that questions #3 and #5 ask about clarifying strategies and require students to explain their thinking.
4. Ask students to identify key words and phrases in question #5.

5. “As evening approaches, Manda and his father stop at a friend’s camp.”  
Which strategies did you use to help you pronounce the word *approaches*? Which strategies did you use to figure out the meaning of *approaches*? **[CV]**

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

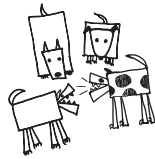
**Today you will read about the Tuaregs’ camel races.**



## Test

(20 minutes)

Tell students that they have 20 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



# Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

## Team Discussion

1. Pass out a colored pen to each student.
2. Explain the student routine for team discussion after the test.

After the Test	
<b>Independent Strategy Use</b>	<ul style="list-style-type: none"> <li>Describe your strategy use.</li> <li>How did you resolve a sticky note?</li> </ul>
<b>Skill-Question Discussion</b>	<ul style="list-style-type: none"> <li>Discuss the skill question in teams.</li> <li>Say the question in your own words, and tell what key words or phrases you identified.</li> <li>Read your answer to the team.</li> <li>Think about what you like about your answer and what you could have said differently.</li> <li>Use your colored pen to add comments to your answer.</li> </ul>

3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



# Class Discussion tp

(10 minutes)

## Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

## Celebrate

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

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

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



Random Reporters share team discussion of a test question.

Celebrate team successes!

The top team chooses a cheer.

Show the video  
"Read and Respond  
Homework."



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. Explain that in the next lesson, students will, with the help of their teams, each prepare an oral presentation about their homework reading selections. Students will use the questions and their answers on the Read and Respond form to discuss with their teams and prepare their presentations.

Introduce the video.

**We will watch a video of a team discussing their homework reading selections and preparing for presentations in the Lightning Round.**

Show the video. Debrief the video.

**How did the team use the Read and Respond form to prepare their presentations?**

3. Remind students to bring their Read and Respond forms and homework reading selections to the next reading class.

## Cycle 1 Test

## Clarify Words and Ideas

**Directions:** Read *Sahara*, pages 26–28. Answer the following questions on a separate piece of paper. You may use the Clarifying Strategy Card.

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

1. When you are reading, what can you do if you come to something unclear or confusing? **[CV]**

*(Accept reasonable responses.) For example, when I am reading and I come to something unclear, I can stop and use clarifying strategies to figure it out. If it is an unfamiliar word, I can break it into chunks to pronounce it. I can reread or read on to find clues in the sentence. I can picture what is happening in the text.*

2. “The men show off their skills for the group of women they circle on their camels.” The word *circle* most nearly means— **[CV]**
- A. move around.
  - B. run past.
  - C. sit beside.
  - D. talk to.
3. “Evening breezes sweep across the hot sands, cooling the desert.” The word *sweep* on page 3 most nearly means—
- A. walk.
  - B. slide.
  - C. roll.
  - D. move.

How did you figure out the meaning of *sweep*? **[CV]**

*(Answers will vary.) For example, I used clues in the sentence. If the breezes are going to cool the desert, they need to move across the sand.*

4. Why is the camel an important animal to the Tuareg? **[MI]**
- The Tuareg use camels to travel across the desert. In addition, they make items such as tents and bags out of camel leather. Without camels, life would be much harder for the Tuareg.*

5. “As evening approaches, Manda and his father stop at a friend’s camp.”
- Which strategies did you use to help you pronounce the word *approaches*? Which strategies did you use to figure out the meaning of *approaches*? **[CV]**

*(Answers will vary.) For example, I broke the word approaches into chunks and then blended to pronounce it. I looked in the dictionary to figure out the meaning. The definition “moves closer in time” made sense for the way approaches is used in this sentence.*

**Part II. Writing** (100 points)

Write at least one paragraph to answer the following question:

What is a word, phrase, or passage in today's reading that you clarified? Explain which clarifying strategies you used to figure out the word, phrase, or passage. Explain how figuring out the word, phrase, or passage helped you better understand the text.

*(Answers will vary.)*

*100 points = I had to clarify the word porridge on page 6. First I wasn't sure how to pronounce it. I broke it into chunks and blended to pronounce the word. When I pronounced it, I realized that I had heard the word before, but I still didn't know the meaning. Therefore, I used the dictionary to find out that porridge is a kind of boiled grain, like oatmeal. This helped me understand what the Tuareg eat for breakfast.*

*90 points = I had to clarify the word porridge on page 6. First I wasn't sure how to pronounce it. I broke it into chunks and blended to pronounce the word. When I pronounced it, I realized that I had heard the word before, but I still didn't know the meaning. Therefore, I used the dictionary to find out that porridge is a kind of boiled grain, like oatmeal.*

*80 points = I had to clarify the word porridge on page 6. I wasn't sure how to pronounce it.*

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

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

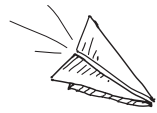
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author's craft; literary devices

## Lesson 7

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

### Teacher Background

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



## Active Instruction

(20 minutes)

### Big Question

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

Students write responses to the Big Question.

**The Big Question:** What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

The water in the puddle evaporated quickly in the blazing sun, leaving hard-baked mud behind.

Discuss the Big Question.



### Set the Stage

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

**What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.**

**The water in the puddle evaporated quickly in the blazing sun, leaving hard-baked mud behind.**

*For example, evaporated means dried up. We used clues in the sentence to figure it out. Under a blazing sun, water would dry up and leave mud behind.*

2. Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies that they used.

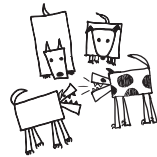


Connect the cycle objective to students' homework reading selections.

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

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

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.



## Teamwork tp

(25 minutes)

### Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

#### Teacher's Note:

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

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

### Read and Respond Questions

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



# Class Discussion tp

(15 minutes)



Team responses  
and feedback

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

Celebrate team successes!  
Final tally for this cycle

Record team celebration  
points on the teacher cycle  
record form.

Collect Read and Respond  
forms for this cycle.

## Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Award points for complete answers that explain the student's thinking. Use the strategy-use rubric to evaluate responses to question #3, give specific feedback, and award points.

## Celebrate

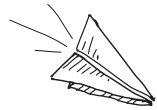
1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record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

## Lesson 8

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

### Teacher Background

In this lesson, students learn and complete a new opening activity, the Two-Minute Edit. Next they review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new goals. Then students hold their first Class Council in which they practice using “I” Messages, Think-It-Through, and the Peace Path to resolve a class problem. The class reflects on the process, sets a goal for improving teamwork, and identifies criteria for evaluating success. The lesson ends with a brain game and a short debriefing of the thinking that students used to play the game.



## Active Instruction tp

(2 minutes)

### Two-Minute Edit

- As students arrive for class, introduce the Two-Minute Edit. Tell them the types of mistakes to look for in the sentence. Challenge teams to find and fix the mistakes in the following sentence.

**There are three mistakes in this sentence. Can you find and fix them?**

Reading ahead and use background knowledge are a clarifying strategy.

*Answer: Reading ahead and using background knowledge are two clarifying strategies.*

- Use **Random Reporter** to debrief, and award team celebration points to teams that find the mistakes and explain the edits that they made.



## Celebrate/Set Goals

(28 minutes)

- Use the video to explain how the Team Celebration Points poster scores and test results are combined to identify super, great, and good teams. You can introduce the video this way.

**A team is about to find out how the team did this cycle. Will they be a super team, a great team, or a good team?**

- Introduce the video by telling students that it will explain how their team celebration points factor into their cycle scores. Show the video.

Teams complete a Two-Minute Edit.



Show the video “Are we a super team?”





Distribute scored cycle tests, team score sheets, and celebration certificates.

Celebrate team successes.

Show the video “Team Goal Setting.”



Set new team goals.



3. Debrief the video. Use **Think-Pair-Share** to ask:

**How do team celebration points help team scores?**

*Team celebration points increase team scores and help teams to become super teams.*

4. Distribute students’ scored cycle tests. Allow a few moments for students to review them.
5. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.
6. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.
7. Introduce the process for selecting a team goal using the video. Debrief the video. Use **Think-Pair-Share** to ask:

**How did the team use the team score sheet?**

*They used it to check their team score from the cycle to see how they were doing. They used it to figure out what they wanted to improve and to set a goal for next cycle.*

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

**Why would it help the team to set a goal for the next cycle?**

*If the team decides on a goal, all the team members know what they will work on next cycle. They will get 10 extra points added to their team celebration total if they make their goal.*

8. Have each team discuss and set a goal for the next cycle and record it on their team score sheet.

Use **Random Reporter** to ask:

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

*Accept supported answers.*

9. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
10. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

**How do you think your progress chart will help you in the Reading Edge?**

*My progress chart will help me see how far I’ve come in the Reading Edge and what I need to do to grow.*



# Class Council

(25 minutes)

Introduce students to the parts of a Class Council meeting.

1. Share class compliments.
2. Discuss a class concern, or use the scenario and discussion hints provided.
3. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

## **Class compliments:**

Explain that every Class Council begins with class compliments. These are encouraging words that anyone in the class can share during Class Council to acknowledge others. Class compliments provide an opportunity to recognize someone in class for helping others meet a goal or for treating others with kindness and respect at any time, even during other classes or times of the school day. Class compliments recognize behavior but not how someone looks or what they have.

Read the sample compliment.

"I would like to compliment Ava for helping me with my math word problems. After she listened to what was confusing to me, she asked me questions and helped me to clarify the questions."

Post the class compliment on the board.



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

## **What did Ava do that earned a class compliment?**

*Ava listened actively and asked questions until her friend figured out the math problem. She didn't do the problem for her. She helped her friend do it herself.*

Ask teams to discuss the following statements and suggest which one is not a class compliment.

- "I would like to compliment Derek because he actively listened while I explained my thinking, even when he disagreed."
- "I would like to compliment Matt on his new football jersey. It is awesome."
- "I would like to compliment Susan for making sure that everyone contributed to our team discussion."
- "I would like to compliment my team for not getting distracted by all the noise in the hallway. We had a great discussion."

Post these statements on the board.



Use **Random Reporter** to ask for responses.

*The comment about Matt's football jersey is not an appropriate class compliment. It is not about something that Matt did for someone else; it is about something that he has.*

**Review progress:**

Since this is the first Class Council, there is not a goal to review.

**Discuss a concern:**

This is a time for you and your students to bring up concerns or problems that are getting in the way of successful teamwork. Since this is a new process, a scenario and discussion hints are provided for the first three cycles to launch this process. A bank of scenarios and discussion hints for possible use in future class councils is included in *The Reading Edge 2nd Edition Middle Grades Teacher's Guide* and in the online resources.

**Scenario:**

Our class is having trouble keeping an appropriate noise level during teamwork. It is hard for partners to hear each other during partner reading. The Thundercats are part of the problem. Sarah keeps talking about a new TV show that she wants to watch this weekend, and her partner Thomas is getting angry and frustrated as Sarah ignores his requests to pay attention to what he is reading.

What would you do if you were Thomas? What can the class do to maintain an appropriate noise level?

**Discussion Hints:**

- Thomas recognizes that his emotional temperature is rising. He can stop and use a cool-down strategy that works for him before he speaks to Sarah again.
- Next, he could use an “I” Message rather than an accusing “you” statement to clearly ask Sarah to participate in partner reading with him.
- Thomas and Sarah could go to a thinking spot and use a Think It Through sheet to organize their thoughts and consider alternate solutions and their consequences.
- Finally, if Thomas and Sarah are still having trouble communicating, they can use the Peace Path process. This will give both of them the chance to express how they feel and to think through alternative solutions until one is found that works well for them.

**Set a class goal:**

Identify a way to measure success so students can determine if they have met their goal by the next Class Council. For example, the class could decide to have the teacher signal the class by switching the lights on and off when the noise level gets too high. They could keep track of how many warnings are needed each day to see if they are becoming more aware of when they are too loud.



## Brain Game

---

(5 minutes)

1. Choose a brain game from the card set and play.
2. Debrief using the questions on the card to remind students of the strategies they used. Discuss how using these strategies can help one focus, remember, solve problems, or think flexibly.

## Cycle 2:

Clarify  
Words and  
Ideas

## Lesson 1

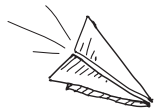
**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Teacher Background**

In this lesson, you will introduce the Team Talk rubric. Like the strategy-use rubric, the Team Talk rubric sets the expectations for a quality response. You and your students will use it to evaluate their answers in team discussion and in the Lightning Round. Students will view a video of teams using the rubric to build a quality answer. They will also evaluate a team's answer using the rubric. Is it a 100-point answer? Why or why not?

The rubric specifies the use of academic language in a quality answer. Academic language is defined for students as the language used in school. Guide students and teams to an understanding of academic language by discussing examples of it in student answers. Sample 80-point, 90-point, and 100-point answers are provided for each Team Talk question in the Reading Edge, and examples of academic language are indicated.

Students will also begin reading *Race to the South Pole* about the competition between Robert Scott and Roald Amundsen to be the first to reach the South Pole.

**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 answer a question in school, how do you know that you have a quality answer?

**Set the Stage** tp

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

**When you answer a question in school, how do you know that you have a quality answer?**

*A quality answer correctly answers the question. It explains your thinking and how you got to that answer.*

Record student responses on the board.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Introduce the Team Talk rubric.

Explain what makes a high-quality 100-point answer.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the texts, authors, and reading objective.
4. Display and introduce the Team Talk rubric. The rubric can also be found in the team folders.

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

5. Explain to students that the rubrics are tools for teams to use when they prepare for the Lightning Round. When they discuss and answer Team Talk questions, they will need to have a high-quality 100-point answer to get points for their team.
6. Review the Team Talk rubric, noting that correctly answering a question in full sentences is the bottom level of the rubric. Answering correctly in full sentences and including evidence to support the answer is the second level. The top level of the rubric describes a high-quality answer. Point out that the top level requires an explanation of the thinking behind an answer and the use of academic language, in other words, the language of school.
7. Display the following sample answers to a Team Talk question, and use the rubric to discuss the elements that make up a 100-point answer. Note the color coding in the answers that indicates a correct answer, supporting evidence and examples, a wrap-up that connects the answer to the evidence, and examples of academic language.

Sample Team Talk Question	
Where do the Tuareg find water in the desert?	
<p>Team A's answer:</p> <p><i>The Tuareg find water underground in the desert. Digging into a wash for a couple of feet can uncover water from rainfalls. The Tuareg use it for drinking and to grow gardens. While most deserts are dry, the Tuareg depend on water from rainfalls available underground.</i></p> <p>Team B's answer:</p> <p><i>The Tuareg find water underground in the desert. Digging into a wash for a couple of feet can turn up water from rainfalls.</i></p> <p>Team C's answer:</p> <p><i>The Tuareg find water underground in the desert.</i></p>	<p>Correct answer in complete sentences</p> <p>Supporting evidence and examples</p> <p>Wrap-up that connects the answer to the evidence</p> <p><b>Uses academic language</b></p>

8. Introduce the video.

**Now you will see a team discussing the answer to another Team Talk question and using the rubric to get ready for the Lightning Round. Let's see if they prepare a 100-point answer.**

Show the first part of the video. Use **Think-Pair-Share** to debrief.

**How did the team use the rubric to prepare for the Lightning Round?**

Show the second part of the video. Use **Think-Pair-Share** to debrief.

**Why didn't the team earn a team celebration point? What was missing from their answer?**

Show the third part of the video. Use **Think-Pair-Share** to debrief.

**Did the team use academic language in their answer? How?**

Remind students that the rubrics will help them prepare high-quality answers and earn team points in the Lightning Round.

**Interactive Read Aloud**

1. Have students preview page 4 in *Race to the South Pole*.

Refer to the reading objective, and review the skill if necessary. Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Read page 4 (paragraph 1). A sample Think Aloud follows.

Show the video "Team Talk."



Refer students to pages 4–7 in the text.

**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.



**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill or strategy.

Prepare students for partner reading.

Sample Think Aloud
<p>Hmm. I don't understand why Robert Scott called the South Pole an "awful place." This must be important because it is the title of the chapter. I'm going to read on to see if it is explained.</p> <p><b>(Read to the end of the next paragraph aloud.)</b></p> <p>Now I think I understand. The temperature was so cold it could freeze your skin in a minute. There were not animals or plants, only white ice. That sounds pretty awful. So to restate the main idea of the page, Robert called the South Pole an awful place because it was so cold and icy and there were no plants or animals.</p>

- Use **Think-Pair-Share** to debrief the Think Aloud.

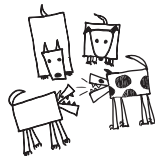
**Which clarifying strategies did I use?**

*You read on and found clues in the rest of the paragraph about why Scott called the South Pole an awful place.*

- Partner Practice: Have students read the next paragraph on page 5 aloud to their partners. Listening partners restate the ideas in the paragraph. Use **Think-Pair-Share** to ask:

**How did restating the ideas help you check your understanding?**

*My partner restated the main idea as "Many people had tried and failed to go to the South Pole." I added "Robert Scott wanted to be the first person to reach the South Pole" as a main point. Restating helped us get both important points from the text.*



## Teamwork tp

(20 minutes)

**Partner Prep**

- Refer students to the teamwork routines for partner reading in their team folders, and review the routine.

With Partners	First	Second	Third	Fourth	Finally
<b>1 Partner Reading</b>	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.

Have students read and restate: **sr**  
**page 5 (paragraph 2)–7 aloud with partners.**

2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, for example, the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

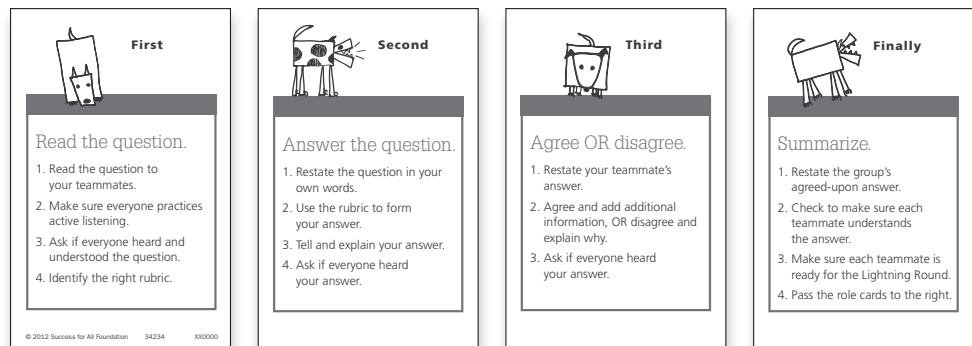
**Team Discussion**

1. Prepare students for team discussion. Refer them to the role cards in their team folders, and explain that the role cards will help to guide their discussions of Team Talk questions. Have teams distribute a role card to each team member.

Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.

Prepare students for team discussion.

Teams distribute a role card to each team member.



2. Remind teams to use the rubrics to prepare for the Lightning Round.
3. Preview the Team Talk questions.

**Team Talk Questions**

1. What is a word, phrase, or passage that a team member marked with a sticky note? Explain which clarifying strategies you used to figure out the marked word or phrase. How did figuring out the word, phrase, or passage help you better understand the text? **[CV]** (strategy-use rubric)
 

*100 = A team member marked the word continent because she couldn't pronounce it. She broke the word into chunks to read it. After breaking the word continent into chunks, she recognized it. This helped her understand that Antarctica is the coldest, windiest continent.*

*90 = A team member marked the word continent because she couldn't pronounce it. She broke the word into chunks to read it. After breaking the word continent into chunks, she recognized it.*

*80 = A team member marked the word continent because she couldn't pronounce it.*

*continued*

Team Talk Questions *continued*

2. Why was it so hard to reach the South Pole? **[MI]** (Team Talk rubric)

100 = *The South Pole is extremely cold, windy, and far from settled areas. Additionally, explorers had to bring everything they needed to live along with them. These factors combined to make it very difficult to travel to the South Pole.*

90 = *The South Pole is very cold, windy, and far from settled areas. Explorers had to bring everything they needed to live along with them.*

80 = *The South Pole is very cold, windy, and far from settled areas.*

3. What was Robert Scott's dream? **[MI]** (Team Talk rubric)

100 = *Robert Scott's dream was to be the first person to reach the South Pole. According to the text, Scott wanted to prove that he could do it. However, another explorer, Roald Amundsen, was also trying to be the first person to set foot on the South Pole.*

90 = *Robert Scott's dream was to be the first person to reach the South Pole. Scott wanted to prove that he could do it.*

80 = *Robert Scott's dream was to be the first person to reach the South Pole.*

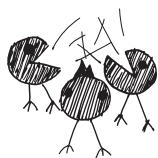
4. Why was fuel oil so important for Scott's expedition? Support your answer with evidence from the text. **[DC, SA]** (Team Talk rubric)

100 = *The members of Scott's expedition needed fuel oil to melt ice for drinking water, cook food, and keep warm. There are no trees in Antarctica, so the expedition could not collect wood to burn. Without fuel oil, Scott's team could not survive in the harsh climate of Antarctica.*

90 = *The members of Scott's expedition needed fuel oil to melt ice for drinking water, cook food, and keep warm. There are no trees in Antarctica, so the expedition could not collect wood to burn.*

80 = *The members of Scott's expedition needed fuel oil to melt ice for drinking water, cook food, and keep warm.*

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



# Class Discussion tp

(18 minutes)

This is the first use of the Team Talk rubric to prepare and evaluate responses.

## Lightning Round

1. 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.

Class Discussion	
Strategy-Use	<ul style="list-style-type: none"> <li>• Describe your team’s strategy use.</li> <li>• How did you resolve a sticky note?</li> <li>• How did it help you understand the text?</li> </ul>
Team Talk (written and oral)	<ul style="list-style-type: none"> <li>• Did you enjoy your reading? Why or why not?</li> <li>• Discuss Team Talk questions.</li> <li>• Explain your team’s discussion.</li> <li>• Read your team’s written answer to the class.</li> <li>• What makes it a good answer? How can you improve it?</li> </ul>



2. Use **Random Reporter** to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Use **Random Reporter** to have teams share their Team Talk responses (questions #2–4). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

## Celebrate

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

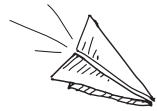
Remind students of the Read and Respond homework assignment.

## Lesson 2

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

### Teacher Background

In this lesson, you will introduce vocabulary words for this cycle and the partner vocabulary study routine. Emphasize the value of the vocabulary study routine. Remind students that when partners quiz each other on a regular basis, they are strengthening their brain connections and memories. This will not only help them to do well on the cycle test, but will also help to build their vocabulary knowledge and their ability to understand and use more words. Today’s reading describes the difficulties using ponies, tractors, and men to haul supplies that Scott’s expedition experienced during their race to the South Pole.



## Active Instruction tp

(25 minutes)

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

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

### Partner Vocabulary Study

1. Display the vocabulary words and the following partner vocabulary study routine.

Partner Vocabulary Study	
<b>1.</b>	Rate your knowledge of each vocabulary word.
<b>2.</b>	Discuss with your partner a vocabulary word you know and one that needs further study.
<b>3.</b>	Take turns pronouncing the vocabulary words, telling their meanings, and using the words in new sentences.
<b>4.</b>	Listening partners give thumbs up if the word is used correctly or add ideas to help their partners.
<p><b>+</b> I know this word and can use it.</p> <p><b>✓</b> This word looks familiar; it has something to do with...</p> <p><b>?</b> I don’t know this word; it’s totally new to me.</p>	

2. As they arrive for class, have students copy the vocabulary words in their word power journals and rate their knowledge of each word using +, ✓, or ? as outlined in step 1 of the partner vocabulary study routine. The routine can also be found in the team folder.
3. Spot check the Read and Respond homework.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

## Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word they know and one word they need to study further. Award team celebration points.
3. Explain that each cycle, students will learn vocabulary words from the text they are reading that will be on the cycle test. The vocabulary section of the test makes up one third of their cycle test score. Throughout the cycle, partners will have the opportunity to review and study the vocabulary words in preparation for the test.
4. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>conducting</b> (verb) page 7	con-duct-ing (kuhn-DUHKT-ing)	organizing and leading	The astronauts on the space station spend most of their time <i>conducting</i> experiments.
<b>stashes</b> (noun) page 8	stash-es (STASH-ez)	collections of stored items	The squirrels buried <i>stashes</i> of pecans all over our yard this fall.
<b>rugged</b> (adjective) page 9	rug-ged (RUHG-id)	having a surface that is rough and broken	The mountain road was so <i>rugged</i> that only four-wheel-drive trucks could get up it.
<b>blizzard</b> (noun) page 10	bliz-zard (BLIZ-erd)	a heavy snowstorm that lasts a long time	Snow piled up so high during the <i>blizzard</i> that Nate had to dig a path to his car.
<b>climate</b> (noun) page 10	cli-mate (KLY-mit)	the normal weather conditions in an area	Deserts have a hot, dry <i>climate</i> that makes it hard for plants to grow.
<b>glacier</b> (noun) page 10	gla-cier (GLAY-sheer)	large area of ice formed from compacted snow	The explorers hauled their supplies over the <i>glacier</i> on sleds pulled by dogs.
<b>shortage</b> (noun) page 15	short-age (SHAWR-tij)	an amount that is less than needed	There was a <i>shortage</i> of pizza at the party, so not everyone got a slice.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>regret</b> (verb) page 17	re-gret (ree-GRET)	to feel sorry or guilty	When Heather’s little brother started crying, she began to <i>regret</i> yelling at him.

Show the video “Rating Vocabulary Words.”



Explain why the study routine improves memory and builds vocabulary.

Partners practice the vocabulary study routine.

Explain Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

- Refer to the partner vocabulary study routine chart, and explain that students will use this routine to review their vocabulary during the cycle in preparation for the cycle test.

Introduce the video.

**A team is using the partner vocabulary study routine to practice and learn the vocabulary words.**

Show the video. Debrief the video.

