

Table of Contents

Unit 1	
Clarify Words and Ideas	1
Unit 2	
Identify Central Ideas	105
Research	207

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

© 2013 Success for All Foundation. All rights reserved.

Produced by the Reading Edge Middle Grades 2nd Edition Team

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

We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.



A Nonprofit Education Reform Organization

200 W. Towson Blvd., Baltimore, MD 21204

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org



Informational

Unit 1

Clarify Words and Ideas

**Where Are You Going?
Why People Move**
FACES magazine

Unit 1

Clarify
Words
and Ideas

**Where Are You
Going? Why
People Move**
FACES magazine

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-point responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

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

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

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

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

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

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

C Unit Objectives

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

Writing: Write a complete answer that explains your thinking.

Unit Overview

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

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

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

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

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

Unit Topic/Content

In this unit, students read articles from *FACES* magazine: *Where Are You Going? Why People Move*. Article topics include nomadic peoples such as the Sami reindeer herders and the Tuareg of the Sahara Desert, migrant workers, stories of recent immigrants to the U.S., Operation Babylift—the largest adoption event ever, and events that impact the growth or decline of cities.

Text and Media Selections

Internet/Media Options

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

At a Glance

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 2 and 3	(Embedded) Process video: "Word Pronunciation Strategies"
Lesson 2	pages 9–11	(Embedded) Process video: "Word Meaning Strategies," segments 1 and 2
Lesson 3	pages 36 and 37	(Embedded) Process video: "Team Strategy Discussion"
Lesson 4	pages 21–23	(Embedded) Process video: "Sentence/Passage Strategies"
Lesson 5	writing in response to reading	
Lesson 6	pages 32 and 33	(Embedded) Process video: "Read and Respond Homework"
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	(Embedded) Process video: "Are we a super team?" (Embedded) Process video: "Team Goal Setting"

Where Are You Going? Why People Move

Where Are You Going? Why People Move

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 26 and 27	(Embedded) Process video: "Team Talk"
Lesson 2	pages 34 and 35	(Embedded) Process video: "Rating Vocabulary Words"
Lesson 3	pages 28–31	
Lesson 4	pages 16–20	(Optional) Background video: "Teen Immigrants" (5 min. 46 sec.) PBS Learning Media www.pbslearningmedia.org/content/22683d1f-09ad-4c92-a5c8-748e199d0f8c/
Lesson 5	writing in response to reading	
Lesson 6	pages 38 and 39	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

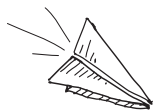
Welcome Lesson

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

Teacher Background

In this lesson, you will:

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



Active Instruction tp

(22 minutes)

Big Question

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

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

Set the Stage

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

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

Answers will vary.

2. Introduce the unit objective.

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

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

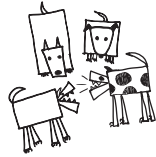
Students write responses to the Big Question.

Discuss the Big Question.



Post and present the objective.

Assign students to teams, and ask them to move.



Teamwork tp

(20 minutes)

Engage students in team building. Student Edition, page 3

Team Discussion

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

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

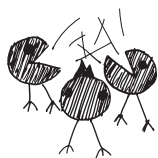
2. Ask partners to introduce each other to the team. Ask students to make a web in their notebooks of things they have in common. Tell teams to choose a team name based on what they have in common and to write it on their team score sheets and a table tent.
3. Review the role cards as necessary. Randomly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

Cue students to use their role cards.

Team Talk Questions

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

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



Class Discussion

(18 minutes)

Lightning Round

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

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

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

Allow students time to choose a reading selection from the classroom library to use for their homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

Randomly select team representatives who will share:



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

Celebrate team successes!

The top team chooses a cheer.

Cycle 1:

Clarify
Words
and Ideas

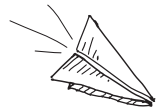
Lesson 1

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

Teacher Background

In this lesson, you will introduce the clarifying strategies and use of the Clarifying Strategy Card. The Clarifying Strategy Card is a tool that prompts your students to stop when their comprehension breaks down and use strategies to fix it. The front of the card explains the clarifying process. The back of the card lists clarifying strategies. Your students will see the partners in the video using the Clarifying Strategy Card as they read. Students will read an overview of the articles in this issue of *FACES* magazine concerning the reasons that people move. As students read, encourage them to use sticky notes to mark anything that is unclear in the text and to use the strategies listed on the card to help them pronounce unfamiliar words and figure out their meanings.

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

**Active Instruction** 

(22 minutes)

Big Question

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

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

Set the Stage

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

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

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

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

Students write responses to the Big Question.

Discuss the Big Question.



Post and present the reading objective.

Introduce clarifying and the Clarifying Strategy Card.

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

Clarifying

1. When you don't know or understand something...STOP!
2. Mark it with a sticky note.
3. Use strategies to figure it out.
4. When you clarify it, put a check mark on the sticky note.

If you still don't understand...

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

To pronounce an unfamiliar word:

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

To figure out a word's meaning:

- reread or read ahead to find clues in the text.
- look for familiar word parts.
- picture what is going on in the text.
- use background knowledge.
- use a glossary or dictionary.

- Introduce the video.

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

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

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

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

Why did they use different strategies?

Interactive Read Aloud

- Distribute copies of *FACES* magazine: Where Are You Going? Why People Move. Have students preview today's text, "High 5," pages 2 and 3.
- Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Read the first sentence of page 2 aloud, pausing at the word *relocation*. A sample Think Aloud follows.

Show the video
"Word Pronunciation
Strategies."



Refer students to pages 2 and 3 in the text.

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

Students: Actively listen.



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

Sample Think Aloud

“Whether it’s following the seasons to harvest food, as part of a job...” Hmm. I don’t recognize this word right away. I’ll put a sticky note on it and look at the Clarifying Strategy Card. It gives me a few strategies to use when I can’t pronounce a word. One strategy is to find a base word. I do see a familiar base word: *location*. That helps me pronounce this word: *relocation*. I know the prefix *re-* means again, so *relocation* must mean locating again. Let me reread the sentence to see if I’m right. “Whether it’s following the seasons to harvest food, as part of a job relocation...” That makes sense; people move because of their jobs. I can check that sticky note because I clarified the word.

“...or traveling along trade routes to buy and sell your wares, people and animals have been moving since ancient times. Read on to learn where, why, when, and how people...” Hmm. I can’t pronounce this word. I’ll mark it with a sticky note and check the strategy card. Maybe I could break the word into chunks—*mi-grate*—and blend it—*migrate*. I’ve heard that word before. Birds migrate or move. So we are going to learn about where, why, when, and how people move. “Here are five fascinating facts to begin your journey.” Five facts explain the meaning of the title “High 5.” I think this is sort of an overview of the articles in the magazine and what they will be about.

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

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

You stopped and marked the word with a sticky note. You looked at the Clarifying Strategy Card for a strategy to pronounce it.

Which clarifying strategies did I use?

You looked for a base word. You figured out the word relocation because it had the familiar base word location in it. You reread the beginning of the sentence to see if it made sense. You broke the word migrate into chunks and blended them to pronounce it.

4. Partner Practice: Have students read the next paragraph aloud with their partners and use clarifying strategies to pronounce any unfamiliar words. Remind them to use sticky notes to mark words they need to stop and figure out and to refer to their Clarifying Strategy Cards. When they have figured out a word, they can put a check on the sticky note.
5. Debrief partner practice. Use **Think-Pair-Share** to ask:

What words in the paragraph did you have to stop and figure out? Which strategies did you use?

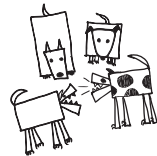
Answers will vary. For example, we had to stop and figure out the word caravan. We broke it into chunks to pronounce it: car-a-van. It has the words car and van in it, but we don’t think it is a vehicle. The text says, “camel caravans,” with up to 2,000 animals that travel a trail across the Sahara Desert. We figured out that a caravan must mean a long line traveling together to the same place.

In another example, we stopped at the word destination. We broke it into chunks to pronounce it, and then we recognized that it was a word we knew. Destination means the place you are heading for or where you are traveling.

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

Figuring out what caravan means helped us understand how people travel, or migrate, across the Sahara.

Clarifying the word destination helped us understand that Timbuktu is the place the caravan is heading to.



Teamwork tp

(20 minutes)

Partner Prep

Prepare students for partner reading.

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

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

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

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

2. Explain what partners should do when they come to a word, phrase, or section that needs clarifying. When they come to anything confusing or unclear in their reading, they mark it with a sticky note and use the clarifying strategies to try to make sense of it. If they cannot clarify it, they take their sticky-note problem and try to solve it with the help of the rest of their team during team discussion.
3. Have students read:
pages 2 and 3 aloud with partners.

Prepare students for team discussion.

4. Circulate and check for comprehension and evidence of strategy use, for example, using sticky notes. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

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

Strategy Use

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

Point out that teams will discuss their sticky-note problems and use clarifying strategies to figure them out. Point out that teams will need to prepare all team members to share their team’s clarifying discussion because any team member can be called on during the Lightning Round.

2. Preview the Team Talk questions.

Team Talk Questions
<p>1. What is a word or phrase that a team member marked with a sticky note? Why did the team member mark it? [CV]</p> <p><i>For example, a team member marked the word disassembled in paragraph 4 with a sticky note because she could not pronounce it.</i></p> <p><i>In another example, a team member marked the word adversity in paragraph 2 with a sticky note because he couldn’t pronounce it and didn’t know the meaning.</i></p> <p><i>In another example, a team member marked the phrase “beck and call” in the title of paragraph 4 with a sticky note because she had never heard it.</i></p> <p>2. Explain which clarifying strategies you used to figure out the marked word or phrase. [CV]</p> <p><i>Disassembled: We saw a familiar base word, assemble, which means put together. Disassemble has the prefix dis-, so disassemble must mean take apart.</i></p> <p><i>Adversity: We broke the word into chunks to pronounce it. We used clues in the text to figure out the word.</i></p> <p><i>“Beck and call”: We reread to look for clues.</i></p>

continued

Team Talk Questions *continued*

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

Disassembled: We figured out that families can put together and take apart their tents in an hour. Their homes must be designed to be super easy to move.

Adversity: The sentence says they “celebrated their peoples’ victory over terrible adversity.” The word terrible is a clue that it means something negative. The text describes how Native Americans were forced to walk 900 miles and many died. We guessed adversity means difficulty because the Native Americans survived terrible difficulty.

“Beck and call”: The phrase in the heading is “moving at the season’s beck and call.” The paragraph describes Mongolian families moving to feed their animals depending on the season. We guessed that “beck and call” meant that the season calls and the families follow.

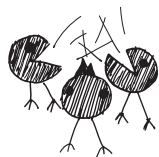
4. In paragraph 3, “Moving in Search of Work,” what do you think the author’s main point about families who travel to pick crops is? Support your answer with evidence from the text. **[MI, SA]**

For example, I think the author’s main point is that families who travel to pick crops have a hard life. It says that picking crops is hard work and that even young children work crouching to pick the fruit and then carry heavy baskets.

3. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record.

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

Randomly select team representatives who will share their clarifying discussions.



Class Discussion tp

(18 minutes)

Lightning Round

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

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

2. Remind the students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

**Strategy Use:**

- ✓ Describes a problem
- ✓ Describes strategies used to solve it
- ✓ Explains how the strategy helped to better understand the text

Celebrate team successes!

The top team chooses a cheer.

Review the Read and Respond homework assignment.

3. Use **Random Reporter** to have teams share their strategy-use discussions. Ask Random Reporters to respond to Team Talk questions #1–3.

Award team celebration points to teams whose Random Reporter:

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

4. Use **Random Reporter** to have teams share their discussions of Team Talk question #4. Award team celebration points to teams whose Random Reporters answer the question and support their answers with evidence from the text.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

2. Review the Read and Respond homework. Remind students that they chose a book or article to read from the classroom library or other source. For homework each day, students will read from their selected reading for 20 minutes. They will note on their Read and Respond homework forms the date and page numbers read and have the form initialed by an adult listener.

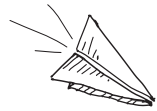
Refer to the questions on the form. Explain that students will write answers to the questions, and in lesson 7, they will use their answers to prepare and make presentations about their reading selections to their teams.

Lesson 2

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

Teacher Background

In this lesson, students read an article that describes where and why people migrated in ancient times and the push-and-pull factors that influence immigration today. As students discuss the comprehension problems that they mark with sticky notes, encourage them to explain which strategies they used to solve the problems. Refer students to the Clarifying Strategy Card.



Active Instruction

(25 minutes)

Big Question

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

Students write responses to the Big Question.

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

When the land became too dry, the farm families had to trekken to another region where they could grow crops.

Set the Stage

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

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

Students will probably say that it means to move, migrate, or travel. For example, I used clues in the sentence to guess the meaning. The phrase "to another region" indicates moving. I tried move in the sentence, and it made sense.

In another example, I pictured what was going on. If the land was too dry, they couldn't grow crops there, so they would have to move.

In another example, I looked at the Dutch word, and it reminded me of the word trek, which means to travel.

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

Discuss the Big Question.



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

- Introduce the video.

This team is trying to figure out the meanings of some tough words. As you watch, think about what advice you would give this team about using clarifying strategies.

Play the first part of “Word Meaning Strategies.”

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

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

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

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

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

Interactive Read Aloud

- Have students preview today’s text “Ready, Set, Move” on pages 8–11 in *FACES* magazine. Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Challenge students to actively listen because you will be asking them to identify the strategies you used. Read page 9 (paragraphs 1 and 2) aloud, stopping at the word *cultivate* to think aloud and clarify the word. A sample Think Aloud follows.

Sample Think Aloud

“...when people from what is now Germany migrated to northern Italy—a Roman territory—looking for fertile fields to....” Hmm. I stopped because I don’t recognize this word. I’ll mark it with a sticky note and try some strategies. I think the first clarifying strategy I’m going to try is to break this word into chunks—*cul-tiv-ate*. Now I’ll blend it—*cultivate*. That helped me pronounce the word, and I’ve heard this word before, but I don’t know what it means. I’ll try rereading to figure out its meaning. “...looking for fertile fields to....” I think “fertile fields” is a clue. You’d be looking for fertile fields if you wanted to plant crops. I’ll try out that meaning in the sentence to see if it makes sense.

“...when people from what is now Germany migrated to northern Italy—a Roman territory—looking for fertile fields to plant crops.” Yes, that makes sense. *Cultivate* means to plant crops. I clarified it, so I can check off that sticky note. So to restate this section—people have been moving around to find better lives since ancient times; for example, the Germans moved into Roman territory looking for farm land.

Show the video “Word Meaning Strategies.”



Refer students to pages 8–11 in the text.

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

Students: Actively listen.

tps

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

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

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

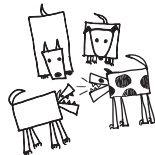
You broke the word into chunks to pronounce it. You reread to find clues. You used the clue “fertile fields” to figure out the meaning of the word and then tried out the meaning in the sentence.

- Partner Practice: Have students read the last sentence in paragraph 2 aloud with their partners and use clarifying strategies to figure out any unfamiliar words. Use **Think-Pair-Share** to ask:

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

For example, we had to stop and figure out the word sophisticated. We broke it into chunks to pronounce it. We’ve heard the word before and sort of know the meaning. We reread the sentence and looked for clues. We knew it was a word describing the Romans. The Romans called the Germans barbarians, which means rude or uncivilized, so the Romans were sophisticated, which probably means civilized.

In another example, we had to stop and figure out the word contemptuously. We tried breaking it into parts and sounding it out. We tried rereading to look for clues, but we could not figure it out. We finally looked it up in the dictionary. It means to treat as if unworthy. So the Romans thought the Germans were barbarians and treated them as if they were unworthy and the Romans were superior.



Teamwork tp

(20 minutes)

Partner Prep

- Refer students to the teamwork routines for partner reading in their team folders, and review the routine. Remind students that during partner reading, partners take turns reading and restating the main ideas in the text. One partner reads a paragraph or section of text aloud. The listening partner restates the main ideas or events in that section. Then partners switch roles.

2. Remind partners what they should do when they come to a word, phrase, or section that needs clarifying. When they come to anything confusing or unclear in their reading, they mark it with a sticky note and use the clarifying strategies to try to make sense of it. If they cannot clarify it, they take their sticky-note problem and try to solve it with the help of the rest of their team during team discussion.

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

3. Have students read:
pages 9–11 aloud with partners.
4. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, for example, using sticky notes. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

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

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

Remind teams that they will discuss their sticky-note problems and use clarifying strategies to solve the problems. Point out that teams will need to prepare all team members to share their team’s clarifying discussion because any team member can be called on during the Lightning Round.

2. Preview the Team Talk questions.

Prepare students for team discussion.

Team Talk Questions

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

For example, a team member marked the word tyrannies on page 11 with a sticky note.

In another example, a team member marked the word initiatives on page 10 with a sticky note.

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

Tyrannies: We broke the word into chunks to pronounce it. We used clues in the text and the related word tyrant to figure the word out.

Initiatives: We broke the word into chunks and pronounced it. We saw a familiar word part: the beginning of the word is like the word initial. We reread and tried to find clues, but that didn't help. We finally looked it up in the dictionary.

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

Tyrannies: The text says that people were pushed to migrate because of tyrannies, wars, poverty, and persecution. War and poverty are negative push factors, so tyrannies must be negative too. I know a tyrant is a bad ruler, and I think the word tyrannies is related to tyrant. I think it is saying that one reason people were pushed to move was because bad rulers made life hard.

Initiatives: When we looked this word up in the dictionary, we found that it has several meanings. The meaning we decided is the right one is the act of taking the leading step. We decided that was the right one because both France and Italy were taking leading steps to make immigrants feel like they were home.

4. What are push factors? What are some examples of push factors from the text? **[MI]**

According to the text, push factors are conditions that push people to want to leave their countries and move somewhere else. Examples of push factors are wars, no jobs, or poverty. The photo on page 10 shows immigrants leaving Central America because of poverty. On page 11, the text says that political turmoil pushed people from Iraq and Afghanistan to move to the U.S.

3. Circulate and give feedback to teams and students. Ask questions to encourage further discussion.
4. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Lightning Round

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

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

2. Remind the students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

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

Award team celebration points to teams whose Random Reporter:

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

4. Use **Random Reporter** to have teams share their discussions of Team Talk question #4. Award team celebration points to teams whose Random Reporters use full sentences to answer the question and support it with examples from the text.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Randomly select team representatives who will share their clarifying discussions.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

From Student Edition

Strategy Use

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

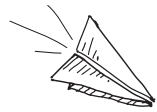
Lesson 3

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

Teacher Background

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

The reading today is about the nomadic lifestyle of the Tuareg, a people of the Sahara Desert.



Active Instruction

(25 minutes)

Big Question

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

Students write responses to the Big Question.

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

Hal grew up in a multilingual household because his father was from Peru and his mother was from Canada.

Discuss the Big Question.



Set the Stage

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

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

Students will probably say that multilingual means with multiple languages. For example, to figure it out, I broke the word into chunks and looked for familiar parts of the word. I saw the familiar word part multi, which means more than one. The word part lingual reminded me of lingo or language. I tried using the phrase "more than one language" in the sentence, and it made sense.

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



Introduce the strategy-use rubric.

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

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

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

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

3. Introduce the video.

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

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

How did the team prepare for the Lightning Round?

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

Introduce the second video segment.

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

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

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

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

Show the video "Team Strategy Discussion."



Refer students to pages 36 and 37 in the text.

Teacher: Read aloud.

Students: Actively listen.

Interactive Read Aloud

1. Have students preview today’s text “Nomads of the Desert” on pages 36 and 37 in *FACES* magazine. Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Challenge students to actively listen because you will ask them to identify which strategies you used. Read page 36 (paragraphs 1 and 2) aloud, stopping at the word *nomads* to think aloud and clarify the word. A sample Think Aloud follows.

Sample Think Aloud

“For many centuries the Tuareg have been nomads....” Hmm. I stopped because I can pronounce this word, but I don’t really know what it means. It must be important because it is in the title of the article. I’ll mark it with a sticky note and try some strategies from the Clarifying Strategies card.

I’m going to try reading on to see if there are clues in the sentence. “...the Tuareg have been nomads who move great distances from one season to the next and regularly cross the vast stretches of the Sahara.” The rest of the sentence is a clue that nomads move around a lot. I think I have clarified this sticky-note problem, so I can check it. Now I understand the title of this article!

tps

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

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

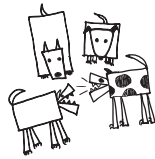
You read on and found clues in the rest of the sentence about the Tuareg moving around a lot, so that helped you understand the word nomads.

3. Partner Practice: Have students read the last sentence in paragraph 2 aloud with their partners and use clarifying strategies to figure out any unfamiliar words. Use **Think-Pair-Share** to ask:

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

For example, we had to stop and figure out the word distaste. We saw the base word taste, and that helped us to pronounce it. We read on to find clues to its meaning in the sentence. The text said the Tuareg felt that the agricultural way of life forced people to live in one place. So we figured out that distaste must mean dislike. We tried it out in the sentence, and it made sense.

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



Teamwork tp

(20 minutes)

Prepare students for partner reading.

Partner Prep

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

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

2. Remind partners what they should do when they come to a word, phrase, or section that needs clarifying. When they come to anything confusing or unclear in their reading, they mark it with a sticky note and use the clarifying strategies to try to make sense of it. If they cannot clarify it, they take their sticky-note problem and try to solve it with the help of the rest of their team during team discussion.
3. Have students read:
pages 36 and 37 aloud with partners.
4. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, for example, using sticky notes. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

Prepare students for team discussion.

1. Remind students that in their teams they will be:
 - discussing sticky-note problems and trying to solve them.
 - discussing which strategies they used—how they figured it out.
 - discussing how figuring out the problem helped them understand the text.
 - checking that all team members can share the team’s strategy discussions in the Lightning Round.
2. Remind teams to use the strategy-use rubric to prepare for the Lightning Round.

