



Literature

# Analyze Story Elements

## On My Honor

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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# Analyze Story Elements

## On My Honor

### 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>

#### 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>

#### 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>

#### 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>

#### 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>

#### 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:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

**Writing:** Support a point with evidence from the text.

## Unit Overview

The focus for this unit is analyzing story elements such as the characters, events, conflicts, and themes of the text. During this unit, students will draw conclusions about events and characters and support those conclusions with evidence from the text. By analyzing story elements, students are able to make inferences, draw conclusions based on evidence, and develop deeper, richer, and more authentic connections to the text.

### Unit Topic/Content

*On My Honor*, by Marion Dane Bauer, is a novel about Joel and Tony, who are twelve-year-old best friends. Joel doesn't want to ride his bike with Tony to a remote state park to climb rock cliffs. He tries to convince Tony that such an adventure is a bad idea, but the truth is that Joel is afraid. As a last resort, Joel goes to his father for permission, thinking his protective father will not allow such a trip. To Joel's dismay, his father places him on his honor to be careful and grants them permission. Midway through the trip, Tony stops and suggests a different adventure—a swim in a rapidly moving river. The swim very quickly turns tragic when Tony disappears in the muddy waters. Remembering that he is on his honor, Joel struggles with how to handle the terrible event. He soon learns, however, that one cannot escape truth and reality.

## 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

## On My Honor

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–9	
Lesson 2	pages 10–24	(Embedded) “Team Talk Response”
Lesson 3	pages 25–36	
Lesson 4	pages 37–45	
Lesson 5	writing in response to reading	
Lesson 6	pages 46–52	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

## On My Honor

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 53–61	
Lesson 2	pages 62–69	
Lesson 3	pages 70–78	
Lesson 4	pages 79–87 (stopping at the end of the first sentence on page 87)	
Lesson 5	writing in response to reading	
Lesson 6	pages 87 (paragraph 1)–90	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	



## Cycle 1:

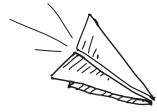
Analyze  
Story  
Elements

## Lesson 1

**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

**Teacher Background**

Today we are introduced to the central characters in the text, Joel and Tony, who are twelve-years old. Joel and Tony are best friends and live across the street from one another. The book begins with the boys concocting an adventure, a bicycle trip to Starving Rock State Park. They persuade Joel's father to let them make the long trip, and Joel promises "on his honor" to go straight to the park and back.

**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:** Which makes a better friend: someone who is a lot like you or someone who is quite different? Why?

**Set the Stage**

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

**Which type of person makes a better friend: someone who is a lot like you or someone who is quite different? Why?**

*Someone who is more like you because then you like to do the same things.*

*Someone who is different because then you don't fight as much over stuff.*

**What makes a good friend?**

*Someone who is honest with you, shares things, and is kind and trustworthy.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them they earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

- 4. Distribute copies of *On My Honor*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

*The text is literature. Students will cite evidence that the text is literature such as the use of the words novel, stories, the story of, etc. in the subtitle or blurb on the back of the book.*

**After previewing *On My Honor*, what do you think the book will be about? Explain the clues that you used to make this prediction.**

*Accept reasonable responses. For example, the book will be about boys riding bikes or the friends going to a river. I made this prediction because I see clues on the cover. There are two bikes in the picture and a river that looks rough and muddy.*

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

**Can you think of a time when you broke a promise?**

*Yes, when I promised my mom that I would call when I got to my friend's house for a sleepover, but I started playing a video game and forgot.*

**What happened as a result of that broken promise?**

*I was grounded for the next weekend.*

Explain to students that in this story, they will read about a character's solemn promise and the consequences that occur as a result of breaking that promise.

**Interactive Read Aloud**

- 1. This cycle our reading objective is to analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.
- 2. Read pages 1–3 aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>As I am reading this text, I want to remember the reading objective for this unit, which is to analyze story elements, such as the characters, conflicts, events, and themes, by drawing conclusions about events and characters and supporting my conclusions with evidence from the text. To do that, I want to be sure that I take careful notes about the events of the story, the characters, the conflicts that occur between the characters, and the themes of the book. I am going to use a story map so I can be sure to capture all the important information related to the elements of the story. I see that the two main characters of the story are Joel and Tony. I will add them to the story map. What do I know about Joel so far? He is being dishonest with his friend, Tony, and he is not being his true self with Tony. What have I learned about Tony? Joel said he has crazy ideas, and he wants to climb cliffs. That tells me that Tony is reckless and a daredevil.</p>

Build background about promises.

Review the skill as necessary.

Refer students to pages 1–3 in the text.

**Teacher:** Read aloud and think aloud to model target skill or strategy use.

**Students:** Actively listen.

**Teacher:** Model making notes on a graphic organizer.

3. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

### Sample Graphic Organizer

**Title:** *On My Honor*

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<p style="text-align: center;"><b>Characters:</b></p> <p>Joel: <i>dishonest with Tony, not being himself</i></p> <p>Tony: <i>reckless, daredevil</i></p>	<p style="text-align: center;"><b>Conflicts:</b></p>
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Tony wants Joel to ride bikes to Starved Rock State Park. Joel asks his

Event: *father for permission.*

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Event:

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Event:

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Event:

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Event:

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**Conclusion About Theme, Author’s Message/Purpose:**

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



4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 4 and 5. Use **Think-Pair-Share** to have students draw conclusions with evidence and add their ideas to the story map. Use **Random Reporter** to debrief.

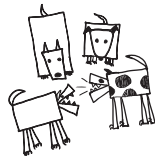
**Why do you think Joel is hiding the fact that he is afraid? What does that tell you about Joel?**

*Joel is hiding his fear because he doesn't want Tony to think that he is scared. This tells me that he is not being honest with Tony and that he is trying to look tough. He isn't really being himself.*

**From what we have read so far, how would you describe Joel's father?**

*I think he is very cautious and protective because Joel says in the text that his dad has a firm grip on his little brother Bobby's hand, and his dad is always telling them to watch out for cars and to be careful.*

5. Explain to students that as they read this book, they will use this graphic organizer to help them analyze the story elements so they can draw conclusions about the events and characters. Then they will support these conclusions with evidence from the text.



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 6–9 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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, 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.

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

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

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. Why does Joel ask his father for permission to ride his bike to Starved Rock when he doesn't actually want to go? What does this information tell you about Joel? Support your answer with information from the text. **[DC, SA]** (Team Talk rubric)

*100 = Joel asks his father for permission to ride his bike to Starved Rock because he thinks his father will say no, and that will get him out of going there with Tony. Joel doesn't want to have to tell Tony that he is scared because he thinks Tony will call him a chicken. On page 4, the text says, "At least Tony wouldn't be able to say that Joel stayed home because he was chicken." This **information** tells me that Joel is afraid of what Tony thinks and that he is being dishonest with Tony. By asking his father, Joel is using his father to **avoid** being honest with Tony.*

*90 = Joel asks his father because he thinks his father will not let him go. Joel thinks his father will get him out of going without Joel having to tell Tony that he is really scared. This makes Joel seem like he is not telling Tony the truth and not a very good friend.*

*80 = Joel doesn't want to go, so he thinks his dad will say no. Joel is not telling Tony the truth.*

2. What does Joel mean on page 6 when he says, "To win this argument would be to lose." Use information from the text to support your answer. **[CV, DC, SA]** (Team Talk rubric)

*100 = Joel means that if he wins the **argument** and his father allows him to ride his bike to the state park, he will **actually** lose since he doesn't really want to ride his bike out there. Joel only asks his father because he thinks it will get him out of having to tell Tony that he is really afraid to climb the bluffs. So Joel thinks that if he loses the argument with his dad, he will actually win because then he won't have to ride his bike out to the park with Tony or have to tell Tony that he doesn't want to go because he is afraid.*

*90 = Joel doesn't want his father to let him ride to the park, so he says that winning the argument is losing because then he will have to either ride his bike to the park and climb the bluffs or tell Tony that he is scared and won't go.*

*80 = Winning the argument means his dad will let him ride his bike to the park, and Joel doesn't want to.*

*continued*

Team Talk Questions *continued*

3. On page 9, Joel says, “When you were Tony, the outrageous seemed natural.” By using this statement, what do you think the author is telling the reader about Tony? What other information in the reading supports this conclusion? Use information from the text to support your answer. **(Write) [DC, RE, SA]** (Team Talk rubric)

100 = *By using this statement, the author is telling the reader that Tony does outrageous things and is probably a daredevil. Also, I know that Tony is a daredevil because in the text, he suggests climbing the bluffs at Starved Rock State Park, which is very dangerous. Additionally, Joel says in the text that he is always trying to talk Tony out of his crazy ideas and that compared with Tony, everyone else is boring. By using these statements, the author is showing that Tony is a risk taker.*

90 = *The author is showing that Tony has some outrageous ideas and is a risk taker. He likes to do things such as climb bluffs and do tricks on his bike.*

80 = *Tony has crazy ideas and is a daredevil.*

4. Which adjective below best describes Joel’s father? **[MI, DC]** (Team Talk rubric)
- A. cautious
  - B. careless
  - C. critical
  - D. carefree

Use details from the text to support your answer. **[SA]**

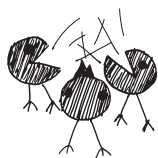
100 = *The adjective that best describes Joel’s father is cautious. In the text, Joel says how his father is always telling them to watch out for cars. Additionally, Joel says in the text that his father is also worried about things, such as whether they are too far or too dangerous. That tells me that Joel’s father is cautious and doesn’t let Joel do things that he thinks could potentially be dangerous.*

90 = *Joel’s father is cautious because Joel says in the book that his father is always worried and tells him to watch out for cars all the time.*

80 = *Joel’s father is cautious and worries all the time.*

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), notes that they added to their graphic organizers, and words a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

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



# Class Discussion tp

(18 minutes)

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Lightning Round

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

## Celebrate

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

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

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

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

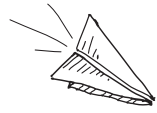
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 2

**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

### Teacher Background

In today’s reading, Joel’s father has given the boys permission to ride to the state park, and Joel feels betrayed and trapped because he had counted on his father to forbid them to go. The boys ride out, but halfway through the jaunt, Tony stops on the bridge that crosses the Vermillion River and decides to take a swim. After informing Tony of the dangers of the polluted river, Joel reluctantly joins him for a swim. Joel then dares Tony to swim out to the sandbar.



## 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>exuberance</b> (noun) page 11	ex-u-ber-ance (ig-SOO-ber-uhns)	showing enthusiasm, being extremely joyful and excited	My sister’s <i>exuberance</i> was contagious, and I found myself becoming excited and joyful as well.
<b>taunt</b> (noun) page 15	(tawnt)	to provoke, mock, insult, tease	My sister tried to <i>taunt</i> me, but I ignored her, and my mother told her to stop.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>solemn</b> (adjective) page 16	so-lemn (SOL-uhm)	serious, earnest	When the new president was sworn in, he looked very <i>solemn</i> and dignified.
<b>irritation</b> (noun) page 23	irr-i-ta-tion (ir-i-TEY-shuhn)	the state of being irritated, annoyed, aggravated	My mother's <i>irritation</i> increased the longer we were stuck in the traffic jam.
<b>indistinct</b> (adjective) page 29	in-dis-tinct (in-di-STINGKT)	not clearly marked or defined	The hiking trail was <i>indistinct</i> because the plants had grown over the path and it was unmarked.
<b>deceptively</b> (adverb) page 31	de-cep-tive-ly (dih-SEP-tiv-lee)	trying to deceive, mislead	The boy tried to <i>deceptively</i> hide the cookie he had taken without permission.
<b>forlorn</b> (adjective) page 40	for-lorn (four-LORN)	dreary, unhappy, miserable, sad	When I left for school, my dog looked very <i>forlorn</i> as he sat at the door and watched me go to the bus stop.
<b>rigid</b> (adjective) page 43	ri-gid (RIJ-id)	stiff, unyielding, hard, inflexible	The plastic was too <i>rigid</i> for my dad to break, so he used his saw to cut it into two pieces.

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.

Post and present the reading objective.



Build background about the topic.

Review the skill as necessary.

Refer students to pages 10–18 in the text.

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

**Students:** Actively listen.

4. Refer students to the strategy cards in their team folders and to the Predicting Strategy Card for literature. Review the clues that students can use to help them make predictions about what will happen in a story:
  - setting;
  - events;
  - characters’ actions, thoughts, feelings; and
  - dialogue.
5. Have teams review their notes, summarize events, and make a prediction about possible outcomes. Use **Random Reporter** to have teams share their predictions and tell the clues that they used to make their predictions.