**Why did the partners put a ✓ and not a + next to some words?**

**When partners use the vocabulary study routine, they are testing each other. Research has shown that learners who test themselves on vocabulary words are able to better remember them with each test. More practice improves one’s memory of the words and their meanings. This study routine will help you not only to do well on the vocabulary part of the cycle test, but also to build your vocabulary knowledge so you can understand and use more words.**

- Have partners practice the study routine with the words in the vocabulary list.

Use **Random Reporter** to have teams report on a new sentence using a vocabulary word.

- Explain how teams can use the Vocabulary Vault to earn points.

**Another way to earn points is by bringing in a word from the vocabulary list that is used in another place such as in a magazine, textbook, TV ad, etc. Bring in or copy the sentence in which the word was used, and share it with your team. Write the team name on it, and put it in the Vocabulary Vault. We’ll check the vault at the end of the cycle, and teams can earn points by reporting on their word findings.**

**Set the Stage**

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

Refer students to pages 8–11 in the text.

**Teacher:** Read aloud.

**Students:** Actively listen.



**Students:** Practice the skill or strategy.

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill or strategy.

Prepare students for team discussion.

## Interactive Read Aloud

1. Tell students that you are going to read aloud. Challenge students to actively listen because you will ask them to restate the ideas in these beginning paragraphs to their partners. Point out that if they have trouble clearly restating the text in their own words, it means that they have not fully understood it. They will need to refer to their Clarifying Strategy Card and use strategies to clear up the problem.
2. Read page 8 (paragraph 1) aloud. Have partners restate the ideas in the paragraph in their own words. Use **Think-Pair-Share** to prompt the use of clarifying strategies.

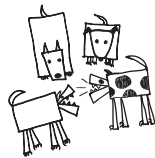
**Was your partner able to restate the ideas in the paragraph clearly? If not, which clarifying strategies did you use?**

*My partner was unclear about all the ways that Scott planned to pull his sledges. We had to reread to figure out that Scott planned to use dogs, ponies, tractors, and men.*

3. Partner Practice: Have students read the next paragraph on page 8 aloud to their partners. Listening partners restate the ideas in the paragraph. Use **Think-Pair-Share** to ask:

**How did restating the ideas help you check your understanding?**

*When we tried to restate the ideas, we found that we had to stop and reread the last two sentences. We weren't clear about why the team were setting up stashes of food and fuel along their trail. We figured out that they did this so the men returning from the South Pole could use these supplies.*



## Teamwork tp

(20 minutes)

### Partner Prep

1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.

Have students read and restate: sr

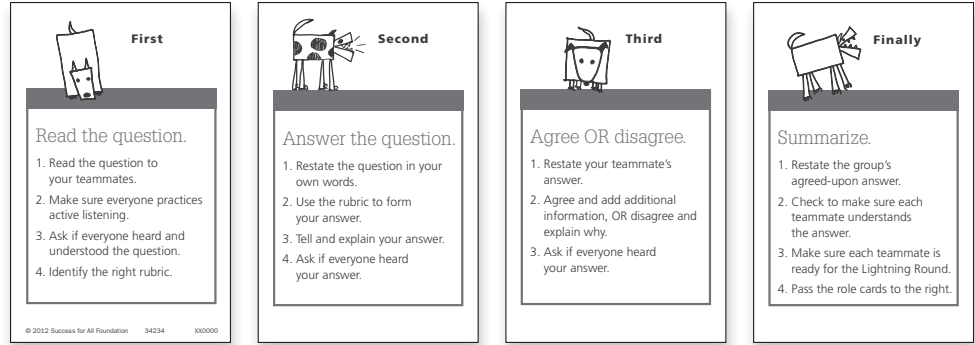
**pages 9–11 aloud with partners.**

2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, for example, the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

### Team Discussion

1. Prepare students for team discussion. Refer them to the team discussion role cards in their team folders, and review them. Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.

Teams distribute a role card to each team member.



2. Remind teams to use the rubrics to prepare for the Lightning Round.
3. Preview the Team Talk questions.

### Team Talk Questions

1. What is a word, phrase, or passage that a team member marked with a sticky note? Explain which clarifying strategies you used to figure out the marked word or phrase. How did figuring out the word, phrase, or passage help you better understand the text? **[CV]** (strategy-use rubric)
  - 100 = A team member marked the paragraph about how Scott sent the expedition's sled dogs back to base because Scott believed that men should pull the sledges. This didn't seem to make sense. The team member tried rereading and reading ahead to clarify the passage. Using these strategies helped him understand that Scott really did send the sled dogs back to base because he thought it was a "matter of honor" for men to pull the sledges.*
  - 90 = A team member marked the paragraph about how Scott sent the expedition's sled dogs back to base because Scott believed that men should pull the sledges. This didn't seem to make sense. The team member tried rereading and reading ahead to clarify the passage.*
  - 80 = A team member marked the paragraph about how Scott sent the expedition's sled dogs back to base because Scott believed that men should pull the sledges.*
2. How did Scott plan to transport all the expedition's supplies? **[MI]** (Team Talk rubric)
  - 100 = Scott planned to use sledges pulled by ponies, dogs, tractors, and men. **According to the text**, the sledge teams stored supplies along the expedition's trail. As the team returned from the South Pole, they would use the supplies that had been stored for them.*
  - 90 = Scott planned to use sledges pulled by ponies, dogs, tractors, and men. The sledge teams stored supplies along the expedition's trail.*
  - 80 = Scott planned to use sledges pulled by ponies, dogs, tractors, and men.*

*continued*

Team Talk Questions *continued*

3. What problems did Scott's expedition have with transporting their supplies? **[MI]**  
(Team Talk rubric)
- 100 = *At the beginning of the journey, the expedition's tractors broke down, and their ponies died. Later Scott sent the dogs back to base, and the team members had to haul the sledges. Pulling the heavy sledges exhausted the men.*
- 90 = *At the beginning of the journey, the expedition's tractors broke down, and their ponies died. Later Scott sent the dogs back to base, and the team members had to haul the sledges.*
- 80 = *At the beginning of the journey, the expedition's tractors broke down, and their ponies died.*
4. What did Scott's expedition find when they reached the South Pole? **[MI]**  
(Team Talk rubric)
- 100 = *When Scott's expedition reached the South Pole, they found that Amundsen and his team had arrived there first. The Amundsen expedition had planted a flag at the South Pole and left a note inside a tent for Scott. Scott was **distraught** that Amundsen had beaten him and wrote in his journal that "The worst has happened."*
- 90 = *When Scott's expedition reached the South Pole, they found that Amundsen and his team had arrived there first. The Amundsen expedition had planted a flag at the South Pole and left a note inside a tent for Scott.*
- 80 = *When Scott's expedition reached the South Pole, they found that Amundsen and his team had arrived there first.*
5. Which word from the vocabulary list belongs in the blank? **[CV]**  
The plant withered and died because there was a \_\_\_\_\_ of water.
- shortage
  - climate
  - glacier
  - regret
4. 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.
5. Award team celebration points for good team discussions that demonstrate 100-point responses.



# Class Discussion tp

(15 minutes)



## Lightning Round

1. 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.
2. Use **Random Reporter** to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Use **Random Reporter** to have teams share their Team Talk responses (questions #2–4). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

## Celebrate

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

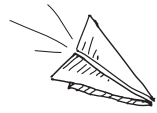
Word	Pronunciation	Definition	Sample Sentence
<b>conducting</b> (verb) page 7	con-duct-ing (kuhn-DUHKT-ing)	organizing and leading	The astronauts on the space station spend most of their time <i>conducting</i> experiments.
<b>stashes</b> (noun) page 8	stash-es (STASH-ez)	collections of stored items	The squirrels buried <i>stashes</i> of pecans all over our yard this fall.
<b>rugged</b> (adjective) page 9	rug-ged (RUHG-id)	having a surface that is rough and broken	The mountain road was so <i>rugged</i> that only four-wheel-drive trucks could get up it.
<b>blizzard</b> (noun) page 10	bliz-zard (BLIZ-erd)	a heavy snowstorm that lasts a long time	Snow piled up so high during the <i>blizzard</i> that Nate had to dig a path to his car.
<b>climate</b> (noun) page 10	cli-mate (KLY-mit)	the normal weather conditions in an area	Deserts have a hot, dry <i>climate</i> that makes it hard for plants to grow.
<b>glacier</b> (noun) page 10	gla-cier (GLAY-sheer)	large area of ice formed from compacted snow	The explorers hauled their supplies over the <i>glacier</i> on sleds pulled by dogs.
<b>shortage</b> (noun) page 15	short-age (SHAWR-tij)	an amount that is less than needed	There was a <i>shortage</i> of pizza at the party, so not everyone got a slice.
<b>regret</b> (verb) page 17	re-gret (ree-GRET)	to feel sorry or guilty	When Heather's little brother started crying, she began to <i>regret</i> yelling at him.

## Lesson 3

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

### Teacher Background

Today's reading describes the struggle for Scott's team to return from the South Pole as they ran low on food and fuel.



## Active Instruction tp

(25 minutes)

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

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

### Partner Vocabulary Study

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

Partner Vocabulary Study	
<b>1.</b>	Rate your knowledge of each vocabulary word.
<b>2.</b>	Discuss with your partner a vocabulary word you know and one that needs further study.
<b>3.</b>	Take turns pronouncing the vocabulary words, telling their meanings, and using the words in new sentences.
<b>4.</b>	Listening partners give thumbs up if the word is used correctly or add ideas to help their partners.

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

2. Spot check the Read and Respond homework.

### Vocabulary

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 12–16 in the text.

**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.



Practice the skill or strategy.

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill or strategy.

### Set the Stage

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

### Interactive Read Aloud

1. Tell students that you are going to read aloud. Challenge students to actively listen because you will ask them to restate the ideas in these beginning paragraphs to their partners. Point out that if they have trouble clearly restating the text in their own words, it means that they have not fully understood it. They will need to refer to their Clarifying Strategy Card and use strategies to clear up the problem.
2. Read page 12 aloud. Have partners restate the ideas in the paragraph in their own words. Use **Think-Pair-Share** to prompt the use of clarifying strategies.

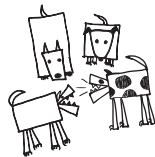
**Was your partner able to restate the ideas in the paragraph clearly? If not, which clarifying strategies did you use?**

*My partner had trouble explaining why Scott's dream was over. We reread and figured out that Scott's dream was not just to reach the South Pole, but to be the first person to get to the South Pole.*

3. Partner Practice: Have students read the next paragraph on page 13 aloud to their partners. Listening partners restate the ideas in the paragraph. Use **Think-Pair-Share** to ask:

**To check your understanding, how was the team planning to get food and fuel for the return trip?**

*They planned to stop at the depots they had set up on their way to the South Pole.*



## Teamwork tp

(20–30 minutes)

### Partner Prep

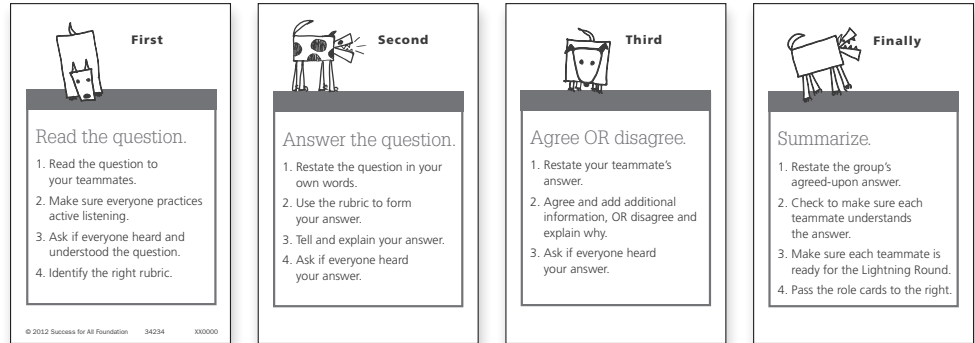
1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.
2. Have students read and restate: sr  
**pages 13 (paragraph 2)–16 aloud with partners.**
3. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, for example, the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

Prepare students for team discussion.

Teams distribute a role card to each team member.

**Team Discussion**

1. Prepare students for team discussion. Refer them to the team discussion role cards in their team folders, and review them. Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.



2. Remind teams to use the rubrics to prepare for the Lightning Round.
3. Preview the Team Talk questions.

**Team Talk Questions**

1. What is a word, phrase, or passage that a team member marked with a sticky note? Explain which clarifying strategies you used to figure out the marked word or phrase. How did figuring out the word, phrase, or passage help you better understand the text? **[CV]** (strategy-use rubric)
  - 100 = *One team member marked the word struggling with a sticky note because he didn't know what it meant. He reread and used clues to figure out that struggling means trying hard. That helped him understand how difficult it was for Scott's team to pull the sledges over rough ice.*
  - 90 = *One team member marked the word struggling with a sticky note because he didn't know what it meant. He reread and used clues to figure out that struggling means trying hard.*
  - 80 = *A team member marked the word struggling with a sticky note because he didn't know what it meant.*
2. Why does the text describe the start of Scott's return trip from the South Pole as "the beginning of a nightmare"? **[MI, CV]** (Team Talk rubric)
  - 100 = *The text describes the start of the trip in this way because Scott's team experienced severe hardship as they tried to return to their base. They were trapped in their tents by blizzards, ran low on food and fuel, and got frostbite. All the members of Scott's team died on the return trip from the South Pole.*
  - 90 = *The text describes the start of the trip in this way because Scott's team had a lot of problems as they tried to return to their base. They were trapped in their tents by blizzards, ran low on food and fuel, and got frostbite.*
  - 80 = *The text describes the start of the trip in this way because Scott's team had a lot of problems as they tried to return to their base.*

continued

Team Talk Questions *continued*

3. How do we have so much information about Scott's return trip from the South Pole when none of the team members survived? **[DC]** (Team Talk rubric)
- 100 = *We have so much information about Scott's return trip because he kept a journal. Scott recorded in detail the problems that the team faced as they tried to get back to their base. According to the text, Scott continued writing in his journal until "he was too weak to write another word."*
- 90 = *We have so much information about Scott's return trip because he kept a journal. Scott recorded in detail the problems that the team faced as they tried to get back to their base.*
- 80 = *We have so much information about Scott's return trip because he kept a journal.*
4. What do you think Scott and his team could have done differently so they would have survived their expedition? **[DC]** (Team Talk rubric)  
(Answers will vary.)
- 100 = *I think that if Scott and his team had used sled dogs instead of men, ponies, and tractors to haul their supplies, they might have survived. Because sled dogs are suited to Antarctica's cold climate, they probably would have been more reliable than the ponies or the tractors. As a result, the expedition could have transported more supplies and moved faster without tiring out the team members.*
- 90 = *I think that if Scott and his team had used sled dogs instead of men, ponies, and tractors to haul their supplies, they might have survived. Because sled dogs are suited to Antarctica's cold weather, they probably would have been better than the ponies or the tractors.*
- 80 = *I think that if Scott and his team had used sled dogs instead of men, ponies, and tractors to haul their supplies, they might have survived.*
5. What is a synonym for the word *rugged*? **[CV]**  
A synonym for the word *rugged* is rough.

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



## Class Discussion

(20 minutes)

### Lightning Round

1. 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.

2. Use **Random Reporter** to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Use **Random Reporter** to have teams share their Team Talk responses (questions #2–4). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Ask other teams to agree, disagree, or add on to responses. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### **Celebrate**

Celebrate team successes!

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

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

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

The top team chooses a cheer.

Remind students 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.

Remind students of the Read and Respond homework assignment.

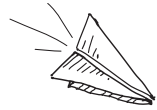
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 4

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

### Teacher Background

In this lesson, students will read about Roald Amundsen’s expedition to the South Pole and why it succeeded when Scott’s efforts failed.



## Active Instruction

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Build background for the article that students will read today.

Introduce the video.

**In the video you are about to watch, you will learn about modern-day researchers in Antarctica. As you watch the video, jot down some ideas about how these researchers are similar to and different from the teams led by Scott and Amundsen that raced to the South Pole.**

Show the video  
“Antarctica Rocks!”



Refer students to  
pages 17–19 in the text.

**Teacher:** Read aloud.

**Students:** Practice the skill  
or strategy.

**Partner pairs:**

Preview/think aloud with  
the next passage to practice  
the skill or strategy.



5. Show the video “Science Nation: Antarctica Rocks!” Debrief the video. Use **Think-Pair-Share** to ask:

**What do the Antarctic researchers in the video have in common with the teams led by Scott and Amundsen? How is their work different?**

*(Answers will vary.) Both the researchers today and the teams led by Scott and Amundsen were trying to learn new information about Antarctica. Also, both groups had to deal with harsh weather conditions. However, the researchers in the video have much more advanced equipment and better supplies than the teams led by Scott and Amundsen.*

**Would you rather be a member of an Antarctic research team today or a member of Scott’s or Amundsen’s expeditions in the past? Explain.**

*(Answers will vary.) I would rather be a member of a research team today because they have much better equipment and housing, and it would be a lot more comfortable. Or I would rather have been on Amundsen’s team because it would have been exciting to be one of the first people to reach the South Pole.*

**Interactive Read Aloud**

1. Explain how previewing a text can help to clarify its topic and purpose.

**Previewing a text, looking at the title, subtitles, pictures, captions, and other text features, can help you clarify what you will read about and the purpose of the author.**

Use a Think Aloud to model previewing pages 17–19 of the article to clarify the topic and the author’s purpose.

Sample Think Aloud
<p>As I preview this page of the article, I see that there is one photograph with the caption “Amundsen’s journey began at the Ross Ice Shelf.” There’s another photograph of a man with a sled and dogs on page 19 with the caption “Roald Amundsen had led successful expeditions in the Arctic before setting out for the South Pole.” Most of this book has been about Robert Scott and his attempt to reach the South Pole, but these photographs and their captions make me think we’re about to read about Roald Amundsen’s successful expedition to reach the pole first.</p>

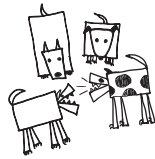
2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have partners preview page 20. Use **Think-Pair-Share** to ask:

**After previewing this page, what do you predict you will read about? How do you know? What is in the photograph on page 20?**

*There is a photograph on page 20 of sled dogs. We think the author is going to provide information about how Amundsen used dogs during his expedition to the South Pole.*

Use **Random Reporter** to debrief.



# Teamwork tp

(20–30 minutes)





## Partner Prep

1. Prepare students for partner reading. Have students read and restate: **SR** pages 17–20 aloud with partners.
2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, for example, the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

## Team Discussion

1. Prepare students for team discussion. Refer them to the team discussion role cards in their team folders, and review them. Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.

Teams distribute a role card to each team member.

 <p><b>First</b></p> <p>Read the question.</p> <ol style="list-style-type: none"> <li>1. Read the question to your teammates.</li> <li>2. Make sure everyone practices active listening.</li> <li>3. Ask if everyone heard and understood the question.</li> <li>4. Identify the right rubric.</li> </ol> <p><small>© 2012 Success for All Foundation 34234 00000</small></p>	 <p><b>Second</b></p> <p>Answer the question.</p> <ol style="list-style-type: none"> <li>1. Restate the question in your own words.</li> <li>2. Use the rubric to form your answer.</li> <li>3. Tell and explain your answer.</li> <li>4. Ask if everyone heard your answer.</li> </ol>	 <p><b>Third</b></p> <p>Agree OR disagree.</p> <ol style="list-style-type: none"> <li>1. Restate your teammate's answer.</li> <li>2. Agree and add additional information, OR disagree and explain why.</li> <li>3. Ask if everyone heard your answer.</li> </ol>	 <p><b>Finally</b></p> <p>Summarize.</p> <ol style="list-style-type: none"> <li>1. Restate the group's agreed-upon answer.</li> <li>2. Check to make sure each teammate understands the answer.</li> <li>3. Make sure each teammate is ready for the Lightning Round.</li> <li>4. Pass the role cards to the right.</li> </ol>
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2. Remind teams to use the rubrics to prepare for the Lightning Round.
3. Preview the Team Talk questions.

**Team Talk Questions**

1. What is a word, phrase, or passage that a team member marked with a sticky note? Explain which clarifying strategies you used to figure out the marked word or phrase. How did figuring out the word, phrase, or passage help you better understand the text? **[CV]** (strategy-use rubric)
 

*100 = A team member marked the word endurance because he didn't know the meaning. The clarifying strategy he used was to look it up in the dictionary. He was able to understand that Scott was referring to his team's ability to withstand hardship when he wrote about their endurance.*

*90 = A team member marked the word endurance because he didn't know the meaning. The clarifying strategy he used was to look it up in the dictionary.*

*80 = A team member marked the word endurance because he didn't know the meaning.*

*continued*

Team Talk Questions *continued*

2. How did Scott feel about his expedition to the South Pole, even after he knew that his team would not return alive? **[DC]** (Team Talk rubric)
- 100 = *Scott was not sorry about his expedition to the South Pole. According to the text, he wrote in his journal that he did not "regret this journey." Scott was proud of the strength and bravery of the men on his team.*
- 90 = *Scott was not sorry about his expedition to the South Pole. He wrote in his journal that he did not "regret this journey."*
- 80 = *Scott was not sorry about his expedition to the South Pole.*
3. Why do you think the people of England considered Scott a hero even though his expedition failed? **[DC]** (Team Talk rubric)
- (Answers will vary.)
- 100 = *I think the people of England considered Scott a hero even though his expedition failed because they **admired** his bravery. Scott and his team had taken risks and experienced great hardship trying to reach and return from the South Pole. The English people were probably proud that Scott had made this great effort to reach the South Pole first in the name of England.*
- 90 = *I think the people of England considered Scott a hero even though his expedition failed because they thought he was brave. Scott and his team had taken risks and experienced great hardship trying to reach and return from the South Pole.*
- 80 = *I think the people of England considered Scott a hero even though his expedition failed because they thought he was brave.*
4. Why was Amundsen's expedition to the South Pole a success while Scott's failed? **[DC, MI]** (Team Talk rubric)
- 100 = *Amundsen's expedition was successful because it was better planned than Scott's. Amundsen set up his base camp closer to the South Pole than Scott, and he used sled dogs to transport his supplies rather than ponies, tractors, and men. This **allowed** his team to move faster without getting **exhausted**.*
- 90 = *Amundsen's expedition was successful because it was better planned than Scott's. Amundsen set up his base camp closer to the South Pole than Scott, and he used sled dogs to transport his supplies rather than ponies, tractors, and men.*
- 80 = *Amundsen's expedition was successful because it was better planned than Scott's.*
5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**
- Many people move to Florida because they like the state's warm climate.*

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



## Class Discussion

(20 minutes)

### Lightning Round

1. 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.
2. Use **Random Reporter** to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Use **Random Reporter** to have teams share their Team Talk responses (questions #2–4). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Ask other teams to agree, disagree, or add on to responses. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.



Celebrate team successes!

### Celebrate

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

The top team chooses a cheer.

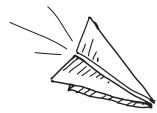
Remind students of the Read and Respond homework assignment.

# Lesson 5

**Writing Objective:** Write a quality answer that includes supporting facts or examples.

## Teacher Background

In this lesson, students will practice writing a paragraph in preparation for the cycle test. Emphasize for students the qualities of an informative paragraph, beginning with a clearly introduced topic followed by examples or facts that support the topic and ending with a closing statement that supports the information.



## Active Instruction tp

(10 minutes)

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

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

## Partner Vocabulary Study

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

Partner Vocabulary Study	
<b>1.</b>	Rate your knowledge of each vocabulary word.
<b>2.</b>	Discuss with your partner a vocabulary word you know and one that needs further study.
<b>3.</b>	Take turns pronouncing the vocabulary words, telling their meanings, and using the words in new sentences.
<b>4.</b>	Listening partners give thumbs up if the word is used correctly or add ideas to help their partners.

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

2. Spot check the Read and Respond homework.

## Vocabulary

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective. Introduce the writing project.

Read the prompt aloud.



Students identify the purpose for writing.

Refer students to the appropriate writer's guide in their student editions.

**Set the Stage**

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and writing objective.
4. Remind students that this cycle they have been using the Team Talk rubric to help them prepare quality answers that include supporting examples or facts. Refer students to the writing objective. Tell them that today they will practice writing a quality answer to a question in preparation for the test in the next lesson.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt
What did you learn about Robert Scott's expedition to the South Pole based on his journal entries? Include supporting examples or facts from your reading.

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

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

*The prompt is asking me to explain information on a topic. I know because I have to explain what I learned from Scott's journal.*

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

Writing to Inform or Explain	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Clearly introduce the topic.</li> <li>• Develop the topic with relevant details.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by introducing the topic.</li> <li>• In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>• End with a closing statement that supports the information.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Use words and phrases that help a reader understand how the facts or events are related.</li> <li>• Include details or examples that help a reader make a mind movie.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

Highlight the writing objective.



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

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

**Which guideline relates to our writing objective: to write a quality answer that includes supporting facts or examples?**

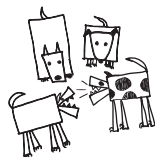
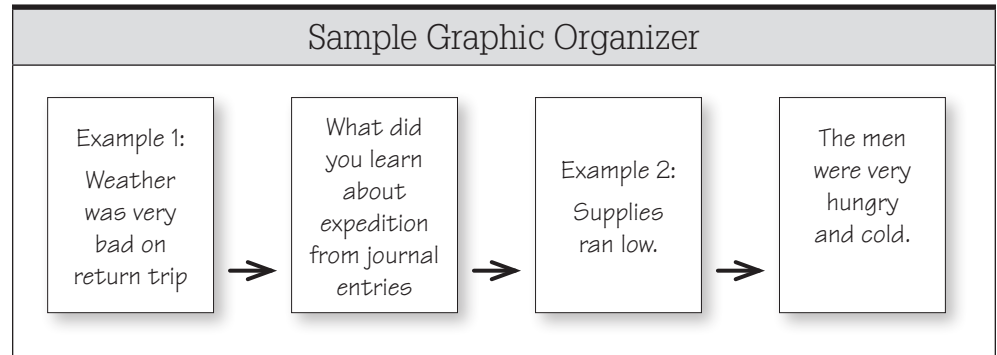
*Under Organization, the guideline to provide facts, examples, or events that help a reader understand the information relates to our writing objective.*

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

**Model a Skill**

Model planning using a graphic organizer.