3. Preview the Team Talk questions.

Team Talk Questions

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

100 = A team member marked the word cure on page 37. She knew that cure can mean to heal someone who is sick, but she didn't understand how the word was used in relation to meat. She reread the sentence and found clues about salt being important because it can cure and preserve meat. Rereading and figuring out the meaning of cure helped her to clear up the confusion about the right meaning and to understand why salt is important to the Tuareg.

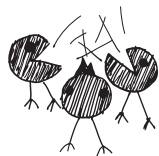
90 = A team member marked the word cure on page 37. She knew that cure can mean to heal someone who is sick, but she didn't understand how the word was used in relation to meat. She reread the sentence and found clues about salt being important because it can cure and preserve meat.

80 = A team member marked the word cure on page 37. She knew that cure can mean to heal someone who is sick, but she didn't understand how the word was used in relation to meat.

2. Explain how the Tuareg and the camel are dependent on each other. **[MI, RE]**

The Tuareg are dependent on the camel for transportation through the desert because the camel can travel long distances and carry trade goods without needing water. The camel needs the Tuareg to take it to places where it can graze and to get water from wells at oases for the camel to drink.

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



Class Discussion tp

(15 minutes)

Lightning Round

1. Remind the students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
2. Display the strategy-use rubric.

Randomly select team representatives who will share their clarifying discussions.

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

Use strategy-use rubric to evaluate student responses.



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

- Use **Random Reporter** to have teams share their team’s strategy discussions.

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

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

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

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

- Record individual scores on the teacher cycle record form.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

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.

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

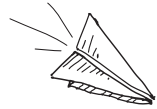
Lesson 4

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

Teacher Background

In this lesson, students watch partners in the video use the partner reading routine as they take turns reading aloud a section of text and restating the main ideas. When trying to restate, the partners realize that they need to stop and use clarifying strategies to figure out the passage. During the interactive read aloud, read a section of text aloud, and challenge students to restate the main ideas in the text with their partners. How did restating help them to check their understanding?

Today's reading is about Operation Babylift, "the largest adoption event in history," which took place in Vietnam in 1975. Thousands of babies and children were airlifted out and adopted, mostly by families in the U.S.



Active Instruction

(25 minutes)

Big Question

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

Students write responses to the Big Question.

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

It was advantageous for Greg's family to move because his mother found a well-paying job in another city.

Set the Stage

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

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

Students will probably say that advantageous means being better or having advantages or benefits. For example, to figure it out, I looked for familiar parts of the word. I saw the familiar word advantage. An example of an advantage is having a head start in a race. I used clues in the sentence about a well-paying job, which is an advantage.

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

Discuss the Big Question.



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

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

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

3. Introduce the video.

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

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

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

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

Interactive Read Aloud

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

Read page 21 (paragraph 1) aloud. Have partners restate the ideas in the paragraph in their own words. Use **Think-Pair-Share** to prompt use of the clarifying strategies.

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

We were unclear about where and when this happened, so we went back and reread to clarify that Operation Babylift was in Vietnam in 1975.

2. Partner Practice: Have students read the next paragraph on page 21 aloud with their partners. The listening partners restate the ideas in the paragraph. Use **Think-Pair-Share** to ask:

How did restating the ideas help you check your understanding?

When we restated the ideas, we found out that we couldn't tell the order of events. We stopped and reread and figured out that the paragraph explains what happened in Vietnam before the attack on Saigon.

Show the video
"Sentence/Passage
Strategies."



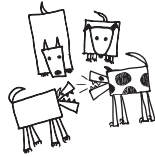
Refer students to
pages 21–23 in the text.

Teacher: Read aloud.

Students: Actively listen.



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



Teamwork tp

(20 minutes)

Prepare students for partner reading.

Partner Prep

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

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

Have students read:

pages 21–23 aloud with partners.

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

Team Discussion

Prepare students for team discussion.

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

Team Talk Questions

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

100 = A team member marked paragraph 2 on page 22 with a sticky note because the last sentence was confusing. We couldn't figure out who "they" were in the sentence. We had to reread the sentence several times and picture what was happening to clarify the sentence. We figured out that the word they in the sentence is talking about the Vietnamese families. The Vietnamese families had not known that they had given up rights to their children.

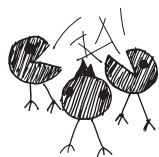
90 = A team member marked paragraph 2 on page 22 with a sticky note because the last sentence was confusing. We couldn't figure out who "they" were in the sentence. We had to reread the sentence several times and picture what was happening to clarify the sentence.

80 = A team member marked paragraph 2 on page 22 with a sticky note because the last sentence was confusing. We couldn't figure out who "they" were in the sentence.

2. At the end of paragraph 3 on page 22, the sentence reads, "Take a peek at three from this mass exodus." What does the phrase "mass exodus" mean? Which strategies did you use to figure it out? **[CV]** (strategy-use rubric)

Accept reasonable responses. For example, "mass exodus" means a whole lot of people leaving a place. We knew that the word mass means a whole lot but didn't know the meaning of exodus. We broke the word into chunks to pronounce it. We reread and looked for clues in the sentence. We looked it up in the dictionary, and the definition was "a departure of a large number of people." We figured out that a mass exodus describes what happened in Vietnam after the war.

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



Class Discussion tp

(15 minutes)

Lightning Round

1. Remind the students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

Randomly select team representatives who will share their clarifying discussions.

2. Display the strategy-use rubric.

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

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



3. Use **Random Reporter** to have teams share their strategy discussions. Ask Random Reporters to respond to Team Talk questions #1 and #2.

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

4. Award team celebration points on the poster to teams whose Random Reporters give 100-point answers.
5. Record individual scores on the teacher cycle record form.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

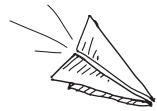
Remind students of the Read and Respond homework assignment.

Lesson 5

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

Teacher Background

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



Active Instruction

(10 minutes)

Big Question

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

Big Question: What are the meanings of the underlined words in this sentence? Use your Clarifying Strategy Card.

We wanted to avoid the venomous creature coiled on the stone step, so we circumvented the front porch and entered through the back door.

Set the Stage

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

What are the meanings of the underlined words? Explain the strategies you used to figure them out.

For example, venomous means poisonous. I figured it out by using clues in the sentence. The creature was coiled, and they wanted to avoid it. That sounds like a poisonous snake.

For example, I think circumvent means circle around. It has the word part circum, which I think is related to a circle. It also makes sense when I picture what was happening because they wanted to avoid the creature, so they circled around from the front porch to the back door.

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

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

Students write responses to the Big Question.

Discuss the Big Question.



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



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

Read the prompt aloud.

Writing Prompt	
<p>The following passage is from an article titled "Peoples of the Desert." Read the passage, and mark with a sticky note a word, phrase, or sentence you needed to clarify. Describe the problem and the strategy that you used to solve the problem. Explain how using the strategy helped you to better understand the text.</p>	
<p style="text-align: center;">The camel, often called the "ship of the desert," affords the Bedouin tribes a means of transport in the desert. It is the perfect desert companion with its robust body for conveying substantial loads and its ability to go long distances without water. Sometimes Bedouins use the camel for a source of nourishment, consuming its milk and meat.</p>	

Model a Skill

Model drafting an answer to a strategy-use question.

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

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

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

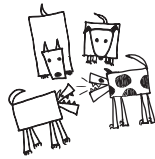
A word in the passage that confused me was the word *affords*.

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

One meaning of the word *afford* is having enough money to buy something, but that doesn't make sense in the sentence. I stopped and reread the sentence to look for clues to figure it out.

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

It says that the camel affords the tribes a means of transport, or a way of getting around in the desert. From these clues, I guessed that *affords* means gives in this sentence. I tried out this meaning, and it made sense.



Teamwork tp

(20 minutes)

Students write for 10 minutes.

Independent Work

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

Monitor discussions as partners and teams give feedback.

Team Discussion

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

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

Students revise and edit their writing projects.

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



Class Discussion

(30 minutes)

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

Lightning Round

1. Remind the students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
2. Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

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

For example, ask:

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

Celebrate team successes!

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Remind students of the Read and Respond homework assignment.

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

Writing Prompt

The following passage is from an article titled “Peoples of the Desert.” Read the passage, and mark with a sticky note a word, phrase, or sentence you needed to clarify. Describe the problem and the strategy that you used to solve the problem. Explain how using the strategy helped you to better understand the text.

The camel, often called the “ship of the desert,” affords the Bedouin tribes a means of transport in the desert. It is the perfect desert companion with its robust body for conveying substantial loads and its ability to go long distances without water. Sometimes Bedouins use the camel for a source of nourishment, consuming its milk and meat.

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

Lesson 6

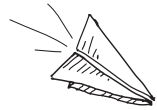
Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

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

Teacher Background

During today's cycle test, students will use strategies to clarify what they read and will identify which strategies they used to clear up anything that was confusing. Students may use the Clarifying Strategy Card as they read and answer the test questions. Students are introduced to the process of identifying key words and phrases in test questions, and to the After the Test Student Routine.

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



Active Instruction

(5 minutes)

Big Question

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

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

That clothing store caters to teens, so my mother does not shop there for her clothes.

Set the Stage

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

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

For example, caters means provides, serves, or offers. To figure it out, I reread and used clues in the sentence. If a store sells clothes to teens and the mother won't shop there for her clothes, the styles must be teen styles. So the store's clothes are aimed at serving teens.

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

2. Spot check the Read and Respond homework.

Students write responses to the Big Question.

Discuss the Big Question.





Prepare Students for the Test

(5 minutes)

Partner Review

1. Remind students that they have been practicing clarifying strategies to figure out the meanings of words, phrases, and passages. Tell students that they will use these strategies and explain their thinking as they take the cycle test.
2. Have partners review their Clarifying Strategy Cards and writing projects.

Test Directions

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

5. "When East and West Germany reunified in the 1990s, many East German companies went out of business or left for the West."

What strategies did you use to help you pronounce the word *reunified*?
What strategies did you use to figure out the meaning of *reunified*? **[CV]**

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

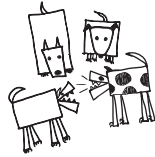
Today you will read an article in *FACES* magazine about city life.



Test

(20 minutes)

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



Teamwork tp

(10 minutes)

Team Discussion

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

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

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

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points

Random Reporters share team discussion of a test question.



Celebrate team successes!

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

Introduce the video.

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

Show the video. Debrief the video.

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

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

Show the video
"Read and
Respond Homework."



Cycle 1 Test

Clarify Words and Ideas

Directions: Read “City Life,” pages 32 and 33. Answer the following questions on a separate piece of paper. You may use the Clarifying Strategy Card.