**Interactive Read Aloud**

1. This cycle our reading objective is to analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.
2. Read pages 10–18 aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>As I am reading this section of text, I am thinking about the characters and what is happening in the story. I see that Joel decides to go to Starved Rock State Park with Tony even though he has serious concerns about the dangers of climbing the bluffs. So Joel is being dishonest with Tony again and not sharing his true feelings. This seems like a pattern of behavior, and I want to be sure to record this on my story map. I also notice that Joel and Tony seem to have a conflict between them; they often bicker and in the text, it says that Tony mimicked Joel and was making fun of him. I am going to take the information I am learning and draw some conclusions. I can conclude that Tony exhibits bullying behaviors toward Joel and that Joel is afraid of Tony thinking that he is afraid.</p>



**Partner pairs:** Identify how the skill was used.

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

**What information do I need to draw a conclusion about a character?**

*You need to see how a character acts and what he or she says to other characters.*

**How does analyzing how a character acts and what he or she says and thinks help us to better understand the text?**

*Because you can relate to the character and put yourself in his or her shoes, so you can make a conclusion about him or her. When you think about how a character acts and thinks and what he or she says, you can better understand that character and his or her relationships in the book.*

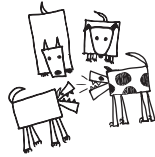
**After thinking about Joel’s and Tony’s behaviors so far, draw a conclusion regarding Joel. Do you conclude that he will break his promise to his father and go for a swim with Tony?**

*I think Joel will break his promise and go swimming because he always seems to worry about what Tony thinks, and he doesn't want Tony to think he is scared or a baby.*

**Teacher:** Model making notes on a graphic organizer.

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

Sample Graphic Organizer	
<p><b>Title:</b> <i>On My Honor</i></p> <hr/>	
<p style="text-align: center;"><b>Characters:</b></p> <p>Joel: <i>feels angry and betrayed by father for letting them go to park, dishonest with Tony about his fear of climbing bluffs</i></p> <p>Tony: <i>reckless, ignores warnings, mocks Joel, shows bullying tendencies</i></p>	<p style="text-align: center;"><b>Conflicts:</b></p> <p>Joel is dishonest with Tony about his feelings.</p> <p>Tony taunts Joel by mimicking him, is disrespectful to Joel</p> <p>Joel and Tony disagree a lot, are very different</p>
<p style="text-align: center;">Joel and Tony begin riding to Starved Rock State Park, but they stop at</p> <p>Event: <i>the Vermillion River.</i></p> <hr/> <p>Event: _____</p> <hr/> <p>Event: _____</p> <hr/> <p>Event: _____</p> <hr/> <p>Event: _____</p> <hr/>	
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><b>Conclusion About Theme, Author's Message/Purpose:</b></p> </div>	



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 19–24 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. 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. Why does Tony suggest that he and Joel work out at the river rather than at the pool? What does this tell you about Tony? Use information from the text to support your answer. <b>[DC, SA]</b> (Team Talk rubric)</p> <p><i>100 = Tony suggests that he and Joel work out at the river and not the pool because Tony says that everyone will be able to see them at the pool. Tony doesn't want people to see him because he is probably embarrassed that he is not a good swimmer. This tells me that Tony cares a lot about what people think and that he has a lot of pride. Also, Joel says in the text that the last thing Tony wants is to admit that there is something that he doesn't know. This tells me that it is important to Tony that people think he is <b>capable, strong, and smart.</b></i></p> <p><i>90 = Tony wants to swim at the river to work out instead of the pool because he doesn't want people to see them. He is probably embarrassed because he isn't a good swimmer, and Joel says in the text that the last thing Tony wants is to admit that he doesn't know something. This tells me that Tony is self-conscious and has a lot of pride.</i></p> <p><i>80 = Tony wants them to swim at the river alone. Tony doesn't want people to see them. Tony is embarrassed.</i></p>

*continued*

Team Talk Questions *continued*

2. Read the following from page 22: “Tony turned and began to slog through the water toward the river bank. ‘Where are you going?’ Joel asked. ‘To Starved Rock,’ came the reply. ‘I’m gonna climb the bluffs...by myself.’” What causes Tony to decide this? How does Joel react to Tony’s decision? Use information from the text to support your answer. **[RE, SA]** (Team Talk rubric)

100 = *Tony decides to go to Starved Rock by himself because he is angry at Joel for saying that Tony’s father hits kids with a belt. Joel reacts to Tony’s decision by getting scared, and on page 22, the text says that Joel’s heart sank because he doesn’t want to bike back to town alone, and he doesn’t want Tony to climb the bluffs alone. So I know that Joel is frightened by Tony’s decision.*

90 = *Tony is mad at Joel for picking on Tony’s father. The text says that Joel’s heart sank when Tony says he is going by himself because Joel doesn’t want to ride his bike alone, and he doesn’t want Tony to climb the bluffs alone.*

80 = *Joel makes Tony mad, and Joel is afraid to ride his bike alone.*

3. On page 21, Joel gets very angry when— (Team Talk rubric)
- Tony calls Joel a chicken.
  - Tony says that he is going to Starved Rock State Park.
  - Tony mimics Joel’s father.
  - Tony throws Joel’s clothes in the river.

Support your answer. **[SA]**

100 = *Joel becomes angry at Tony when Tony tells Joel that sometimes Joel is just like his old man. The text says that Joel feels the bubble of anger expand inside his chest after Tony mimics Joel’s dad. So that’s what makes Joel very angry.*

90 = *Joel gets very angry when Tony mimics Joel’s father. I know I am correct because it says in the text that after Tony mimics Joel’s dad, Joel can feel himself getting angrier.*

80 = *Joel gets mad when Tony mimics Joel’s father because Joel doesn’t like it.*

4. Based on what you have read so far, would you consider Joel to be a good friend to Tony? Why or why not? Support your answer with information from the text. **(Write) [DC, RE, SA]** (Team Talk rubric)

100 = *Yes, I think Joel is a good friend to Tony because the text says that Joel does things for Tony such as permitting Tony to ride his bike, and they do a lot of things together. Also, Joel is a good friend because he tries to take care of Tony and talk him out of doing things that are dangerous and risky such as going to the bluffs. In these ways, Joel is a good friend to Tony.*

90 = *Yes, Joel is a good friend to Tony because in the text, they do a lot of activities together, and Joel watches out for Tony such as talking him out of dangerous stuff.*

80 = *Joel is a good friend to Tony. They do things together.*

5. What do many of the vocabulary words have in common? **[CV]**

*Many of the words, such as forlorn, irritation, solemn, and exuberance, are feelings words and relate to how someone is feeling emotionally.*

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

Randomly select team representatives who will share:

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



Show the video.

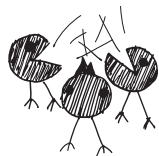


Celebrate team successes!

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 answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(15 minutes)

### Lightning Round

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

### 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.

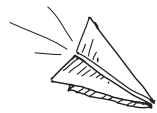
Word	Pronunciation	Definition	Sample Sentence
<b>exuberance</b> (noun) page 11	ex-u-ber-ance (ig-SOO-ber-uhns)	showing enthusiasm, being extremely joyful and excited	My sister's <i>exuberance</i> was contagious, and I found myself becoming excited and joyful as well.
<b>taunt</b> (noun) page 15	(tawnt)	to provoke, mock, insult, tease	My sister tried to <i>taunt</i> me, but I ignored her, and my mother told her to stop.
<b>solemn</b> (adjective) page 16	so-lemn (SOL-uhm)	serious, earnest	When the new president was sworn in, he looked very <i>solemn</i> and dignified.
<b>irritation</b> (noun) page 23	irr-i-ta-tion (ir-i-TEY-shuhn)	the state of being irritated, annoyed, aggravated	My mother's <i>irritation</i> increased the longer we were stuck in the traffic jam.
<b>indistinct</b> (adjective) page 29	in-dis-tinct (in-di-STINGKT)	not clearly marked or defined	The hiking trail was <i>indistinct</i> because the plants had grown over the path and it was unmarked.
<b>deceptively</b> (adverb) page 31	de-cep-tive-ly (dih-SEP-tiv-lee)	trying to deceive, mislead	The boy tried to <i>deceptively</i> hide the cookie he had taken without permission.
<b>forlorn</b> (adjective) page 40	for-lorn (four-LORN)	dreary, unhappy, miserable, sad	When I left for school, my dog looked very <i>forlorn</i> as he sat at the door and watched me go to the bus stop.
<b>rigid</b> (adjective) page 43	ri-gid (RIJ-id)	stiff, unyielding, hard, inflexible	The plastic was too <i>rigid</i> for my dad to break, so he used his saw to cut it into two pieces.

## Lesson 3

**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

### Teacher Background

Joel and Tony begin to swim out to the sandbar, with Joel in the lead and Tony trying desperately to keep up. When Joel reaches the sandbar, however, Tony has disappeared. Joel thinks he is hiding and playing a joke, but he quickly realizes the seriousness of the situation. Joel tries to find Tony in the river and almost drowns himself. Joel then runs down the road to try to find help in his search for Tony.



## 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.



Model exploring a word in the word power journal.

### Partner Vocabulary Study

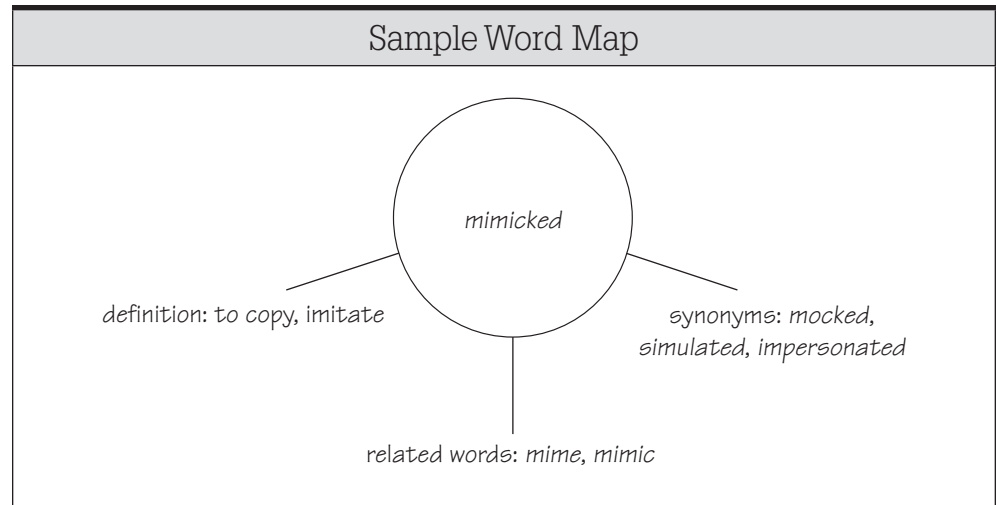
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

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

#### Sample Think Aloud

I chose this word, *mimicked*, because it has an interesting sound to it, and it reminds me of the word *mime*. I wonder if it means the same thing. I will check the definition in the dictionary. The dictionary says it means to copy or imitate. Let me see if I can compose a meaningful sentence with the word *mimicked*. The mocking bird mimicked the sounds of the other birds, which means he copied their sounds and imitated them. Some synonyms of *mimicked* are *mocked*, *simulated*, and *impersonated*.



Review Vocabulary Vault.

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.

Teams review their cycle goals.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Review the skill as necessary.

**Interactive Read Aloud**

1. This cycle our reading objective is to analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.
2. Read pages 25–30 aloud. A sample Think Aloud follows.

Refer students to pages 25–30 in the text.

**Teacher:** Read aloud and think aloud to model target skill or strategy use.

**Students:** Actively listen.

**Sample Think Aloud**

In this section, I am learning more information about Tony, and it seems like Joel is learning it too. Tony wants to work out at the river, rather than the community pool, because he doesn’t want anyone to see him swim. Joel states that Tony never wants to admit that there is something he doesn’t know or that he is weak in an area such as swimming. This gives me some additional insight into why Tony is such a daredevil and why he seems to have this need to prove himself. This also explains why Tony continues to swim in the river even when he is clearly struggling and knows that he is not a skilled swimmer. I will record this information on my story map.

**Partner pairs:** Identify how the skill was used.

3. Explain to students that the author is giving us more information about Joel and Tony that will help us to better understand the text. Tie this into the reading objective of the unit, explaining to students that by analyzing the characters we are reading about, we will be better able to draw conclusions about the elements of the story.

**How does Joel describe Tony’s swimming that shows that Tony is not a good swimmer?**

*Joel says that he can hear Tony behind him, blowing and puffing like a whaler. Joel says that when they stop to catch their breath, Tony is gasping, and his chest is heaving. Joel also says that Tony sounds like an old paddle-wheeler.*

**On page 26, Joel says that he feels responsible and somehow older than Tony. What do you think he means by this?**

*I think that Joel feels older and more responsible because Tony does dangerous, irresponsible things, so Tony seems younger to Joel. Joel is more mature, careful, and cautious, so he feels older.*

**In what ways does Tony’s personality create conflict?**

*Tony’s personality creates conflict because he has a need to be the best and won’t admit when he doesn’t know something. Tony always wants to be the best, which causes him to do reckless and dangerous things such as jump out his window and break his arm. The need to be great also pushes Tony to keep swimming when he knows he is not a good swimmer because he can’t admit that he is weak at swimming.*

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

**Teacher:** Model making notes on a graphic organizer.

Sample Graphic Organizer

**Title:** *On My Honor*

**Characters:**

Joel: careful, responsible, cautious, seems more mature than Tony

Tony: doesn't want to admit he doesn't know something, needs to prove himself, has to be the best, is daring and irresponsible

**Conflicts:**

Tony has a need to prove himself and be the best. This competitiveness causes Tony to break his arm and swim in a dangerous river.