Tell students that before they begin to write, it can be useful to organize their ideas. Demonstrate the use of a graphic organizer for prewriting. A sample graphic organizer follows.



**Teamwork** tp

(20 minutes)

**Independent Work**

Students write for 10 minutes.

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

**Team Discussion**

Monitor discussions as partners and teams give feedback.

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

**Peer Feedback**

<b>1.</b>	Read your writing project to your teammates. Remember to read with expression.
<b>2.</b>	<p>Ask each of the questions below. Note your teammates' suggestions in the margin of your writing project.</p> <ul style="list-style-type: none"> <li>- Is it easy to identify the topic?</li> <li>- Are there facts, examples, or events that help a reader understand the information?</li> <li>- Is there anything that does not fit?</li> <li>- Does the writing end with a closing statement that supports the information?</li> <li>- Is the writing organized so you can see how the pieces are connected? Did I explain my thinking?</li> </ul>
<b>3.</b>	Make a revision plan. On the back of your paper, list one or two of the most important changes that you could make based on your teammates' feedback.

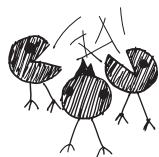
Students revise and edit their writing projects.

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

**Editing Checklist**

✓ capitalization and punctuation
✓ words spelled correctly
✓ no sentence fragments or run-on sentences
✓ verb tense consistent
✓ Subjects and verbs agree.
✓ standard English

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



**Class Discussion** tp

(30 minutes)

**Lightning Round**

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

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

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

Display and evaluate randomly selected writing projects using the writer's guide.

For example, ask:

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

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

### **Reflection on Writing**

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

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

*Answers will vary.*

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

*Answers will vary.*

### **Celebrate**

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Writing Prompt

What did you learn about Robert Scott's expedition to the South Pole based on his journal entries? Include supporting examples or facts from your reading.

Writing to Inform or Explain	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Clearly introduce the topic.</li> <li>• Develop the topic with relevant details.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by introducing the topic.</li> <li>• In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>• End with a closing statement that supports the information.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Use words and phrases that help a reader understand how the facts or events are related.</li> <li>• Include details or examples that help a reader make a mind movie.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

## Lesson 6

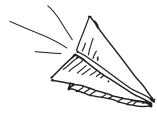
**Reading Objective:** Use clarifying strategies to figure out the meanings of words, phrases, and passages.

**Writing Objective:** Write a quality answer that includes supporting facts or examples.

### Teacher Background

During today's cycle test, students will use strategies to clarify what they read and will identify which strategies they used to clear up anything confusing. Students may use the Clarifying Strategy Card as they read and answer the test questions.

Be prepared to pass out a colored pen to each student. After taking the test, students will discuss their answers with their teams, receive feedback, and have the opportunity to improve their answers using the colored pens. When you are scoring the test, score students' original answers, and add extra points for improved answers.



## Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

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

### Set the Stage

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



## Prepare Students for the Test tp

(5 minutes)

### Partner Review

1. Remind students that they have been practicing using clarifying strategies and writing a complete answer that explains their thinking. Tell students that they will use this skill as they take the cycle test.
2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

### Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #1 and #3 ask about clarifying strategies.
4. Ask students to identify key words and phrases in question #3.

3. "Sled dogs work in teams. Their thick fur protects them from extreme cold."

If your partner could not pronounce the word *extreme*, which strategies should he or she try? Which strategies should your partner try to figure out the meaning of *extreme*? **[CV]**

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

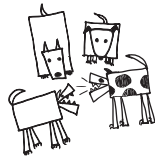
**Today you will read the conclusion to the story about the race to the South Pole.**



## Test tp

(30 minutes)

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



## Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

### Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.

After the Test	
<b>Independent Strategy Use</b>	<ul style="list-style-type: none"> <li>Describe your strategy use.</li> <li>How did you resolve a sticky note?</li> </ul>
<b>Skill-Question Discussion</b>	<ul style="list-style-type: none"> <li>Discuss the skill question in teams.</li> <li>Say the question in your own words, and tell what key words or phrases you identified.</li> <li>Read your answer to the team.</li> <li>Think about what you like about your answer and what you could have said differently.</li> <li>Use your colored pen to add comments to your answer.</li> </ul>

3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



## Class Discussion tp

(10 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.



Random Reporters share team discussion of a test question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Cycle 2 Test

## Clarify Words and Ideas

**Directions:** Read pages 21–23 of *Race to the South Pole*. Answer the following questions on a separate piece of paper. You may use the Clarifying Strategy Card.

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

1. Refer to the paragraph on page 22 and the sentence “Amundsen wrote, The North Pole had attracted me from childhood, and here I was on the South Pole.” In this sentence, the word *attracted* most nearly means— **[CV]**
  - A. bored.
  - B. *interested*.
  - C. scared.
  - D. liked.

Explain how you clarified *attracted*.

*20 points = To figure out the meaning of attracted, I read ahead and used clues in the paragraph. In the next sentence, Amundsen said that the situation was topsy-turvy. It would be topsy-turvy if he were interested in the North Pole but explored the South Pole.*

*15 points = To figure out the meaning of attracted, I read ahead and used clues in the paragraph. In the next sentence, Amundsen said that the situation was topsy-turvy.*

*10 points = To figure out the meaning of attracted, I read ahead and used clues in the paragraph.*

2. Why do you think the U.S. science base at the South Pole is called the Amundsen-Scott Station? **[DC]**

*20 points = I think the science base is called the Amundsen-Scott Station because Roald Amundsen and Robert Scott led the first expeditions to reach the South Pole. Amundsen’s team arrived at the South Pole first, and Scott came five weeks later. The science base was probably named after Amundsen and Scott as a way to honor them.*

*15 points = I think the science base is called the Amundsen-Scott Station because Roald Amundsen and Robert Scott led the first expeditions to reach the South Pole. Amundsen’s team arrived at the South Pole first, and Scott came five weeks later.*

*10 points = I think the science base is called the Amundsen-Scott Station because Roald Amundsen and Robert Scott led the first expeditions to reach the South Pole.*

3. "Sled dogs work in teams. Their thick fur protects them from extreme cold."

If your partner could not pronounce the word *extreme*, which strategies should he or she try? Which strategies should your partner try to figure out the meaning of *extreme*? **[CV]**

(Accept responses that identify a strategy.)

*20 points = I would advise my partner to try breaking the word into chunks and then blending the chunks to pronounce the word. To figure out the word's meaning, I would advise my partner to look for clues in the sentence and to use his or her background knowledge.*

*15 points = I would advise my partner to try breaking the word into chunks and then blending the chunks to pronounce the word. To figure out the meaning, I would advise my partner to look for clues in the sentence.*

*10 points = I would advise my partner to try breaking the word into chunks.*

4. What problems did Scott's expedition have as they tried to return from the South Pole? **[MI]**

*20 points = Members of Scott's expedition were trapped in their tents for days by blizzards. In addition, they ran low on fuel and food and got frostbite. Finally, they could go no further, and they froze in their tents.*

*15 points = Members of Scott's expedition were trapped in their tents for days by blizzards. They ran low on fuel and food and got frostbite.*

*10 points = Members of Scott's expedition were trapped in their tents for days by blizzards.*

5. How was Amundsen's expedition to the South Pole different from Scott's? **[MI]**

(Answers may vary.)

*20 points = Amundsen's expedition reached the South Pole weeks before Scott's, and the expedition returned safely. The members of Scott's team died as they tried to return from the South Pole. However, the men in both expeditions demonstrated incredible courage as they explored a hostile, unforgiving land.*

*15 points = Amundsen's expedition reached the South Pole weeks before Scott's, and the members returned safely. The members of Scott's team died as they tried to return from the South Pole.*

*10 points = Amundsen's expedition reached the South Pole weeks before Scott's, and its members returned safely.*

**Part II. Writing** (100 points)

Write at least one paragraph to answer the following question:

Why do you think Scott’s expedition to the South Pole failed? Include supporting examples or facts from the text.

*(Answers will vary.)*

*I think Scott’s expedition to the South Pole failed because he did not plan it well. For example, the tractors he brought along broke down in the severe cold. Also, his ponies died because, according to the text, they “were not suited to the icy climate.” Later, Scott sent his sled dogs back to the base because he thought the men should pull their sledges. Pulling the sledges was hard work and tired out the members of his team. Due to Scott’s poor planning, his team arrived at the South Pole weeks after Roald Amundsen’s expedition, and they froze to death on the way back to their base.*

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

Writing to Inform or Explain		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly introduces the topic</li> <li>Develops the topic with relevant details</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by introducing the topic</li> <li>In the middle, provides facts, examples, or events that help a reader understand the information</li> <li>Ends with a closing statement that supports the information</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Uses words and phrases that help a reader understand how the facts or events are related</li> <li>Includes details or examples that help a reader make a mind movie</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>Write a quality answer that includes supporting facts or examples.</li> </ul>	<b>0–15 pts.</b>

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

1. Which word from the vocabulary list belongs in the blank? **[CV]**

Alaska’s \_\_\_\_\_ is much colder and snowier than Hawaii’s.

- A. blizzard
- B. climate
- C. glacier
- D. stashes

2. Use the word *shortage* in a meaningful sentence. **[CV]**

*The town experienced a water shortage during the drought.*

3. What is an antonym for the word *rugged*? **[CV]**  
*The word smooth is an antonym for rugged.*
4. Which word from the vocabulary list belongs in the blank? **[CV]**  
After years of warm weather, the \_\_\_\_\_ began to shrink.  
A. blizzard  
B. climate  
C. glacier  
D. rugged
5. Use the word *blizzard* in a meaningful sentence. **[CV]**  
*So much snow fell during the blizzard that school was closed for four days.*
6. Which word from the vocabulary list belongs in the blank? **[CV]**  
\_\_\_\_\_ the expedition to look for rare animals in the Amazon was hard work, but Michele enjoyed it.  
A. Conducting  
B. Rugged  
C. Stashes  
D. Shortage
7. Which word from the vocabulary list belongs in the blank? **[CV]**  
The treasure hunters found \_\_\_\_\_ of gold that had been hidden by pirates more than a hundred years ago.  
A. character  
B. perspectives  
C. blemishes  
D. stashes
8. Which word from the vocabulary list belongs in the blank? **[CV]**  
Lin did not \_\_\_\_\_ entering the spelling bee, even though he did not win.  
A. regret  
B. conducting  
C. shortage  
D. glacier
9. As used in the sentence "Trudging for many hours each day, Scott and his team hauled their sledges about ten to 13 miles per day," the word *trudging* most nearly means— **[CV]**  
A. snowing.  
B. flying.  
C. talking.  
D. traveling.

10. As used in the sentence “Scott stared at the dark shape as he and his companions drew near,” on page 11 of *Race to the South Pole*, the word *companions* most nearly means— **[CV]**

- A. students.
- B. employers.
- C. *coworkers*.
- D. enemies.

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

*I figured it out because I knew that the other members of Scott’s team were working with him to reach the South Pole, so they were his coworkers.*

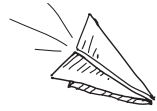
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author’s intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author’s craft; literary devices

## Lesson 7

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

### Teacher Background

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



## Active Instruction

(20 minutes)

### Two-Minute Edit

1. Display a sentence that could be improved, for example, a sentence that is incomplete, awkwardly worded, uninteresting, lacks punctuation, or in which subject and verb do not agree. As students arrive, have teams discuss how they would improve the sentence. A sample Two-Minute Edit sentence follows.

**There are four mistakes in this sentence. Can you find and fix them?**

Sled dogs was used to haul men supplies during Amundsen expedition to the South Pole

*Answer: Sled dogs were used to haul men and supplies during Amundsen's expedition to the South Pole.*

2. Use **Random Reporter** to debrief, and award team celebration points to teams that find the mistakes and explain the edits that they made.

### Vocabulary

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.



Vocabulary Vault

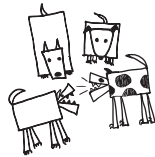
Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.

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

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

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.



## Teamwork

(25 minutes)

### Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

### Teacher's Note:

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

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

### Read and Respond Questions

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



## Class Discussion tp

(15 minutes)

### Lightning Round

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

### Celebrate

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

Team responses and feedback



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

Celebrate team successes!  
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

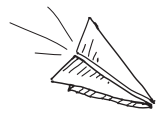
# Lesson 8

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

## Teacher Background

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

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



## Active Instruction tp

(2 minutes)

### Two-Minute Edit

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

**What would you do to make this sentence better?**

Today thousands of scientist conduct experiments the amundsen-Scott stations

*Answer: Today thousands of scientists conduct experiments at the Amundsen-Scott stations.*

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



## Celebrate/Set Goals

(20 minutes)

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

Two-Minute Edit

Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



**What was your team’s highest score?**

**What score do you want to improve?**

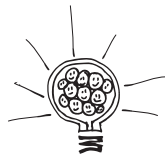
**What can the team do to improve that score?**

Use **Random Reporter** to ask:

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

*Accept supported answers.*

5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



## Class Council

(30 minutes)



1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

### Scenario:

Some kids in Jana’s reading class have been teasing her because she always gets good grades. Jana has been thinking about messing up on the next reading test.

Pretend that you are Jana. What would you do? Pretend that you are one of Jana’s teammates. What would you do?

Some kids have been teasing Carson because he is having trouble keeping up in reading class. He’s been thinking about going to the nurse during the next reading class—after all, reading does make him feel queasy.

Pretend that you are Carson. What would you do? Pretend that you are one of Carson’s teammates. What would you do?

### Discussion Hints:

- Putting yourself in another’s shoes is one way to better understand how to be a good friend. Help students develop empathy for others with role-playing and taking on someone else’s point of view.

(Optional) To save time, assign half of the teams to discuss Jana’s problem and half to Carson’s problem.

- Model how to show respect for one another while giving feedback, asking for help, and recognizing successes. Make your classroom a sarcasm-free zone.
- Support teamwork: Use team-building activities, review team goals regularly, and celebrate as a class when goals are met. Present the beginning of each cycle as a fresh starting point and another opportunity to set goals and move ahead with one another's help.
- Be an active listener. Model how to ask open-ended questions. Paraphrase what the other person tells you, and check your understanding. Provide examples of situations in which you can see each situation from someone else's point of view.
- The middle grades are a time for learning how to be a good friend and how to choose new friends. Change teams once or twice each grading period to give students a chance to get to know a broader circle of people. Make class celebrations meaningful and participatory for students. Emphasize how great it feels to set and meet goals when everyone participates.



## Brain Game

---

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

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

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

## Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found on the Reading Edge online resources.

Contact your SFA coach for more information.

### Level 5 Clarify Words and Ideas

#### English Language Arts Standards: Language

##### Craft and Structure

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

English Language Arts Standards: Reading: Informational Text

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

English Language Arts Standards: History/Social Studies

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

##### Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### English Language Arts Standards: Writing

##### Text Types and Purposes

W.6.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.





**Informational**

Unit 2

# Identify Central Ideas

**How Plants Survive**

**Wildfires**

**Research**



## Unit 2

# Identify Central Ideas

## How Plants Survive

## Wildfires

# 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:

<b>100</b>	gives a 90-pt. response <b>and explains how using the strategy helped in better understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and describes a problem and a strategy that was used to solve the problem.</b>
<b>80</b>	<b>identifies a problem that a team member had understanding the text.</b>

### Word Power

The Random Reporter:

<b>100</b>	gives a 90-pt. response <b>and expands on the meaning, for example, identifies</b> <ul style="list-style-type: none"><li>• related words</li><li>• a second meaning</li><li>• a word connotation</li><li>• an antonym</li></ul>
<b>90</b>	gives an 80-pt. response <b>and explains the meaning in a definition and a meaningful sentence.</b>
<b>80</b>	<b>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</b>

### Summary

The Random Reporter:

<b>100</b>	gives a 90-pt. response <b>and uses key vocabulary correctly.</b>
<b>90</b>	gives an 80-pt. response <b>and clearly connects relevant ideas in a logical order.</b>
<b>80</b>	<b>presents main ideas and important details in his or her own words and without personal opinion.</b>

### Team Talk (oral and written)

The Random Reporter:

<b>100</b>	gives a 90-pt. response <b>and connects the answer to the supporting evidence and uses academic language.</b>
<b>90</b>	gives an 80-pt. response <b>and includes supporting evidence and examples (from the text or from experience).</b>
<b>80</b>	<b>uses full sentences to clearly and correctly answer the question.</b>

### Fluency

The Random Reporter:

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

### Graphic Organizer/Notes

The Random Reporter:

<b>100</b>	gives a 90-pt. response <b>and explains how the graphic organizer helped in understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and includes main points or events and important details.</b>
<b>80</b>	<b>selects a graphic organizer that is appropriate for the text.</b>

## Unit Objectives

**Reading:** Use clues and strategies that help to identify main ideas.

**Writing:** Use key terms to develop the topic.


## Unit Overview

This unit introduces the TIGRRS process, a process that will help students prepare to read and understand informational text. The acronym stands for topic, intent, graphic organizer, read and restate, reread and review, and summarize. Students will practice previewing text to predict the topic and the intent of the author. They will use text features, such as titles, headings, subheads, graphics, and words in bold type, to determine how the text is organized. As a prereading strategy, students ask themselves:

- How is this text set up?
- What key words or text features tell me how the author organized the ideas?
- How can I best map this information? What type of graphic organizer will work best with this structure?

Graphic organizers include not only the important facts from the text, but also show how these facts are related. Students will use different types of graphic organizers, such as a concept map, a chart, and a Venn diagram, and evaluate which works best. Guide students to understand that making a graphic organizer to record main ideas can help them recall the important information and also show the relationship of ideas.

Following is an explanation of the TIGRRS process that is included in the student edition.



**Follow the TIGRRS path to read and understand informational text better.**

---

**T**opic      Look for clues to predict the topic:

- title, headings, and subheadings;
- pictures, diagrams, and captions; and
- words in bold.

Think about what you already know about this topic.

---

**I**ntent      Why did the author write the text? Look for clues to predict the author's intent:

- title and subtitle; and
- introduction, preface, and book-jacket notes.

---

**G**raphic Organizer      Choose a format for your notes.  
Create a graphic organizer to make notes on the main ideas and supporting information in the text and to show how they are related.

---

**R**ead and Restate      Use strategies as you read with your partner.  
Restate the main ideas in your own words.  
Record main ideas on your graphic organizer.

---

**R**eread and Review      Choose an important section of the text to reread.  
Reread with your partner to:

- clarify anything that was confusing,
- find evidence to support the main ideas, and
- add supporting information to your notes.

Review your notes to:

- make connections between ideas and
- ask new questions.

---

**S**ummarize      Review your graphic organizer, and summarize what you have learned from the text.

As students become familiar with the TIGRRS process, they will also focus on using clues and strategies to identify main ideas. Scaffolded instruction and practice in this skill is provided in the Interactive Read Aloud and Team Talk questions.

The writing objective for both cycles is to use key terms to develop the topic. Throughout both cycles, highlight areas in the text where the author uses key terms to help develop the topic or idea. Remind students that during the Lightning Round, a quality answer includes relevant support. Point out that relevant examples from the text or from students' experience can support their answers. Emphasize the need to include examples to support an answer.

### **Unit Topic/Content**

Students will read *How Plants Survive* by Kathleen V. Kulinski. Students will read information related to how plants compete for resources and, ultimately, for survival against other plants. Students will read about strategies that plants have adapted to survive, including stretching for sunshine, shading out other plants, poisoning water to kill other plants, multiplying rapidly to control resources, and incorporating complex root or internal water-retention systems.

Students will also read *Wildfires* by Susan Ring. In this text, students will gain information about what causes wildfires and the strategies used to combat them. The book also includes a discussion of how wildfires contribute to the health of forest ecosystems.

## 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

**How Plants  
Survive**

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 4–9	(Embedded) Background video: “Ethnobotanist: Dave Morris” Dragonfly TV (Optional) Background video: “Documenting Change: Plants and Climate Change,” PBS Learning Media (1 min. 17 sec.) <a href="http://www.pbslearningmedia.org/content/vtl07.la.rv.text.docuchange/">www.pbslearningmedia.org/content/vtl07.la.rv.text.docuchange/</a>
Lesson 2	pages 10–14	
Lesson 3	pages 15–18	(Embedded) Process video: “Partner Fluency Practice”
Lesson 4	pages 19–22	(Embedded) Background video: “Liz Stryjewski: Biologist”
Lesson 5	writing in response to reading	
Lesson 6	“The Venus Flytrap: A Very Hungry Plant!”	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

**Wildfires**

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 4–7	(Embedded) Background video: “Fire”
Lesson 2	pages 8–11	
Lesson 3	pages 12–15	(Embedded) Process video: “Word Power Journal”
Lesson 4	pages 16–18	(Embedded) Background video: “Succession: What Happens After a Wildfire”
Lesson 5	writing in response to reading	
Lesson 6	pages 19–22	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

## Cycle 1:

Identify  
Central  
Ideas

## Lesson 1

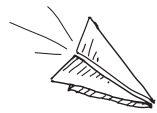
**Reading Objective:** Use clues and strategies that help to identify main ideas.

**Teacher Background**

In Active Instruction, you will begin to introduce the TIGRRS process for reading informational texts. In upcoming lessons, there will be numerous opportunities to review TIGRRS, so don't feel that students have to master the process in the first lesson.

In this lesson, students make webs to record and organize information in the text. Using a web will prepare students to create and utilize more complex organizers as they read.

The Big Question for this unit asks students to identify how living things adapt to survive. This will get students thinking and talking about what is needed for survival and about how living things adapt to survive. This question will create opportunities for discussions to evolve throughout the unit as more information is obtained throughout the text.

**Active Instruction** 

(22 minutes)

**Big Question**

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

**The Big Question:** In what ways do people use plants?

**Set the Stage**

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

**In what ways do people use plants?**

*People use plants for food. For example, we eat the leaves and fruits from plants. We also eat grains such as wheat and oats. We use wood from trees to build houses and furniture. Some students may say that we use plants to make chemicals.*

2. Show the video "Ethnobotanist: Dave Morris." Use **Think-Pair-Share** to ask:

**What did you learn from the video? In what ways do people use desert plants?**

*The ethnobotanist described the desert plants as like a drug store and a grocery store. People use desert plants to make germ-fighting or healing*

Students write responses to the Big Question.

Discuss the Big Question.



Build background about plant uses.

Show the video.



*medicines such as by eating the leaves of the plant to help a toothache. They also use pollen to make food and cattails to make baskets and mats.*

Teams review their cycle goal.

3. 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.
4. Introduce the text, author, and reading objective.
5. Distribute copies of *How Plants Survive*. Have students preview the text. Use **Think-Pair-Share** to ask:


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

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

Post and present the reading objective.

Introduce the TIGRRS process.

6. Introduce the TIGRRS process for reading informational text. Refer students to the explanation of the TIGRRS steps in their team folders. Tell students that using the TIGRRS process can help them better understand informational text. Review the first two steps of the TIGRRS process: identifying the topic and the intent of the author.



*Follow the TIGRRS path to read and understand informational text better.*

---

**T**opic      Look for clues to predict the topic:

- title, headings, and subheadings;
- pictures, diagrams, and captions; and
- words in bold.

Think about what you already know about this topic.

---

**I**ntent      Why did the author write the text? Look for clues to predict the author's intent:

- title and subtitle; and
- introduction, preface, and book-jacket notes.

---

**G**raphic Organizer      Choose a format for your notes.  
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Reread with your partner to:

- clarify anything that was confusing,
- find evidence to support the main ideas, and
- add supporting information to your notes.

Review your notes to:

- make connections between ideas and
- ask new questions.

---

**S**ummarize      Review your graphic organizer, and summarize what you have learned from the text.

Students begin the TIGRRS process.

7. Have partners survey the book to determine the topic and the author's intent. Use **Think-Pair-Share** to ask:

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

*The topic of this text is how plants compete for survival. I know because the title of the text is How Plants Survive, and some of the section titles are "The Great Plant Contest" and "Water Wars."*

**From your initial look at the text, what do you think the author's intent in writing it is? What kind of information does the author want the reader to learn? Explain your thinking.**

*I think the author's intent is to inform the reader about plant survival because the book's headings, photographs, and captions offer information about different plants, the environments they live in, and how they fight for survival.*

Point out that in the TIGRRS process chart next to "Intent," it says that one place to look for clues about the author's intent is the book-jacket notes, which we usually find on the back cover. Have students turn to the back cover of the text. Refer students to the paragraph on the back cover, and read it aloud. Point out that in this book, the author has clearly stated his intent: to inform the reader about how plants fight for what they need.

Point out that by previewing the text and using clues, the reader can predict the topic and the author's intent or purpose.

8. Explain that the next step in the TIGRRS process is to choose a graphic organizer for making notes.

Discuss the different graphic organizers that can be used with informational text to show the relationship of ideas. These might include:

- a web or an outline to show main ideas and supporting details,
- a Venn diagram to compare and contrast,
- a timeline or sequence chain to show the order of events, or
- a chart to show categories of information or to show cause-and-effect connections.

Model choosing a graphic organizer, and explain your thinking.

**When I previewed the book, I noticed that the author writes about different types of plants and the environments that they live in. I also know that the author will give information about how plants fight for what they need. I think a web would be a good organizer for making notes because I can record a main idea in a bubble and the supporting details surrounding it.**

Point out to students that the first three steps in the TIGRRS process—predicting the topic, identifying the author’s intent, and choosing a graphic organizer—help to prepare them to read the text more effectively.