Part I. Comprehension (100 points)

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

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

2. “Today the lure of jobs brings many people to cities around the world.” The word *lure* most nearly means— **[CV]**
- A. *appeal.*
 - B. fame.
 - C. absence.
 - D. test.
3. “Venetians built sea walls to protect their city, but these walls were neglected and allowed to deteriorate.” The word *deteriorate* most nearly means— **[CV]**
- A. survive.
 - B. get taller.
 - C. *fall apart.*
 - D. renew.

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

Answers will vary. For example, I used clues in the sentence. The word neglected is a clue because if you neglect something, you don't take care of it, and it can fall apart. Or I broke the word into chunks, blended to pronounce it, and then figured out that I knew the meaning of the word.

4. Why is there an exclusion zone around Chernobyl? **[MI]**

There is an exclusion zone around Chernobyl because the area has radioactive particles in the air and soil. It is dangerous for people to be there after the nuclear reactor blew up in 1986.

5. “When East and West Germany reunified in the 1990s, many East German companies went out of business or left for the West.”

What strategies did you use to help you pronounce the word *reunified*? What strategies did you use to figure out the meaning of *reunified*? **[CV]**

Answers will vary. For example, I broke the word reunified into chunks and then blended to pronounce it. I saw the base word unified, which means together, so reunified must mean coming together again. East Germany and West Germany were divided but then came back together in the 1990s.

Part II. Writing (100 points)

Write a complete answer to the following:

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

Answers will vary. For example:

100 = I had to clarify the word radioactive on page 33. I didn’t know what kinds of particles they were talking about. I broke it into chunks and blended to pronounce the word. When I pronounced it, I figured out that I knew this word. Figuring out the word helped me understand that because the nuclear reactor blew up, there were radioactive particles in the soil and air.

90 = I had to clarify the word radioactive on page 33. I didn’t know what kinds of particles they were talking about. I broke it into chunks and blended to pronounce the word. When I pronounced it, I figured out that I knew this word.

80 = I had to clarify the word radioactive on page 33. I didn’t know what kinds of particles they were talking about.

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

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

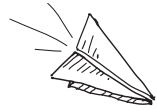
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

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

Teacher Background

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

**Active Instruction** 

(10 minutes)

Big Question

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

Big Question: What are the meanings of the underlined words in this sentence? Use your Clarifying Strategy Card.

Friday night the group met on the roof deck of the building to watch the comet, but the clouds obscured the celestial view.

Set the Stage

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

What are the meanings of the underlined words? Explain the strategies that you used to figure them out.

For example, obscured means covered or hidden. I used clues in the sentence to figure it out. The group wanted to see the comet, but clouds were in the sky and hid the view of it.

For example, I think celestial must mean sky. I figured it out from clues because the group was looking at the sky, so the clouds hid the celestial, or sky, view.

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

2. 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.

Students write responses to the Big Question.

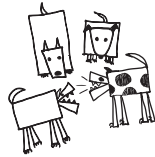
Discuss the Big Question.



Connect the cycle objective to students' homework 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.

3. 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

(25–30 minutes)

Team Discussion

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

Teacher's Note:

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(20 minutes)

Team responses and feedback:

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



Celebrate team successes!
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

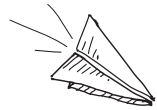
1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record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

Lesson 8

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

Teacher Background

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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

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

For example when I am reading and dont understand, I stop and use clarifying strategy

Answer: For example, when I am reading and don't understand, I stop and use clarifying strategies.

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



Celebrate/Set Goals

(28 minutes)

1. Use the video to explain how the Team Celebration Points poster scores and test results are combined to identify super, great, and good teams.
2. Introduce the video clip by telling the students that it will explain how their team celebration points factor into their scores. Show the video clip.
3. Debrief the video. Use **Think-Pair-Share** to ask:

How do team celebration points help team scores?

Teams complete a Two-Minute Edit.



Show the video “Are we a super team?”



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

Celebrate team successes.

Show the video
"Team Goal Setting."



Set new team goals.



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

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

How did the team use the team score sheet?

They used the team score sheet to check their team scores from the cycle to see how they had done. They used the team score sheet to figure out what they wanted to improve and to set a goal for next cycle.

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

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

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

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

Use **Random Reporter** to ask:

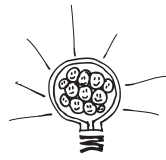
What is your team's goal for the next cycle? Why did you choose that goal?

Accept supported answers.

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

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

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



Class Council

(25 minutes)

Introduce students to the parts of a Class Council meeting.

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

Class compliments:

Explain that every Class Council begins with class compliments. These are encouraging words that anyone in the class can share during Class Council to acknowledge others. Class compliments provide opportunities to recognize students who help others meet a goal or who treat others with kindness and respect at any time, even during other classes or times in the school day. Class compliments recognize good, cooperative, respectful behavior.

Read the sample compliment.

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

Post the class compliment on the board.



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

What did Ava do to earn a class compliment?

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

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

"I would like to compliment Derek because he actively listened while I explained my thinking even when he disagreed."

"I would like to compliment Matt on his new football jersey. It is awesome."

"I would like to compliment Susan for making sure everyone contributed to our team discussion."

"I would like to compliment my team for staying focused on each member as he or she spoke, even though there was a lot of noise in the hallway. We had a great discussion."

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

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

Post these statements on the board.



Review progress: Since this is the first Class Council, there is no goal to review.

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

Scenario:

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

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

Discussion Hints:

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

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



Brain Game

(5 minutes)

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

Cycle 2:

Clarify
Words
and Ideas

Lesson 1

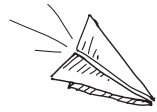
Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Teacher Background

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

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

Students will also use role cards during Team Discussion.

**Active Instruction** tp

(22 minutes)

Big Question

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

Big Question: When you answer questions in school, how do you know that you have a quality answer?

Set the Stage tp

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

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

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

Record student responses on the board.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Introduce the Team Talk rubric.

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

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

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

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

Sample Team Talk Question	
Explain how the Tuareg and the camel are dependent on each other.	
<p>Team A's answer:</p> <p><i>The Tuareg need camels to go through the desert. Camels need the Tuareg to take them to food and water.</i></p> <p>Team B's answer:</p> <p><i>The Tuareg need the camel to go through the desert because the camel can travel far and carry things without needing water in between. The camel needs the Tuareg to take it places where it can eat and drink.</i></p> <p>Team C's answer:</p> <p><i>The Tuareg are dependent on the camel for transportation through the desert because the camel can travel long distances and carry trade goods without needing water in between. According to the text, the camel needs the Tuareg to take it to places where it can graze and to get water from wells at oases for it to drink. <i>If they did not take care of their camels, the Tuareg would not be able to travel across the desert.</i></i></p>	<p>Correct answer in complete sentences</p> <p>Supporting evidence and examples</p> <p>Wrap-up that connects the answer to the evidence</p> <p>Uses academic language</p>

7. Introduce the video.

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

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

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

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

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

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

Do you think the team's answer is a 100-point answer? Why or why not?

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

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

Show the video
"Team Talk."



Refer students to pages 26 and 27 in the text.

Teacher: Read aloud.
Students: Practice the skill or strategy.



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

Interactive Read Aloud

1. Have students preview today’s text “Farm Children on the Move,” pages 26 and 27 in *FACES* magazine.

Refer to the reading objective, and review the skill if necessary. Tell students that you are going to read aloud and then think aloud as you use some clarifying strategies. Read the first sentence on page 26 aloud, stopping after the word *quickly*. A sample Think Aloud follows.

Sample Think Aloud
<p>I am confused by the first sentence in this article. It says that migrant children “grow up quickly.” I don’t know what the author means by this phrase. Does it mean that they grow faster? Why? I’m going to read on to see if it is explained.</p> <p>(Read to the end of the paragraph aloud.)</p> <p>The end of the paragraph says that kids who are thirteen and fourteen years old are often full-time workers. That clarifies the phrase “grow up quickly.” So to restate the main idea of the paragraph, migrant farm children do adult work at an early age.</p>

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

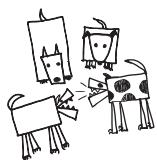
Which clarifying strategies did I use?

You read on and found clues in the rest of the paragraph about the kids doing the work of adults. That helped you clarify what the author meant by migrant farm children “grow up quickly.”

3. Partner Practice: Have students read the next two paragraphs on page 26 aloud with their partners. Listening partners restate the ideas in each paragraph. Use **Think-Pair-Share** to ask:

How did restating the ideas help you check your understanding?

My partner restated the main idea as migrant workers have a hard life. I added that they also put food on America’s tables as a main point. Restating helped us get both important points from the text.



Teamwork tp

(20 minutes)

Partner Prep

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

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

Have students read:


pages 26 and 27 aloud with partners.

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

Team Discussion

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


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

 **First**

Read the question.


1. Read the question to your teammates.
2. Make sure everyone practices active listening.
3. Ask if everyone heard and understood the question.
4. Identify the right rubric.

© 2012 Success for All Foundation 34234 XXXXXX

 **Second**


Answer the question.

1. Restate the question in your own words.
2. Use the rubric to form your answer.
3. Tell and explain your answer.
4. Ask if everyone heard your answer.

 **Third**

Agree OR disagree.

1. Restate your teammate's answer.
2. Agree and add additional information, OR disagree and explain why.
3. Ask if everyone heard your answer.

 **Finally**

Summarize.

1. Restate the group's agreed-upon answer.
2. Check to make sure each teammate understands the answer.
3. Make sure each teammate is ready for the Lightning Round.
4. Pass the role cards to the right.

2. Remind teams to use the rubrics to prepare for the Lightning Round.
3. Preview the Team Talk questions. Tell students that they will individually write an answer to the team talk question marked "Write" after their team discussion.

Prepare students for team discussion.

Teams distribute a role card to each team member.

Team Talk Questions

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

100 = A team member marked the word enforced because he didn't know what it meant. He looked for familiar word parts and saw the word force. He reread the sentence and used the meaning of force, but it still didn't make sense. A team member said enforce refers to law enforcement, such as the police. This helped us understand that the laws are hard for police to make people obey.

90 = A team member marked the word enforced because he didn't know what it meant. He looked for familiar word parts and saw the word force. He reread the sentence and used the meaning of force, but it still didn't make sense. A team member said enforce refers to law enforcement, such as the police.

80 = A team member marked the word enforced because he didn't know what it meant.

2. Why do migrant workers move around the country? **[MI]** (Team Talk rubric)

100 = Migrant workers move around the country to harvest the crops as they ripen. For example, a migrant family might pick fruits or vegetables in Florida during the spring and then move north to find work as the summer crops ripen. To find employment, migrant farm workers must follow the seasons and go where the work is.

90 = Migrant workers move around the country to pick the crops as they ripen. A migrant family might pick fruits or vegetables in Florida during the spring and then move north to find work as the summer crops ripen.

80 = Migrant workers move around the country to pick the crops as they ripen.

3. What factors make the life of a migrant farm child difficult? **[SA]** (Team Talk rubric)

100 = Factors that make life difficult for migrant farm children are having to constantly move and having to work at an early age. According to the text, children start picking crops as young as seven years old and can be full-time workers by thirteen or fourteen years old. This makes it hard to get an education. Migrant children must work to earn money for their families, but not going to school prevents them from preparing for better-paying jobs.