Event: *Joel challenges Tony to swim to the sandbar.*

*The boys stop to catch their breath. Joel realizes how much Tony is*

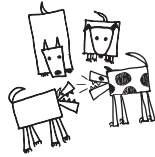
Event: *struggling to swim. Tony insists they keep swimming.*

Event: *Joel makes it to the sandbar; Tony has disappeared.*

Event:

Event:

**Conclusion About Theme, Author's Message/Purpose:**



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 31–36 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. 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 steps does Joel take to try to find Tony? How does the author depict the river, and what language does he use to describe it? Use evidence from the text to support your answer. <b>[AC, SA]</b> (Team Talk rubric)</p> <p><i>100 = Joel tries everything he can to find Tony. The text says that he lunges, dives, and almost drowns trying to find Tony. The author <b>depicts</b> the river as very forceful and dangerous and uses phrases such as “caught him in its grip,” “sucked at him,” and “grinded him” to describe the river. The author shows how powerful the river is and how dangerous it is to swim in.</i></p> <p><i>90 = Joel swims around in the river, trying to find Tony. The author describes the river as very fast, with a strong current. The author uses language such as “hurrying water,” the words swirling, and spinning to show how strong the river is.</i></p> <p><i>80 = Joel tries to find Tony in the river. The river is fast and strong.</i></p>

*continued*

Team Talk Questions *continued*

2. On page 36, with what does Joel compare the river? **[AP, DC, SA]** (Team Talk rubric)
- A. a lurking monster that swallows boys
  - B. a slithering and slimy snake
  - C. a dragon that breathes fire
  - D. a dark and terrible sea creature

Why do you think the author has Joel make this comparison, and how does this description of the river add to the mood of the story? Use information from the text to support your answer.

100 = *I think the author has Joel make this **comparison** because it makes the river seem like a real live monster, like it could come after Joel and swallow him up just as it did to Tony. It adds to the mood of the story because it adds fear and suspense and makes the river seem like a scary, horrible living thing that wants to kill boys. **The comparison of the river with a monster adds to the urgent mood.***

90 = *The author wants the river to seem like a living thing, as if it is deadly, alive, and after Joel. It adds to the tense mood and the scary feeling of doom and death that is in the story.*

80 = *Joel says the river is a lurking monster that swallows boys. That is scary, and I would run too.*

3. What conflict occurs at this point in the story, and what words does the author use to create the mood? Use information from the text to support your answer. **(Write) [DC, AC, SA]** (Team Talk rubric)

100 = *The conflict is that Tony is gone, and Joel is trying desperately to find him in the river. The mood of the story at this point is **tense and desperate**. Joel is diving and feeling around to try to locate Tony. The author uses very **descriptive** language such as lunging, "pulling raggedly," grinding, grasping, swirling, spinning, explosion, sharp, terrible, erratically, and desperately. **These words help you to feel the urgency of the moment, as Joel struggles in the water.***

90 = *Joel is diving and searching for Tony in the river. The mood is scary. The author uses language that makes you scared such as trembling, chattering, violently, struggling, and convulsed.*

80 = *Joel tries to find Tony, and the mood is scary. The author uses scary language.*

*continued*

Team Talk Questions *continued*

4. Foreshadowing is a technique writers use that allows the reader to get clues to events that are approaching in the text before they happen. In what ways does the author use foreshadowing to give you hints beforehand that Tony might drown in the river? Use support from the text in your answer. **[AC, RE, SA]** (Team Talk rubric)

*100 = The author uses foreshadowing to give me hints by mentioning Tony's poor swimming skills and the danger of the river. In the text, Joel keeps saying that Tony is not a good swimmer and that the river is very fast and dangerous. Also, Tony says in the text that he wants to make the swim team and become a better swimmer, so I know he can't swim well. In these ways, the author foreshadows Tony drowning.*

*90 = I knew that Tony might drown because the author gives hints in the text. Joel says that Tony is not a good swimmer and that he will have to be better to make the swim team. Joel keeps saying how dangerous the river is, so I knew Tony would be in trouble.*

*80 = I knew Tony would be in trouble in the dangerous river since he can't swim well.*

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

When the chain on my bike broke, I could feel my \_\_\_\_\_ increasing quickly!  
Irritation because if the chain on your bike breaks, that would irritate you and make you mad, so your irritation would go up fast.

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), notes that they added to their graphic organizers, and words a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

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



# Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Lightning Round

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

## Celebrate

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

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

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

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

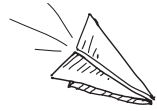
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 4

**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

**Teacher Background**

Joel enlists the help of a teenage boy and girl who are driving on the road. The boy jumps in the river to attempt to find Tony, but it is to no avail, and he soon gives up. When the teenage boy insists on going to the police, Joel promises him that he will go to the police station himself and inform them of what has occurred.

**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.

**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.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Refer students to pages 37–40 in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

**Partner pairs:** Think aloud 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 text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

### Interactive Read Aloud

1. Read pages 37–40 aloud.
2. Have students use **Think-Pair-Share** to answer the following:

**How would you describe Joel’s frame of mind right now?**

*Joel is desperate and in shock about Tony possibly drowning.*

**Do you think Joel is in denial that Tony has drowned and still believes he is ok?**

*Yes, because when the teenager comes up, Joel yells, “Tony!” like the boy found him and Tony is ok, even though it has been a long time since Tony went under the water.*

**Joel adamantly tells the boy that he really tried to find Tony. From this statement, how would you say Joel is feeling about his role in the crisis?**

*I think Joel is starting to blame himself and is trying to defend himself, as if he is really trying to convince himself that he tried to find Tony.*

Sample Graphic Organizer

**Title:** *On My Honor*

**Characters:**

Joel: *desperate, in shock and denial about Tony drowning*

**Conflicts:**

Joel is beginning to feel guilty about Tony.

Joel stops a car to get help. The teenage-boy driver jumps in the river to try  
Event: *to locate Tony.*

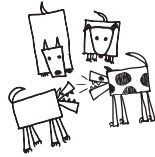
Event:

Event:

Event:

Event:

**Conclusion About Theme, Author's Message/Purpose:**



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 41–45 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. 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

1. Why do the teenagers decide to not go to the police? If the girl had been honest, how could that have changed the events in the story? Use information from the text in your answer. **[DC, RE, SA]** (Team Talk rubric)

*100 = The teenagers decide to not go to the police because the girl doesn’t want to be seen in town. The text says the girl lied to her boss and had not been honest so she could hang out with the boy that day, so she doesn’t want to go into town in case someone **observes** her and reports it to her boss. If the girl had been honest, then they could go to the police and **report** what happened because they wouldn’t be afraid of the girl getting caught. So if the girl had been honest, that could have really changed the events of the story.*

*90 = The teenagers decide to not go to the police because the girl lied to her boss. She called in sick to take a day off, and she was afraid of being seen in town and getting reported to her boss. If the girl had been honest, then they could go to the police to report what happened to Tony.*

*80 = The girl called in sick, but she wasn’t sick. If she had told the truth, she would be at work.*

*continued*

Team Talk Questions *continued*

2. Think about the characters, their problems, and the events that have occurred so far in this book. What conclusions can you draw about the themes of this book? Use information from the text to support your answer. **(Write) [DC, RE, SA]** (Team Talk rubric)

100 = I **conclude** that one of the themes of this book is the importance of honesty and honor. Joel makes a promise to his father that he will only go to the park, and he goes swimming in the river instead. His father said, "You're on your honor, Joel." The **result** of breaking his promise is that Tony drowned. **Also**, the title of the book, *On My Honor*, **supports** this theme. If Joel had kept the promise he made on his honor, Tony might not have drowned.

90 = I think one of the themes of this book is honor because the book is about how you should keep the promises that you make. In the book, Joel promises his father on his honor that the boys will go straight to the park, but they don't, so he breaks his promise.

80 = I think one theme of the book is about keeping promises.

3. Based on what you know about Joel, do you believe that he will go to the police when he promises the boy that he will? Why or why not? Support your answer with information from the story. **[DC, RE, SA]** (Team Talk rubric)

100 = No, I don't think Joel will go to the police, even though he promises the boy that he will, because Joel is scared that he will be in trouble with the police and because Joel does not seem to be a very honest person. **For example**, Joel promises his father on his honor that he will go straight to Starved Rock State Park, and he breaks that promise. **Also**, Joel says in the text that the police will ask him all kinds of questions, and he thinks he is **responsible** for Tony's drowning. **For these reasons** I don't think Joel will go to the police.

90 = I don't think Joel will go to the police because he breaks his promise to his father, and he doesn't seem to do what he says he will. Joel says that he doesn't want to have to answer questions from the police.

80 = Joel won't go to the police. He's scared.

4. What does Joel mean on page 45 when he says, "If the police didn't get him, Tony's father would for sure"? What makes Joel feel afraid of Mr. Zabrinsky? Support your answer with information from the text. **[DC, SA]** (Team Talk rubric)

100 = Joel thinks Tony's father will be really mad and will blame Joel for Tony's drowning. Joel is afraid of Mr. Zabrinsky because he saw Tony's father go after Tony with a belt once, and, **therefore**, Joel thinks Mr. Zabrinsky hits his kids with a belt. Joel **imagines** Tony's father standing at the door with his heavy leather belt, and Joel is afraid that Tony's father will hit him with it if he tells what happened to Tony. Joel says the thought of it made him break into a sweat, **so I know he is afraid of Mr. Zabrinsky**.

90 = Joel is afraid that Tony's father will be mad at him for letting Tony drown, and he thinks Mr. Zabrinsky will hit him with his belt. Joel saw Tony's father go after Tony with a belt once, and Joel thinks he will come after him with a belt too.

80 = Joel thinks Tony's father hits kids with a belt, and he is scared.

*continued*

Team Talk Questions *continued*

5. Use two of the vocabulary words in a sentence. **[CV]**

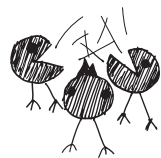
*I was very forlorn and solemn when my mother told me that I was grounded for breaking my promise to her.*

- 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), notes that they added to their graphic organizers, and words 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.

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

**Randomly select team representatives who will share:**

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



## Class Discussion tp

(15 minutes)

### 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

- 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.
- 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.

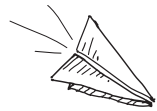
Remind students of the Read and Respond homework assignment.

## Lesson 5

**Writing Objective:** Support a point with evidence from the text.

**Teacher Background**

Students will be expected to use their notes from lessons 1–4 to draw conclusions about the author’s purpose for writing this book.

**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. Explain to students that the reading objective for this cycle is analyzing story elements, such as the characters, events, conflicts, and themes, to draw conclusions that can be supported with evidence from the text. For this writing project, they will draw conclusions about the author’s purpose and support those conclusions with information from the text.

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

Read the prompt aloud.



Writing Prompt
Based on your analysis of the story elements, draw a conclusion about the author’s purpose for writing this book. What lesson do you think the author wants the reader to learn? 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?**

*It’s asking us to write a literary response because it is asking us about the story elements.*

Students identify the purpose for writing.

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

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

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li> <li>Support your point with evidence from the text.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begin by making a clear point about an aspect of the literary work.</li> <li>In the middle, support your point with examples and evidence from the text.</li> <li>End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Choose and quote words, phrases, and dialogue from the text to support your point.</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 guideline relates to our writing objective: to support a point with evidence from the text?**

*In the Ideas section, the bullets say to make a clear point and support the point with evidence from the text.*

Highlight the writing objective.

- 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 planning using a graphic organizer.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

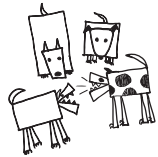
Students revise and edit their writing projects.

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

### Model a Skill

Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt, writer's guide, and your notes from your reading to model finding evidence that supports the theme. Underline or highlight support for the theme that honesty is important, such as: Joel is dishonest with Tony, Tony doesn't want to admit he can't swim, and Tony drowns. Point out that planning helps them organize their ideas and makes drafting easier.

Explain to students that they will use their notes from the cycle to help them draw conclusions and support those conclusions with evidence from the text.



## Teamwork tp

(20 minutes)

### Independent Work

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

### Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



## Class Discussion 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 a literary response and the writing objective—to support a point with evidence from the text.

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

For example, ask:

- **Does the writer make a clear point about an aspect of the literary work?**
- **Does the writer support his or her point with evidence from the text?**
- **Is the writing clearly organized, starting with a clear point, supporting the point in the middle with examples and evidence from the text, and ending with a closing statement?**
- **Does the writer include words, phrases, and dialogue from the text to support the point?**
- **Does the writer use correct punctuation, spelling, and grammar?**

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

### **Reflection on Writing**

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find it difficult to support your point with evidence from the text?**

*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

Based on your analysis of the story elements, draw a conclusion about the author's purpose for writing this book. What lesson do you think the author wants the reader to learn? Support your answer with information from the text.