**Topic:** How plants survive

**Intent:** To provide information about plants and how they fight for what they need

**Graphic Organizer:** A web

(Optional) Build background about plant survival.

- (Optional) Show the PBS Learn video “Documenting Change: Plants and Climate Change,” [www.pbslearningmedia.org/content/vtl07.la.rv.text.docuchange](http://www.pbslearningmedia.org/content/vtl07.la.rv.text.docuchange).

Debrief the video. Use **Think-Pair-Share** to ask:

**What effect does climate change have on plants?**

*As temperatures increase from global warming, plants have to adapt and change to the higher temperatures to survive.*

**What happens to plants that do not adapt to climate changes?**

*They won’t survive; they will die.*

- Explain to students that living things, such as plants, must be able to adapt to changes in their environments, or they won’t survive, and the species will eventually die out and become extinct.

**Interactive Read Aloud**

- State the reading objective, and introduce main ideas.

**This cycle our reading objective is to use clues and strategies that help to identify the main ideas (or central ideas) of the text. Some main ideas are pretty obvious and are stated directly in the text, sometimes as the very first sentence. Other times you have to search a bit more to develop a main idea. There are several clues and strategies that we can use to identify the main idea.** List these on the board.

- Look at the first sentence.
- Use the text features.
- Look for repetition of terms or ideas.
- Ask yourself, “Is this really important?” or “What is important to know?”
- Look for supporting details.

Remind students that authors often express the main idea in the first sentence. Point out that after reading the section, students should decide if that sentence tells the most important information. Explain that text features, such as bold print, captions, and headings, can also help them decide what the main idea is if it isn’t directly stated in the passage. Tell students that terms that appear often in a passage can hint at the main idea. Point out that it is always important

Refer students to pages 4–6 in the text.

**Teacher:** Read aloud and think aloud to model the target skill or strategy use within the TIGRRS process.

**Students:** Actively listen.

to ask, “Is this really important?” Explain that if it is the main idea, you will find lots of supporting details that explain and give more information.

- Tell students that you will do the next step in the TIGRRS process: read and restate. Read page 4 (paragraph 1) aloud. A sample Think Aloud follows. Then continue reading the rest of page 4 and thinking aloud about the main ideas.

### Sample Think Aloud

(Read paragraph 1.) Let me think about what I have just read. The question I need to ask is “What have I learned in this section of text?” The paragraph started with a statement: “Being a plant sounds easy.” So I am thinking that the author started the text with this statement because being a plant isn’t actually easy. I wonder why being a plant is hard. I will read on to find out. (Read the rest of page 4.)

(Read paragraph 2.) When I read on, I discovered that the truth is a plant’s entire life is a struggle. The rest of the page gave me details that supported this idea—millions of plants compete for the same resources such as sunshine, water, minerals, space, and fresh air. Now the title of this chapter makes sense; “The Great Plant Contest” is a life-or-death contest.

**Teacher:** Restate important ideas in the text, and add notes to the graphic organizer.



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

#### **What clues and strategies did I use to help me identify the main idea?**

*You looked back at the first sentence, which was a statement about how being a plant sounds easy. You reread and considered the statement and found details that supported it. You thought about the meaning of the chapter’s title.*

- Explain to students that as they read and restate with their partners, they will record main ideas on their graphic organizers.

**Make sure you and your partner agree on the main idea. Look back at the text to find details that support the main idea. If you can’t find any supporting details on the page you just read, continue reading. Maybe you will find some on the next page. If you still can’t find supporting details, you need to rethink your main idea.**

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

Have students read page 6 aloud. Use **Think-Pair-Share** to ask:

#### **Did you find other details that support the main idea that plants compete for resources?**

*Yes, the author says that plants compete in strange, silent ways. They shove one another; make poisons, steal resources through their roots, and shade out other plants. The pictures on the page show how a vine climbs a tree to get sunlight and then completely covers the tree. I think that supports the main idea that plants compete for resources.*

Use **Random Reporter** to debrief.

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



Review, reread to clarify, and add to the graphic organizer.

6. Refer to the reread and review step of the TIGRRS process. Review the points in this step of TIGRRS.

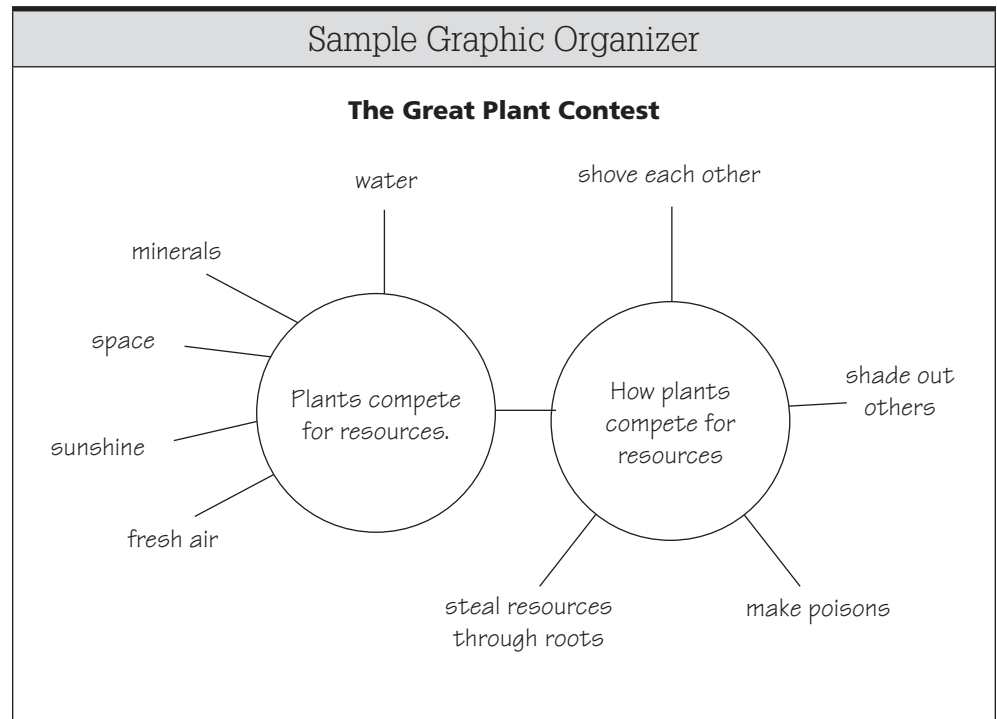
**Rereading is an important step because it can help us clarify anything confusing in the text. By rereading, we can also identify the details that support a main idea and add them to the graphic organizer. Reviewing the notes on the graphic organizer will help us make connections and ask new questions.**

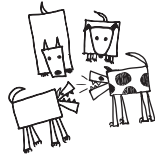
7. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

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

A sample graphic organizer follows.

8. Point out that students may structure their webs in a shape or form that makes sense to them, or they may use any graphic organizer that helps them organize main ideas and supporting details.





# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and the TIGRRS process before having students read and restate: SR  
**pages 7–9 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

### Team Talk Questions

1. Identify one of the main ideas you recorded on your graphic organizer. What is a detail that supports it? **(Write) [MI, SA]** (summary rubric)
 

*100 = A main idea I recorded about how plants compete for resources is that trees fight to grow tall to get the most sunlight. A supporting detail is that trees compete for sunlight because they need it to make food.*

*90 = A main idea is that trees fight to grow tall. A supporting detail is that they grow tall to get the most sunlight.*

*80 = A main idea is trees grow tall. A detail is they need to be tall to get sunlight.*
2. What is chlorophyll? How did you figure it out? **[CV]** (Team Talk rubric)
 

*100 = Chlorophyll is a **substance** in leaves that makes them green. It helps plants make food using **energy** from sunlight. I figured it out from the text on page 7 and by using the **glossary**.*

*90 = Chlorophyll is in plant leaves. It uses sunlight to make food for a plant. I figured it out from the text.*

*80 = Chlorophyll is in plant leaves. I figured it out from the text.*

*continued*

Team Talk Questions *continued*

3. Do all trees grow at the same rate? Support your answer with evidence from the text. **[MI, DC, SA]** (Team Talk rubric)
- 100 = **According to the text**, some trees grow quickly such as white pines and willows. Others must grow more slowly. **For example**, the giant sequoia pictured on page 8 took 2,200 years to grow, but it is as tall as a skyscraper. **I conclude that trees must grow at different rates.**
- 90 = Some trees grow quickly such as white pines and willows. Others must grow more slowly.
- 80 = Some trees grow quickly. Others must grow more slowly.
4. What strategies do trees use to compete for sunlight? **[MI, DC]** (Team Talk rubric)
- 100 = **To compete for sunlight**, trees grow tall and spread their branches wide. Another **strategy** is to have really big leaves like the catalpa tree or many tiny leaves like the pine tree to catch the most sunlight and shade out other trees. Some trees, such as the beech tree, open their leaves the earliest in spring to shade out other plants. **Trees use different strategies to compete for sunlight and survival.**
- 90 = **To compete for sunlight**, trees grow tall and spread their branches wide. Some trees grow big leaves to catch the most sunlight and shade out other trees.
- 80 = **To compete for sunlight**, trees grow tall and spread their branches wide.

Cue students to discuss strategy use and graphic organizers.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. Award team celebration points for good team discussions that demonstrate 100-point responses.



# Class Discussion tp

(18 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Lightning Round

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

## Celebrate

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

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

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

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

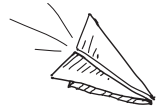
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 2

**Reading Objective:** Use clues and strategies that help to identify main ideas.

### Teacher Background

Today’s reading is about the struggles of plants to survive in the shade. Different plants adapt different strategies to solve this problem.



## Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

### Partner Vocabulary Study

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

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>minerals</b> (noun) page 4	min-er-als (MIN-ur-als)	substances that are naturally formed under the ground and provide nutrients to plants	My mother asked the man at the plant nursery what types of <i>minerals</i> the rose bushes needed for nutrients.
<b>resources</b> (noun) page 4	re-sourc-es (REE-sohrs-ez)	sources of support	In science class, we made a list of <i>resources</i> that all living things need to survive.

(continued)

Word	Pronunciation	Definition	Sample Sentence
<b>competition</b> (noun) page 4	com-pe-ti-tion (kom-pi-TISH-uhn)	the act or process of trying to get or win something that someone else is also trying to get or win	When my cousin's soccer team went to the state championships, our whole family went to watch the <i>competition</i> .
<b>determine</b> (verb) page 7	de-ter-mine (dee-TUR-min)	decide	Jenna looked up at the sky to <i>determine</i> whether it might storm.
<b>survive</b> (verb) page 10	sur-vive (ser-VAHYV)	to remain alive, to continue to be in existence	After the plane crash, all the passengers were able to <i>survive</i> and were later rescued from the ocean.
<b>environment</b> (noun) page 10	en-vi-ron-ment (en-VY-ruhn-ment)	the conditions that surround someone or something	A turtle likes to live in a dark, cool, and damp <i>environment</i> , usually near a river, creek, or stream.
<b>adapt</b> (verb) page 10	a-dapt (uh-DAPT)	to adjust or change to different conditions or situations	As global warming creates a warmer climate, all living things will need to <i>adapt</i> to the steadily rising temperatures.
<b>decaying</b> (adjective) page 12	de-cay-ing (dee-KAY-ing)	rotting	There was a terrible smell from the <i>decaying</i> fish that had washed up on the beach.

- Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
- Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

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

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Build background about how plants make food for themselves.



Review the TIGRRS process. Refer students to pages 10–14 in the text.

Students begin the TIGRRS process.

Review the skill as necessary.

**Teacher:** Read aloud and think aloud to model target skill or strategy use within the TIGRRS process.

**Students:** Actively listen.

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

**Why do plants need sunlight to survive?**

*Plants need sunlight to be able to make food.*

**What do you think might happen if plants are not able to get enough sunlight?**

*They would die because they wouldn't be able to produce food for themselves.*

- Have students preview today's text. Refer students to the TIGRRS process. Have partners survey the text to determine the topic. Allow a minute for this activity. Use **Think-Pair-Share** to ask:

**What is the topic of today's text? How do you know?**

*The topic of today's text is how plants compete for sunlight when they are living in the shade of other plants. I know because the title of this section of text is "Struggling in the Shade." All the pictures in this section are of plants that are growing under or on other plants.*

- Prompt students to identify the next step of TIGRRS. Have partners predict the author's intent. Use **Think-Pair-Share** to ask:

**What is the intent of the author?**

*The author probably wants to inform me about how plants can compete when they are shaded.*

- Remind students that a web is a good organizer for taking notes about this text because it contains a lot of main ideas and supporting details.

**T:** How plants can compete when they are shaded

**I:** To inform about ways plants compete in the shade

**G:** A web

**Interactive Read Aloud**

- Refer students to the reading objective. Remind them that they are focusing on using strategies and clues to identify main ideas.
- Read page 10 (paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>What clues can help me identify the main idea in this paragraph? I think the words in bold—<i>survive</i>, <i>environment</i>, and <i>adapt</i>—and the first sentence are clues. The main idea is little plants in the shade have to adapt to get the sunshine they need. This is what we predicted this section was going to be about. I think the next paragraphs will have supporting details for this main idea.</p>

**Teacher:** Restate important ideas in the text, and add notes to the graphic organizer.



**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

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

**What clues helped me to identify the main idea in this section?**

*The first sentence and the words in bold were clues to the main idea.*

- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 10 (paragraph 2). Use **Think-Pair-Share** to ask:

**What details support the main idea?**

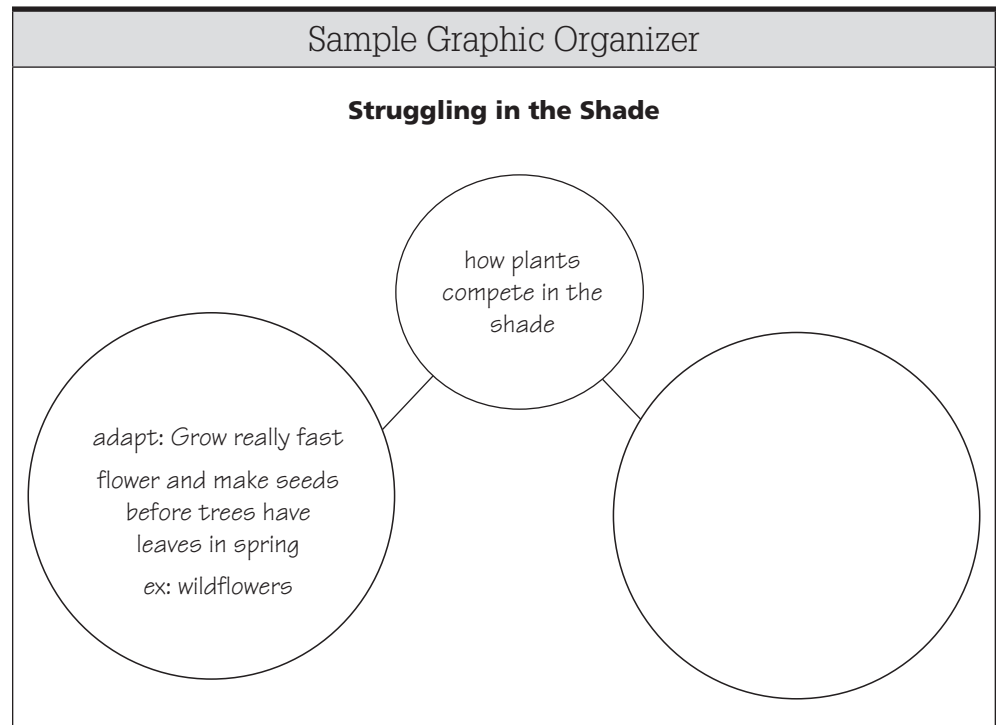
*A supporting detail is that some plants have adapted by growing really fast before trees get their leaves. An example is wildflowers that grow, flower, and make seeds quickly before they are in the shade.*

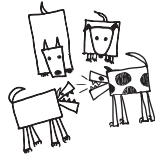
Use **Random Reporter** to debrief.

- Refer to the reread and review step of the TIGRRS process. Review the points in this step of TIGRRS. Remind students that rereading is an important step because it can help them clarify anything confusing in the text. By rereading, they can also identify details that support the main ideas and add them to their notes. Reviewing their notes will help them make connections and ask new questions.
- Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

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

A sample graphic organizer follows.





# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and the TIGRRS process before having students read and restate: sr  
**pages 11–14 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

### Team Talk Questions

1. Identify one of the main ideas you recorded on your graphic organizer. What is a detail that supports it? **(Write) [MI, SA]** (summary rubric)
 

*100 = A main idea I recorded is that plants in the shade adapt by climbing up trees to reach sunlight. A supporting detail is that vines, such as poison ivy or grapes, can grow fast when they don’t have to grow a thick trunk to hold them up. These vines can cling to a tree or other object for support and grow tall.*

*90 = A main idea I recorded is that plants in the shade climb up trees to reach sunlight. A supporting detail is that vines can grow fast when they don’t have to grow a trunk.*

*80 = Plants in the shade climb trees. They don’t need a trunk.*

*continued*

Team Talk Questions *continued*

2. Compare and contrast how orchids and mistletoe solve the problem of getting sunlight, water, and minerals. **[MI, RE]** (Team Talk rubric)
- 100 = *Orchids and mistletoe both live on tree branches to get sunlight, but they get water and minerals in different ways. Orchids get water from rain and minerals from dust and decaying leaves. Mistletoe plants put their roots into the tree that they are living on to get water and minerals from the tree. Since mistletoe steals resources, that is why the author refers to it as a thief.*
- 90 = *Orchids and mistletoe both live on tree branches to get sunlight, but they get water and minerals in different ways. Orchids get water from rain and minerals from dust and decaying leaves. Mistletoe plants put their roots into the tree that they are living on to get water and minerals from the tree.*
- 80 = *Orchids and mistletoe both live on tree branches to get sunlight, but they get water and minerals in different ways.*
3. How have rhododendron bushes adapted to living in shade? **[MI, SA]** (Team Talk rubric)
- 100 = *Rhododendron bushes have adapted to living in shade by keeping their leaves in the winter. This is an advantage because when the shading trees lose their leaves, the bushes aren't in shade anymore, and they can get the sunlight. Keeping their leaves and getting sunlight means that they can continue to make food in their leaves all winter.*
- 90 = *Rhododendron bushes keep their leaves in winter. When the shading trees lose their leaves, the bushes aren't in shade anymore, and they can get the sunlight.*
- 80 = *Rhododendron bushes keep their leaves in winter.*
4. How do the text features on page 11 help you to better understand the way vines get sunlight? Explain. **[RE, SA]** (Team Talk rubric)
- 100 = *The text features on page 11 help me to better understand the way vines get sunlight. For example, the photograph shows a close-up picture of a poison ivy vine growing up a tree. The caption describes how vines climb up trees, fence posts, and other structures to get the light that they need. Vines with wide leaves that climb and spread can collect more sunlight.*
- 90 = *The text features on page 11 help me to better understand the way vines get sunlight. There is a picture of a poison ivy vine growing up a tree, and the caption tells how vines climb up trees, fence posts, and other things to get the light that they need.*
- 80 = *The text features on page 11 help me to better understand the way vines get sunlight because of the picture.*
5. Create a meaningful sentence using the word *competition*. **[CV]**  
 Accept responses that show the student knows the meaning of the word and can use it correctly. For example: *The students were having a competition to see which class could read the greatest number of books in one month.*

Cue students to discuss strategy use and graphic organizers.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### Lightning Round

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

### Celebrate

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Word	Pronunciation	Definition	Sample Sentence
<b>minerals</b> (noun) page 4	min-er-als (MIN-ur-als)	substances that are naturally formed under the ground and provide nutrients to plants	My mother asked the man at the plant nursery what types of <i>minerals</i> the rose bushes needed for nutrients.
<b>resources</b> (noun) page 4	re-sourc-es (REE-sohrs-ez)	sources of support	In science class, we made a list of <i>resources</i> that all living things need to survive.
<b>competition</b> (noun) page 4	com-pe-ti-tion (kom-pi-TISH-uhn)	the act or process of trying to get or win something that someone else is also trying to get or win	When my cousin's soccer team went to the state championships, our whole family went to watch the <i>competition</i> .
<b>determine</b> (verb) page 7	de-ter-mine (dee-TUR-min)	decide	Jenna looked up at the sky to <i>determine</i> whether it might storm.
<b>survive</b> (verb) page 10	sur-vive (ser-VAHYV)	to remain alive, to continue to be in existence	After the plane crash, all the passengers were able to <i>survive</i> and were later rescued from the ocean.
<b>environment</b> (noun) page 10	en-vi-ron-ment (en-VY-ruhn-ment)	the conditions that surround someone or something	A turtle likes to live in a dark, cool, and damp <i>environment</i> , usually near a river, creek, or stream.
<b>adapt</b> (verb) page 10	a-dapt (uh-DAPT)	to adjust or change to different conditions or situations	As global warming creates a warmer climate, all living things will need to <i>adapt</i> to the steadily rising temperatures.
<b>decaying</b> (adjective) page 12	de-cay-ing (dee-KAY-ing)	rotting	There was a terrible smell from the <i>decaying</i> fish that had washed up on the beach.

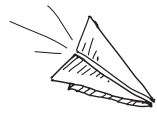
## Lesson 3

**Reading Objective:** Use clues and strategies that help to identify main ideas.

### Teacher Background

In today's reading, students learn about the struggles of plants to get enough water to live. Different plants adapt in different ways to solve this problem.

In this lesson, you will also introduce the partner routine for practicing fluency and the fluency rubric. The fluency rubric will help partners give feedback to each other to improve their fluency. It is also a tool for evaluating and giving feedback to students in the Lightning Round.



## Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

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

Refer students to pages 15–18 in the text.

Students begin the TIGRRS process.



4. Refer students to the TIGRRS process. Have partners survey the text to predict the topic. Allow a minute for this activity. Use **Think-Pair-Share** to ask:

**What do you predict the topic of today’s text is? How do you know?**

*The topic of today’s text is how plants compete for water. I know because of the title, “Water Wars,” and how that relates to the topic of the book—how plants compete, adapt, and survive.*

5. Prompt students to identify the next step of TIGRRS. Have partners predict the author’s intent. Use **Think-Pair-Share** to ask:

**What is the intent of the author? How do you know?**

*The author’s intent is to explain how plants get water or compete for water. I predict that because of the title and the diagram showing the plants’ roots.*

6. Remind students that as they read, they will make notes about the important ideas on a graphic organizer. Use **Think-Pair-Share** to ask:

**Which graphic organizer(s) will work best with this text? Why?**

*I think a web is a good organizer for taking notes about this text because it helps to organize a lot of main ideas and supporting details.*

**T:** How plants compete for water

**I:** To explain strategies that plants use to get water

**G:** A web for main ideas and details

### Interactive Read Aloud

1. Read page 15 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**What do you think the main idea of this paragraph is? How did you identify it?**

*The main idea is how plants get and take in the water and minerals they need to survive. That is what is described in the details on this page about the plants’ roots and how they drink. Also, the picture is showing a plant’s roots.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 16. Use **Think-Pair-Share** to ask:

**What is the main idea of this paragraph? How did you figure it out?**

*I think the main idea is that plants have different ways of competing for water. I figured it out because it is what the details are talking about. For example, one way of competing is by having a tangle of roots near the surface like ferns do to hog the water before it gets to any other plants. Another way is to have a really long taproot that is deep enough to pull up water that is down below where other plants can’t reach.*

Use **Random Reporter** to debrief.

**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.



**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



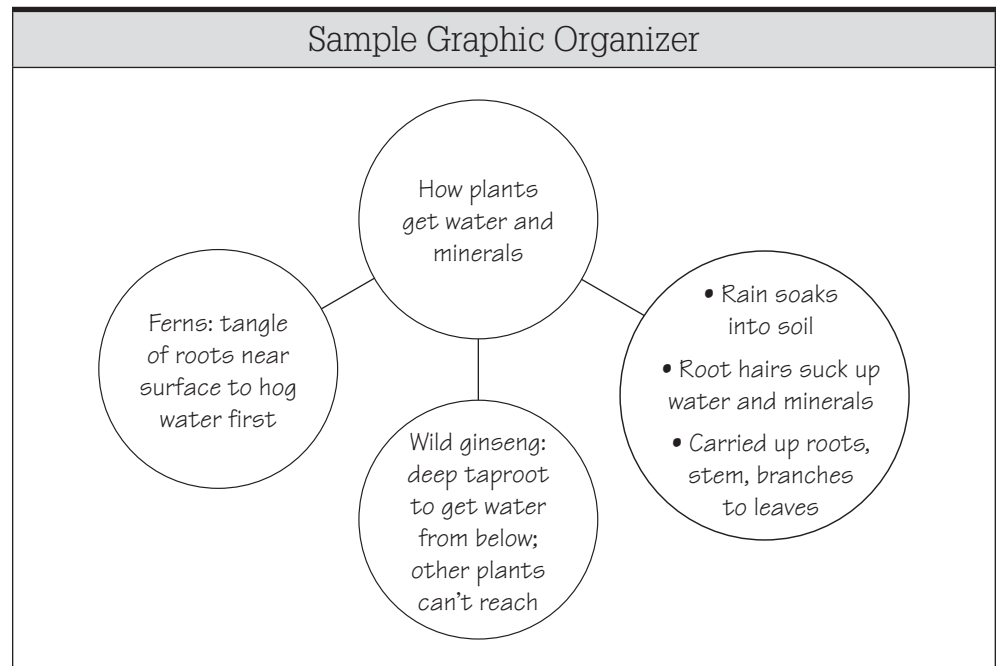
3. Refer to the reread and review step of the TIGRRS process. Review the points in this step of TIGRRS.