90 = What makes life difficult for migrant farm children is moving all the time and having to work at an early age. Children start picking crops as young as seven years old and can be full-time workers by thirteen or fourteen years old. Also, moving all the time makes it hard to do schoolwork.

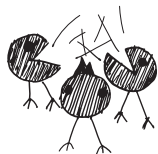
80 = What makes life difficult for migrant farm children is moving all the time and having to work at an early age.

continued

Team Talk Questions *continued*

4. The author states that the lives of migrant children have gotten better. Explain. **[MI, SA]** (Team Talk rubric)
- 100 = *The lives of migrant children have gotten better because of government programs. These programs were started to improve the education, healthcare, and housing for migrant families. For example, California, a state with many migrant workers, has housing centers for migrant families. The result of the programs has been **improvements in the living conditions** for migrant children.*
- 90 = *The lives of migrant children have gotten better because of government programs. These programs were started to improve the education, healthcare, and housing for migrant families.*
- 80 = *The lives of migrant children have gotten better because of government programs.*

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



Class Discussion tp

(18 minutes)

Lightning Round

1. Remind the students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

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

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

Team responses and feedback



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

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

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.

The top team chooses a cheer.

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

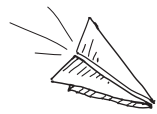
Remind students of the Read and Respond homework assignment.

Lesson 2

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

Teacher Background

In this lesson, you will introduce vocabulary words for this cycle and the partner vocabulary study routine. Emphasize the value of the vocabulary study routine. Remind students that when partners quiz each other on a regular basis, they are strengthening their brain connections and their memories. This studying will help them not only to do well on the cycle test, but also to build their vocabulary knowledge and their ability to understand and use more words.



Active Instruction tp

(25 minutes)

Partner Vocabulary Study

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

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

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

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 “?”

Students 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.

2. Use **Random Reporter** to have the teams share one word they know and one word that they need to study further. Award team celebration points.
3. Explain that each cycle students will have vocabulary words from the text they are reading that will be on the cycle test. The vocabulary section of the test makes up one third of their cycle test score. Throughout the cycle, partners will have the opportunity to review and study the vocabulary words in preparation for the test.
4. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
nomadic (adjective) page 34	no-mad-ic (no-MAD-ik)	moving from place to place	The Sami follow their reindeer herds from place to place and have a <i>nomadic</i> lifestyle.
traditionally (adverb) page 34	tra-di-tion-al-ly (truh-DISH-un-al-lee)	according to a set of customs passed down from one generation to the next	For Thanksgiving dinner, many families <i>traditionally</i> serve turkey and stuffing.
coordinates (noun) page 29	co-or-di-nates (coh-ORD-in-its)	set of numbers that gives the location of a point	Find the <i>coordinates</i> on the top and sides of the map, and then trace a straight line to the point where they intersect, and that is the location of the airport.
migration (noun) page 30	mi-gra-tion (my-GRAY-shun)	movement from one country or region to settle in another	The <i>migration</i> of people from small towns to cities happened because there were more jobs in the cities.
precise (adjective) page 30	pre-cise (pre-SISE)	accurate, exact	The builder took <i>precise</i> measurements to be sure that the windows would fit the openings.
vegetation (noun) page 31	veg-e-ta-tion (vej-ih-TAY-shun)	plant life	The goats were brought in to the overgrown fields to eat the <i>vegetation</i> .

continued

Word	Pronunciation	Definition	Sample Sentence
generate (verb) page 31	gen-er-ate (JEN-er-ate)	create	On that stormy night, we hoped the batteries would <i>generate</i> enough power to keep the flashlight lit.
ethnic (adjective) page 15	eth-nic (ETH-nik)	relating to a racial or cultural group	We were looking forward to tasting the <i>ethnic</i> food at the Ethiopian restaurant.

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

Introduce the video.

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

Show the video. Debrief the video.

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

How did the partners help each other? What kind of feedback did they give?

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

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

Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

Show the video
"Rating Vocabulary
Words."



Explain why the study routine improves memory and builds vocabulary.

Partners practice the vocabulary study routine.

Explain Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 34 and 35 in the text.

Teacher: Read aloud.

Students: Actively listen.



Students: Practice the skill or strategy.

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

7. Explain to teams how they can earn points using the Vocabulary Vault.

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

Set the Stage

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

Interactive Read Aloud

1. Tell students that you are going to read aloud. Challenge students to actively listen because you will be asking them to restate the ideas in these initial paragraphs to their partners. Point out that if they have trouble clearly restating the text in their own words, it means they have not fully understood it. They will need to refer to their Clarifying Strategy Card and use strategies to clear up the problem.
2. Read page 34 (paragraph 1) aloud. Have partners restate the ideas in the paragraph in their own words. Use **Think-Pair-Share** to prompt use of the clarifying strategies.

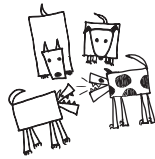
Was your partner able to clearly restate the ideas in the paragraph? If not, which clarifying strategies did you use?

My partner was unclear on the phrase "nomadic pastoralists." We knew the word nomadic means moving from place to place, but we didn't know pastoralists. We had to reread and read on to figure out that the answer was at the end of the paragraph. Pastoralists are animal herders. So more than a third of Mongolians are animal herders who move from place to place.

3. Partner Practice: Have students read the next paragraph on page 34 aloud with their partners. Listening partners restate the ideas in the paragraph. Use **Think-Pair-Share** to ask:

How did restating the ideas help you check your understanding?

When we tried to restate the ideas, we found that we had to stop and reread the first sentence. It was a long sentence, and we had to break it down to restate the ideas about how and why the Mongolians move.



Teamwork tp

(20 minutes)

Partner Prep

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

Have students read:

pages 34 and 35 aloud with partners.





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

Team Discussion

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

Prepare students for team discussion.

Teams distribute a role card to each team member.

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

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

Team Talk Questions

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

100 = A team member marked the passage about how to put up a ger with a sticky note because she couldn't follow it. The strategy she tried was rereading and picturing what is going on in the text. Also, she looked at the pictures of the ger as it is being put up and when it is finished. Clarifying the passage helped her understand why a ger is so easy to move and why the Mongolians would use them.

90 = A team member marked the passage about how to put up a ger with a sticky note because she couldn't follow it. The strategy she tried was rereading and picturing what is going on in the text. Also, she looked at the pictures of the ger as it is being put up and when it is finished.

80 = A team member marked the passage about how to put up a ger with a sticky note because she couldn't follow it.

2. Explain why Mongolian families transport their homes. **[MI]** (Team Talk rubric)

100 = Mongolian families transport their homes three or four times a year because they are herders and raise livestock such as horses, sheep, camels, and goats. They move so their livestock have grass to eat. As seasons and weather change, the Mongolians move to better grazing land or to a sheltered camp in winter.

90 = Mongolian families move their homes three or four times a year because they are herders and raise livestock such as horses, sheep, camels, and goats. They move so their livestock have grass to eat.

80 = Mongolian families move their homes because they are herders and raise livestock. They move so their livestock have grass to eat.

3. What is an element of a ger that Mongolians treat with special respect? Explain. **[MI]** (Team Talk rubric)

100 = The stove is an element of the ger that Mongolians treat with respect. It sits in the middle of the ger and is fueled from morning until night. Mongolians do not let their feet face the stove because it does not show respect. They show respect for the stove because it is necessary for warmth and cooking and, therefore, their survival.

90 = The stove is something in the ger that Mongolians treat with respect. It sits in the middle of the ger and is fueled from morning until night. Mongolians do not let their feet face the stove because it does not show respect.

80 = The stove is something in the ger that Mongolians treat with respect.

continued

Team Talk Questions *continued*

4. What factors have recently threatened the Mongolian nomadic lifestyle? **[MI]**
(Team Talk rubric)

*100 = One factor that has threatened the Mongolian nomadic **lifestyle** is more people were bringing herd animals to pastures, so there wasn't enough grazing land. Townspeople who lost their jobs in the 1990s began to take up herding, but they had no experience. Another **factor** was that since 1999, there have been unusually severe winters that killed many of their animals. Because the nomadic Mongolians depend on their animals for food, this would threaten their **lifestyle**.*

90 = More people were bringing herd animals to pastures, so there wasn't enough grazing land. Townspeople who lost their jobs began to take up herding, but they had no experience. Then unusually severe winters killed many of their animals.

80 = More people were bringing herd animals to pastures, so there wasn't enough grazing land. Then unusually severe winters killed many of their animals.

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

In doing the experiment, it was important that the measurements be accurate and _____, so the results would be valid.

The vocabulary word is precise because the measurements in an experiment have to be precise, or exact.

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



Class Discussion tp

(15 minutes)

Lightning Round tp

1. Remind the students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

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

Team responses and feedback



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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

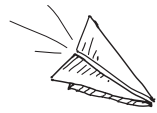
Word	Pronunciation	Definition	Sample Sentence
nomadic (adjective) page 34	no-mad-ic (no-MAD-ik)	moving from place to place	The Sami follow their reindeer herds from place to place and have a <i>nomadic</i> lifestyle.
traditionally (adverb) page 34	tra-di-tion-al-ly (truh-DISH-un-al-lee)	according to a set of customs passed down from one generation to the next	For Thanksgiving dinner, many families <i>traditionally</i> serve turkey and stuffing.
coordinates (noun) page 29	co-or-di-nates (coh-ORD-in-its)	set of numbers that gives the location of a point	Find the <i>coordinates</i> on the top and sides of the map, and then trace a straight line to the point where they intersect, and that is the location of the airport.
migration (noun) page 30	mi-gra-tion (my-GRAY-shun)	movement from one country or region to settle in another	The <i>migration</i> of people from small towns to cities happened because there were more jobs in the cities.
precise (adjective) page 30	pre-cise (pre-SISE)	accurate, exact	The builder took <i>precise</i> measurements to be sure that the windows would fit the openings.
vegetation (noun) page 31	veg-e-ta-tion (vej-ih-TAY-shun)	plant life	The goats were brought in to the overgrown fields to eat the <i>vegetation</i> .
generate (verb) page 31	gen-er-ate (JEN-er-ate)	create	On that stormy night, we hoped the batteries would <i>generate</i> enough power to keep the flashlight lit.
ethnic (adjective) page 15	eth-nic (ETH-nik)	relating to a racial or cultural group	We were looking forward to tasting the <i>ethnic</i> food at the Ethiopian restaurant.

Lesson 3

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

Teacher Background

In this lesson, students read about the Sami, a seminomadic reindeer-herding people in northern Sweden. The Sami way of life is threatened by the timber industry’s clear cutting of the forests where their herds graze. While the Sami have not been successful in their legal battles to preserve the forests, they have turned to technology, such as satellite imagery and geographic information system (GIS), to identify the grazing land that is most important to the survival of their herds and to help future generations manage resources.