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"><li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li><li>• Support your point with evidence from the text.</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>• Begin by making a clear point about an aspect of the literary work.</li><li>• In the middle, support your point with examples and evidence from the text.</li><li>• End with a closing statement.</li></ul>
<b>Style</b>	<ul style="list-style-type: none"><li>• Choose and quote words, phrases, and dialogue from the text to support your point.</li></ul>
<b>Mechanics</b>	<ul style="list-style-type: none"><li>• Use correct punctuation, capitalization, spelling, and grammar.</li></ul>

## Lesson 6

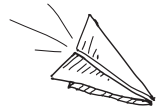
**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

**Writing Objective:** Support a point with evidence from the text.

### Teacher Background

Today's cycle test challenges students to draw conclusions and make connections to the text by analyzing the elements of the text, *On My Honor*.

In this chapter, Joel continues to attempt to come to terms with Tony's drowning. Joel begins to ride his bike to Starved Rock, thinking he could hide out there, but changes his mind and turns toward home. While riding his bike back, Joel concocts several possible explanations to give when he returns to try to cover up what happened to Tony.



## 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)

tps

## Partner Review

1. Remind students that they have been practicing analyzing story elements by drawing conclusions about events and characters and supporting those conclusions with textual evidence. They have also been practicing supporting a point with evidence from the text.

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

### What makes a good conclusion?

*A good conclusion is based on evidence from the text and what we know about the characters, events, conflicts, etc.*

### What should we be thinking about when we draw a conclusion?

*We should be thinking about what has occurred in the text and what information we have about the characters and base our conclusions on that information.*

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

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

## Test Directions

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

3. Why do you think Joel challenges Tony in swimming and not in another activity? Does Joel's choice in some way contribute to the tragic event that occurs in the story? Use information from the text to support your answer. **[DC, RE, SA]**

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

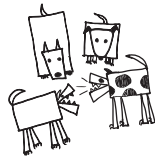
**Today you will read a section of the text, *On My Honor*, and answer questions related to the reading. Some of the questions will be directly from today's reading, and other questions will relate to prior readings.**



## 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.



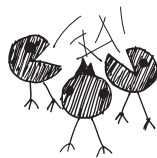
## Teamwork tp

(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.
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.

Teams discuss the answers to the test questions.



## 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.

Explain to students that many of the questions in the test are related to Joel and Tony's relationship.

Random Reporters share team discussion of a test question.





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

**Based on your analysis of Joel and Tony, how would you describe their friendship?**

*I think their friendship is complicated, because they aren't really honest with each other, and they don't share how they feel with each other. Also, they are not very respectful toward each other because they are always making fun of each other, teasing, and calling each other names.*

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

**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.

## Cycle 1 Test

## Analyze Story Elements

**Directions:** Read *On My Honor*, pages 46–52, 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.

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

1. Analyze this statement: Joel is always trying to prove himself to Tony. Do you agree with this statement? Why or why not? Support your answer with information from the text. **[AA, SA]**

*20 points = Yes, I agree that Joel is always trying to prove himself to Tony because he is always worried about what Tony thinks of him, and he wants to prove that he is tough. Joel doesn’t want Tony to think he is chicken, and Joel tries to act braver than he **actually** is. On page 23, Joel gets irritated because Tony says Joel is scared to climb the bluffs, and Joel **challenges** Tony to swim to the sandbar because he knows that he is a much better swimmer than Tony. Joel is always trying to prove that he is not a chicken and not afraid to do risky things.*

*15 points = I agree that Joel is always trying to prove himself to Tony because Joel keeps getting mad at Tony for saying that Joel is a chicken and scared to do things that Tony wants to do.*

*10 points = Joel tries to prove to Tony that he isn’t a scared chicken.*

2. The author has Joel tell Tony, “We’ll see who’s chicken.” How do these words add to the sense of foreboding and foreshadowing of bad events to come? Does the author do a good job of creating anticipation and building suspense? Support your answer with information from the text. **[AC, SA]**

*20 points = The words “We’ll see who’s chicken” sound like a challenge and make it seem like there are bad things to come. I think the author does a good job of building **suspense** and **creating anticipation** because Joel keeps talking about how dangerous the river is, how people have died in it, that it has strong currents, and that the bottom drops off in different places. This makes me believe that something very bad is going to happen to Joel and Tony in the river, so I am just waiting for the bad event to happen.*

*15 points = When Joel says that, it makes it seem like he is going to dare Tony to do something really dangerous, and it makes you think that there is something bad coming up. The author does a good job of building suspense because Joel keeps saying how dangerous the river is, and you just know something terrible is going to happen.*

*10 points = Joel wants Tony to look like a chicken, and the author makes it seem like it is going to be bad because the river is dangerous.*

3. Why do you think Joel challenges Tony in swimming and not in another activity? Does Joel's choice in some way contribute to the tragic event that occurs in the story? Use information from the text to support your answer.  
**[DC, RE, SA]**

*20 points = I think Joel challenges Tony in swimming because Joel knows that he can show Tony up. On page 49, Joel says he knows that Tony can't swim well, and Tony never wants to go swimming. This shows me that Joel knows he can beat Tony in the **challenge**, and he wants to win. That's why he didn't choose another activity to challenge him in. Joel's choice does **contribute** to Tony drowning because if Joel hadn't challenged Tony to swim all the way to the sandbar in the strong current, Tony might not have drowned.*

*15 points = Joel wants to show Tony that he can be brave, and Joel knows that he is a better swimmer than Tony. That's why, in the text, Joel challenges Tony to beat him in swimming. Tony drowns because he can't swim well.*

*10 points = Joel wants to beat Tony in swimming, and Tony drowns because he can't swim well.*

4. What conflict do Joel and Tony have in their relationship? How does this conflict create a love-hate relationship between the two best friends? Explain your thinking, and support your answer with examples from the text.  
**[DC, RE, SA]**

*20 points = The conflict that Joel and Tony have is that they are very different in their personalities. **For instance**, on page 2 in the text, it says that Joel doesn't know why they are even friends because they don't like to do the same things. **Additionally, throughout** the text, Joel is more **cautious**, like his father, and Tony is a daredevil who is always coming up with crazy ideas of things to do. So Joel is always trying to prove himself to Tony and show that he is brave and tough like Tony. This makes Joel resent Tony at times because he feels like a chicken compared with Tony. **Additionally, they** always taunt and tease each other and make each other angry by their comments, but they are still friends and care about each other like brothers.*

*15 points = Joel and Tony are always at odds because Tony is tough and brave, but Joel is careful and like a scaredy cat. In the text, Joel is always trying to prove that he isn't a chicken to Tony, and Joel gets mad at Tony a lot. It is like a love-hate relationship because they are really different and get on each other's nerves, but they are also best friends.*

*10 points = Joel and Tony are always fighting, and sometimes they like each other, and sometimes they can't stand each other.*

5. Based on what you know about Joel so far in this text, do you believe that he will be honest about what happened to Tony and go to the police to report Tony's drowning? Explain your thinking using support from the text.  
**[DC, RE, SA]**

*20 points = No, I do not think Joel will be honest about what happened to Tony, and I don't think he will report the drowning to the police. The reason I think that is because Joel has not been honest with Tony or Joel's father, and Joel doesn't keep his promise to his father to just go straight to the state park and back. Joel says that he couldn't go back; he was too scared. Since Joel has shown fear throughout the entire book, I think he will be too scared to tell the truth and will lie about what happened to Tony. **Additionally**, on page 50, Joel is making up stories about what happened, and that tells me he is not going to tell the truth. Joel has been **dishonest** and afraid. I think he will continue to lie and will be too scared to tell the truth.*

*15 points = No, I don't think Joel will tell the truth or go to the police because he is not honest in the book, and he is always scared. I think he will be too scared to tell the truth and will lie to try to get out of trouble.*

*10 points = Joel will lie and will be too scared to share the truth and go to the police.*

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

Write at least one paragraph to answer the following question:

Based on your analysis of the story elements draw a conclusion about the message the author is trying to get across in this book. Support your answer with information from the text.

*My conclusion about the author's message is that the author wants the reader to keep his or her promises and to realize how important it is to be honest and honorable. I think the author wants the reader to realize that very bad consequences can occur if you are dishonest and break your promises. For example, Joel breaks his promise that he made on his honor to his father, and his best friend, Tony, ends up drowning in the river. Joel blames himself for not keeping his promise. Also, Joel is dishonest with his best friend, Tony, and doesn't share with him that he doesn't want to ride their bikes out to climb the bluffs at the state park. If Joel had just been honest, things might have been different, and Tony might not have drowned. For these reasons, I think the author's message is to be honest and to keep your promises.*

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

Writing a Literary Response		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</li> <li>Supports the point with evidence from the text</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by making a clear point about an aspect of the literary work</li> <li>In the middle, supports the point with examples and evidence from the text</li> <li>Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Quotes words, phrases, and dialogue from the text to support the point</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>Support a point with evidence from the text.</li> </ul>	<b>0–15 pts.</b>

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

- Write a meaningful sentence using the word *solemn*. **[CV]**

*When my dad questioned me about the mess in the garage, I was very solemn when I told him that I had made the mess.*

- Use two of your vocabulary words in a question. **[CV]**

*Accept reasonable responses that show the student understands the meaning of the two words.*

*Does your irritation increase when your brother begins to taunt you?*

- In which of the following sentences is the word *exuberance* used incorrectly? **[CV]**

A. *I could barely contain my exuberance at my sister because she had made me so mad.*

B. *When my mom told us that we could go to the beach, I felt extreme exuberance.*

C. *We were filled with exuberance at the outdoor concert and danced with joy.*

D. *My exuberance was obvious when I got my report card with straight As.*

- Write a meaningful sentence using the word *indistinct*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example, "The fog was so thick, the figures were indistinct, and we couldn't make out who they were."*

- What is a synonym for the word *rigid*? What is an antonym for the word *rigid*? **[CV]**

*A synonym for the word rigid is stiff. An antonym for the word rigid is soft.*

6. In which of the following sentences is the word *taunt* used incorrectly? **[CV]**
- A. The bully started to taunt the new kid, so I told him to knock it off.
  - B. It does not feel good when someone uses a taunt to try to make you feel stupid.
  - C. *When I scored a home run, my team started to taunt me and cheered loudly.*
  - D. My brother always tries to taunt me, but I ignore him, and he usually stops.

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

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example, "The robber was trying to deceptively hide the bag of money behind his back."*

8. Use two of your vocabulary words in a question. **[CV]**

*Do you think solemn and exuberance are opposites since solemn means serious and exuberance means joyful and excited?*

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]**

*One word we chose was momentum. Momentum means force or speed of movement. I picked up momentum on my skateboard and jumped the log in the parking lot.*

10. "Joel reached the bottom of the hill and shot across the bridge so fast that he didn't get even a glimpse of the river below." In this sentence, the word *glimpse* most nearly means— **[CV]**
- A. an angry look.
  - B. a searching look.
  - C. a long, meaningful glance.
  - D. a very brief, quick look.

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

*Students will explain their thinking. For example, I used the context. The passage talks about Joel shooting across the bridge really fast, so I knew it must mean a very brief, quick look.*

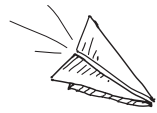
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

## Lesson 7

**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

### 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



### 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 Vault

### Vocabulary

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

Teams review their cycle goal.

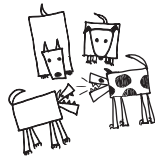
### Set the Stage

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.

Connect the cycle objective to students' homework reading 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 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 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). Use rubrics to evaluate responses, give specific feedback, and award points.

## Celebrate

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

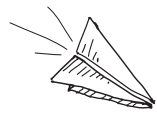
# Lesson 8

**Objective:** Celebrate successes, and set new goals. Hold a Class Council 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?**

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.



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 classroom concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



## Brain Game

(5 minutes)

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

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

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



## Cycle 2:

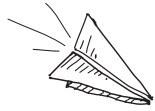
Analyze  
Story  
Elements

## Lesson 1

**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

**Teacher Background**

In today's reading, Joel goes home and locks himself in his room. When his father comes home and confronts him about his actions, Joel lies to his father and then to his mother. Joel tells them that Tony decided to go on to Starved Rock alone while Joel came home because he wasn't feeling well.

**Active Instruction** 

(22 minutes)

**Big Question**

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

**The Big Question:** How do a person's actions define his or her character? What do your decisions say about who you are as a person?

**Set the Stage** 

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

**How do a person's actions define his or her character? What do your decisions say about who you are as a person?**

*A person's actions show what he or she believes, and the way he or she acts shows his or her character and personality. If you make choices that are respectful, people will see you as a respectful person. If you keep your word and your promises, then people will see you as trustworthy.*

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

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective. Teams review notes, summarize story events, ask questions, and make predictions.



Build background about the events that have happened so far.

Refer students to pages 53–57 in the text.