**Rereading is an important step because it can help us clarify anything confusing in the text. By rereading, we can also identify the details that support a main idea and add them to the graphic organizer. Reviewing the notes on the graphic organizer will help us make connections and ask new questions.**

**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

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

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



Introduce the fluency routine.

5. Introduce the partner routine for practicing fluency and the fluency rubric. Explain that fluency is about pronouncing words correctly, reading smoothly and with expression, and at a speed that is just right for understanding the text. Point out that when we practice fluency, we become better and more fluent readers.
6. Refer students to the partner routine for fluency, and review the routine.

With Partners	First	Second	Third	Fourth	Finally
<b>Fluency</b>	Choose a short passage from the text.	Practice reading it aloud with your partner.	Use the fluency rubric to give your partner feedback.	Make sure all team members are prepared for a fluency check in the Lightning Round.	

7. Display the following fluency rubric (also on the team folder). Remind students that the rubrics are tools to help teams get ready for the Lightning Round. Explain that teams can earn points on the poster when they practice and prepare their team members to read a short passage fluently. Review the levels on the rubric.

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

8. Introduce the video.

**Let’s watch as partners practice fluency. Using the fluency rubric, think about what feedback you would give the partners. Do they pronounce words correctly? Do they read at just the right rate for the text? Do they read smoothly and with expression?**

Show the first part of the video “Partner Fluency Practice.” Use **Think-Pair-Share** to debrief.

**Using the fluency rubric, what feedback would you give the partner?**

*Accept reasonable responses.*

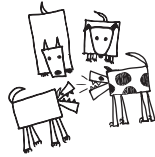
Show the second part of the video. Use **Think-Pair-Share** to debrief.

**What feedback did the listening partner give the reading partner? How did the feedback help?**

9. Refer again to the partner routine for practicing fluency, and tell partners to practice the routine in partner reading. Point out that teams earn points for fluency during the Lightning Round if their Random Reporters give 100-point responses. Teams will want to be sure that all team members are ready to read a passage fluently.

Show the video “Partner Fluency Practice.”





# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 15–18 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

Team Talk Questions
<p>1. Tell one of the main ideas you recorded on your graphic organizer. What are the details from the text that support it? <b>(Write) [MI, SA]</b> (summary rubric)</p> <p><i>100 = One main idea I recorded is that some plants compete for resources by poisoning water and soil. For example, walnut trees and sphagnum moss give off poison from their roots. Aspen and birch trees have poison in their leaves. By poisoning the soil or water around them, plants keep other plants from using the resources.</i></p> <p><i>90 = Some plants use poison to compete for resources. Walnut trees and sphagnum moss poison water so other plants can’t use it.</i></p> <p><i>80 = Some plants use poison to compete for resources. Walnut trees and sphagnum moss have poison in their roots.</i></p>

*continued*

Team Talk Questions *continued*

2. What are strategies that plants use to compete for water? **[MI]** (Team Talk rubric)

100 = *Three **strategies** that plants use to compete for water are grabbing the water at the surface with a tangle of roots, sending down deep taproots, and poisoning water so other plants cannot use it. **For example**, ferns have lots of roots on the surface to grab water, but wild ginseng can live next to it because it gets its water from a deep taproot. Pine and fir trees have poisons in their needles that wash off and soak into the soil, keeping other plants from living close to them. **These strategies help plants to keep the resources around them for themselves.***

90 = *Plants compete for water by grabbing the water at the surface with a tangle of roots, sending down deep taproots, and poisoning water. Ferns grab water on the surface. Wild ginseng gets its water from a deep taproot. Pine and fir trees have poisons in their needles that wash off and soak into the soil.*

80 = *Plants compete for water by sending down deep taproots and by poisoning water.*

3. How do beech trees compete for resources? Use information from the text to support your answer. **[MI]** (Team Talk rubric)

100 = *Beech trees **compete for resources** by taking over as much land as possible. **The text states** that beech tree seeds spread and grow, **forming** new trees that spread more beech tree seeds. After a while, the whole area is filled with beech trees that take all the **resources**. **This ensures that beech trees get the resources, not other plants.***

90 = *Beech trees take over as much land as possible. Beech tree seeds spread and grow, making new trees that drop more beech tree seeds. Soon the whole area is filled with beech trees that take all the water, minerals, and sunshine.*

80 = *Beech trees take over as much land as possible.*

4. Create a meaningful sentence using the word *environment*. **[CV]**

*Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: Many plants need a sunny environment so they can grow.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use and graphic organizers.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- fluency selection



## Class Discussion tp

(15 minutes)

### Lightning Round

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

### Celebrate

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

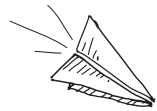
Remind students of the Read and Respond homework assignment.

# Lesson 4

**Reading Objective:** Use clues and strategies that help to identify main ideas.

## Teacher Background

Today students will read about how the human body acts as a compound machine and learn about the development of bicycles and tricycles through history.



## Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



Students begin the TIGRRS process.

## Partner Vocabulary Study

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

## Vocabulary

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

## Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have students preview today’s text. Refer students to the TIGRRS process. Have partners survey the text to predict the topic. Allow a minute for this activity. Use **Think-Pair-Share** to ask:

**What do you predict the topic of today’s text is? How do you know?**

*I predict the topic is how plants battle for survival in different environments. The title is “New Battlegrounds,” and the pictures show a desert, a field, and a pond, which are different types of environments.*

5. Prompt students to identify the next step of TIGRRS. Have partners predict the author’s intent. Use **Think-Pair-Share** to ask:

**What is the intent of the author? How do you know?**

*I think the author’s intent is to tell about the strategies that plants use to compete for resources in places where there is little water and places where there is a lot of water. The environments in the pictures are very dry and very wet.*

6. Remind students that as they read, they will make notes about the important ideas on a graphic organizer. Use **Think-Pair-Share** to ask:

**Which graphic organizer(s) will work best with this text? Why?**

*I think a web is a good organizer for taking notes about this text because it helps to organize a lot of main ideas and supporting details.*

**T:** How plants battle for survival in different environments

**I:** To explain strategies that plants use in wet and dry environments

**G:** A web for main ideas and details

7. Show the video “Liz Stryjewski: Biologist.” Use **Think-Pair-Share** to debrief the video.

**What is the biologist in the video trying to figure out?**

*She wants to find out if plants can grow in space with light from LEDs.*

**Why would growing plants in space be important?**

*Plants could be used for food. They also give off oxygen.*

### **Interactive Read Aloud**

1. Read page 19 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**What do you think the main idea of this paragraph is?**

*I think the main idea is ways that plants have adapted to survive in the desert.*

**What clues or strategies did you use to help you identify the main idea?**

*I used the details from the text and the photographs and captions to help me identify the main idea.*



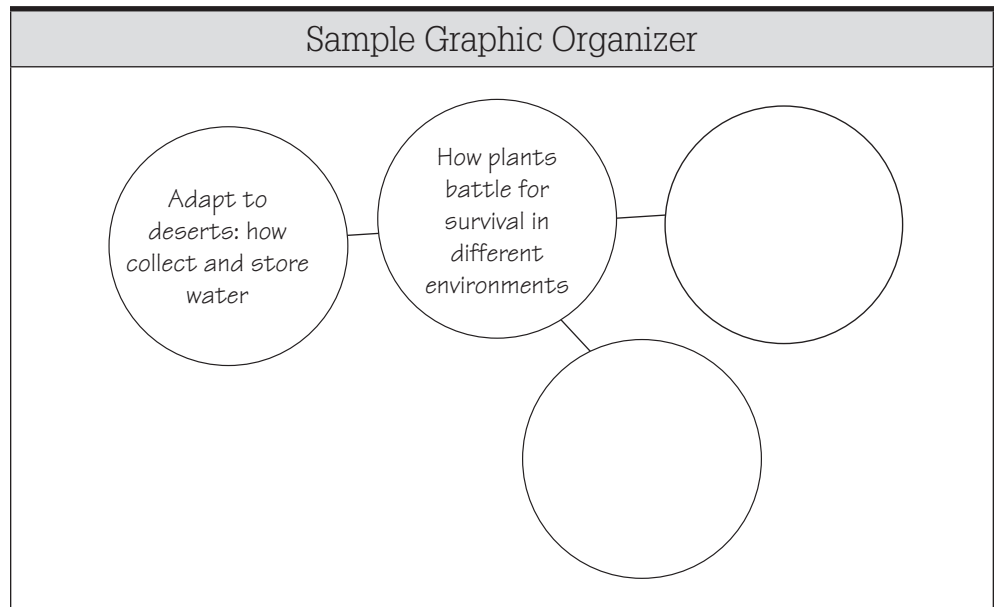
Refer students to pages 19–22 in the text.



**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.

A sample graphic organizer follows.



2. Refer to the reread and review step of the TIGRRS process. Review the points in this step of TIGRRS.

**Rereading is an important step because it can help us clarify anything confusing in the text. By rereading, we can also identify the details that support a main idea and add them to the graphic organizer. Reviewing the notes on the graphic organizer will help us make connections and ask new questions.**

**Teacher:** Reread to clarify, and review notes.

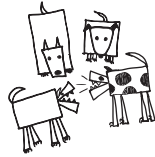
Model this step with the text. Explain that you will reread a section of text to clarify the information. Reread page 15 aloud. A sample Think Aloud follows.

**Sample Think Aloud**

This section of text has a lot of information about how plants take in water and nutrients. I'm not completely sure that I fully understand how the plant gets the rainwater into its roots. (Reread the first two sentences).

When I reread this section, I realize that the tiny root hairs on the roots actually take in the water and nutrients.

Rereading and reviewing helped me better understand this section. I was able to clarify my understanding of how exactly plants take in water and nutrients from the soil.



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 20–22 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

### Team Talk Questions

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

*I chose to reread the text box titled “Poisonous Leaves” on page 17 because I was confused about how the poison goes from the leaves into the ground. By rereading and reviewing my notes, I was able to understand the process of poison traveling from the leaves to the ground. The text states that rainwater soaks through the dead leaves that have fallen to the ground, and it washes the poison into the soil. This keeps other plants from growing nearby.*

*continued*

Team Talk Questions *continued*

2. Write a summary of the section of text you reread. **(Write) [MI]** (summary rubric)

100 = Some trees, such as aspens, birches, pines, and fir trees, have poison in their leaves. This is helpful to the trees because it keeps other plants from growing nearby. When it rains, the water soaks through the dead tree leaves that have fallen on the ground, and the poison seeps into the soil. Poisonous soil ensures that other plants and trees won't survive around these types of trees, allowing them to keep all the resources for themselves.

90 = Some trees, such as aspens, birches, pines, and fir trees, have poison in their leaves. When it rains, the water soaks through the dead tree leaves that have fallen on the ground, and the poison seeps into the soil. Other trees and plants can't survive nearby.

80 = Aspens, birches, pines, and fir trees have poison in their leaves. The poison washes off the dead leaves on the ground into the soil when it rains, so other plants can't grow.

3. What is the main idea of the text on page 20? What is a detail that supports it? **(Write) [MI, SA]** (summary rubric)

100 = The main idea is that desert plants have strategies to survive an environment with little water. For example, some plants, such as cacti, store water in their stems for later use. Other plants sprout and bloom quickly after a rainfall and then die.

90 = The main idea is that desert plants have ways to survive when there is little water. A supporting detail is that cacti store water in their stems for later use.

80 = The main idea is that desert plants have ways to survive. They store water.

4. What strategies have plants adapted to survive at the edge of ponds? Use information from the text. **[MI, SA]** (Team Talk rubric)

100 = Plants around ponds battle over soil by squeezing other plants out or by having very long stems. **For example**, cattails have thick roots that take up the space and crowd out other plants. Water lilies root in soil underwater and then grow long stems and float their leaves on top of the water. **These plants have adapted strategies to compete for soil.**

90 = Plants around ponds battle over soil by squeezing other plants out or by having very long stems. Cattails have thick roots that take up the space and crowd out other plants. Water lilies root in soil underwater and then grow long stems and float their leaves on top of the water.

80 = Plants around ponds battle over soil by squeezing other plants out or by having very long stems.

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

- A. Plants and animals must adapt to their environments to survive.
- B. We have learned to adapt to the warmer temperatures in Florida.
- C. The old farmer told us that he had to learn to adapt to having less seed.
- D. They had no child of their own, so they decided to adapt one.

Cue students to discuss strategy use and graphic organizers.

**Randomly select team representatives who will share:**



- strategy use
- oral and written Team Talk responses
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(15 minutes)

### Lightning Round

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

### Celebrate

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

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

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

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

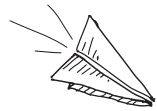
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Use key terms to develop the topic.

### Teacher Background

This writing project's objective is to have students use key terms to develop the topic. During Model a Skill, emphasize the link between the reading and writing objectives, that webs are helpful organizers for recording main ideas and details, whether you are taking notes about a text or planning a writing project.



## Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective. Introduce the writing project.

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the writing prompt and writing objective for this cycle. Remind students that during this cycle, they identified main ideas and supporting details. Point out that their writing today will also have a main idea and supporting details.

Read the prompt aloud.



Students identify the purpose for writing.

Refer students to the appropriate writer's guide in their student editions.

Highlight the writing objective.

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

Writing Prompt
Explain one way plants adapt to get the resources that they need. Develop your topic with key terms from the text, and support your answer with information from the text.

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

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

*The prompt is asking me to explain information. I know this because the prompt asks me to explain a way in which plants adapt to get needed resources.*

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

Writing to Inform or Explain	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly introduce the topic.</li> <li>Develop the topic with relevant details.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begin by introducing the topic.</li> <li>In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>End with a closing statement that supports the information.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Use words and phrases that help a reader understand how the facts or events are related.</li> <li>Include details or examples that help a reader make a mind movie.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

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

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

**Which guidelines relate to our writing objective: use key terms to develop the topic?**

*The Ideas guideline to develop the topic with relevant details is related to our writing objective. Also, the Organization guideline "In the middle, provide facts, examples, or events that support the topic," relates to the writing objective.*

Model planning using a graphic organizer.



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

### Model a Skill

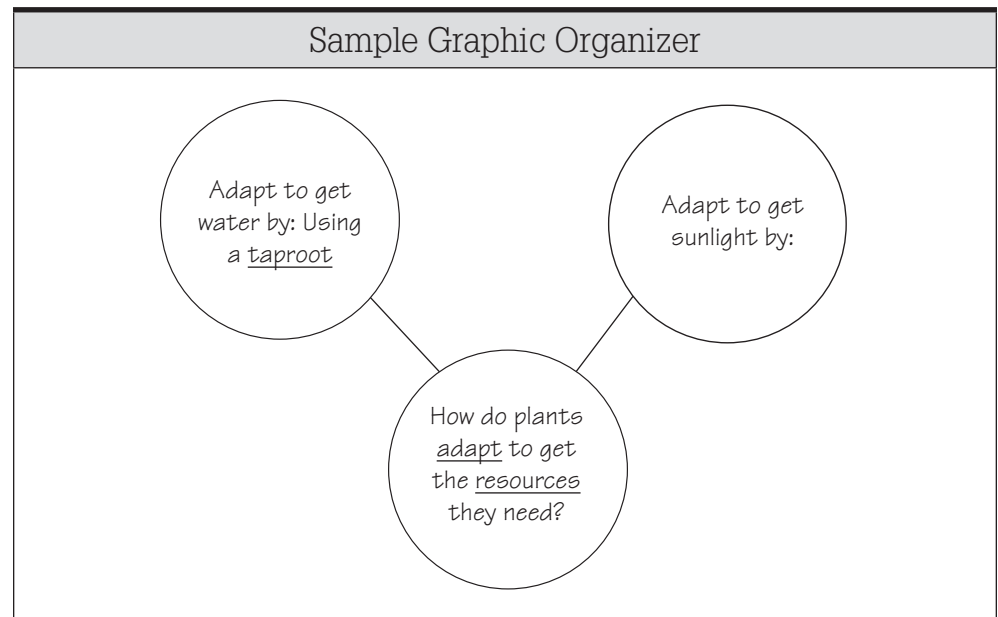
- Remind students that during this cycle, they have been using a web to record main ideas and supporting details from the text. Point out that their writing prompt today asks them to develop the topic using key terms.

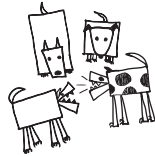
Use **Think-Pair-Share** to ask:

#### What are some key terms in the writing prompt?

*Some key terms are adapt and resources.*

- Begin a graphic organizer to plan the writing project. Remind students that they need to develop and support the topic, or main idea, with key terms from the text. Refer students to page 16 in *How Plants Survive*. Point out that the text says wild ginseng uses a **taproot** to pull up water from deep below the surface. Add “using a taproot” to the graphic organizer. Point out that *taproot* is a key term for understanding how a particular plant has adapted to get water.





## Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

### Independent Work

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

### Team Discussion

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



## Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

### Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—to use key terms to develop the topic.

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

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer use key terms from the text to develop the topic?**
- **Does the writer include facts and examples to help a reader understand the information?**
- **Does the writer end with a closing statement that supports the information?**

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

### Reflection on Writing

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

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

*Answers will vary.*

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

*Answers will vary.*

**How did you use key terms to develop the writing topic?**

*Answers will vary.*

### Celebrate

Celebrate team successes!

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

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

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

The top team chooses a cheer.

Remind students 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.

Remind students of the Read and Respond homework assignment.

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

## Writing Prompt

Explain one way plants adapt to get the resources that they need. Develop your topic with key terms from the text, and support your answer with information from the text.

<b>Writing to Inform or Explain</b>	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Clearly introduce the topic.</li> <li>• Develop the topic with relevant details.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by introducing the topic.</li> <li>• In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>• End with a closing statement that supports the information.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Use words and phrases that help a reader understand how the facts or events are related.</li> <li>• Include details or examples that help a reader make a mind movie.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

## Lesson 6

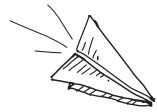
**Reading Objective:** Use clues and strategies that help to identify main ideas.

**Writing Objective:** Use key terms to develop the topic.

### Teacher Background

Today's cycle test challenges students to apply what they have learned in the cycle about using clues and strategies that help to identify the main ideas of the text.

Today students will read an article about the Venus flytrap. This plant survives in areas where there are not enough minerals in the soil. The Venus flytrap has adapted by capturing insects to get the minerals it needs.



## Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

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

### Set the Stage

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



## Prepare Students for the Test

(5 minutes)

### Partner Review

1. Remind students that they have been practicing using clues and strategies that help to identify main ideas and using key terms to develop the topic. Use **Think-Pair-Share** to ask:



**What clues and strategies have you used to help identify the main ideas from the text you read this cycle?**

*Answers may vary. I used information in the text, such as section titles, pictures, and captions, to determine what the most important ideas were in the reading. Sometimes there were repeated words that were clues to the main ideas.*

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

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

**How did the TIGRRS process help you better understand the text?**

*When I reread sections of the text, it helped me make some connections that I did not realize at first, and it helped me to develop a deeper understanding of the information in the text.*

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

**Test Directions**

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #1 and #2 ask about main ideas.
4. Ask students to identify key words or phrases in question #2.

2. What is a main idea in the article "The Venus Flytrap: A Very Hungry Plant!"? What details support it? **[MI, SA]**

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

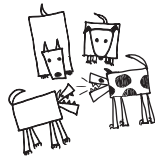
**The text you will read today discusses ways in which a particular type of plant has adapted.**



**Test** tp

(30 minutes)

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



## Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

### Team Discussion

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



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



### Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

### Celebrate

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Cycle 1 Test

## Identify Central Ideas

**Directions:** Read the article “The Venus Flytrap: A Very Hungry Plant!” Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

1. What is the topic?

*5 points = The topic is the Venus flytrap, a kind of plant.*

What is the author’s intent?

*5 points = To inform readers about how a Venus flytrap gets resources.*

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

*10 points = Some plants grow in places where there are not enough minerals in the soil for a plant to survive. The Venus flytrap gets the minerals it needs by eating insects. The carnivorous plant’s leaves open like a mouth, and they attract insects with color and nectar. When an insect touches the cilia on the leaves, the leaves close up, trap the insect, and digest it. There are 450 kinds of carnivorous plants like the Venus flytrap that have adapted to eating insects.*

2. What is a main idea in the article “The Venus Flytrap: A Very Hungry Plant!”? What details support it? **[MI, SA]**

*20 points = A main idea is that the Venus flytrap is a carnivorous plant. The article explains that carnivorous means meat eating. The Venus flytrap traps and digests insects to get the minerals it needs.*

*15 points = A main idea is that the Venus flytrap is a carnivorous plant. A supporting detail is that carnivorous means meat eating, and the Venus flytrap eats insects.*

*10 points = The Venus flytrap is a meat-eating plant. It eats insects.*

3. What strategies have plants adapted to survive in harsh desert environments? Use information from the text. **[MI, RE, SA]**

*20 points = Plants have adapted different strategies for surviving in desert climates. The text describes cacti, which hold a supply of water inside their stems. Other plants hold water inside their leaves. Also, many desert plants have short life cycles that allow them to grow, bloom, and die just weeks after it rains. Some plants even poison the ground around them, which keeps other plants from taking the water they need. The desert environment means that desert plants must battle for the scarce supply of water.*

15 points = *Plants have adapted in different ways to survive in desert climates. Cacti hold a supply of water inside their stems while other plants hold water inside their leaves. Many desert plants have short life cycles that let them grow, bloom, and die just weeks after it rains.*

10 points = *Plants in the desert use different ways to get water such as holding water inside their stems.*

4. Which of the following best describes the resources that plants battle over, as presented in this text? **[RE, MI, SA]**
- dirt, space, sunshine, and water
  - minerals, space, sunshine, and water
  - water, dirt, space, and rocks
  - minerals, rocks, water, and space

Give an example from the text of how a plant battles for one of these resources.

20 points = **According to the text**, *vines, such as poison ivy and kudzu, battle for sunshine by climbing up trees. They need energy from the sun to make food in their leaves.*

15 points = *Vines, such as poison ivy and kudzu, battle for sunshine by climbing up trees.*

10 points = *Vines battle for sunshine by climbing up trees.*

5. Explain the advantage of having enormous leaves like the catalpa tree. **[MI, RE]**

20 points = *Huge leaves are an **advantage** for trees like the catalpa because big leaves **create shade** so it is more **difficult** for plants below to compete with the tree for resources. Chlorophyll in a tree's leaves uses sunlight to **produce** food. Bigger leaves means the tree can collect more energy from the sun to make food.*

15 points = *Big leaves make a lot of shade below the tree so it is harder for plants below to compete with the tree for resources.*

10 points = *Big leaves make a lot of shade below the tree.*

## Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

In what ways do plants adapt to compete for the resources they need? Explain using information and support from the text.

*Plants adapt in different ways to compete for the resources they need to survive. For example, plants grow tall to get sunshine or grow large leaves to shade out other plants. The text also says that plants such as dandelions develop long taproots to obtain water deep in the soil. Plants such as cacti adapt by creating internal water storages. Additionally, some plants put out poison in the water or soil to prevent other plants from existing close to them. To survive, plants need water, minerals, sunshine, and space. They have adapted strategies to compete for these resources.*

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

Writing to Inform or Explain		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly introduces the topic</li> <li>Develops the topic with relevant details</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by introducing the topic</li> <li>In the middle, provides facts, examples, or events that help a reader understand the information</li> <li>Ends with a closing statement that supports the information</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Uses words and phrases that help a reader understand how the facts or events are related</li> <li>Includes details or examples that help a reader make a mind movie</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>Use key terms to develop the topic.</li> </ul>	<b>0–15 pts.</b>

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

1. Use the word *minerals* in a meaningful sentence. **[CV]**

*Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: The flowers were dying because they were not getting the minerals they needed from the soil.*

2. Students at Delia’s school help the \_\_\_\_\_ by recycling and cleaning up litter.

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

- A. survive
- B. environment
- C. adapt
- D. competition

3. Farmers are very concerned about the drought and are looking for ways to get the crops the water \_\_\_\_\_ that they need.

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

- A. yield
- B. fertilizer
- C. resources
- D. genes

4. What is a synonym for the word *survive*? What is an antonym for the word *survive*? **[CV]**

*(Accept reasonable responses.) A synonym for survive is live, and an antonym for survive is die.*

5. In which of the following sentences is the word *decaying* used incorrectly? **[CV]**
- A. Orchids get minerals from dust and decaying leaves.
  - B. The decaying fruit attracted a swarm of fruit flies.
  - C. The vulture circled the decaying body of the dead squirrel.
  - D. *A taproot can go deep into the soil and can take decaying water from other plants.*
6. Write a question using the words *competition* and *survive*. **[CV]**
- Do you want to go to the competition to see if our team can survive in the championship?*
7. Use the word *determine* in a meaningful sentence. **[CV]**
- Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: The referee had to determine whether there would be a penalty kick.*
8. We studied how plants and animals must be able to \_\_\_\_\_ to survive. Choose the word that belongs in the blank. **[CV]**
- A. engage
  - B. *adapt*
  - C. survive
  - D. resources
9. In which of the following sentences is the word *resources* used incorrectly? **[CV]**
- A. *All night long she could hear the sound of the resources howling.*
  - B. One of the resources that we need to protect is clean water.
  - C. He did not have the resources to continue his trip around the world.
  - D. Brianna used the resources at the library to write her paper.
10. As used on page 14, in the passage “Rhododendron bushes keep their waxy green leaves all winter,” *waxy* most nearly means— **[CV]**
- A. fake and plastic.
  - B. huge and long.
  - C. *shiny and smooth.*
  - D. small and pointy.

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

*I figured out the meaning by using the context and my own knowledge. The text has a picture of a rhododendron bush, and I know the leaves are not fake, huge, or pointy. I see in the picture that they are smooth and shiny.*

Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author's craft; literary devices

## From Student Edition

## The Venus Flytrap: A Very Hungry Plant!

**W**hen you eat an apple, you're getting two different things you need to survive. You get sugars from the juicy insides of the apple, and you get minerals from eating the skin. Plants also need both of these things to survive. Most plants make their own sugars using the sun's energy, and get their minerals from the soil.