Active Instruction tp

(25 minutes)

Students rate their knowledge of each vocabulary word:

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

Partner Vocabulary Study

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

Partner Vocabulary Study		
1.	Rate your knowledge of each vocabulary word.	<ul style="list-style-type: none"> + I know this word and can use it. ✓ This word looks familiar; it has something to do with... ? I don’t know this word; it’s totally new to me.
2.	Discuss with your partner a vocabulary word you know and one that needs further study.	
3.	Take turns pronouncing the vocabulary words, telling their meanings, and using the words in new sentences.	
4.	Listening partners give thumbs up if the word is used correctly or add ideas to help their partners.	

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.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 28–31 in the text.

Teacher: Read aloud.

Students: Practice the skill or strategy.



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

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

Set the Stage

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

Interactive Read Aloud

1. Tell students that you are going to read aloud. Challenge students to actively listen because you will be asking them to restate the ideas in these initial paragraphs with their partners. Point out that if they have trouble clearly restating the text in their own words, it means that they have not fully understood it. They will need to refer to their Clarifying Strategy Card and use strategies to clear up the problem.
2. Read the title of the article, the beginning text on page 28, and the first paragraph on page 29 aloud. Have partners restate the ideas in the paragraph in their own words. Use **Think-Pair-Share** to prompt use of the clarifying strategies.

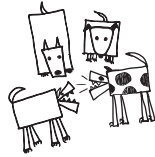
Was your partner able to clearly restate the ideas in the paragraph? If not, which clarifying strategies did you use?

My partner had trouble explaining about the stump and making a fire. She didn't know what the word turpentine means. We reread and looked for clues and figured out that turpentine has something to do with tar and that it must help in getting the stump to burn.

3. Partner Practice: Have students read the next paragraph on page 29 aloud with their partners. Listening partners restate the ideas in the paragraph. Use **Think-Pair-Share** to ask:

To check your understanding, how do reindeer use more than a third of the area of Sweden?

The herds travel from summer grounds in the mountains all the way across the country to the wintering grounds in the east.



Teamwork tp

(20 minutes)

Partner Prep





1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.
2. Have students read:
pages 29–31 aloud with partners.
3. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, for example, using sticky notes. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

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

Prepare students for team discussion.

Teams distribute a role card to each team member.

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

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

Team Talk Questions

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

100 = *We read that the reindeer's winter food base is tree lichens, but we didn't know the word lichens. We couldn't figure it out from clues in the text so we looked it up in the dictionary. Lichens are scaly growth on trees that are a combined fungus and algae. So that helped us understand what the reindeer graze on in the forest.*

90 = *We read that the reindeer's winter food base is tree lichens, but we didn't know the word lichens. We couldn't figure it out from clues in the text so we looked it up in the dictionary.*

80 = *We read that the reindeer's winter food base is tree lichens, but we didn't know the word lichens. We couldn't figure it out from clues in the text.*

2. Why are the Sami, an ancient people, now using high-tech tools like GPS? **[MI]** (Team Talk rubric)

100 = *The Sami are using high-tech tools to make an **accurate** record that shows the **location** of food **sources** that are **critical** for the reindeer. The Sami view satellite images and use GPS to draw boundaries around the critical areas. They also visit the areas to find out exactly where the food sources are. With accurate information, the Sami hope to **preserve** the land that the reindeer need and to keep their way of life.*

90 = *The Sami are using high-tech tools to find the food that the reindeer need. The Sami view satellite images and use GPS to draw boundaries around the areas. They also visit the areas to find out exactly where the food is.*

80 = *The Sami are using high-tech tools to find the food that the reindeer need.*

3. How is the Sami way of life being threatened? **[MI]** (Team Talk rubric)

100 = *The forests where the reindeer graze in winter are being cut for timber and plowed. This destroys the lichens that are the reindeer's main **source** of food. Without food for their reindeer, the Sami cannot **continue** their way of life as reindeer herders.*

90 = *The forests where the reindeer graze in winter are being cut for timber and plowed. This ruins the lichens that the reindeer eat.*

80 = *The forests where the reindeer graze in winter are being cut for timber and plowed.*

4. What does GPS mean? How does a GPS locator work? **[MI]** (Team Talk rubric)

100 = *GPS means global positioning system. A GPS locator is a tool that can tell you exactly where you are. It uses signals from different satellites. Because the exact **locations** of the satellites are known, the position of the locator can be **calculated**.*

90 = *GPS means global positioning system. A GPS locator can tell you exactly where you are by using satellite signals.*

80 = *GPS means global positioning system. A GPS locator can tell you exactly where you are.*

continued

Team Talk Questions *continued*

5. What is a synonym for the word *generate*? What is an antonym (opposite) for the word *generate*? **[CV]**

A synonym for generate is create or produce. An antonym for generate is destroy.



Class Discussion **tp**

(20 minutes)

Lightning Round **tp**

1. Remind the students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
2. Use **Random Reporter** to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award points on the poster for teams with 100-point responses. Record individual scores on the teacher cycle record form.
3. Use **Random Reporter** to have teams share their Team Talk responses (questions #2–4). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Award points on the poster for teams with 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.

Team responses and feedback



Celebrate team successes!

The top team chooses a cheer.

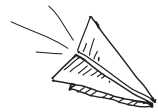
Remind students of the Read and Respond homework assignment.

Lesson 4

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

Teacher Background

In this lesson, students read about immigrant teens and their lives before and after leaving their home countries. This lesson includes an optional video in which a teen immigrant tells her story.



Active Instruction

(25 minutes)

Students rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

What would be the biggest challenges for a person from another country who comes to live in the U.S.?

Answers will vary. For example, I think the biggest challenge would be communicating if the person does not speak English. Another challenge would be figuring out how to find a job and a place to live. The person would have to build a new life here, so he or she would have to figure out how to fit in and find friends.

(Optional) Introduce the video.

In the video that you are about to watch, an immigrant teenager describes the challenges that her family faced when they came here. Many immigrant teens are faced with these same challenges when their families resettle in a new place. As you watch the video, jot down some of the problems or challenges that Luincy faces and how she deals with them.

Show video (optional)

5. Show the video clip (5 min. 46 sec.). Debrief the video. Use **Think-Pair-Share** to ask:

What was one problem that Luincy faced? How did she deal with it?

Answers will vary. For example, Luincy didn't know English and couldn't understand anything that was happening in school. It made her feel small and like an outsider. She dealt with it by learning English even though it was hard and she had to look up words in the dictionary all the time. Everything was different from her home country, so she had to get used to her new surroundings. She also said that she learned about discrimination and prejudice, another challenge that she had to face here, but she was proud of her culture.

Interactive Read Aloud

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

Previewing a text, looking at the title, subtitles, pictures and captions, can help you clarify what you will be reading about and the author's purpose.

Use a Think Aloud to model previewing the article on pages 16 and 17 to clarify the topic and the author's purpose.

Sample Think Aloud
<p>As I preview this article, I see that it is in a different format than the other articles we have read in the magazine. There are pictures of young people, and there are quotes next to them. That makes sense because the title of the article is "Kids Speak." I also notice that after each quote is the person's name, age, and the country he or she came from. I see that the subtitle is "The best thing about moving to a new country is...", so that is the question these young people are answering. I think that the purpose of the author is to let readers hear about the experiences of young people in their own words.</p>

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

Refer students to pages 16–20 in the text.

Teacher:
Previews/thinks aloud.

Students: Practice the skill or strategy.

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



Have partners preview the text on pages 18–20 to clarify the topic and the purpose of the article. Use **Think-Pair-Share** to ask:

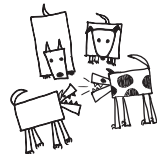
What do you think the topic of this article is? How did you figure it out?

I think the topic is the experiences of teen immigrants in their words. The title of the article is “Meet the Immigrants,” and there are pictures of teens with their names, ages, and where they came from. The text is set up like an interview, with FACES magazine asking a question and the teen immigrants’ answers.

What do you think the purpose of this article is?

We think the purpose is to let teen immigrants tell about their experiences.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Partner Prep

1. Prepare students for partner reading. Have students read: **pages 16–20 aloud with partners.**
2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, for example, using sticky notes. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

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

Teams distribute a role card to each team member.

First

Read the question.

1. Read the question to your teammates.
2. Make sure everyone practices active listening.
3. Ask if everyone heard and understood the question.
4. Identify the right rubric.

© 2012 Success for All Foundation 34234 100000

Second

Answer the question.

1. Restate the question in your own words.
2. Use the rubric to form your answer.
3. Tell and explain your answer.
4. Ask if everyone heard your answer.

Third

Agree OR disagree.

1. Restate your teammate's answer.
2. Agree and add additional information, OR disagree and explain why.
3. Ask if everyone heard your answer.

Finally

Summarize.

1. Restate the group's agreed-upon answer.
2. Check to make sure each teammate understands the answer.
3. Make sure each teammate is ready for the Lightning Round.
4. Pass the role cards to the right.

2. Remind teams to use the rubrics to prepare for the Lightning Round.

3. Preview the Team Talk questions.

Team Talk Questions

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

100 = A team member marked the word discrimination because he could not pronounce it. He broke the word into chunks and blended them. That helped him to pronounce the word, and then he recognizes the word and knew its meaning. Discrimination is when people are treated differently based on something such as skin color, ethnic group, gender, or age. It is prejudice. Karla experienced prejudice, or discrimination, when she came to the U.S.

90 = A team member marked the word discrimination because he could not pronounce it. He broke the word into chunks and blended them. That helped him to pronounce the word, and then he recognized the word and knew its meaning.

80 = A team member marked the word discrimination because he could not pronounce it.

2. Several of the young immigrants use the word *opportunity* when describing the best thing about moving to a new country. What opportunities are they talking about? **[MI]** (Team Talk rubric)

100 = The young immigrants are talking about opportunities for a better life. For example, Lovety mentions the opportunity that her mom had to get a better job and the opportunity to practice any religion. Another example is Estafania, who says that she has the opportunity to have a better future than her parents and to go to college. Kumari also says that she has the opportunity for a better education. Several of the young immigrants also talk about the opportunity to learn a new language and meet new people. Hassan sums up by saying that moving to a new country gave him the opportunity to start a new life.

90 = The young people are talking about opportunities for a better future and a better life. Lovety mentions the opportunity that her mom had to get a better job and the opportunity to practice any religion. Estafania says that she has the opportunity to have a better future than her parents and to go to college. Kumari also says that she has the opportunity for a better education.

80 = The young people are talking about opportunities for a better future and a better life.

continued

Team Talk Questions *continued*

3. In "Meet the Immigrants," what are some reasons that the teens' families left their homelands? **[MI]** (Team Talk rubric)

100 = *The main reasons the teens were forced to leave their homelands were war or threats of violence. For example, Kishore said there was fighting in the refugee camp, and his father was a target. He says, "It was like a war going on," and he "saw people get hurt." Bujar remembers that there were tanks throwing bombs, and they had to escape. Another example is Tony, whose family had to leave Congo because of threats against his father. The families left their homelands to find safety in another country.*

90 = *The reasons the teens left their homelands were because of war or violence. Kishore said there was fighting in the refugee camp, and his father was a target. Bujar remembers that there were tanks throwing bombs, and they had to escape. Another example is Tony, whose family had to leave Congo because of threats against his father.*

80 = *The reasons the teens left their homelands were because of war or violence.*

4. The first interview question on page 19 is "What was life like in your country of origin?" What does the phrase "country of origin" mean? How did you clarify it? **[CV]** (strategy-use rubric)

The phrase "country of origin" means the country where you started out or were born. We knew that the word origin means beginning or first, so we figured out that "country of origin" is your first country. Also, Kishore answers the question by telling where he was born.