**Teacher:** Read aloud.

**Students:** Actively listen.

**Partner pairs:** Think aloud to practice the skill or strategy.



5. Use **Think-Pair-Share** to ask students the following:

**What are the most significant events that happened in the first half of the text?**

*Joel broke his promise that he made to his father “on his honor,” and Tony drowned in the river.*

**How is Joel dealing with the death of his friend, Tony?**

*At first, Joel is in shock, and he can’t believe it. He thinks that Tony will be fine, that he is playing a trick or something. When he starts to realize what has happened, he feels guilty and responsible.*

6. Explain to students that there is a grieving process that happens after someone close to us dies and that there are stages to the grieving process. First, there is denial, then anger, bargaining (the “if only…” stage), depression, and finally acceptance. Explain to students that the process of grief is important in this second half of the text, as is the author’s purpose and the message of the text.
7. Explain to students that in this cycle, they will continue to analyze the story elements, such as the characters, events, conflicts, and themes, by drawing conclusions about the text, and to support those conclusions with information from the text.

### **Interactive Read Aloud**

1. Read pages 53–57 aloud.
2. Use **Think-Pair-Share** to ask the following:

**Where has Joel been all day and why?**

*He’s been locked in his room, hiding from everyone because he doesn’t know what to say about Tony or what happened to him.*

**Why do you think Joel lies to his father about Tony and where he is?**

*Joel lies to his father because he is scared that he will be in big trouble and that everyone will blame him for Tony’s death.*

**Why does Joel’s father say that he feels responsible, and how are Joel and his father similar?**

*Joel’s father feels responsible because he let Joel and Tony ride their bikes to Starved Rock State Park. Joel and his dad both are cautious and seem nervous, and they both feel responsible for things and seem to blame themselves a lot.*

3. Explain to students that as they read with their partners, they should continue to draw conclusions about the story elements based on the information the author provides for the reader, and they should add details to the graphic organizer to assist them with making connections to this information.

**Partner pairs:** Identify important events or details to add to the graphic organizer.

**Sample Graphic Organizer**

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**Title:** *On My Honor*

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<p style="text-align: center;"><b>Characters:</b></p> <p>Joel: <i>feels calm, continues pattern of dishonesty</i></p> <p>Joel's father: <i>feels responsible</i></p>	<p style="text-align: center;"><b>Conflicts:</b></p> <p><i>Joel lies to his father about Tony and what happened that day.</i></p>
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Event: *Joel hides in his room all afternoon.*

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Event: *Joel's father comes home and confronts Joel.*

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Event: \_\_\_\_\_

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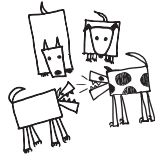
Event: \_\_\_\_\_

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Event: \_\_\_\_\_

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**Conclusion About Theme, Author's Message/Purpose:**



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 58–61 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on 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. 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. Why does Joel spend the day locked in his room? What is Joel hiding from, and what does this tell you about him? Use information from the text to support your answer. <b>[DC, SA]</b> (Team Talk rubric)</p> <p><i>100 = I think Joel spends the day locked in his room because he is afraid of getting into trouble from the police and the Zabrinskys. Joel says he doesn't know how to answer questions about Tony, and he doesn't know what to say, so I think he is hiding to <b>avoid</b> questions. This shows me that Joel is being dishonest again and that he is afraid, which he seems to be <b>frequently</b> in this book. Joel is trying to avoid reality by staying in his room.</i></p> <p><i>90 = Joel is trying to hide from everyone so he won't be asked questions about Tony. Joel is hiding from the police and Tony's parents because he doesn't know what answers to give them. This tells me that Joel is scared, and he is being dishonest again.</i></p> <p><i>80 = Joel is in his room so no one will see him. He is scared and hiding from everyone.</i></p>

*continued*

Team Talk Questions *continued*

2. Where does Joel tell his mother that Tony is? **[RE, DC, SA]** (Team Talk rubric)

- A. swimming in the river
- B. on the road to Starved Rock
- C. delivering Joel's newspapers
- D. hiding out at his house

Why does Joel tell his parents a lie about where Tony is? What pattern have you noticed in Joel's behavior, and why do you think the author chooses to have Joel behave this way? Use information from the text to support your answer.

*100 = Joel lies to his father because he is afraid that he will get into trouble if he tells his parents that Tony drowned. I think the author is trying to show that Joel has a lot of **difficulty** telling the truth and that he wants to **avoid** trouble because he **struggles** with fear. **For example**, Joel isn't honest with Tony about not wanting to go to the bluffs, so they go to the river, and Joel breaks his promise to his father. Instead of just telling the truth, Joel makes it worse for himself by lying. **Also**, Joel tells the boy and girl that he will go to the police and promises that he will, but he doesn't because he is scared. **These behaviors show me that Joel is frequently dishonest and fearful.***

*90 = Joel lies to his father because he is scared of getting into trouble and disappointing his dad. Joel breaks promises and lies. Joel lies to the boy and girl at the river about going to the police. I think the author is trying to show that Joel is making bad choices and that if he made better choices, better things might happen.*

*80 = Joel is scared to tell his father the truth. Joel lies a lot and breaks promises. The author wants to show that Joel is dishonest.*

3. What does Joel mean on page 61 when he says, "Didn't anybody around here pay attention to anything?" How are all the lies and secrets making Joel feel? Support your answer with information from the text. **[RE, DC, SA]** (Team Talk rubric)

*100 = Joel means that no one is noticing details that he thinks they should. **For example**, Joel thinks they should smell the river on him. **Additionally**, Joel's mother doesn't realize that he is lying to her even though **previously** in the book, Joel says his mother could always tell when he is lying. I think all the lies and secrets are making Joel feel angry because he yells at his little brother and throws the newspapers. **Joel seems angry that no one can see that there is something very wrong.***

*90 = Joel means that his family isn't seeing that something is really wrong because he smells like the river, and he lied to his mother, but she doesn't notice, even though she usually can tell when he is lying. I think the lies and secrets are making Joel feel mad and sad at the same time because he yells at Bobby, but he cried too.*

*80 = Joel can't believe no one notices that he stinks and that he is lying. Keeping secrets and telling lies makes Joel feel bad and mad.*

*continued*

Team Talk Questions *continued*

4. How does Joel believe that his father is responsible for what happened that day, and do you agree with Joel’s thinking? Use information from the text to support your answer. **[RE, SA]** (Team Talk rubric)

100 = *Joel thinks that his father is responsible because his father gave them permission to ride their bikes to Starved Rock. I disagree with Joel’s thinking because Joel is responsible for breaking his promise to his father, for being dishonest with Tony, and for not sharing that he was actually afraid of going to the bluffs. Joel is blaming his father because it is easier to blame him than to blame himself.*

90 = *Joel thinks his father is responsible because he allowed them to ride their bikes to Starved Rock, and Joel thinks that if his father had said no, then he and Tony wouldn’t have ridden their bikes by the river. I don’t agree with Joel because it is not his father’s fault; Joel should have kept his promise.*

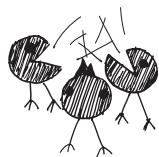
80 = *Joel’s father let them ride their bikes to Starved Rock, but Joel broke his promise, so it isn’t Joel’s father’s fault.*

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

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- 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, 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 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.

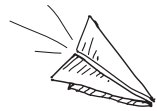
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 2

**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

### Teacher Background

Joel and Bobby deliver the newspaper for Joel’s newspaper route. Joel tries to process the events that have transpired, and we learn more about Joel and Tony’s friendship. When the boys arrive at home, they see their parents talking to the Zabrinkys, and Joel feels sure that his lie has been uncovered.



## 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>insisting</b> (verb) page 49	in-sist-ing (in-SIST-eng)	being firm, demanding	My father was <i>insisting</i> that I come to the grocery store with him even though I didn’t want to go.
<b>obscuring</b> (verb) page 50	ob-scur-ing (uhb-SKYOOR-eng)	blocking something from sight	The tree was <i>obscuring</i> the house, so you could only see a small part of the roof.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>exasperation</b> (noun) page 55	ex-as-per-a-tion (ig-zas-puh-REY-shuhn)	state of being irritated, extremely annoyed	I felt <i>exasperation</i> when our teacher gave us extra homework for the night.
<b>skeptical</b> (adjective) page 56	skep-ti-cal (SKEP-ti-kuhl)	having doubt	My mother was <i>skeptical</i> that I would get my homework done with the television on.
<b>wary</b> (adjective) page 65	war-y (WAIR-ee)	watchful, on guard against danger	I was <i>wary</i> when I saw the dark clouds as I was riding my bike home.
<b>anxious</b> (adjective) page 67	anx-ious (ANGK-shuhs)	very worried, tense, nervous	We felt very <i>anxious</i> as we waited to get information about my grandmother's heart attack.
<b>scheme</b> (noun) page 67	(skeem)	a plan of action, a plot	The bank manager had a <i>scheme</i> for using the bank's money illegally, and he was arrested.
<b>offended</b> (verb) page 73	of-fen-ded (uh-FEN-dead)	hurt, irritated, annoyed, or angered	My sister <i>offended</i> me when she called me a tattletale.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Refer students to pages 62–65 in the text.

**Teacher:** Read aloud.

**Students:** Actively listen.

**Partner pairs:** Think aloud to practice the skill or strategy.

### Interactive Read Aloud

1. Read pages 62–65 aloud, stopping at the page break after the sixth paragraph.

#### Sample Think Aloud

Now I want to pull all the information about the story elements together to draw conclusions about the author’s message and the themes of the text. The new portion of my graphic organizer will help me to record my conclusions and will assist me in connecting my conclusions to the story elements.

As I think about the story elements, I am thinking—what do I know about the characters? I know that Joel has broken promises and has been dishonest. I also know that Tony has drowned as a result of him continuing to swim in the river and not being honest about his lack of swimming ability. So neither of the main characters was truly honest and because of this, I conclude that one of the themes of this text is honesty.



2. Use **Think-Pair-Share** to ask the following:

**Why does Joel turn his anger on Bobby?**

*Joel gets angry at Bobby because he is upset and doesn’t know how to handle his feelings.*

**What is significant in this section of the text, and what should we include on our graphic organizer?**

*We should include Bobby as a character and that Joel and Bobby deliver the newspapers together.*

**What conflict occurs in this section of reading?**

*Joel is conflicted in his head; he goes from sad to angry to sad again, and he feels all mixed up emotionally. Also, Joel is taking his anger out on his little brother, Bobby.*

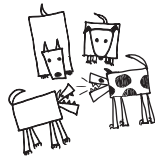
**How are the themes and the author’s message related and connected to the title of the text?**

*The themes of the text, honesty and honor, are supported by the title, On My Honor, because that phrase relates to keeping your promises and your word.*

3. Explain to students that at this point in the text, they will analyze the themes of the text, so students should draw conclusions about the themes as they analyze the characters, events, and conflicts in the story.

**Partner pairs:** Identify important events or details to add to the graphic organizer.

Sample Graphic Organizer	
<b>Title:</b> <u>On My Honor</u>	
<p style="text-align: center;"><b>Characters:</b></p> <p>Joel: <i>feelings change minute by minute, mixed up emotionally</i></p> <p>Bobby: <i>wants to help Joel, is concerned about Joel</i></p>	<p style="text-align: center;"><b>Conflicts:</b></p> <p><i>Joel is mixed up emotionally and conflicted internally.</i></p> <p><i>Joel projects his anger onto Bobby.</i></p>
<p>Event: <u>Joel and Bobby deliver newspapers.</u></p> <p>Event: _____</p> <p>Event: _____</p> <p>Event: _____</p> <p>Event: _____</p>	
<p><b>Conclusions About Theme, Author's Message/Purpose:</b></p> <p><i>Honor, importance of keeping promises</i></p> <p><i>Honesty, telling the truth</i></p>	



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 65 (paragraph 7)–69 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. 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. On page 66, the text says that Tony once told Joel that he was like an old grandmother, fretting all the time. Based on what you have read in the text so far, do you agree with Tony’s statement that Joel is a fretful person? Why or why not? Justify your answer with information from the text. <b>[AA, SA]</b> (Team Talk rubric)</p> <p><i>100 = Yes, I agree with Tony’s statement that Joel is a fretful person because <b>throughout</b> the text he seems very anxious; he is always worried about things being dangerous such as climbing the bluffs and riding his bike to Starved Rock. <b>Also</b>, Joel keeps talking Tony out of his crazy ideas, so that tells me that he worries and frets a lot about the dangerous things that Tony does. <b>In conclusion</b>, Joel’s behavior shows that he is a fretful person.</i></p> <p><i>90 = Yes, I think Joel is fretful because he worries a lot. He keeps mentioning in the text that things are dangerous, and he is scared and nervous about things such as climbing the bluffs.</i></p> <p><i>80 = Joel worries a lot and is a fretful person.</i></p>

*continued*

Team Talk Questions *continued*

2. What had Tony and Joel been pooling their allowances to buy? **[DC, RE, SA]**  
(Team Talk rubric)

- A. ropes to go climbing with
- B. a worm farm
- C. a tree house
- D. swim lessons at the Y

What does this tell you about Joel and Tony? How would you describe them based on this idea and their other get-rich-quick schemes? Use information from the text to support your answer.