But some plants grow in places where there are not enough minerals in the soil. A plant can't get up and walk to find better soil; its roots are stuck in the ground. So how can a plant in this kind of soil get enough minerals to grow?

The Venus flytrap has found a solution to this problem. It is a plant that lives in certain wetlands in North and South Carolina. The wet soil has some minerals, but not enough for the Venus flytrap to survive. So it gets a lot of its minerals by catching insects and spiders and eating them!

A plant that eats animals is called a carnivorous plant. Carnivorous means that the plant eats meat. Some carnivorous plants can eat animals as big as a mouse or a frog! But don't worry; your cats and dogs are safe. The Venus flytrap is too small to eat anything larger than an insect.

How can a plant catch and eat an insect? The leaves of the Venus flytrap open like a mouth. Parts of the leaves are bright red and have sweet-smelling **nectar**. The color and the smell attract hungry insects.

Inside the leaves are tiny hairs, or cilia. When a fly or other insect touches these hairs, the leaves fold together, closing like a mouth. The insect is trapped inside and the plant **digests** the insect. The digested insect gives the Venus flytrap the minerals that it cannot get from the soil.

The Venus flytrap is one of 450 different kinds of carnivorous plants. They live in many different parts of the world where the soil is poor. Each one has a different way of catching insects for food. They are a good example of how nature adapts to meet new challenges.



**nectar:** a sweet juice that is made by plants

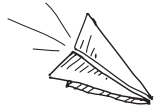
**digest:** to break down materials into things a plant or animal can use

## Lesson 7

**Reading Objective:** Use clues and strategies that help to identify main ideas.

### Teacher Background

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



## Active Instruction tp

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

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

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

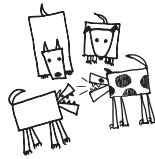
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

### Teacher's Note:

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

## Read and Respond Questions

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



# Class Discussion

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

## Lightning Round

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

## Celebrate

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

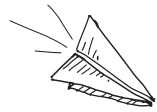
## Lesson 8

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

### Teacher Background

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

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

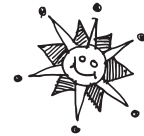


## Active Instruction tp

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

**What was your team's highest score?**

**What score do you want to improve?**

**What can the team do to improve that score?**

Use **Random Reporter** to ask:

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

*Accept supported answers.*

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



## Class Council

(30 minutes)



1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

**Scenario:** Every day Collin promises his teammates that he will do his reading homework. But when he gets home, he turns on the TV, and pretty soon he just doesn't feel like reading. Does this ever happen to you? What can Collin do to keep his promise? What can Collin's teammates do to help?

### Discussion Hints:

- Connect small, short-term goals with long-term goals.
- It is easy to feel overwhelmed by all the demands of the school day. Help students set team goals that are clearly defined and easily met. For example, we will use the strategy rubric to make sure that we have clarified every team member's sticky-note problems. We will be ready to earn points for strategy use every day this cycle.
- Collin's predicament is a common one. Help students brainstorm ways to help and support one another and put first things first so they can meet short-term goals. Help students choose materials that interest them so they will be more likely to read every day.
- Help students track their progress so they can see how meeting daily and weekly goals will ensure that the whole team will meet its quarter goal or semester goal of moving up a level or two.



# Brain Game

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(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

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

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



## Cycle 2:

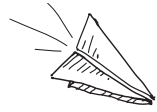
Identify  
Central  
Ideas

## Lesson 1

**Reading Objective:** Use clues and strategies that help to identify main ideas.

**Teacher Background**

Today's text explains the meaning of the term *wildfire* and describes some of the causes of these massive fires.

**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:** What causes the wildfires that burn thousands of acres, and who battles them?

**Set the Stage** tp

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

**What causes the wildfires that burn thousands of acres, and who battles them?**

*I think wildfires may be caused by people being careless with campfires or lit cigarettes. If the conditions are dry, things catch fire quickly and can spread. I think firefighters probably battle the wildfires.*

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

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

4. Distribute copies of the text, *Wildfires*. Have partners survey today's text together. Use **Think-Pair-Share** to ask:

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

*This text is informational. The table of contents, chapter titles and headings, and photos are evidence that the text is informational.*

5. Refer students to the next steps in the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic and identify clues and predict the author's intent. Randomly select a few students to share.

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

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Students use text features to help predict the topic and intent of the author.

Students identify a graphic organizer that they will use to make notes.

Build background about fire.



**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.



*The topic of this text is wildfires. I know because of the title of the text and the picture on the cover.*

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

*I think the author’s intent is to inform the reader about wildfires and how they can be stopped. I looked at the blurb on the back of the book that describes walls of flames that “tear across the land” and mentions smoke jumpers and hotshot crews that battle wildfires.*

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

**Which graphic organizer(s) will work best with this text? Why?**

*I think a web would be the best organizer to use. This book has a lot of sections. This means there are probably a lot of main ideas and details. A web would be a good way to organize all this information.*

**T:** It is about wildfires

**I:** To inform the reader about who battles wildfires and how

**G:** A web to record the important ideas and supporting details

- Show the video “Fire.” Use **Think-Pair-Share** to debrief the video.

**What three things does a fire need to ignite and burn?**

*A fire needs fuel, oxygen, and a source of heat to ignite it.*

**What is the difference between a structural fire and a wildfire?**

*Structural fires burn buildings while wildfires burn forests and grass lands.*

### **Interactive Read Aloud**

- Refer to the reading objective, and review the skill if necessary.
- Remind students that the next step in the TIGRRS process is read and restate.

Read page 4 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**What do you think the main point of this paragraph is? What details support it?**

*I think the main point is that wildfires are really huge fires. The supporting details are that the smoke from wildfires can cover hundreds of miles and can be seen from space. Wildfire season in the western U.S. is in August.*

**Why do you think August is the season for wildfires?**

*(Answers may vary.) August is the end of the summer. The conditions may be really dry, so something catching fire is more likely then.*

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.

**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.



3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 4 (paragraph 2). Use **Think-Pair-Share** to ask:

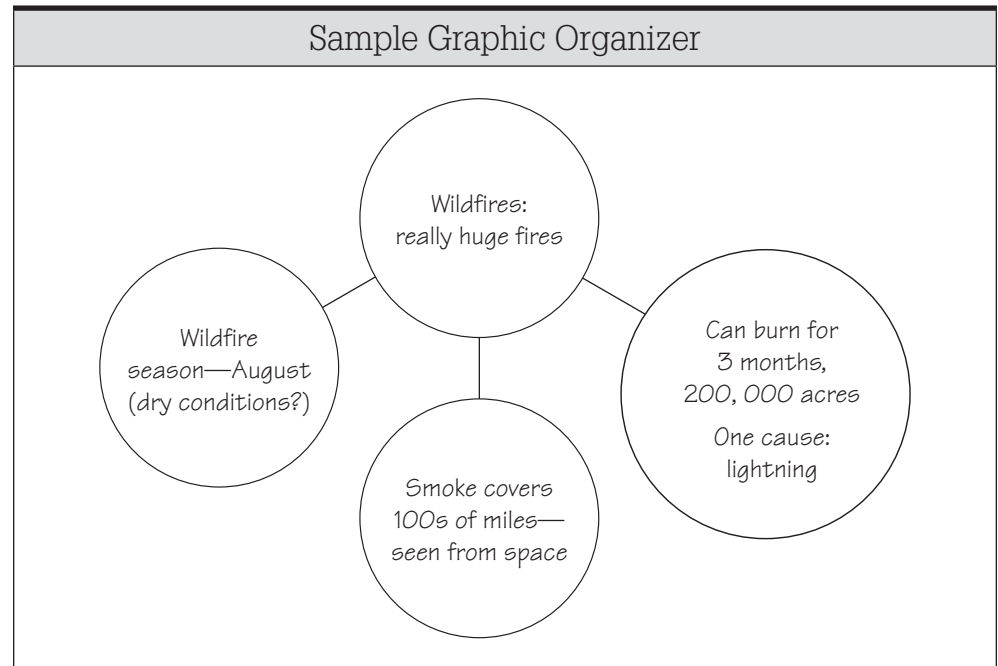
**What information in this paragraph would you add to your notes?**

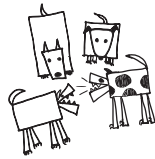
*I would add that a wildfire can burn for three months. Also, I would add that a cause of a wildfire can be lightning.*

4. Explain to students that as they read with their partners, they should stop after each section to record important information on their graphic organizer as this will assist them in understanding the main ideas and supporting details of the text.
5. Remind students that the next step in the TIGRRS process is reread and review. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

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

A sample graphic organizer follows.





# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 4–7 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

### Team Talk Questions

1. Tell one of the main ideas you recorded on your graphic organizer. What are details from the text that support it? **(Write) [MI, SA]** (summary rubric)
 

*100 = A main idea I recorded is that a wildfire can happen anywhere there is a natural or wild area. For example, wildfires can occur in different types of land, such as brushland, forests, or prairies, and are started by humans or lightning.*

*90 = A main idea I recorded is that a wildfire can happen anywhere there is a natural or wild area. A supporting detail is that wildfires can happen in different types of land such as brushland, forests, or prairies.*

*80 = A main idea I recorded is that a wildfire can happen in any wildland area. Wildfires can be started by lightning.*

*continued*

Team Talk Questions *continued*

2. What are three requirements for fire? **[MI]** (Team Talk rubric)

100 = *The **requirements** for a fire to burn are heat, oxygen, and fuel. The **source** of heat can be lightning or sparks from a campfire. Oxygen is in the air. Trees, bushes, and grasses **supply** the fuel for a fire in a wildland. A source of heat is the trigger that starts a wildfire.*

90 = *A fire needs heat, oxygen, and fuel to burn. Heat can come from lightning or a campfire. Oxygen is in the air. The fuel is the trees and bushes.*

80 = *A fire needs heat, oxygen, and fuel to burn.*

3. How does water affect a fire? **[MI]** (Team Talk rubric)

100 = *Water **affects** two things that a fire needs to burn. The water blocks the oxygen the fire needs and also **decreases** the heat. The water cools the fuel, so there isn't as much heat to keep the fire going.*

90 = *Water keeps a fire from burning. It blocks oxygen the fire needs to burn.*

80 = *Water keeps a fire from burning.*

4. What weather conditions would not promote a wildfire? Why? **[MI, SA]** (Team Talk rubric)

100 = *Cool wet weather would not promote a wildfire. **According to the text, wildfires occur more often in dry seasons because the fire can spread more quickly in dry conditions. Rain would soak the trees and grasses so they would be less likely to burn.***

90 = *Cool wet weather would not promote a wildfire. Wildfires happen more often in dry seasons because the fire can spread more quickly.*

80 = *Cool wet weather would not promote a wildfire.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use and graphic organizers.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- fluency selection



## Class Discussion tp

(18 minutes)

### Lightning Round

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

### Celebrate

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

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

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

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

- **Something to cheer about:** Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

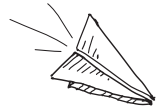
Remind students of the Read and Respond homework assignment.

# Lesson 2

**Reading Objective:** Use clues and strategies that help to identify main ideas.

## Teacher Background

In today’s reading, students learn about the strategies used to fight wildfires and the teams that employ them. Smoke jumpers parachute in and are first on the scene. Hotshot crews and hand crews dig fire lines and set backfires to rob the fire of fuel.



## Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

## Partner Vocabulary Study

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

## Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>consumed</b> (verb) page 4	con-sumed (kun-SOOMD)	ate; destroyed; used up	Hector watched as the huge swarm of insects <i>consumed</i> the crops in his fields.
<b>parched</b> (adjective) page 7	parched (PARCHT)	very dry; thirsty	Without the usual amount of rainfall, the ground was <i>parched</i> and cracked.
<b>remote</b> (adjective) page 8	re-mote (ruh-MOHT)	far, distant, out-of-the-way	It was difficult for the doctor to get to the <i>remote</i> village because there were no roads leading there.

(continued)

Word	Pronunciation	Definition	Sample Sentence
<b>ferries</b> (verb) page 12	fer-ries (FAIR-eez)	carries back and forth	A fleet of trucks <i>ferries</i> supplies between the military bases.
<b>douses</b> (verb) page 12	dous-es (DOW-sess)	drenches or soaks with liquid	Pamela <i>douses</i> herself with the hose to cool off after a long afternoon working in the hot sun.
<b>monitor</b> (verb) page 12	mon-i-tor (MON-uh-tur)	keep watch over; track	For a science project, the students <i>monitor</i> the growth of plants placed in different environments.
<b>decomposing</b> (adjective) page 17	de-com-pos-ing (dee-com-POH-zing)	rotting; decaying	The wooden windowsill is <i>decomposing</i> and has to be replaced.
<b>thrive</b> (verb) page 18	thrive (THRIVE)	do well; be successful	For a team to <i>thrive</i> , all team members must participate and work hard.

Review Vocabulary Vault.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

Teams review their cycle goal.

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Remind students that in the first steps of the TIGRRS process, they previewed the text, predicted the topic and the author’s intent, and chose a graphic organizer for making notes.

Post and present the reading objective.

- T:** It is about wildfires.
- I:** To inform the reader about who battles wildfires and how
- G:** A web to record the important ideas and supporting details

Refer students to pages 8–11 in the text.



**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



### Interactive Read Aloud

1. Have students use the text features on pages 8–11 as clues to predict the possible main ideas of the text.

Use **Think-Pair-Share** to prompt use of the skill or strategy.

**Based on the text features on these pages, what do you think a main idea of this section of text could be? Explain your thinking.**

*I think the main idea is about how people fight wildfires. The title “Fighting Fires” is a big clue, and the photos on these pages show people parachuting into a forest and people with tools fighting a fire.*

2. Read page 11 aloud. Use **Think-Pair-Share** to ask:

**Did the information on this page support the main idea that you predicted? Why or why not?**

*Yes, because the paragraph says that special firefighter teams with special equipment fight wildfires, and this supports the main idea of how people fight wildfires.*

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 9. Use **Think-Pair-Share** to ask:

**What do you think the main idea of this page is? What are some details that support that main idea?**

*I think the first sentence states the main idea: smoke jumpers are the first teams to fight a wildfire. Supporting details are that they are able to get to a fire first by parachuting in. Another detail is that where there are no roads in the wildlands, flying in is the quickest way to get to a fire.*

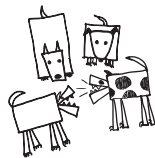
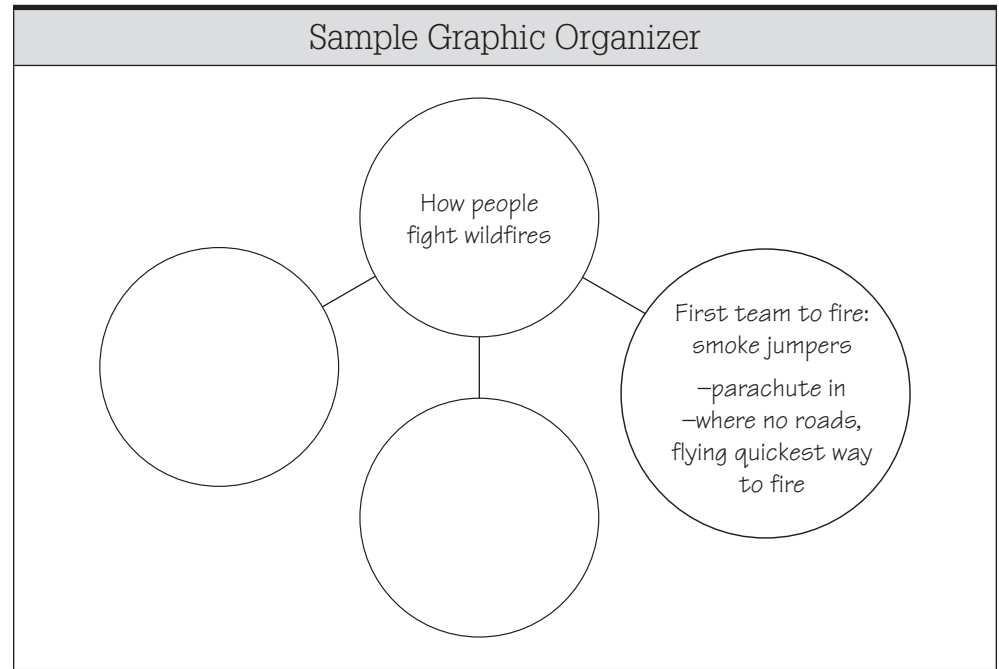
Use **Random Reporter** to debrief.

4. Remind students that the next step in the TIGRRS process is reread and review. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

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

A sample graphic organizer follows.

**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.



## Teamwork tp

(20 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 10 and 11 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, and fluency. Each team member must be able to summarize the

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

text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

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

### Team Talk Questions

- What details did you record on your graphic organizer to support the main idea of how people fight wildfires? **(Write) [MI, SA]** (summary rubric)
 

*100 = Details to support the main idea of how people fight wildfires include hotshot crews and hand crews dig fire lines to stop the fire. They use chainsaws, axes, and other tools to clear away bushes and trees. When the fire reaches a fire line, there is no fuel to burn. Setting backfires to use up fuel is another way to make a fire line.*

*90 = To fight wildfires, hotshot crews and hand crews dig fire lines to stop the fire. They use chainsaws, axes, and other tools.*

*80 = To fight wildfires, hotshot crews and hand crews dig fire lines to stop the fire.*
- What characteristics would make a good smoke jumper? Explain your thinking. **[DC, SA]** (Team Talk rubric)
 

*100 = A smoke jumper would have to have **experience** jumping out of planes with a parachute. **According to the text**, a smoke jumper must be specially trained and have excellent aim when landing to avoid dangers such as rivers, cliffs, and the fire. A smoke jumper would have to be able to work on a team because fighting a fire requires teamwork. I think a smoke jumper would also have to be brave to do a job that is dangerous.*

*90 = A smoke jumper would have to know how to jump out of planes with a parachute to get to the fire. He or she would need good aim when landing to avoid dangers such as rivers, cliffs, and the fire.*

*80 = A smoke jumper would have to know how to jump out of planes with a parachute to get to the fire.*
- In addition to the tools mentioned in the text, what other equipment do firefighters carry? Why would these pieces of equipment be important? **[DC, SA]** (Team Talk rubric)
 

*100 = The pictures on pages 10 and 11 show firefighters wearing hardhats, gloves, and boots. I think these would be important as **protection** against falling branches or burning leaves. The **caption** says that firefighters must carry their food and water with them. In the photo, the firefighters have backpacks and canteens on their belts to carry their supplies.*

*90 = The pictures on pages 10 and 11 show firefighters wearing hardhats, gloves, and boots. I think these would be important because of falling branches or burning leaves.*

*80 = Firefighters wear hardhats, gloves, and boots. These would be important because of falling branches or burning leaves.*

*continued*

Team Talk Questions *continued*

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

The fast-moving fire spread through the dry meadow until all the grasses were \_\_\_\_\_ by the flames.

Consumed. *I know because consumed means destroyed or used up, and the fire destroyed or used up the grasses.*

Cue students to discuss strategy use and graphic organizers.

- Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
- Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.
- 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.
- If some teams finish ahead of others, have them practice their fluency.
- Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(15 minutes)

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- fluency selection



### Lightning Round

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

### Celebrate

- 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?**

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Word	Pronunciation	Definition	Sample Sentence
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<b>decomposing</b> (adjective) page 17	de-com-pos-ing (dee-com-POH-zing)	rotting; decaying	The wooden windowsill is <i>decomposing</i> and has to be replaced.
<b>thrive</b> (verb) page 18	thrive (THRIVE)	do well; be successful	For a team to <i>thrive</i> , all team members must participate and work hard.

## Lesson 3

**Reading Objective:** Use clues and strategies that help to identify main ideas.

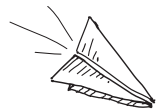
### Teacher Background

In this lesson, you will introduce the word power journal and the word power rubric. As part of the partner reading routine, students identify a word or words from their reading that they think are important or interesting words. They explore the words and create word maps in their word power journals to show what they learn about each word. Each cycle in lesson 3, you will model identifying a word and exploring it in a word map. Sample words, Think Alouds, and word maps are provided in the lessons.

The word power rubric will help partners give feedback on word maps and also guide the team's word power discussion. Encourage students to go beyond a word and its definition to look for related words, synonyms and antonyms, and multiple meanings or connotations of words. Use the word power rubric as a tool for evaluating and giving feedback to Random Reporters in the Lightning Round.

This lesson includes the video “Word Power Journal” that shows partners identifying an important word in their reading, talking about why it is an important word, and then looking it up in the dictionary to find out the definition. A partner makes a word map that shows the meaning, a related word, and a sample sentence. The team discusses the word and thinks of some related words to add to the word map.

Today's reading describes the use of airplanes to fight fires and includes additional information about the tools used by firefighters on the ground.



## Active Instruction tp

(15–25 minutes)

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

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

Introduce the word power journal.

### Partner Vocabulary Study

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

### Vocabulary

1. Explain that students will be keeping a word power journal.

**To build our knowledge of words, we will keep word power journals. When we find important or interesting words during partner reading, we record them in our word power journals and then find out more about them. To explore a word in the word power journal, we make a word map.**

Model exploring a word in the word power journal.

- Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Sample Think Aloud
<p>I saw the word <i>litter</i> in our text on page 10. The word is in bold type, so I know it is in the glossary. The meaning for <i>litter</i> in the glossary is “the dead leaves, pine needles, branches and other materials that cover the ground in a forest or other wildland area.” But I have heard the word <i>litter</i> used in different contexts, for example when people talk about litter as trash on the ground or a litter of kittens or puppies. I will check the meaning of this word in the dictionary to see if it has more than one meaning.</p> <p>(Model looking up the word in the dictionary.) Wow, the dictionary has five different meanings for <i>litter</i>: 1) a couch on poles used to carry a passenger; 2) a stretcher for carrying the sick or wounded; 3) straw or other bedding for animals; 4) the young produced at one birth; and 5) accumulation of waste material. I think the last definition is describing the litter in the forest and trash on the ground.</p> <p>Some synonyms for <i>litter</i> are <i>trash</i>, <i>rubbish</i>, and <i>waste</i>. A sentence using this word is “The students decided to clean up the park by picking up the litter and putting it in trash bags.”</p>

Sample Word Map
<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>other meanings:</p> <ul style="list-style-type: none"> <li>• couch carried on poles</li> <li>• stretcher for sick</li> <li>• bedding for animals</li> <li>• young produced at one birth</li> <li>• waste material</li> </ul> </div> <div style="flex: 1; text-align: center;"> </div> <div style="flex: 1;"> <p><b>synonyms:</b> <i>trash</i>, <i>rubbish</i>, <i>waste</i></p> </div> </div>

- Explain that a word map shows what you learned about a word, for example, its meaning, a sample sentence using the word, related words, other meanings of the word, or an antonym (opposite meaning) for the word.

- Display the following word power rubric (also on the team folder). Remind students that the rubrics are tools to help teams get ready for the Lightning Round. Explain that teams can earn points on the poster when they share words that they explored in their word power journals. Review the levels on the rubric.

Word Power	
The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and expands on the meaning, for example, identifies</b> <ul style="list-style-type: none"> <li>• related words</li> <li>• a second meaning</li> <li>• a word connotation</li> <li>• an antonym</li> </ul>
<b>90</b>	gives an 80-pt. response <b>and explains the meaning in a definition and a meaningful sentence.</b>
<b>80</b>	tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).

- Introduce the video.

Show the video "Word Power Journal."



**Let's watch a team's word power discussion as they get ready for the Lightning Round.**

Use **Think-Pair-Share** to debrief.

**How did the team prepare for the Lightning Round?**

**Using the word power rubric, do you think the team earned a point for their response in the Lightning Round? Why or why not?**

- Refer students to the teamwork routines and the routine for word power. Review the routine, and remind teams that they can earn points on the poster for 100-point word power responses.

With Partners	First	Second	Third	Fourth	Finally
<b>2</b> <b>Word Power</b>	Add a word to your word power journals, and discuss why you added it. What makes this word important or interesting?	Find out the word's definition. Use the word in a meaningful sentence.	Explore the word's meaning, for example, add to your journal: - related words, - a second meaning, - a connotation of the word, or - an antonym.	As a team, share word power. Check to see that all team members are ready for word power in the Lightning Round.	

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 12–15 in the text.

Students begin the TIGRRS process by predicting the topic and the author’s intent and choosing a graphic organizer.



**Teacher:** Read aloud.

**Students:** Practice the skill/strategy.



**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have students preview today’s text. Have teams discuss and report on their preview of the text and explain their thinking. Use **Think-Pair-Share** to ask:

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

*Looking at the headings “Flying Fire Engines” and “Tools of the Trade” and the photos, I think the topic of this section will be how people fight fires from the air and on the ground.*

**What kind of information does the author want the reader to learn? Explain your thinking.**

*The author wants the reader to learn about how airplanes and helicopters are used to fight wildfires and what tools firefighters use on the ground.*

**Which graphic organizer do you think would work best with this section? Why?**

*A web so we can write down the main points and details.*

Use **Random Reporter** to share team responses.