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

"Poison ivy is common in these woods," said the guide, "so you will want to look carefully at the _____ before you walk through it."

The word that belongs in the blank is vegetation because it means plant life. Poison ivy is a plant you want to avoid, so it makes sense that you would look carefully at the vegetation to avoid it.



Class Discussion tp

(20 minutes)



Lightning Round

1. Remind the students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
2. Use **Random Reporter** to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award points on the poster for teams with 100-point responses. Record individual scores on the teacher cycle record form.
3. Use **Random Reporter** to have teams share their Team Talk responses (questions #2–4). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Award points on the poster for teams with 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

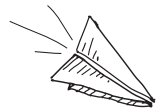
Remind students of the Read and Respond homework assignment.

Lesson 5

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

Teacher Background

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



Active Instruction tp

(10 minutes)

Partner Vocabulary Study

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

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

+ I know this word and can use it.

✓ This word looks familiar; it has something to do with...

? I don't know this word; it's totally new to me.

2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.

Students 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.

Read the prompt aloud.

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

Set the Stage

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

Writing Prompt	
What are some reasons that people move? Give two reasons, and include supporting examples or facts from your reading.	

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

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

Highlight the writing objective.



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

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

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

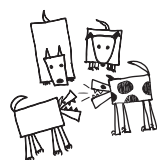
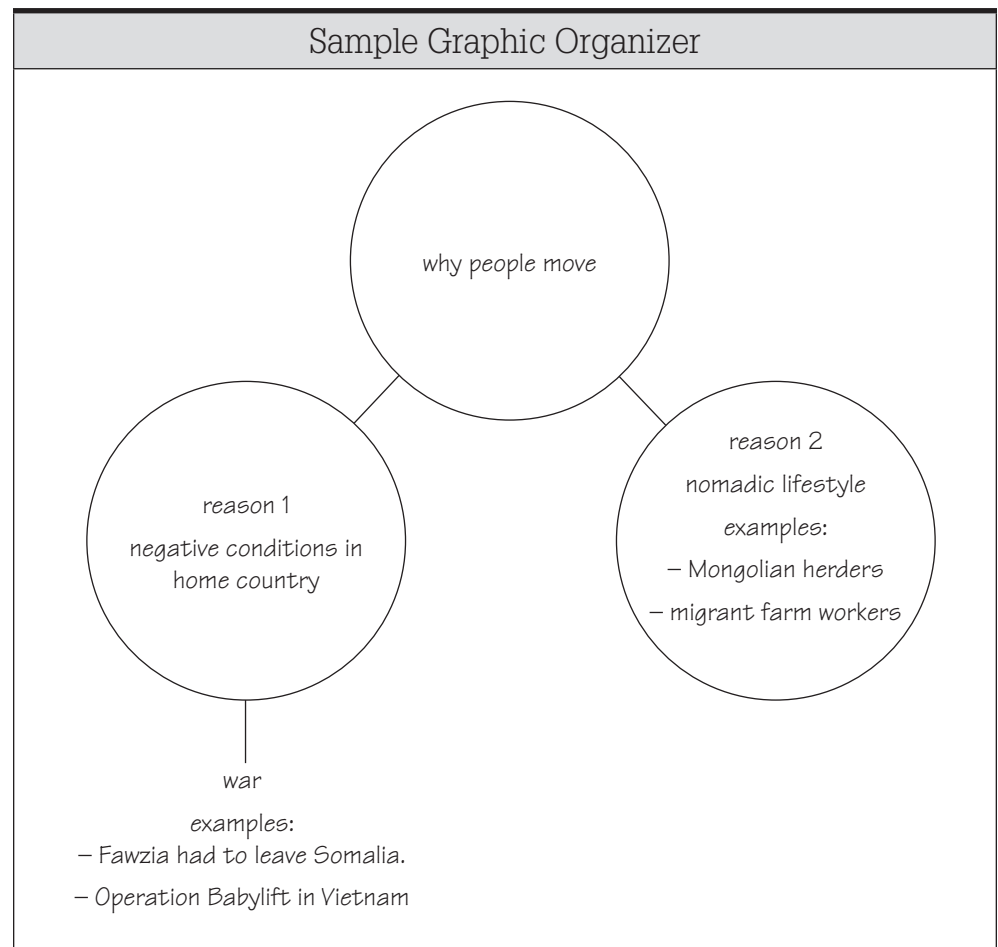
Under organization, in the middle, provide facts, examples, or events that help a reader understand the information is related to the writing objective.

- 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 a Skill

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

Model planning using a graphic organizer.



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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

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, and review how to get/give feedback.

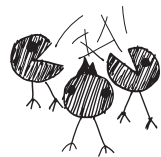
Peer Feedback	
1.	Read your writing project to your teammates. Remember to read with expression.
2.	<p>Ask each of the questions below. Note your teammates’ suggestions in the margin of your writing project.</p> <ul style="list-style-type: none"> - Is it easy to identify the topic? - Are there facts,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

Students revise and edit their writing projects.

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

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

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



Class Discussion tp

(30 minutes)

Lightning Round

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

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

Refer students to the writer’s guide for Writing to Inform or Explain and the writing objective—to write a quality answer that includes supporting facts or examples.

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

For example, ask:

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

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

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

What are some reasons that people move? Give two reasons, and include supporting examples or facts from your reading.

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

Lesson 6

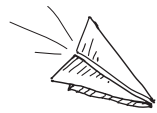
Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

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

Teacher Background

During today's cycle test, students will use strategies to clarify what they read and will identify which strategies they used to clear up anything that was confusing. Students may use the Clarifying Strategy Card as they read and answer the test questions. Students are introduced to the process of identifying key words and phrases in test questions, and to the After the Test Student Routine.

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



Active Instruction tp

(5 minutes)

Students rate their knowledge of each vocabulary word:

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

Partner Review

1. Remind students that they have been practicing using clarifying strategies to figure out the meanings of words, phrases, and passages and writing a quality answer that includes supporting facts or examples. Tell students that they will use these skills as they take the cycle test.
2. Have partners review their notes for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

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

1. "The Cherokee made the long trek across the United States in groups." In this sentence, the word *trek* most nearly means— **[CV]**

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

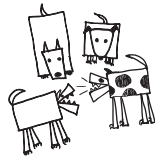
Today you will be reading an article in *FACES* magazine about an unusual bike trip.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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

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

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



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 2 Test

Clarify Words and Ideas

Directions: Read “Following the Footsteps of Our Cherokee Ancestors,” pages 38 and 39. Answer the following questions on a separate piece of paper. You may use the Clarifying Strategy Card.

Part I. Comprehension (100 points)

1. “The Cherokee made the long trek across the United States in groups.” In this sentence, the word *trek* most nearly means— **[CV]**

- A. *journey.*
- B. *bike trip.*
- C. *demand.*
- D. *road.*

Explain how you figured out the meaning of this word.

20 points = To figure out the word trek, I used clues in the sentence. The Cherokee were going “across the United States” which is a long way. I looked at the choices, and I know the word journey means a long trip. I tried that meaning out in the sentence and it made sense. None of the other choices really made sense in the sentence.

15 points = To figure out the word trek, I used clues in the sentence. The Cherokee were going “across the United States” which is a long way. I looked at the choices, and I know the word journey means a long trip.

10 points = To figure out the word trek, I used clues in the sentence.

2. Would you describe the Cherokee as a nomadic tribe? Why or why not? **[MI]**

20 points = The Cherokee were not a nomadic tribe because they did not move from place to place. The Cherokee were farmers or tradesmen. They depended on farming and lived in settlements of log-cabin homes, so they stayed in one place.

15 points = The Cherokee were not a nomadic tribe because they did not move from place to place. The Cherokee were farmers or tradesmen.

10 points = The Cherokee were not a nomadic tribe because they did not move from place to place.

3. Why did the students make the bike trip? What was their purpose? **[MI]**

20 points = The students' purpose in making the bike trip was to remember their ancestors and the difficult journey they made 170 years before on the Trail of Tears. The Cherokee were forced to leave their homes and travel 900 miles to Oklahoma as a result of the Indian Removal Act of 1830. The students wanted to experience a little of what their ancestors had experienced and to show their respect for what they went through on the Trail of Tears.

15 points = The students' purpose in making the bike trip was to remember their ancestors and the difficult journey they made 170 years before on the Trail of Tears. The Cherokee were forced to leave their homes and travel 900 miles to Oklahoma.

10 points = The students' purpose in making the bike trip was to remember their ancestors and the difficult journey they made 170 years before on the Trail of Tears.

4. Explain why today there are two distinct groups of Cherokee. **[MI]**

*20 points = There are two **distinct** groups of Cherokee today because the **ancestors** of one group, the Cherokee Nation, were forced to move to Oklahoma on the Trail of Tears. The other group, called the Eastern Band of Cherokee, are the **descendants** of the Cherokee who escaped into the mountains of Georgia and North Carolina. The two groups started as one but then were separated, so they developed different cultures.*

15 points = The Cherokee have two groups because one group was forced to move to Oklahoma on the Trail of Tears. This group is called the Cherokee Nation. The other group escaped into the mountains of Georgia and North Carolina. This group is called the Eastern Band of Cherokees.

10 points = The Cherokee have two groups because one went to Oklahoma and the other stayed in Georgia and North Carolina.

5. "The first groups left in summer and tried to travel by boat on connecting rivers, but low water levels made navigation difficult."

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

Accept responses that identify a strategy. For example, I would advise my partner to try breaking the word into chunks and then blending the chunks to pronounce the word. To figure out the word, I would advise my partner to look for clues in the sentence or look it up in the dictionary.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

What are some reasons that people move? Give two reasons, and include supporting examples or facts from your reading in *FACES* magazine.

One reason that people move is because of negative conditions in their home countries such as wars and violence. These conditions push people to leave and look for safer places for their families. For example, we read about Bujar, who had to leave his home country of Kosovo because there were tanks throwing bombs, so his family had to escape the violence. Another example is Kishore, whose family had to leave the refugee camp in Nepal because of violence. Another reason people move is because they have a lifestyle that is nomadic. For example, the Tuareg of the Sahara Desert do not live in towns or cities, but move back and forth across the desert on camels, trading salt and other goods at oases. Another example is the Sami who live in tents and move from place to place across northern Sweden with their reindeer herds. Two reasons people move is to find safety and to make a living.

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

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

Part III. Vocabulary (100 points)

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

The GPS showed us the _____ of our location, so we knew exactly where we were.