*100 = This tells me that Joel and Tony are creative and smart because they decide to grow worms to sell as bait, and that seems like a good way to make money. They are **also** creative because they are **constructing** a tree house, and you have to be pretty creative to make your own tree house. Also, they had an **idea** to sell decorative pennies, and that seems like a smart idea to me. All of their ideas for getting rich make me think that Joel and Tony are creative and smart.*

*90 = Joel and Tony seem like they are creative because they come up with a lot of good ideas such as making a tree house and selling worms from a worm farm to make money. I would describe them as creative and smart because you have to be smart to come up with ideas like these.*

*80 = Joel and Tony want to make money. They are smart and have good ideas.*

3. On page 67, Joel says, "A surge of protectiveness passed through Joel." Who is Joel feeling suddenly protective of, and what does he decide to teach this person? How do you think this whole experience will change Joel, and why? Use information from the text to support your answer. **[DC, SA]** (Team Talk rubric)

*100 = Joel is suddenly protective of Bobby, his little brother. Joel decides that he will teach Bobby how to swim so he won't drown like Tony did. I think this experience will change Joel because he will learn to be more honest and keep his promises. If Joel had been honest with Tony to begin with and had shared that he was scared to climb the bluffs, maybe they wouldn't have gone to the river at all. **Additionally**, I think Joel will realize how important it is to keep your promises to people, or they won't trust you anymore.*

*90 = Joel is protective of his little brother, Bobby, and he decides to teach Bobby how to swim. I think that this experience will teach Joel to keep his promises in the future because if Joel had kept his promise to his father, the boys would have gone to Starved Rock instead of swimming in the river.*

*80 = Joel wants to teach Bobby how to swim. Joel will be even more cautious now.*

*continued*

Team Talk Questions *continued*

4. Use what you know about Joel to draw a conclusion about why Joel suddenly decides to let Bobby help him on his paper route. How does this show a change in Joel about how to treat others? Use information from the text to support your answer. **(Write) [DC, RE, SA]** (Team Talk rubric)

100 = *Based on what I know about Joel, I think he is lonely since Tony is gone.*

*In the text, it says that Tony and Joel did everything together, and Tony would frequently help Joel with his paper route. I think Joel wants Bobby with him to deliver the papers because he feels alone now. I think Joel is starting to appreciate others, such as his little brother, Bobby, more. Before in the text, Joel complained so much about what a pain Bobby was, but now Joel wants Bobby around, and he is kinder to him. This shows me that Joel is kinder now and wants to be better to others.*

90 = *I think Joel wants Bobby to help him on the route because he is used to Tony helping him, but Tony isn't there anymore. Joel is being nicer to Bobby and calls him "buddy," which he hasn't done before. I think Joel realizes that he should treat people better.*

80 = *Joel wants Bobby to help him since Tony isn't there. Joel is being nice to Bobby and is kinder.*

5. What do you notice about the vocabulary words for this cycle? What do many of them have in common? **[CV]**

*It seems like many of them are related to feelings or emotions.*

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), notes that they added to their graphic organizers, and words a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

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



# Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Lightning Round

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

## Celebrate

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

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

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

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

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

Analyze Story Elements

Word	Pronunciation	Definition	Sample Sentence
<b>insisting</b> (verb) page 49	in-sist-ing (in-SIST-eng)	being firm, demanding	My father was <i>insisting</i> that I come to the grocery store with him even though I didn't want to go.
<b>obscuring</b> (verb) page 50	ob-scur-ing (uhb-SKYOOR-eng)	blocking something from sight	The tree was <i>obscuring</i> the house, so you could only see a small part of the roof.
<b>exasperation</b> (noun) page 55	ex-as-per-a-tion (ig-zas-puh-REY-shuhn)	state of being irritated, extremely annoyed	I felt <i>exasperation</i> when our teacher gave us extra homework for the night.
<b>skeptical</b> (adjective) page 56	skep-ti-cal (SKEP-ti-kuhl)	having doubt	My mother was <i>skeptical</i> that I would get my homework done with the television on.
<b>wary</b> (adjective) page 65	war-y (WAIR-ee)	watchful, on guard against danger	I was <i>wary</i> when I saw the dark clouds as I was riding my bike home.
<b>anxious</b> (adjective) page 67	anx-ious (ANGK-shuhs)	very worried, tense, nervous	We felt very <i>anxious</i> as we waited to get information about my grandmother's heart attack.
<b>scheme</b> (noun) page 67	(skeem)	a plan of action, a plot	The bank manager had a <i>scheme</i> for using the bank's money illegally, and he was arrested.
<b>offended</b> (verb) page 73	of-fen-ded (uh-FEN-dead)	hurt, irritated, annoyed, or angered	My sister <i>offended</i> me when she called me a tattletale.

## Lesson 3

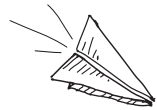
**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

### Teacher Background

Joel is confronted by his parents and Tony’s parents, and he lies again, telling them that Tony went on to Starved Rock alone. When Joel goes to his room to go to bed, he hears a car pull up to the Zabrinkys’ house and realizes that the police are there. Joel panics and tries to head off the police but is too late. Joel and his father go to talk to the police.

### Teacher’s Note:

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



## Active Instruction

(15–25 minutes)

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.



### 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.

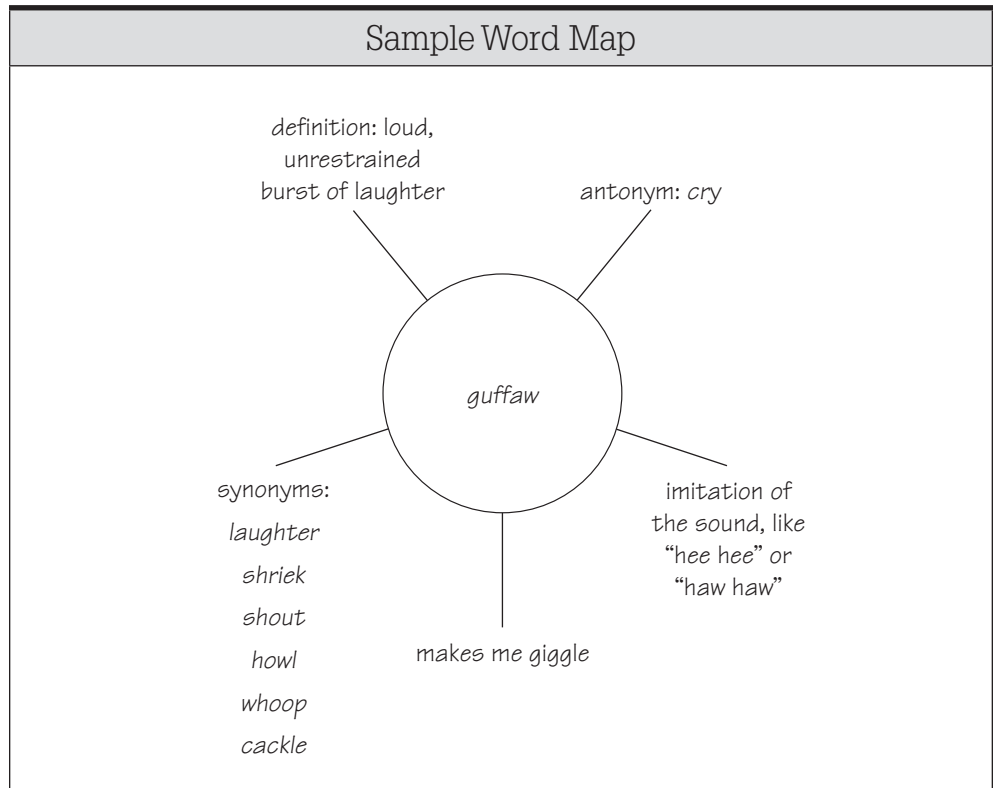
Analyze Story Elements

Model exploring a word in the word power journal.

3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

**Sample Think Aloud**

I like this word *guffaw*. It sounds interesting to me, and I would like to learn a little more about it. Looking at the sentence on page 65, it says Joel let out a “choking guffaw, half laughter, half sob.” Let me check the dictionary to confirm what this word means. The dictionary says it means a loud, unrestrained burst of laughter. Some synonyms for *guffaw* would be *laughter*, *howl*, *whoop*, and *cackle*. Since *guffaw* is related to *laughter*, an antonym for *guffaw* would be *cry*.



Review Vocabulary Vault.

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.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Refer students to pages 70–75 in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

**Partner pairs:** Think aloud 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 text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

### Interactive Read Aloud

1. Read pages 70–75 aloud.

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

**Why do you think Joel's mother continues to question Joel, and do you think she senses that there is more going on?**

*I think Joel's mother has a feeling that something else is going on, that she knows there is more to the story, and she is waiting for Joel to tell the truth. I think she keeps questioning Joel to try to get him to open up and share.*

**What toll do you think this dishonesty is having on Joel, and would it be easier for Joel if he would just tell the truth?**

*I think it is tearing him up inside and causing him a lot of pain, so he wishes the truth was out. It would be easier if Joel would tell the truth. It would be a relief, and he wouldn't feel so alone. He could talk about it with his parents, and they could help him cope with his feelings.*

**Based on all that we have learned so far about the characters, events, conflicts, and themes of the story, what conclusion can you draw about the author's purpose in writing this text?**

*Maybe the author wants the reader to see how important it is to keep your promises and to be honest because we can see how much worse it makes things when you continue to lie and hide the truth. Lying just makes things worse and makes you feel terrible and guilty.*

**Partner pairs:** Identify important events or details to add to the graphic organizer.

**Sample Graphic Organizer**

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**Title:** *On My Honor*

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<p style="text-align: center;"><b>Characters:</b></p> <p>Joel: <i>wants to tell the truth, very conflicted inside, is isolated and alone</i></p> <p>Joel's mother: <i>concerned about Joel, knows something is not right</i></p>	<p style="text-align: center;"><b>Conflicts:</b></p> <p><i>Joel's dishonesty is creating internal turmoil for Joel and tearing him up inside.</i></p> <p><i>Joel feels isolated and alone because he won't share the truth about what happened to Tony.</i></p>
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*Tony's parents and Joel's mother continue to question Joel about*

Event: *Tony's whereabouts.*

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Event: *Joel tries to shower off the river smell, but can't.*

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Event: \_\_\_\_\_

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Event: \_\_\_\_\_

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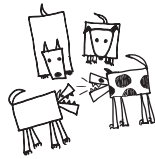
Event: \_\_\_\_\_

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**Conclusions About Theme, Author's Message/Purpose:**

*Honor: importance of keeping promises*

*Honesty: Telling the truth is better because lying makes things worse and keeps you isolated and alone.*



# Teamwork tp

(20–30 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 76–78 aloud with partners**  
**(if skipping Interactive Read Aloud, pages 70–78).**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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. 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.

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

### Team Talk Questions

1. Based on Joel’s actions so far, do you think Joel has shown that he is honorable? Use information from the text to support your answer. **[AA, SA]** (Team Talk rubric)  
*100 = No, I do not think Joel has shown that he is honorable because his actions have shown dishonesty. **First**, Joel uses his father as a way to get him out of telling Tony that he doesn’t want to climb the bluffs because he is scared. **Next**, Joel doesn’t keep the promise that he makes on his honor to his father when he and Tony go swimming in the river. **Also**, Joel promises the teenagers that he will go to the police, but he doesn’t, so that is another promise he breaks. **Additionally**, Joel lies to his parents about Tony and what he has seen. So that is why I don’t think Joel is showing that he is honorable.*  
*90 = I don’t think Joel is honorable because he breaks promises to his father and the teenagers, and he lies to his parents about Tony drowning.*  
*80 = Joel lies and breaks promises. He isn’t honorable.*

*continued*

Team Talk Questions *continued*

2. What does Joel mean on page 74 when he says it would be such a relief to let the words spill out to his mother? How are the lies and secrets creating conflict for Joel? Use information from the text to support your answer.