- T:** How people fight fires from the air and on the ground
- I:** To inform the reader about how aircraft and tools are used
- G:** A web to record main ideas and details

**Interactive Read Aloud**

1. Read page 12 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**What would you add to your graphic organizer for this paragraph?**

*I would add that helicopters and planes are used to fight wildfires.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Refer students to the photo on page 12, and have them read its caption. Use **Think-Pair-Share** to ask:

**What information would you add to your graphic organizer?**

*I would add a supporting detail that planes drop fire retardant to fight wildfires. Some students may add the detail about pink dye helping the pilot see where the retardant hits.*



**How did you figure out the meaning of *fire retardant*?**

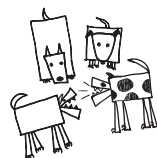
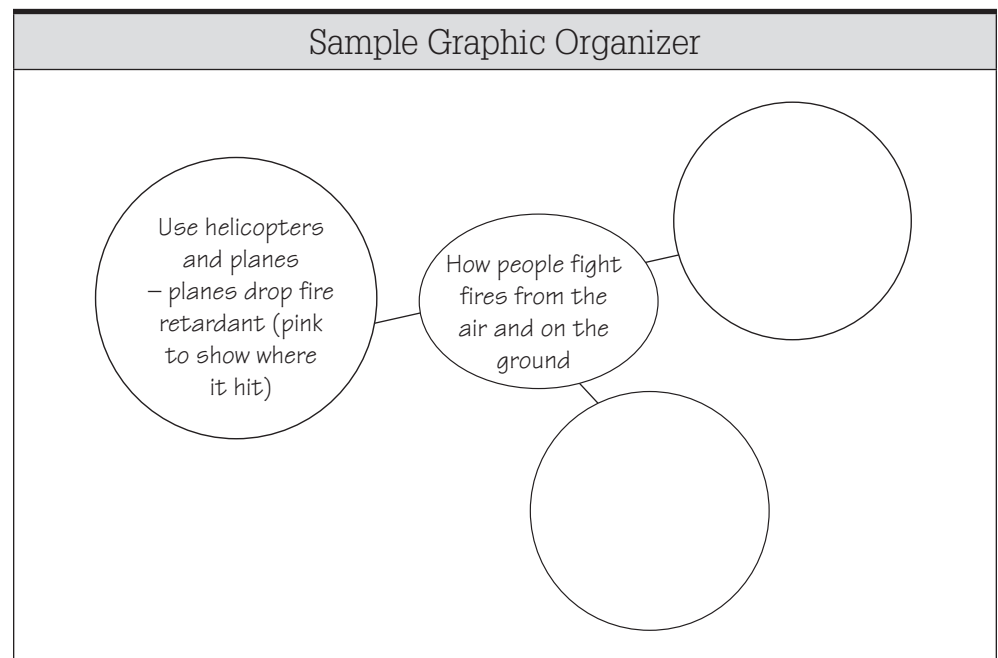
*The word is in bold type on the page, which means it is listed in the glossary. I looked it up and found out that a fire retardant slows down or puts out a fire.*

Use **Random Reporter** to debrief.

3. Remind students that the next step in the TIGRRS process is to reread and review. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

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

**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.



**Teamwork** tp

(20–30 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: **sr**  
**pages 12–15 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

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

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

**Team Discussion**

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

Team Talk Questions
<p>1. What details did you record on your graphic organizer to support the main idea of how people fight wildfires from the air and the ground? <b>(Write) [MI, SA]</b> (summary rubric)</p> <p><i>100 = Details that support the main idea are helicopters scoop up water from lakes or rivers and pour it on the fire. Helicopters also bring in firefighters. Airtankers (planes) can spray 3,000 gallons of water or retardant on a fire.</i></p> <p><i>90 = Details that support the main idea are helicopters scoop up water from lakes or rivers and pour it on the fire. Helicopters also bring in firefighters.</i></p> <p><i>80 = Details that support the main idea are helicopters scoop up water from lakes or rivers and pour it on the fire.</i></p> <p>2. Why is information from the National Weather Service important when fighting wildfires? <b>[MI]</b> (Team Talk rubric)</p> <p><i>100 = Information from the National Weather Service helps people at the command center <b>develop</b> a plan to fight the fire. <b>For example</b>, information about a change in wind direction helps them predict which way the fire might spread. <b>Also</b>, it is important to know if rain is likely; that might help stop the fire. <b>Staying informed</b> about the weather helps the command center put firefighters and aircraft in the right places.</i></p> <p><i>90 = It helps people at the command center make a plan to fight the fire. Information about a change in wind direction helps them predict which way the fire might spread.</i></p> <p><i>80 = It helps people at the command center make a plan to fight the fire.</i></p>

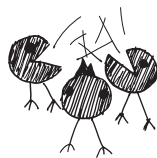
*continued*

Team Talk Questions *continued*

3. Answer the question posed on page 15: Why do you think each tool is designed to do more than one job? **[DC]** (Team Talk rubric)
- 100 = *When tools are **designed** to do more than one job, a firefighter doesn't have to carry as many tools. He or she can get more done without getting out a different tool. The result is a lighter load that **allows** the firefighter to move more quickly and easily.*
- 90 = *When tools do more than one job, a firefighter doesn't have to carry as many tools. He or she can get more done without getting out a different tool.*
- 80 = *When tools do more than one job, a firefighter doesn't have to carry as many tools.*
4. What is a synonym for the word *parched*? What is an antonym (opposite meaning) for the word *parched*? **[CV]**
- (Accept reasonable responses.) A synonym for *parched* is *dry*. An antonym for the word *parched* is *wet* or *soggy*.

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

- Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
- Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
- 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.
- If some teams finish ahead of others, have them practice their fluency.
- Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(20 minutes)

Randomly select team representatives who will share:



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

### Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

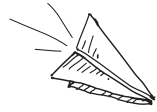
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 4

**Reading Objective:** Use clues and strategies that help to identify main ideas.

### Teacher Background

In today's reading, students learn why wildfires can be beneficial to the health of forests and prairies.



## Active Instruction

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 16–18 in the text.

Students begin the TIGRRS process.

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have students preview today's text, pages 16–18. Have teams discuss and report on their preview of the text and explain their thinking. Use **Think-Pair-Share** to ask:

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

*I think the topic of this section is good effects from fires. The title of the section is “Can Fires Be Good?,” and the caption on page 17 says that plants return after a fire.*

**What do you think is the author’s intent in this section? Explain your thinking.**

*The author wants to describe the good effects of wildfires and tell why they are good.*

**Which graphic organizer do you think would work best with this section? Why?**

*A web would work best to record main ideas and details.*

Use **Random Reporter** to share team responses.

- T:** Good effects from wildfires
- I:** To describe good effects and tell why
- G:** A web to record important ideas and details



Build background about good effects of wildfires.



5. Show the video “Succession: What Happens After a Wildfire.” Use **Think-Pair-Share** to debrief.

**What did you learn about the good effects of a wildfire?**

*Wildfires clear dead leaves and branches so new trees can grow. An example is the lodgepole pine.*

#### **Interactive Read Aloud**

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

**What is the main idea of this paragraph? Does it confirm your prediction of the topic?**

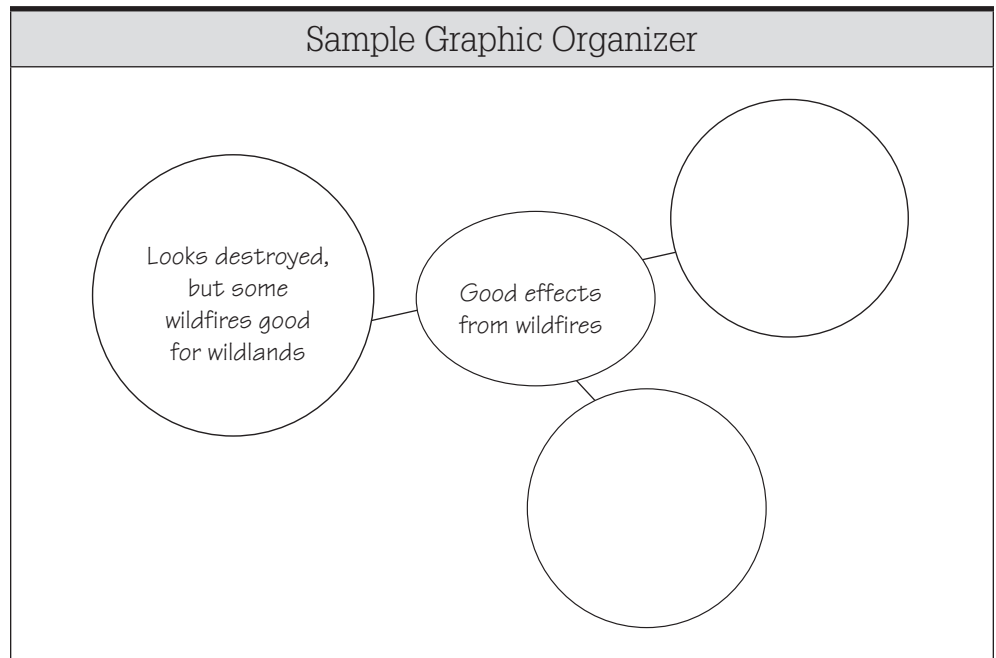
*I think the main idea is stated in the last sentence: some fires are good for wildland areas. This does confirm the prediction that the text would be about the good effects of wildfires.*



**Teacher:**  
Read aloud.

**Students:** Practice the skill or strategy.

A sample graphic organizer follows.

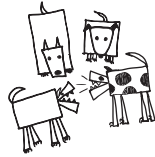


2. Refer to the reread and review step of the TIGRRS process. Remind students that this step in TIGRRS can help clarify anything confusing in the text. Rereading can also help them identify the details that support a main idea and add them to the graphic organizer. Reviewing the notes on the graphic organizer will help them make connections, ask new questions, and help them in summarizing.

Reread page 15 aloud. Model this step with the text. A sample Think Aloud follows.

**Teacher:** Reread to clarify, and review notes.

Sample Think Aloud
<p>I will reread this section on page 15 about mop-up. I wasn't clear why they would send crews in when the fire is out.</p> <p>(Reread the last paragraph on page 15.) Now I understand that even though the fire is out, there are hot spots that could restart the fire. Mop-up is making sure that these areas are soaked so the heat cannot start burning the wood again. The text mentions a backpack pump, but I don't see it in the photo. That must be another heavy thing to carry for a firefighter.</p> <p>Going back and rereading this paragraph helped me clarify a point in the text and make a new connection about the tools of a firefighter.</p>



# Teamwork tp

(20–30 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 16–18 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

Team Talk Questions
<p>1. Which section of text did you choose to reread and why? What new connection did you make by rereading and reviewing your notes?</p> <p><i>I chose to reread the paragraph on page 11 because I was confused about how setting a fire could stop a fire. It didn't seem to make sense. By rereading and looking up backfire in the glossary, I figured out that burning up the fuel in front of a fire can stop it. When the fire comes to the burned area, there is nothing left to burn, so the fire stops. I think backfires must be tricky to set because you have to make sure that they don't go out of control and burn only the area you want.</i></p> <p>2. Write a summary of the section of text that you reread. <b>(Write) [MI]</b> (summary rubric)</p> <p><i>100 = Setting backfires is a way to stop or slow down wildfires. A fire is set in front of the wildfire to burn all the fuel in a stretch of land. When the wildfire gets to the burned area, it stops because there is no fuel to burn.</i></p> <p><i>90 = Setting a fire is a way to stop a wildfire. A fire is set in front of the wildfire on a stretch of land. It burns all the fuel.</i></p> <p><i>80 = Setting a fire is a way to stop a wildfire. A fire is set and burns all the fuel.</i></p>

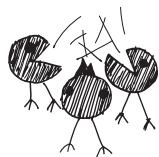
*continued*

Team Talk Questions *continued*

3. What are good effects of wildfires on forests? Explain. **[DC, SA]** (Team Talk rubric)
- 100 = **According to the text**, wildfires burn the litter on the forest floor to ash; that **provides** nutrients to the soil. Another good effect from wildfires is that it clears trees and **allows** more sunlight to get in so new plants and trees can grow. A third good effect is that fire opens the seedpods of some plants so the seeds can grow new plants. While wildfires destroy, they also prepare the land for new growth.
- 90 = Wildfires burn the dead leaves and sticks on the forest floor to ash; that adds nutrients to the soil. Another good effect from wildfires is that it clears trees and lets more sunlight in so new plants and trees can grow.
- 80 = Wildfires burn the dead leaves and sticks on the forest floor to ash; that adds nutrients to the soil.
4. In which of the following sentences is the word *decomposing* used incorrectly? **[CV]**
- The decomposing blossoms made a sickly sweet smell in the room.
  - My aunt uses decomposing water to make her special lemonade.
  - The forest floor is full of decomposing leaves.
  - The decomposing fruit attracted lots of bees and other insects.

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

- Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
- Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
- 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.
- If some teams finish ahead of others, have them practice their fluency.
- Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(20 minutes)

Randomly select team representatives who will share:



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

### Lightning Round

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

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

### **Celebrate**

Celebrate team successes!

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

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

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

The top team chooses a cheer.

Remind students 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.

Remind students of the Read and Respond homework assignment.

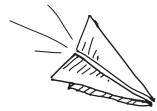
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Use key terms to develop the topic.

### Teacher Background

During Model a Skill, you will guide students in organizing information from the text to explain the steps for developing an informed opinion. Emphasize the importance of including key terms and examples to develop the topic of their writing.



## Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective. Introduce the writing project.

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the writing prompt and writing objective for this cycle. Remind students that during this cycle, they identified main ideas and supporting details. Point out that their writing today will also have a main idea and supporting details.

Read the prompt aloud.



Students identify the purpose for writing.

Refer students to the appropriate writer's guide in their student editions.

Highlight the writing objective.

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

Writing Prompt
Wildfires are very destructive and burn many acres of wildlands. In what ways do wildfires benefit wildlands? Explain some good effects of wildfires and why they are good effects.

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

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

*The prompt is asking me to explain information. I know this because the prompt includes the word explain.*

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

Writing to Inform or Explain	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly introduce the topic.</li> <li>Develop the topic with relevant details.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begin by introducing the topic.</li> <li>In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>End with a closing statement that supports the information.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Use words and phrases that help a reader understand how the facts or events are related.</li> <li>Include details or examples that help a reader make a mind movie.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

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

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

**Which guidelines relate to our writing objective: use key terms to develop the topic?**

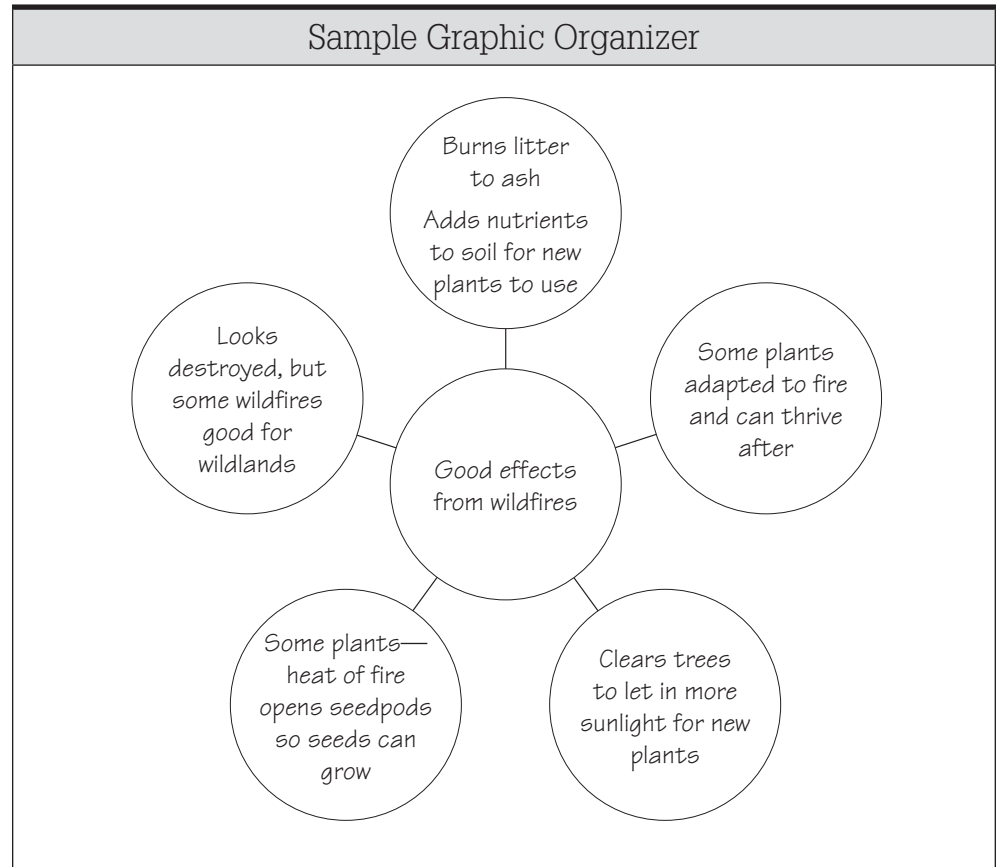
*The Style guideline to use words and phrases that help a reader understand how the facts or events are related relates to our writing objective. The Organization guideline "In the middle, provide facts, examples, or events that support the topic," also relates to the writing objective since we are developing a topic.*

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

**Model a Skill**

Model planning using a graphic organizer.

- Point out to students that the writing prompt asks them to use key terms to develop a topic. Explain that these key terms are important in supporting the main idea, or topic, of the writing.
- Refer students to their notes, and display the following graphic organizer.

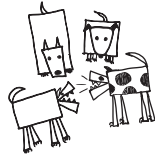


- Remind students that they have been including key terms from the text in their notes. Use Think-Pair Share to ask:

**What are some examples of key terms you have recorded in your notes?**

*Examples may include wildfire, wildlands, litter, nutrients, and adapt.*

Remind students that using these key terms will make their writing clear and precise. It also demonstrates that they are learning new terms and are able to use them correctly.



## Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

### Independent Work

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

### Team Discussion

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



## Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

### Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—to use key terms to develop the topic.

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

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer use key terms that help to develop the topic?**
- **Does the writer include facts and examples to help a reader understand the information?**
- **Does the writer end with a closing statement that supports the information?**

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

### Reflection on Writing

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

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

*Answers will vary.*

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

*Answers will vary.*

**How did you use key terms from the text to support your answer?**

*Answers will vary.*

### Celebrate

Celebrate team successes!

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

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

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

The top team chooses a cheer.

Remind students 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.

Remind students of the Read and Respond homework assignment.

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

## Writing Prompt

Wildfires are very destructive and burn many acres of wildlands. In what ways do wildfires benefit wildlands? Explain some good effects of wildfires and why they are good effects.

<b>Writing to Inform or Explain</b>	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Clearly introduce the topic.</li> <li>• Develop the topic with relevant details.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by introducing the topic.</li> <li>• In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>• End with a closing statement that supports the information.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Use words and phrases that help a reader understand how the facts or events are related.</li> <li>• Include details or examples that help a reader make a mind movie.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

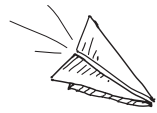
## Lesson 6

**Reading Objective:** Use clues and strategies that help to identify main ideas.

**Writing Objective:** Use key terms to develop the topic.

### Teacher Background

In today's cycle test, students will again be asked to use clues and strategies to identify main ideas. The text students will read for the test describes additional benefits of wildfires to the health of forests and prairies.



## Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

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

### Set the Stage

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



## Prepare Students for the Test tp

(5 minutes)



### Partner Review

1. Remind students that they have been practicing using clues and strategies that help to identify main ideas and using key terms to develop the topic. Use **Think-Pair-Share** to ask:

**What have we done this cycle to practice using clues and strategies that help to identify main ideas?**

*We have discussed the skill as we read Wildfires. We have answered questions that asked us to identify main ideas and supporting details. Also, we have used a web to record main ideas and supporting details.*

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

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

### Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #1 and #2 ask about main ideas in the reading.
4. Ask students to identify key words or phrases in question #2.

2. What is a main idea in the text you read today? What details support it?  
[MI, SA]

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

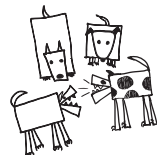
**Today you will read more about the effects of wildfires.**



## Test tp

(30 minutes)

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



## Teamwork tp

(10 minutes)

### Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.

Teams discuss the answers to the test questions.

3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



### Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

### Celebrate

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

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

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

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

**Cycle 2 Test****Identify Central Ideas**

**Directions:** Read *Wildfires*, pages 19–22. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle and the last cycle.

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

1. What is the topic?

*5 points = The topic is good things about natural fires.*

What is the author’s intent?

*5 points = To inform readers about how natural fires keep a balance.*

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

*10 points = Natural fires keep invading plants and trees from taking over the prairie. Natural fires also clear the forest floor of smaller trees and bushes so lodgepole pines can grow. People used to think that a natural fire had to be put out, but these fires keep the forest from getting too thick. When that happens, there is fuel for an out-of-control wildfire. Now fire ecologists allow natural fires to burn out. This prevents really big, dangerous wildfires from happening.*

2. What is a main idea in the text you read today? What details support it? **[MI, SA]**

*20 points = Fires prevent tallgrass prairies from disappearing. Fire clears the larger bushes and trees so they don’t take over. This saves the prairie grasses that are home to many types of animals.*

*15 points = Fires keep tallgrass prairies from disappearing. Fire clears the larger bushes and trees so they don’t take over.*

*10 points = Fires keep tallgrass prairies from disappearing. Fire keeps trees from taking over.*

3. How have opinions about forest fires changed? **[RE, MI]**

*20 points = People used to think that all forest fires were bad and tried to fight them. Now we know that fire plays an important **role** in the **health** of wildlands. It clears out invading plants and trees and keeps the forest from getting too thick. The forest service sometimes sets controlled fires in certain **areas** to **prevent** a big fire from happening. People have learned that forest fires are part of the natural cycle in wildlands.*

*15 points = People used to think that all forest fires were bad. Now we know that fires can be good for wildlands. It clears out plants and trees*

*and keeps the forest from getting too thick. The forest service sometimes sets fires to keep a big fire from happening.*

*10 points = People used to think that all forest fires were bad. Now we know that fires can be good for wildlands.*

4. What role does fire play in the life cycle of the lodgepole pine? **[MI, RE]**

*20 points = The **life cycle** of the lodgepole pine **depends** on forest fires because these trees do not grow in shade. Forest fires destroy **competing** trees and clear ground. The heat of the fire opens the lodgepole pine's cones and releases its seeds. Without forest fires, lodgepole pines would die out because they could not release their seeds or get the sunlight they need to grow.*

*15 points = The lodgepole pine needs forest fires because these trees do not grow in shade. Forest fires destroy other trees and clear ground. The heat of fire opens the lodgepole pine's cones so its seeds burst out.*

*10 points = The lodgepole pine needs forest fires because these trees do not grow in shade.*

5. Why would a forest ecologist start a forest fire? **[MI, SA]**

*20 points = A forest ecologist would start a small **controlled** forest fire to burn the undergrowth so it wouldn't build up over time. Build-up of litter and undergrowth **provides** lots of fuel for a much bigger wildfire to burn out of control. Small controlled fires can put a forest back into a **natural cycle** of fire and regrowth.*

*15 points = A forest ecologist would start a small forest fire to burn the undergrowth so it wouldn't build up over time. Build-up of litter and undergrowth makes lots of fuel for a much bigger wildfire to burn out of control.*

*10 points = A forest ecologist would start a small forest fire to burn the undergrowth so it wouldn't build up over time.*

**Part II. Writing** (100 points)

Write at least one paragraph to answer the following question:

In what ways do wildfires benefit wildlands? Explain some good effects of wildfires and why they are good effects.

*Wildfires can be very destructive, but they also have some good effects. For example, wildfires burn the litter on the forest floor. The ash from the litter then adds nutrients to the soil that new plants need to grow and thrive. Another good effect of wildfires is that they clear out trees and non-native plants and keep them from taking over. Some plants are adapted to fires and can grow back quickly. Trees like the lodgepole pine require the heat from wildfires to open up their cones and release their seeds. Wildfires help the lodgepole pine by destroying the competing trees that would shade it out and by spreading its seeds to grow new plants. The good effects of wildfires result in preparing the land for new growth.*

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

Writing to Inform or Explain		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly introduces the topic</li> <li>Develops the topic with relevant details</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by introducing the topic</li> <li>In the middle, provides facts, examples, or events that help a reader understand the information</li> <li>Ends with a closing statement that supports the information</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Uses words and phrases that help a reader understand how the facts or events are related</li> <li>Includes details or examples that help a reader make a mind movie</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>Use key terms to develop the topic.</li> </ul>	<b>0–15 pts.</b>

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

- In which of the following sentences is the word *remote* used incorrectly? **[CV]**
  - The rare species of bird could only be found in a remote area of the rainforest.
  - The movie crew had to travel by boat, truck, and camel to reach the remote location.
  - She hoped to find an apartment in a remote section of the city where it would be easy to catch a bus to her job.*
  - Very few people visit the remote castle high in the mountains of Transylvania.
- Which of the following is NOT a synonym for *parched*? Explain why. **[CV]**
  - dry
  - thirsty
  - scorched
  - soggy*

*Parched describes a dry condition, and something that is soggy is full of water. Soggy is an antonym for parched.*
- Write a meaningful sentence using the word *ferries*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The school bus ferries students between home and school.*
- Use two vocabulary words in a question. **[CV]**

*How can you monitor something that is decomposing?*

5. We sat around the campfire and watched as the fire \_\_\_\_\_ the sticks and logs until there was just a heap of ashes.

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

- A. broke
- B. repelled
- C. *consumed*
- D. attracted

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

*Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: To put out the fire, the firefighter douses the flames with water.*

7. In which of the following sentences is the word *thrive* used incorrectly? **[CV]**

- A. The desert tortoise can thrive in dry environments because it can survive long periods of time without water.
- B. Parents want their children to thrive and grow up healthy and happy.
- C. The doctor told Merton that he could not thrive on a diet of cupcakes and soda.
- D. *If we put the potatoes in the oven, they will get crispy and thrive.*

8. Which of the following is NOT a synonym for *monitor*? Explain why. **[CV]**

- A. watch
- B. observe
- C. *change*
- D. track

*When you monitor something, you watch, observe, and track it, but you don't change it. Change is not a synonym.*

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

*We explored the word litter. One meaning of litter is waste material. When there is a trash can nearby, people are less likely to throw litter on the ground.*

10. As used in the sentence on page 13 "They track the fire's movement and develop a plan to contain the fire," *contain* most nearly means— **[CV]**

- A. follow.
- B. *enclose.*
- C. divide.
- D. feed.