**(Write) [DC, RE, SA]** (Team Talk rubric)

*100 = Joel means that he wants to get the truth out to his mother and that it would be such a relief to let the real story out. The lies and secrets are creating conflict for Joel in himself because he feels terrible about lying and covering up the truth about Tony's death. **In the text**, Joel says it would be such a relief to tell the truth, but he is too afraid. The lies and secrets are making Joel angry at his parents for not realizing the truth.*

*90 = Joel just wants to tell his mother what really happened so he can be free from feeling so horrible. The secrets and lies are making Joel feel terrible, and they are creating conflicts within him and between him and his parents because he thinks his parents should be able to see something is not right with him.*

*80 = Joel wants to share the truth. The lies and secrets make Joel feel awful.*

3. Do you think the author makes Joel a likable character, and what lessons do you think the author wants the reader to learn from this book? **[AP, SA]** (Team Talk rubric)

*(Answers will vary.)*

*100 = I think the author does not make Joel seem like a very likeable character because he is dishonest with Tony by not sharing his fear of climbing the bluffs, he breaks promises to his father and to the teenagers, he is mean to his little brother, Bobby, he seems worried and nervous **frequently**, and he hides in his room because he is scared. **Also**, Joel lies a lot in the book—to Tony, to his parents, to Tony's parents, and to the police at first. I think the author wants us to be honorable and tell the truth, and he shows us **consequences** that can occur if we break promises and are dishonest.*

*90 = I think the author does not make Joel likable because he is dishonest. I think the author is trying to teach us that we should be honest and keep our promises so bad things don't happen like they did in this story.*

*80 = I don't think he is likeable. The author wants us to keep our promises.*

*continued*

Team Talk Questions *continued*

4. On page 75, Joel says, “It would have been better if he and Tony had tied themselves together and climbed the bluffs.” What does Joel mean, and what does this tell you about Joel and Tony’s friendship? Use support from the text in your answer. **[DC, RE, SA]** (Team Talk rubric)

100 = *Joel says this because he feels so horrible; he wishes he were dead too.*

**Additionally,** *Joel misses Tony, and he says in the next sentence that he doesn’t want to be left behind. This tells me that Joel really cared about Tony and that they had a very close friendship even though they argued sometimes and bullied each other at times. It shows me the strong tie that Joel had with Tony.*

90 = *Joel means that he misses Tony and feels all alone and guilty because he lived. This tells me that Joel and Tony were very close, and in the text, Joel says they felt like brothers.*

80 = *Joel misses Tony and wishes he were with him. Joel and Tony were best friends, like brothers.*

5. Which vocabulary word has the words *calm* and *peaceful* as antonyms? What clues helped you to figure the answer out? **[CV]**

*Anxious because it means worried and tense, and the opposites of worried and tense are calm and peaceful.*

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), notes that they added to their graphic organizers, and words a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion

(20 minutes)

## Lightning Round

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

## Celebrate

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

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

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

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

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

## Lesson 4

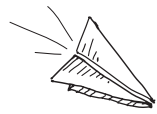
**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

### Teacher Background

Joel finally shares the horrible truth—Tony drowned in the river. In a burst of anger, Joel turns to his father and hits him repeatedly, telling his father that it was all his father’s fault for allowing them to go. Joel runs to his bedroom. Joel’s father comes to Joel’s room, and they discuss the tragedy.

#### Teacher’s Note:

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



## Active Instruction

(15–25 minutes)

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.

### 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.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize story events, ask questions, and make predictions.



Refer students to pages 79–84, stopping after the first paragraph on page 84 in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

**Partner pairs:** Think aloud to practice the skill or strategy.

**Partner pairs:** Identify important events or details to add to the graphic organizer.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

### Interactive Read Aloud

1. Read pages 79–84 aloud, stopping after the first paragraph on page 84. Use **Think-Pair-Share** to have students draw conclusions about the text.

#### What do you think causes Joel to share the truth?

*I think when Joel’s father says Joel is an honorable boy, that makes Joel finally realize that he needs to tell the truth.*

#### What is the conflict in this section of the text?

*The conflict is that Joel is trying to find someone to blame, and he is trying to process what happened to Tony. He doesn’t know how to deal with it emotionally.*

#### How does this section of text help to support your conclusion of the themes of the text and/or the author’s purpose?

*When Joel’s father says Joel is an honorable boy, I think Joel realizes that he has to share what he knows, and he wants to be an honorable person. This supports what I concluded about the theme of honor and how important it is to a person’s character.*

2. Explain to students that as they complete the reading with their partners, they should add to the graphic organizer any details that will help them to support their conclusions about the themes, purpose, and message of the text.

### Sample Graphic Organizer

**Title:** *On My Honor*

**Characters:**

Joel: *shares the truth, vents his anger at his father*

**Conflicts:**

*Joel struggles with whom to blame for Tony's death and tries to come to terms with what happened to Tony.*

*Joel is questioned by the police and finally admits the truth about what*  
Event: *happened to Tony.*

*Joel vents his anger at his father and attacks him, blaming him for allowing*  
Event: *them to ride to Starved Rock.*

Event: \_\_\_\_\_

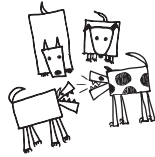
Event: \_\_\_\_\_

Event: \_\_\_\_\_

**Conclusions About Theme, Author's Message/Purpose:**

*Honor: importance of keeping promises*

*Honesty: Telling the truth is better because lying makes things worse and keeps you isolated and alone.*



# Teamwork tp

(20–30 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 84 (first full paragraph)–87 (stopping at the end of the first sentence), aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 79–87)**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements 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, 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.

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

## Team Talk Questions

1. Why do you think Joel's father doesn't punish Joel for breaking his promise to him that morning? What does his father mean when he says, "What would it teach you, son...more punishment?" Use information from the text to support your answer. **[DC, RE, SA]** (Team Talk rubric)
- 100 = *I think Joel's father doesn't punish Joel for breaking his promise because Joel already learned a very hard lesson from breaking his promise; he lost his best friend, Tony, forever. When Joel's father talks about more punishment, I think he means that Joel already got his punishment because Tony died, and Joel has to live with his decision to break his promise. So Joel really already **received** his punishment, and he learned to never break a promise again because tragedies can occur if you don't keep your promises.*
- 90 = *Joel's father doesn't punish Joel because Joel knows that he broke his promise and that if he had kept his promise, Tony might still be alive. Joel's father says more punishment wouldn't teach Joel anything because he already got punished enough by losing his best friend, Tony.*
- 80 = *Joel's father doesn't punish Joel because Joel learned his lesson.*
2. Based on what you have learned about Joel in this book, how do you think it makes Joel feel when his father apologizes to him and takes ownership for letting the boys ride to the state park? How does Joel's father help to reassure Joel that he did all he could have done regarding Tony's death? Use support from the text in your answer. **(Write) [DC, RE, SA]** (Team Talk rubric)
- 100 = *When Joel's father apologizes to him, I think it makes Joel feel better, as if it wasn't entirely his fault. Joel says that he always feels responsible for everything, so hearing his father take some **responsibility** probably makes him feel a little less responsible. Joel's father also helps to **reassure** Joel when he **explains** that probably no one could have saved Tony and that Tony might have pulled Joel under too. **Then** Joel remembers how fast the current was and how he almost drowned trying to find Tony. Hearing this makes Joel feel like he did all he could have done, and he feels a little bit better and a little less responsible for Tony's death.*
- 90 = *I think Joel feels better when his father apologizes because he doesn't feel all alone, as if it is all his fault that Tony drowned. Joel's father also tells him that Tony might have pulled him under and drowned him also.*
- 80 = *Joel's father apologizes for letting them go to the park and tells Joel that he did all he could to save Tony.*

continued

Team Talk Questions *continued*

3. Do you think the author does a good job of using the story elements (the characters, problems, events, and themes) to get his message of honor, real friendship, and honesty across to the reader? Why or why not? Support your answer with information from the text. **[AP, AC, SA]** (Team Talk rubric)

*100 = I think the author does a good job of using the story elements to get his message across because in the story, Joel has to face the **consequences** of not keeping his promise to his father, which **contributes** to Tony drowning at the river. The author shows that if you break promises and are not honest and honorable, you will have to **endure** the consequences of those decisions for your entire life. Just like Joel's father says in the text, they all made decisions that day, and they will have to live with them. The author also shows that real friendship is about honor, honesty, and keeping promises when you make them.*

*90 = The author does a good job of showing what happens when someone doesn't keep his or her promises and is not honest, and now Joel has to live with Tony's death. Also, the author shows what true friendship is by showing how much Joel cares for Tony even though Joel doesn't always think the best of Tony and wasn't always completely honest with him.*

*80 = The author shows that honor and honesty are important and that you need them for real friendship.*

4. How has Joel changed over the course of the book? What lessons do you think Joel has learned about honor, honesty, and real friendship? Use evidence from the text to support your answer. **[DC, RE, SA]** (Team Talk rubric)

*100 = Joel has become less afraid over the course of the book because he **overcame** his fear of telling the truth about Tony's death and shared what really happened. Joel has become braver because he shares the truth with the Zabriskys and the police even though he is terrified to tell them what really happened to Tony. **Also**, Joel has shown more responsibility for his actions because he takes the blame for his role in Tony's death instead of blaming his father or Tony, as he had earlier in the book. I think Joel has learned that honor and honesty are **crucial** for real friendship and to always keep your promises so something horrible doesn't happen again.*

*90 = Joel has become braver because at the end of the book, he tells the truth about Tony's death even though he was afraid to do so earlier in the book. I think Joel has learned that keeping your promises is very important, that it is much better to be honest with someone than to hide the truth, and that real friendship requires honesty.*

*80 = Joel is braver now. I think Joel learned to keep his promises and to be honest so he can have real friendship.*

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

The cat was \_\_\_\_\_ as she watched the dog across the street.

*Wary because cats are scared of dogs, so the cat was wary, which means watchful and alert to danger.*

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.

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

**Randomly select team representatives who will share:**

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(20 minutes)

### Lightning Round

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

### Celebrate

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

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

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

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

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

## Lesson 5

**Writing Objective:** Support a point with evidence from the text.

### Teacher Background

Students will be expected to use their notes from both cycles to draw conclusions about the significance of the book's title.

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.

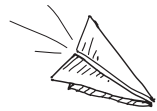
Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.



## Active Instruction tp

(10 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

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

Introduce the writing project.

4. Explain to students that they will use the information they have gained about the characters, events, conflicts, and themes of the text to draw conclusions about the significance of the title, *On My Honor*, and they will determine whether the title accurately reflects the elements of the story. Explain to students that the reading they have been doing and the analyses they have made will enable them to complete this writing project.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.

Writing Prompt
Use your notes from the book and the information you have gathered about the characters, conflicts, themes, and events of the story to draw a conclusion about the significance of the title of the book, <i>On My Honor</i> . Does the title accurately support the text’s story elements? Support your conclusion with information about the story elements 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 purpose for writing is to write a literary response. I know because I have to use information about characters and themes to make a point about the book’s title.*

Students identify the purpose for writing.

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

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

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li> <li>• Support your point with evidence from the text.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by making a clear point about an aspect of the literary work.</li> <li>• In the middle, support your point with examples and evidence from the text.</li> <li>• End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Choose and quote words, phrases, and dialogue from the text to support your point.</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.

Model planning using a graphic organizer.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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

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

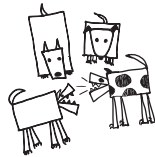
**Which guideline relates to our writing objective: to support a point with evidence from the text?**

*Both of the bullets in the Ideas section because we are making a clear point and supporting that point with evidence from the text.*

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

### Model a Skill

1. Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt, writer's guide, and notes to identify evidence that points to the significance of the title. Underline or highlight the examples to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.



## Teamwork tp

(20 minutes)

### Independent Work

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

### Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



# Class Discussion 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 a literary response and the writing objective—to support a point with evidence from the text.

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

For example, ask:

- **Does the writer make a clear point about an aspect of the literary work?**
- **Does the writer support his or her point with evidence from the text?**
- **Is the writing clearly organized, starting with a clear point, supporting the point in the middle with examples and evidence from the text, and ending with a closing statement?**
- **Does the writer include words, phrases, and dialogue from the text to support the point?**
- **Does the writer use correct punctuation, spelling, and grammar?**

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

## Reflection on Writing

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find it difficult to support your point with examples from the text?**

*Answers will vary.*

**How did your notes from the readings help you to support your conclusion?**

*Answers will vary.*

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.

## Writing Prompt

Use your notes from the book and the information you have gathered about the characters, conflicts, themes, and events of the story to draw a conclusion about the significance of the title of the book, *On My Honor*. Does the title accurately support the text's story elements? Support your conclusion with information about the story elements from the text.

Writing a Literary Response	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Make a clear point about an aspect of the literary work such as characters, setting, plot, theme, style.</li> <li>• Support your point with evidence from the text.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by making a clear point about an aspect of the literary work.</li> <li>• In the middle, support your point with examples and evidence from the text.</li> <li>• End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Choose and quote words, phrases, and dialogue from the text to support your point.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

## Lesson 6

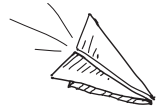
**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

**Writing Objective:** Support a point with evidence from the text.

### Teacher Background

Today's cycle test challenges students to use what they have learned in the unit about the characters, events, conflicts, and themes of the book to draw conclusions about the characters and events and to support those conclusions with information from the text.

Joel and his father discuss what happened that day, and Joel's father tries to help Joel come to terms with Tony's death. Joel breaks down emotionally and asks his father if Tony is in heaven. The book ends with Joel asking his father to stay with him until he falls asleep, and his father agrees.



## 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 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)

tps

## Partner Review

1. Remind students that they have been practicing analyzing story elements by drawing conclusions about events and characters in the text and supporting those conclusions with evidence from the text.

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

### **How does an author give us information about a character?**

*The author gives us background on the character, explains the character's actions and feelings, and uses dialogue to give us information.*

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

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

## Test Directions

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

3. Based on what you know about the characters, events, and conflicts in this story, do you believe that Joel is responsible for Tony's death? Why or why not? Support your answer with information from the text.  
**[DC, RE, SA]**

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

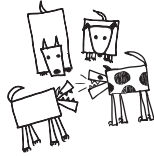
**Today you will finish the final chapter of the book *On My Honor*, and you will apply what you have learned in this unit to your cycle 2 test.**



## 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.

#### **How will your analysis of the story elements help you to better answer the test questions?**

*Since we have learned so much about the characters, events, conflicts, and themes of the text, we will be able to better draw accurate conclusions, make deeper connections, and have a better understanding of the text, which will enable us to better answer the test questions.*

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

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

## Cycle 2 Test

## Analyze Story Elements

**Directions:** Read *On My Honor*, pages 87 (starting at the first full paragraph)–90, 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.

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

1. In the text, Joel says, "Bad wasn't something that could be locked out. Bad was something that came from inside you when you didn't even know it was there." What does Joel mean by this? Why do you think Joel says this, and do you agree with his statements? Explain your answer using information from the text. **[RE, DC, SA]**

*20 points = Joel means that people have badness inside of them, such as anger and rage that hurts others, that they don't even know about until it comes out. I think Joel says this because in the text, he feels responsible for Tony's death, as if he killed him, and he feels like a terrible person who did a horrible thing. I disagree with his statements because we all make choices, and choices can be good or bad, but people themselves aren't bad. It's their actions and behaviors that are bad.*

*15 points = Joel means that badness can be inside you, and you don't even know it until you do something terrible. I think he says that because he states in the text that he feels like he killed Tony himself and that he is a horrible person. I don't agree with Joel because I think accidents happen and not because people are bad.*

*10 points = Joel feels like he is bad and that he killed Tony, but I think he is wrong.*

2. What does the smell of the river represent to Joel? **[DC, SA]**
- tiredness and loneliness
  - fear about swimming
  - anger at his brother, Bobby
  - guilt over Tony's drowning

Why does Joel say that the smell will probably never come off? By asking his father to make the smell go away, what is he really asking his father to do? Use information from the text to support your answer.

*20 points = Joel says the smell will probably never come off because he is taking responsibility for Tony's death and feels so guilty. In the text, Joel asks his father to make it disappear because what Joel really wants is for his father to make him feel better, as if he is not solely responsible for Tony's death. Joel is hoping that in some way, his father can restore his life back to normal again.*

15 points = *Joel thinks he will always smell like the river because he will never forget what he did to Tony by daring him to swim to the sandbar. In the text, when Joel asks his dad to make the smell go away, he really wants his dad to fix everything and make it all right again.*

10 points = *Joel smells the river and thinks it will be there forever. He wants his dad to make everything okay.*

3. Based on what you know about the characters, events, and conflicts in this story, do you believe that Joel is responsible for Tony's death? Why or why not? Support your answer with information from the text. **[DC, RE, SA]**

(Answers may vary.)

20 points = *I do not feel that Joel is responsible for Tony's death for many reasons. First, Tony was a daredevil and knew he couldn't swim well. He was trying to prove to Joel that he could swim well even though the river was dangerous and the current was strong. Joel tried to warn him **several** times before they went swimming, but Tony didn't listen and was being stubborn. **Also**, Tony could have gone back any time, but he decided to keep swimming even when he was **struggling**. **Additionally**, just because Joel dared Tony to do something, it didn't mean that Tony had to do it; he had a choice, and he chose something that was irresponsible and dangerous. For those reasons, I do not believe that Joel is responsible for Tony's death.*

15 points = *No, Joel is not responsible for Tony's death because Tony decided to keep swimming even when he was tired and out of breath and knew it. Tony decided to keep swimming and told Joel to keep swimming too.*

10 points = *Joel didn't kill Tony, the river did.*

4. On page 88, Joel's father says, "But we all made choices today, Joel. You, me, Tony. Tony's the only one who doesn't have to live with his choice." Explain what Joel's father means by this statement. Use information from the text to support your answer. **[DC, SA]**

20 points = *Joel's father means that he and Joel will have to live with the decisions that they made that day, but Tony won't because he is dead. **Furthermore**, on page 88, Joel says that Tony is free while he and his father will have to live with this terrible day forever. **So Joel and his father have to live with the consequences, but Tony is gone.***

15 points = *Joel's father means that only he and Joel will have to live with their choices because Tony is gone. In the text, Joel says that he realizes Tony doesn't have to deal with the effects because he isn't there.*

10 points = *Tony is dead and doesn't have to worry about his decisions.*

5. Do the conflicts in Joel and Tony's friendship, such as their competitiveness and need to prove themselves to each other, help to contribute to Tony's death? Why or why not? Explain your reasoning with support from the text.  
**[DC, RE, SA]**

*20 points = Yes, the conflicts in Joel and Tony's friendship definitely contribute to Tony's death because the boys are very competitive with each other, and they are always trying to prove something to each other. **For instance**, Joel is always trying to prove to Tony that he is not a chicken or cautious like his father. Joel gets mad at Tony a lot, especially when Tony mimics Joel's father. **Also**, if Tony wasn't so competitive, he wouldn't have cared when Joel dared him to swim to the sandbar. He would have just told him, "No way," because he wasn't a very good swimmer. **So in those ways**, the conflicts in Joel and Tony's friendship contribute to Tony's death.*

*15 points = Yes, the conflicts contribute to Tony's death because if the boys weren't so competitive, Joel wouldn't have dared Tony to swim to the sandbar, and Tony wouldn't have felt like he had to do it so he wouldn't look like a chicken.*

*10 points = Joel and Tony are always picking on each other, daring each other, and telling each other that they are chicken.*

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

Write at least one paragraph to answer the following question:

Use your notes from the book and the information you have gathered about the characters, conflicts, themes, and events of the story to draw a conclusion about the significance of the title of the book, *On My Honor*. Does the title accurately support the story elements of this text? Support your conclusion with information about the story elements from the text.

*I conclude that the title of the book, On My Honor, does support the story elements of this text for several reasons. First of all, one of the main characters, Joel, makes a promise to his father, "on his honor," that he will ride his bike straight to the state park and back and that he will be safe and careful. However, Joel breaks that promise when he and his best friend, Tony, decide to swim in the dangerous river instead, and Tony drowns. If Joel had stayed "on his honor," he wouldn't have gone swimming, and Tony may not have drowned. Next, the themes of the text, honor and honesty, are supported by the title, On My Honor, because being honorable is all about being honest and truthful. In these ways, the title of the book supports the elements of the story.*

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

Writing a Literary Response		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</li> <li>Supports the point with evidence from the text</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by making a clear point about an aspect of the literary work</li> <li>In the middle, supports the point with examples and evidence from the text</li> <li>Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Quotes words, phrases, and dialogue from the text to support the point</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>Support a point with evidence from the text.</li> </ul>	<b>0–15 pts.</b>

### Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word *skeptical*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example, "I was skeptical that I would be able to finish my science project by Friday since I still had so much work to do on it."*

2. Choose two vocabulary words, and use them in a question. **[CV]**

*Was that exasperation when you sighed loudly, and were you offended when I said that I didn't like that?*

3. The truck was \_\_\_\_\_ the building because it was so large.

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

- A. wary
- B. obscuring
- C. insisting
- D. skeptical

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

*Accept reasonable responses that show the student knows the meaning of the word and can use it correctly. For example, "The computer hacker had a scheme to hack into the government computer, but he was arrested."*

5. Choose two vocabulary words, and use them in a question. **[CV]**

*Did you feel wary and anxious when you walked home from my house last night in the dark?*

6. I was \_\_\_\_\_ when my mom said she thought my hair looked better before I got it cut.

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

- A. skeptical
- B. wary
- C. rigid
- D. *offended*

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

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example, "My dad was insisting that I finish my dinner before I went outside to play."*

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

*An antonym for wary is careless. A synonym for wary is guarded.*

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]**

*One word we explored was nonchalance. It means the state of being casual, indifferent, and unconcerned. I tried to show nonchalance when my mother asked me about where I had been that afternoon.*

10. "The explanation assembled itself in Joel's mind, logical and complete." In this sentence, the word *assembled* most nearly means— **[CV]**

- A. *came together.*
- B. fell apart.
- C. seemed ridiculous.
- D. jumped.

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

*Students will explain their thinking. For example, I used the context. The passage talks about an explanation, like a plan, that Joel says is logical and complete, so I knew that assembled meant came together.*

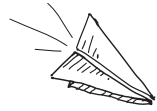
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

## Lesson 7

**Reading Objective:** Analyze story elements by drawing conclusions about events and characters and supporting conclusions with textual evidence.

### Teacher Background

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



## Active Instruction

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

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

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

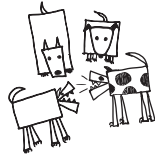
Two-Minute Edit



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

<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). Use rubrics to evaluate responses, give specific feedback, and award points.

## Celebrate

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

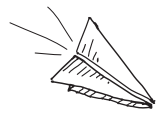
## Lesson 8

**Objective:** Celebrate successes, and set new goals. Hold a Class Council 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?**

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.



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 classroom concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



## Brain Game

(5 minutes)

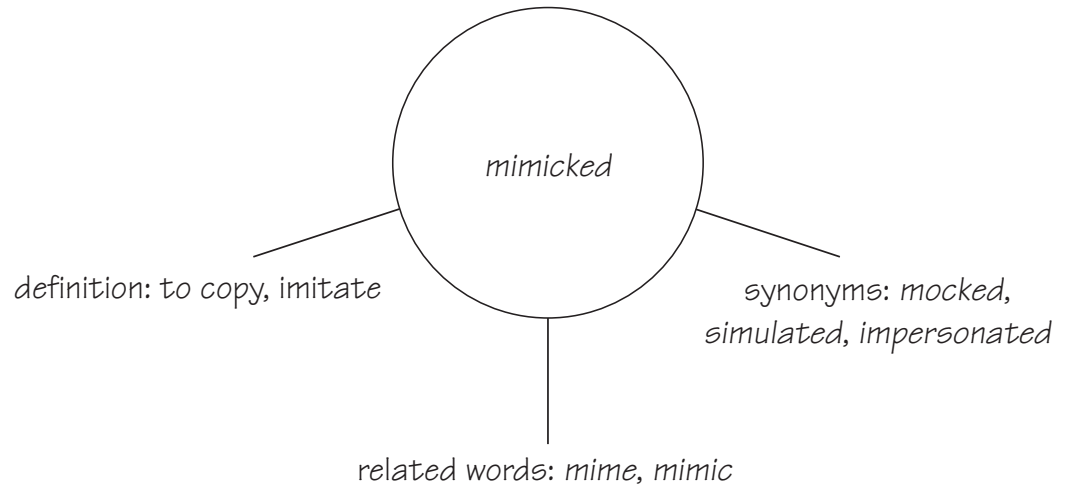
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

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

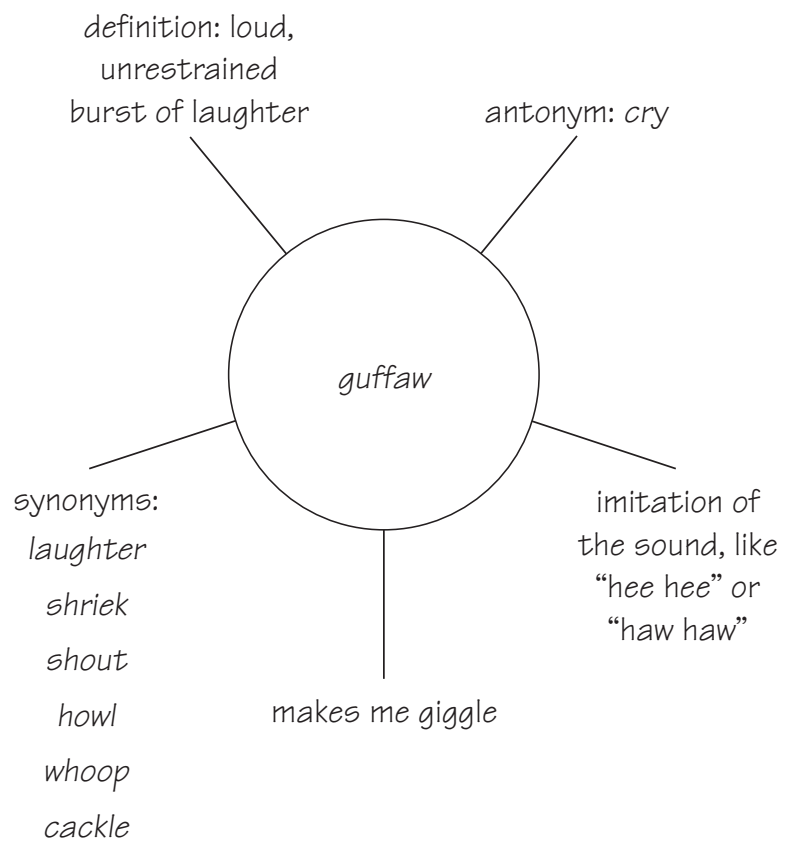
**How will use of this skill improve your success in other classes?**

Word Power Journal Sample Entries

Sample Word Map  
Cycle 1



Sample Word Map  
Cycle 2



## 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 Analyze Story Elements

#### **English Language Arts Standards: Reading: Literature**

##### **Key Ideas and Details**

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

##### **Craft and Structure**

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### **English Language Arts Standards: Writing**

##### **Text Types and Purposes**

W.6.1-2. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

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