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

*Students will explain their thinking. For example, I know a container holds something inside it. It makes sense that they would want to enclose or hold the fire to keep it from spreading.*

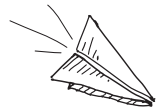
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author's craft; literary devices

# Lesson 7

**Reading Objective:** Use clues and strategies that help to identify main ideas.

## Teacher Background

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



## Active Instruction tp

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

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

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

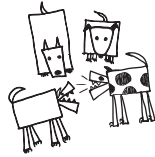
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



## Teamwork tp

(25 minutes)

### Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

### Teacher's Note:

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

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.



## Class Discussion tp

(15 minutes)

### Lightning Round

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

### Celebrate

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



Team responses and feedback

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

Celebrate team successes!  
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

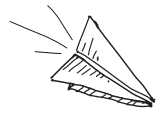
## Lesson 8

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

### Teacher Background

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

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

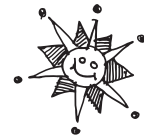


## Active Instruction

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

**What was your team's highest score?**

**What score do you want to improve?**

**What can the team do to improve that score?**

Use **Random Reporter** to ask:

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

*Accept supported answers.*

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



## Class Council

(30 minutes)



1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

**Scenario:** Joseph feels like his English teacher just doesn’t like him. She hardly ever calls on him, and when she does, she doesn’t agree with his thoughts and opinions about what the class is reading. What would you do if you were Joseph?

### Discussion Hints:

Teach students that they can use “I” Messages, active listening, and Think-It-Through with adults too. Adults will likely be very impressed by students who solve problems using win-win solutions.



## Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

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

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

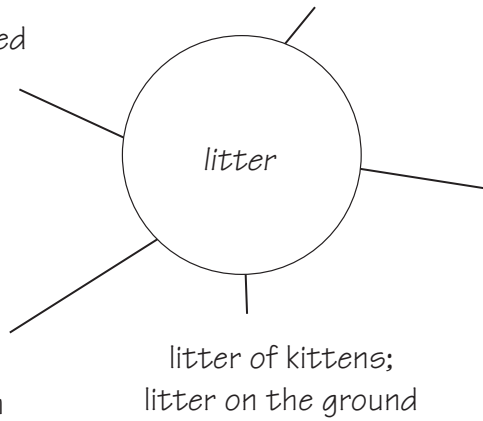
Word Power Journal Sample Entry

Sample Word Map  
Cycle 2

other meanings:

- couch carried on poles
- stretcher for sick
- bedding for animals
- young produced at one birth
- waste material

**synonyms:** trash, rubbish, waste



The students decided to clean up the park by picking up the litter and putting it in trash bags.



# Step Up to Research

1. Team score sheets for this unit should be distributed during lesson 1. Students will use this modified version of the team score sheet to review their goals, track their progress through the six-step research process, and tally team celebration points throughout each lesson.
2. All teams will have the same team goal for this unit—to earn as many team celebration points as possible.
3. The teacher cycle record form has also been modified for the research unit.
  - Track student completion of the research steps, using check marks to indicate done or not done.
  - Note the writing purpose that each student selects to evaluate the individual research presentations.
  - Record the writing/presentation score for each student based on the scoring guide for writing that each student chose. This is the only score from the research unit that will roll up into the averages on the classroom assessment summary for the grading period.
  - Record tallies for completion of Read and Respond homework.
4. This is a short, focused research opportunity. While a one-page written product and a three-minute presentation are recommended at this level, please consider your available time and research materials and your students' Internet access and needs when choosing a product that is appropriate for your class.

## Unit Overview

The purpose of the research unit is for students to ask questions, find and organize information, and present their findings to others. Students will present their answers in the form of a research product. Level 5 students will each write at least one page to answer the research question and include at least one text feature to help inform the reader. The text features can be anything that supports the information in their research product, for example, a photograph, drawing, graph, or audio recording. Students will present their findings in a three-minute presentation.

In this lesson, students will be introduced to the research process using a routine based on the Question Formulation Technique (Rothstein, 2012). After students ask questions, they will prioritize and refine their questions, narrowing their list to three researchable questions. Using the Research Question Checklist and team discussion, each student chooses one that they would like to explore through research.

As part of this lesson, you will introduce the difference between open-ended and closed-ended questions. As students learn to refine their questions, we want them to consider how the type of questions they ask can impact their research and, ultimately, their research product.

You will also instruct students on common research skills: taking notes, citing sources, and avoiding plagiarism. There are three common note-taking methods that are used for research.

- Use a web. The research question is entered in the center and information is added to branches. Note the source information.
- Use notecards. Students record information on one side of the card and the source information on the other. Notecards can easily be arranged and rearranged to match the sequence of information in students' first drafts.
- Use a digital log. This can only be used if students have regular access to a digital device. Students keep a growing log or web with their information and sources as they would if they were using one of the other two methods. However, students may color code information to track connections and easily make edits as they work.

Use your school's format for citations and bibliographies or the format included in this lesson.

You may want to visit Ask Smithsonian: [www.smithsonianmag.com/video/Introducing-Ask-Smithsonian.html](http://www.smithsonianmag.com/video/Introducing-Ask-Smithsonian.html). This optional video is useful in motivating students to ask questions. Students can utilize the website to ask their own questions.

# Lesson 1

## Teacher Background

This unit's focus is the strategies that plants use.

This unit's mini-lesson is on common research skills: taking notes, citing sources, and avoiding plagiarism.

In the introductory unit, students answer a Big Question as they enter the classroom. In subsequent research units, the research focus will be posted, and students will generate questions as they enter the classroom.

## Big Question (5 minutes)

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

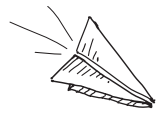
**The Big Question:** What are your favorite plants? Why?

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

### What are your favorite plants? Why?

*(Answers will vary.) My favorite plants are roses because I think the flowers are beautiful, and I like their scent.*

3. Post and present the research purpose. Tell students that this unit will be different from the reading units. They will use the books that they just read in the last unit to ask questions, search for answers, and present their findings to others.



## Active Instruction

## Generate Questions (15 minutes)

1. Present the research focus.

**Research Focus:** Strategies that plants use

2. Explain to students that they will now be the ones asking most of the questions. They will start by asking as many questions as they can about this idea or focus: Strategies that plants use.

Introduce the Questioning Formulation Technique (Rothstein, 2012) student routine that students will use to generate their questions.

Students write responses to the Big Question.

Discuss the Big Question.



Post and present the research focus.

	First	Next	Next	Next
<b>QFT Asking Questions</b>	Ask as many questions as you can.	Do not stop to answer, discuss, or judge the questions.	Write down every question just as you hear it. If a teammate makes a statement, turn it into a question.	Make sure that every teammate is ready to share one or two questions with the class.



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

**Why will it be difficult to follow this routine?**

*Answers will vary. It will be hard to come up with lots of questions related to the focus. (Remind them to think about the magazine that they read in the last unit.) We may want to answer our questions as we think of them, or it may be hard not to talk about the questions.*

Encourage students to stick to the routines.



- Have teams use the QFT routine to write as many questions about the research focus as they can in ten minutes.
- Use **Random Reporter** to select a student from each team to share a question or two.
- Explain the two basic types of questions. Point out that the types of questions students ask may impact their research and the amount of information that they find.

Discuss closed-ended and open-ended questions.

Sample Think Aloud
<p>How you ask a question can influence the kind of answer that you get. For example, some questions are closed-ended, and some are open-ended. Closed-ended questions have one word answers like "yes" or "no," for example, "Did you do your homework?"</p> <p>Open-ended questions have answers that are longer and more descriptive, for example, "Why didn't you do your homework?"</p> <p>While both types of questions are encouraged when reading, open-ended questions are more appropriate for research because you have more information to search through and write about.</p>

**Prioritize and Improve Your Questions** (10 minutes)

Post and present the research product.

1. Present the research product:

**Research Product:** You will write at least one page that answers your research question and include at least one text feature that helps to inform the audience. You will prepare and deliver a three-minute presentation of your findings.

Present the routine for choosing a research question.

2. Refer students to the routine for choosing a research question and the research question checklist.

	First	Next	Next	Next
<b>Choose a research question.</b>	Each student writes down up to three researchable questions.	Student 1 reads his or her questions.  Teammates use the Research Question Checklist to discuss which question is most researchable.	Teammates continue until everyone has read his or her questions and received feedback.	Each student chooses one question to research.  Each team makes sure that all teammates are ready to share their research questions with the class.

Present the Research Question Checklist.

Research Question Checklist	
<b>Is the question interesting and important?</b>	<ul style="list-style-type: none"> <li>• Does the question help me learn something new?</li> <li>• Is the question open-ended?</li> </ul>
<b>Do I need to narrow down the question?</b>	<ul style="list-style-type: none"> <li>• Can the question be answered with the materials available to me?</li> <li>• Can I answer the question in the time that I have to complete my research?</li> </ul>

Distribute the research materials.

3. Distribute copies of *How Plants Survive* and *Wildfires*, the books from the previous unit. Tell students that they will use these books to look for answers. Explain that reviewing these books will help students eliminate some questions that they may not have enough information to answer.

Optional: Display any other materials students may use, and discuss computer use if available.

4. Have students share their questions with their teams and discuss how realistic it is to research each question, given the time and materials available. Teammates help one another narrow down questions to make them more researchable. Each student chooses one question to research.

Post the sample sentences.

1. Which plant has the most interesting survival strategy?
2. How do plants survive wildfires?

Sample Think Aloud
<p>(Read the first question.) This question asks which plant has the most interesting survival strategy. When I answer it, I will tell my opinion, so I will be stating a position. I will also have to include good reasons that support my position, so I would use the Writing to Support a Claim with Reasons scoring guide to guide my research and writing.</p> <p>(Read the second question.) This question asks how plants survive wildfires. When I answer it, I'm just explaining how plants survive wildfires. I don't need to make a statement or claim. I need to provide facts, examples, or events to help others understand the information. For this question, I will use the Writing to Inform or Explain scoring guide to guide my research and writing of the product.</p>



Distribute team score sheets.

6. Have students consider their research question and identify which scoring guide they will use. Use **Random Reporter** to share responses.
7. Explain to students that they will earn super, great, or good team status based only on the team celebration points that they earn in this unit.
8. Tell students that the only score they will earn this cycle is a writing score that will be based on the scoring guide that they select for evaluation of their research presentation.
9. Tell students to initial each step of the writing process as they complete it.

**Interactive Skill Instruction** (25 minutes)

1. Present the mini-lesson on note-taking, citing sources, and plagiarism.
2. Remind students of the graphic organizers they use to take notes while they read. Explain that taking notes for a research project is much the same thing except that they must also be careful to write down exactly where the information was found.
3. Use **Random Reporter** to share team practice answers, and then award team celebration points.
4. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.
5. Explain that there is an old expression, "Give credit where credit is due." Use **Think-Pair-Share** to ask:



**What do you think that means?**

*Answers will vary. To give credit means to acknowledge what someone has done.*

6. Explain that just like stealing money or objects from someone else, intellectual property or someone’s work can be stolen too. Point out that when one uses words that someone else wrote without giving them credit, that’s a kind of robbery called plagiarism.
7. Review the steps for avoiding plagiarism.

Blackline master provided.

**Step Up to Research**

### Citing Sources and Avoiding Plagiarism

Follow a few simple steps to avoid plagiarism.

- 1. Take detailed notes.**
  - Keep track of your ideas and the ideas of others by labeling them in your notes.
  - In your notes, keep track of where you found information: write down the author, the title, the page number, and the publication date of the book, website, or periodical.
- 2. Give credit to other’s work.**
  - When you use someone else’s ideas or information, put them in your own words. Record the source (author and date) in parentheses at the end of the sentence or paragraph.
  - Use quotation marks when you use someone else’s exact words.
- 3. Make a bibliography.**
  - This is an alphabetized list of all the sources used to find information for a report or research paper. It always comes at the end of the report or research paper. The bibliography entries include all the information that someone would need to find the original source.
  - Use the correct format for each type of source.

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**For a book, follow this format:**  
 Author (last name, first name). Date of publication. Title of book or article. Publisher: Location of publisher.

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Here is an example of a quote that a student used in a presentation about life in India:  
 “Mahatma Gandhi taught that it is right to hate what is unjust but wrong to hate people.”  
 (Kalman, 2010)

This is how the student wrote the entry in his bibliography:  
 Kalman, Bobbae. 2010. *India, The People*. Crabtree Publishing Company: New York.

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**For an Internet site, follow this format:**  
 Title of site or article on site. Name of organization that has the website. Date that you found the information. URL address.

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Here is an example of how the same student used a website for information:  
 The official name of this country is the Republic of India. It covers 3.29 million square kilometers or about one-third the size of the United States. (U.S. Department of State Fact Sheet, 2012)

This is how he wrote the entry in his bibliography:  
 Background Note: India. U.S. Department of State. April 17, 2012. [www.state.gov](http://www.state.gov)

8. Refer students to the Sample Notes box in their student editions. Tell students that the sample notes shows examples of how students could take notes on a paragraph about the geography of India. Point out that the source is listed at the bottom of the web.

Discuss notecards.

Blackline master provided.

**Step Up to Research**

### Sample Notes

```

            graph TD
            A[Geography of India] --- B[5,29 million sq. km]
            A --- C[1/3 size of U.S.]
            A --- D[Himalayas-mountains]
            A --- E[flat river valleys, deserts in west]
            
```

(Source: Background Note: India. U.S. Department of State. April 17, 2012. [www.state.gov](http://www.state.gov))

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### Sample Note Cards

Country – Republic of India
Capital – New Delhi
Geography – 5,29 million sq. km, about 1/3 U.S.
Mountains (Himalayas). West – flat river valleys and deserts

Source:  
 Background Note: India. U.S. Department of State.  
 April 17, 2012. [www.state.gov](http://www.state.gov)

9. If students will use notecards, provide the following instruction:
  - Notes and facts go on one side of the card—in the student’s own words or in quotations if using a source’s own words.
  - Source information goes on the reverse side of the card.
  - After initial research is done, students review their information, choose the parts that they will use, and put those cards in order to help them organize the first draft.
10. Next, have partners work together to identify a page in one of the provided sources that they think might be useful. Have them discuss what they might add to the web or notecard and how they would cite the source.
11. Use **Random Reporter** to share team practice answers, and then award team celebration points.
12. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.



Encourage partners to share relevant information.

Remind students of the Read and Respond homework assignment.

Sample Think Aloud
<p>For each research product, we will target a specific part of the scoring guide. This is something that we will want to make sure we include in our research and work on improving as we make changes to our product. For students who are using the Writing to Support a Claim with Reasons guide, the target is to clearly state a position (claim) and include good reasons that support that position. For students who are using the Writing to Inform or Explain guide, the target is to clearly introduce the topic. Notice that both targets are related to ideas in the scoring guides.</p>

**Start Digging** (10 minutes)

1. Have students use the research materials to search for information, and have them use a **graphic organizer** or notecards to make notes and record source information.
2. Ask students to write the research question in the center of the web or on the first notecard.
3. Circulate, check students’ progress, and record each completed step on the teacher cycle record form. Spot check the Read and Respond homework.
4. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
5. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

## Step Up to Research

# Citing Sources and Avoiding Plagiarism

Follow a few simple steps to avoid plagiarism.

### 1. Take detailed notes.

- Keep track of your ideas and the ideas of others by labeling them in your notes.
- In your notes, keep track of where you found information: write down the author, the title, the page number, and the publication date of the book, website, or periodical.

### 2. Give credit to other's work.

- When you use someone else's ideas or information, put them in your own words. Record the source (author and date) in parentheses at the end of the sentence or paragraph.
- Use quotation marks when you use someone else's exact words.

### 3. Make a bibliography.

- This is an alphabetized list of all the sources used to find information for a report or research paper. It always comes at the end of the report or research paper. The bibliography entries include all the information that someone would need to find the original source.
- Use the correct format for each type of source.

---

#### For a book, follow this format:

Author (last name, first name). Date of publication. Title of book or article. Publisher: Location of publisher.

Here is an example of a quote that a student used in a presentation about life in India:

"Mahatma Gandhi taught that it is right to hate what is unjust but wrong to hate people."  
(Kalman, 2010)

This is how the student wrote the entry in his bibliography:

Kalman, Bobbie. 2010. *India, The People*. Crabtree Publishing Company: New York.

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#### For an Internet site, follow this format:

Title of site or article on site. Name of organization that has the website. Date that you found the information. URL address.

Here is an example of how the same student used a website for information:

The official name of this country is the Republic of India. It covers 3.29 million square kilometers or about one-third the size of the United States. (U.S. Department of State Fact Sheet, 2012)

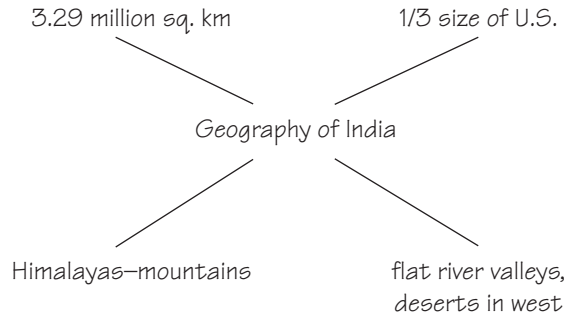
This is how he wrote the entry in his bibliography:

Background Note: India. U.S. Department of State. April 17, 2012. [www.state.gov](http://www.state.gov)

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## Step Up to Research

### Sample Notes



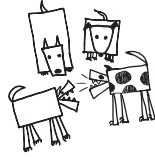
(Source: Background Note: India. U.S. Department of State. April 17, 2012. [www.state.gov](http://www.state.gov))

### Sample Note Cards

Country – Republic of India
Capital – New Delhi
Geography – 3.29 million sq. km., about 1/3 U.S.
Mountainous (Himalayas), West – flat river valleys and deserts

Source:  
Background Note: India. U.S. Department of State.  
April 17, 2012. [www.state.gov](http://www.state.gov)

## Lesson 2



# Teamwork

## Teacher Background

During this class period, students continue to search for information and take notes. Make sure students record the sources for the notes they take. Refer students to the notes in their student edition for examples.

### Keep Digging: Search and Process (40 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Remind students that their product should include a text feature. Explain that it should support the content of their research. Tell them that they can create one, or use one they find during their research.

### Sample Think Aloud

Remember that the product includes a text feature. The text feature can be anything that supports the information you are writing about, such as a photograph, picture, graph, or audio. You might find one you can use as you do your research, or you might decide to create your own. If I wanted a text feature about how plants climb, I might look for a diagram that shows the parts of a climbing plant, or I might create one.

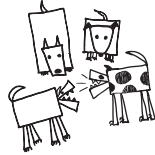
3. Have students continue to use the research materials to search for information, and have them use their graphic organizer or notecards to record relevant information.
4. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
5. Spot check the Read and Respond homework.
6. Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class prior to class discussion.



**Class Discussion** (5 minutes)

1. Use **Random Reporter** to have students share an important piece of information, the source, and why they think the information is important with the class. Award team celebration points.
2. Award extra team celebration points to volunteers who answer the following question: “Did your research change your question or your thinking about what you thought you would find?”
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

## Lesson 3



# Teamwork

## Teacher Background

During this class period, students review their notes, make a plan, and begin their written product. They then share their product with a teammate for feedback and make changes as needed.

## Put It All Together: Draw Conclusions, Write, and Practice (30 minutes)

1. Explain that an important part in preparing to answer their research question is to make a plan for organizing their information.
2. Have students refer to the scoring guide they selected. Explain that the criteria for ideas, organization, style, and mechanics explains what their written product needs to include.
3. Explain that their written product needs a beginning, middle, and end. Point out that the information they write needs to be organized in a way that makes sense to the audience.
4. Ask students to review their notes, and identify a plan for including the information in their written product. Suggest that they number the notes on their webs or rearrange their note cards to put their ideas in order. Have students review their plan with a teammate.
5. Ask each student to draft his or her written product.

## Team Feedback (20 minutes)

1. Refer students to the evaluation form in their student routines. Explain that students will receive feedback from a team member and then make improvements to their research product. Review each part of the evaluation form.

Research Evaluation	
Presenter _____	Evaluator _____ Date _____
<b>Writing Purpose</b> (Circle one): To inform or explain To support a claim with reasons	
<b>Writing Quality:</b> Note one area of strength, and give evidence to support your choice.	
Ideas	
Organization	
Style	
Mechanics	
Make a suggestion for improvement and a reason for your suggestion.	
<b>Research Skills</b> (Note one or two strengths.)	
Poses a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	
<b>Presentation Skills</b> (Note one or two strengths.)	
Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	
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## Sample Think Aloud

You will use the evaluation form to guide you in giving feedback to your teammate. The first thing you should do is identify the purpose for writing—to inform or explain OR support a claim with reasons. As your teammate shares his or her product, decide which part of the writing is the strongest—ideas, organization, style, or mechanics. Tell your partner which part is the strongest and explain why. Then, identify something for your teammate to improve. Maybe the position (claim) isn't clear enough. Or, maybe he or she needs to end with a closing sentence.

Next, identify one or two strengths for research skills and presentation skills. This information will be helpful as each of you make improvements and prepare to present your research.

2. Have each team member share his or her presentation with another member of the team.
3. Ask team members to use the evaluation form to give feedback.
4. Tell students to make improvements and prepare for their presentations.
5. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
6. Spot check the Read and Respond homework.



Remind students of the Read and Respond homework assignment.

**Class Discussion** (10 minutes)

1. Award team celebration points to Random Reporters who can report a strength that teammates shared with them about their presentations.
2. Award extra team celebration points to volunteers who share what they have learned about the research, writing, and presentation process.
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

## Lesson 4



# Present and Evaluate

In this lesson, students will present their research to groups other than their own teams, and students will use the evaluation form to provide a written evaluation of each presentation that they hear. There will be four rounds of presentations, during which each student will have three minutes to present.

Choose group assignments in advance, or use the following process:

- Count the number of teams.
- Have students count off from 1 to the number of teams. There will be four or five students with each number.
- Have the students who counted off as 1s go to table 1, 2s go to table 2, and so on.

Allow a volunteer to give the first presentation, or designate an individual within each group. Presentations then proceed to the right until everyone has presented. As each presentation concludes, the evaluators complete the evaluation sheets and give them to the presenter.

## Present (30 minutes)

1. Review the criteria for evaluating a presentation. Explain that this time, students will give feedback by writing on the form. Remind students that you will collect the evaluation forms.
2. Designate group assignments, and pass out evaluation forms.
3. Have students move to their designated groups. Begin the presentations.
4. Make sure that each student presents and receives evaluations after the presentation.

## Team Discussion (20 minutes)

1. When all presentations are finished, have students return to their teams to review the feedback that they received.
2. Ask team members to share their strengths and suggestions in each category.

Distribute an evaluation form to each student.

Research Evaluation	
Presenter _____	Evaluator _____ Date _____
<b>Writing Purpose</b> (Circle one): <input type="checkbox"/> To inform or explain <input type="checkbox"/> To support a claim with reasons	
<b>Writing Quality:</b> Note one area of strength, and give evidence to support your choice.	
Idea	
Organization	
Style	
Mechanics	
Make a suggestion for improvement and a reason for your suggestion.	
<b>Research Skills:</b> (Note one or two strengths.)	
Answers a focused question	
Cites multiple sources	
Quotes and paraphrases sources	
Cites sources by author	
<b>Presentation Skills:</b> (Note one or two strengths.)	
Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

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Remind students of the Read and Respond homework assignment.

**Class Discussion** (10 minutes)

1. Review each target, and ask for a show of hands indicating areas of strength and areas that need improvement.
2. Use **Random Reporter** to hold a discussion during which students reflect on the research process and the products that they produced and draw conclusions about successes and areas in need of improvement. Award team celebration points.
3. Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next unit. Award up to 100 points for evidence that the chosen targets were met.
4. Review the total number of team celebration points earned by each team. Use the poster overlay to determine team status (super, great, or good) for this unit.
5. Enter the writing, Read and Respond, and team celebration points scores into the Member Center.
6. Generate the teacher cycle record results report to review team and class averages for the unit.

# Research Evaluation

Presenter \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Writing Purpose** (circle one): To inform or explain To support a claim with reasons

**Writing Quality:** Note one area of strength, and give evidence to support your choice.

Ideas	
Organization	
Style	
Mechanics	

Make a suggestion for improvement and a reason for your suggestion.

**Research Skills** (Note one or two strengths.)

Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	

**Presentation Skills** (Note one or two strengths.)

Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

# Research Evaluation

Presenter \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Writing Purpose** (circle one): To inform or explain To support a claim with reasons

**Writing Quality:** Note one area of strength, and give evidence to support your choice.

Ideas	
Organization	
Style	
Mechanics	

Make a suggestion for improvement and a reason for your suggestion.

**Research Skills** (Note one or two strengths.)

Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	

**Presentation Skills** (Note one or two strengths.)

Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

## Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found on the Reading Edge online resources.

Contact your SFA coach for more information.

### Level 5 Identify Central Ideas

#### **English Language Arts Standards: Reading: Informational Text**

##### **Key Ideas and Details**

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### **English Language Arts Standards: Writing in History/Social Studies/Science**

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions

##### **Craft and Structure**

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a

#### **English Language Arts Standards: Writing**

##### **Text Types and Purposes**

W.6.2-4. Use precise language and domain-specific vocabulary to inform about or explain the topic.

##### **Research to Build and Present Knowledge**

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **English Language Arts Standards: Speaking and Listening**

##### **Presentation of Knowledge and Ideas**

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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