- A. background
- B. *coordinates*
- C. vegetation
- D. danger

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

Example: The Team Talk questions helped to generate a lot of team discussion because everyone had an opinion about the answer.

3. What is a synonym for the word *precise*? **[CV]**

- A. occasional
- B. sloppy
- C. *accurate*
- D. outdated

4. What is an antonym (opposite) for the word *nomadic*? **[CV]**

- A. *settled*
- B. afraid
- C. numerous
- D. unknown

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

As we approached, the squirrel scurried away and hid in the dense _____ at the edge of the lake.

- A. variety
- B. valley
- C. *vegetation*
- D. vegetables

6. Use the word *traditionally* in a meaningful sentence. **[CV]**

Example: In the Tuareg culture, men traditionally cover their faces, but women don't.

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

The civil war pushed many families to leave their homes and join the mass _____ to the neighboring country.

- A. route
- B. *migration*
- C. selection
- D. pathway

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

The Sami are a _____ group with an ancient tradition of reindeer herding.

- A. survival
- B. tropical
- C. mountain
- D. *ethnic*

9. As used in the sentence “With the information the Sami generate by using today’s technology, there is hope that reindeer herding will be passed on to yet another generation.” The word *generate* most nearly means— **[CV]**
- A. send.
 - B. discuss.
 - C. *produce*.
 - D. hide.
10. As used in the sentence “In 1838, Cherokee had no choice but to leave; today, people are voluntarily getting ‘on the move’ and walking, biking, or hiking the same path.” The word *voluntarily* most nearly means— **[CV]**
- A. bravely.
 - B. briefly.
 - C. unhappily.
 - D. *intentionally*.

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

I figured it out because it has the same word part as the word volunteer. I know that a volunteer offers to do something and is not forced to do it. The Cherokee had no choice about going on the Trail of Tears, but the people today go on it intentionally.

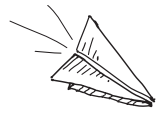
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

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

Teacher Background

During Class Discussion, students present oral 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

Two-Minute Edit

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

What would you do to make this sentence better?

The Sami reindeer herders in forests of northern Sweden



2. Use **Random Reporter** to share responses. Award team celebration points.

Vocabulary

Vocabulary Vault

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

Set the Stage

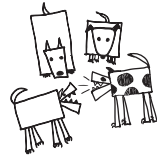
Teams review their cycle goal.

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. 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.

Connect the cycle objective to students' homework 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.

- 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

- 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.
- 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.
- As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

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

Give students feedback on classwork.

Teacher's Note:

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

Read and Respond Questions

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



Class Discussion

(15 minutes)

Team responses and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

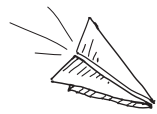
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

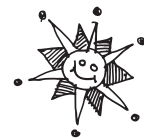
Two-Minute Edit

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

What would you do to make this sentence better?

Last thursday the school board announce plans to build a new middle school.

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

(Optional) Use a sentence with the errors that your students often make.



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.

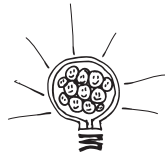


Use **Random Reporter** to ask:

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

Scenario:

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

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

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

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

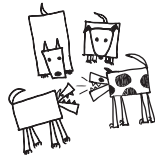
Discussion Hints:

- Putting yourself in another’s shoes is one way to better understand how to be a good friend. Help students develop empathy for others with role-playing and taking on someone else’s point of view.
- Model how to show respect for one another while giving feedback, asking for help, and recognizing successes. Make your classroom a sarcasm-free zone.
- Support teamwork: Use team-building activities, review team goals regularly, and celebrate as a class when goals are met. Present the beginning of each

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

cycle as a fresh starting point and another opportunity to set goals and move ahead with one another's help.

- Be an active listener. Model how to ask open-ended questions. Paraphrase what the other person tells you, and check your understanding. Provide examples of situations in which you can see each situation from someone else's point of view.
- The middle grades are a time for learning how to be a good friend and how to choose new friends. Change teams once or twice each grading period to give students a chance to get to know a broader circle of people. Make class celebrations meaningful and participatory for students. Emphasize how great it feels to set and meet goals when everyone participates.



Brain Game tp

(5 minutes)

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

What did this game require your brain to do?

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

Common Core State Standards

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

Level 6 Clarify Words and Ideas

English Language Arts Standards: History/Social Studies

Integration of Knowledge and Ideas

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

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

English Language Arts Standards: Language

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts Standards: Writing

Text Types and Purposes

W.6.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.



Informational

Unit 2

Identify Central Ideas

The Body in Motion

The Heart: Our Circulatory System

Research

Unit 2

Identify Central Ideas

The Body in Motion

The Heart: Our Circulatory System

The Lightning Round

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

Strategy Use

The Random Reporter:

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

Word Power

The Random Reporter:

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

Summary

The Random Reporter:

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

Team Talk (oral and written)

The Random Reporter:

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

Fluency

The Random Reporter:

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

Graphic Organizer/Notes

The Random Reporter:

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

Unit Objectives

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


Writing: Use examples to help a reader understand the information.

Unit Overview

This unit introduces the TIGRRS process, a process that will help students prepare to read and understand informational text. The acronym stands for topic, intent, graphic organizer, read and restate, reread and review, and summarize.

Following is an explanation of the TIGRRS process that is included in the team folders.

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



T Topic	Look for clues to predict the topic: <ul style="list-style-type: none"> • title, headings, and subheadings; • pictures, diagrams, and captions; and • words in bold. Think about what you already know about this topic.
I Intent	Why did the author write the text? Look for clues to predict the author's intent: <ul style="list-style-type: none"> • title and subtitle; and • introduction, preface, and book-jacket notes.
G Graphic Organizer	Choose a format for your notes. Create a graphic organizer to make notes on the main ideas and supporting information in the text and to show how they are related.
R Read and Restate	Use strategies as you read with your partner. Restate the main ideas in your own words. Record main ideas on your graphic organizer.
R Reread and Review	Choose an important section of the text to reread. Reread with your partner to: <ul style="list-style-type: none"> • clarify anything that was confusing, • find evidence to support the main ideas, and • add supporting information to your notes. Review your notes to: <ul style="list-style-type: none"> • make connections between ideas and • ask new questions.
S Summarize	Review your graphic organizer, and summarize what you have learned from the text.

As students become familiar with the TIGRRS process, they will also focus on using clues and strategies to identify main ideas. Scaffolded instruction and practice in this skill is provided in the Interactive Read Aloud and Team Talk questions. In this unit, students are also introduced to the partner fluency practice routine and to the fluency rubric (cycle 1, lesson 3) and to the word power journal and word power rubric (cycle 2, lesson 3).

The writing objective for this cycle is to provide examples to help a reader better understand the information. Throughout the cycle, highlight for students places in the text where the author uses examples to help explain an idea. Remind them

during the Lightning Round that a quality answer includes relevant support. Point out that relevant examples from the text or from their experience can support their answers. Emphasize the need to include examples to support an answer.

Unit Topic/Content

The Body in Motion by Lisa Trumbauer describes how parts of the body work and move together when people participate in different sports such as running, playing basketball, and doing gymnastics. The motion of athletic activities requires coordination between the bones, muscles, joints, and brain.

The Heart: Our Circulatory System by Seymour Simon presents information on the form and function of the heart and explains how the circulatory system provides food and oxygen to the cells of the body.

Text and Media Selections

Internet/Media Options

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

At a Glance

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 4–11	(Optional) "Tae Kwon Do" www.pbslearningmedia.org/content/9a1171bb-8de4-4853-8a9a-c9899540d1cd/
Lesson 2	pages 12–16	(Embedded) Background video: "Bioengineer: Tammy Reid Bush"
Lesson 3	pages 17–21	(Embedded) Process video "Partner Fluency Practice"
Lesson 4	pages 22–27	
Lesson 5	writing in response to reading	
Lesson 6	pages 28 and 29	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

The Body in Motion

**The Heart: Our
Circulatory
System**

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 4–9	
Lesson 2	pages 10–15	
Lesson 3	pages 16–21	(Embedded) Process video “Word Power Journal”
Lesson 4	pages 22–27	
Lesson 5	writing in response to reading	
Lesson 6	pages 28–32	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Identify
Central
Ideas

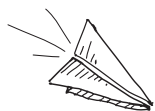
Lesson 1

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

Teacher Background

Today students will read about how the human body moves while running. The text describes how feet, ankles, knees, and muscles work together as we run. The Big Question asks students what they do, or could do, to make their bodies work better. This question will prompt students to think about their bodies and how they work. In Active Instruction, you will also have the option of showing a video about kids doing tae kwon do.

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

**Active Instruction** tp

(22 minutes)

Big Question

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

The Big Question: What are things you do, or could do, to make your body work better?

Set the Stage

1. The purpose of today's Big Question is to activate students' prior knowledge about how their bodies work. As students discuss the Big Question, encourage them to think about the different parts, or systems, in their bodies such as the brain, heart, skeleton, muscles, lungs, etc.

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

What are things you do, or could do, to make your body work better?

I play a lot of basketball and soccer, and all the running I do helps to keep me in shape. My body would probably work even better if I ate more vegetables and less junk food. Also, I think drinking milk is supposed to make your bones stronger, so I should probably drink more milk.

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.

Students write responses to the Big Question.

Discuss the Big Question.

tps

Teams review their cycle goal.

Post and present the reading objective.


Introduce the TIGRRS process.

3. Introduce the text, author, and reading objective.
4. Distribute copies of *The Body in Motion*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

This text is informational. The table of contents, chapter titles and headings, and diagrams are evidence that the text is informational.

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



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

Topic Look for clues to predict the topic:

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

Think about what you already know about this topic.

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

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

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

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

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

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

Review your notes to:

- make connections between ideas and
- ask new questions.

Summarize Review your graphic organizer, and summarize what you have learned from the text.

Students begin the TIGRRS process.

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

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

I think the topic of the text is the human body and how it moves. The title is a clue. Also, the pictures of people doing different sports and the diagrams of muscles and bones are also clues.

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

I think the author's intent is to inform the reader about what happens inside the body that allows us to move because the book's subheadings, diagrams, and captions offer information about the movement of muscles and bones in arms and legs.

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

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

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

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

Model choosing a graphic organizer, and explain your thinking.

When I previewed the book, I noticed that there were a lot of chapters and sections. This means that there are probably a lot of main ideas and details. I think a web would be a good way to organize all the information.

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

Topic: *How the human body moves.*

Intent: *To explain what happens inside the body that allows us to move.*

Graphic Organizer: *A web for main ideas and details.*

8. (Optional) Introduce and show the video “Tae Kwon Do.” Use **Think-Pair-Share** to debrief the video.

Which body parts do you think are important in tae kwon do?

I think the feet and legs are very important in tae kwon do. It would also be important to have strong leg bones and muscles.

How do you think the kids in tae kwon do learned to do the martial arts moves?

They probably practiced each move a lot.

How did the kids increase the power of their kicks?

They changed their foot positions, and this made them use more powerful muscles while kicking.

Build background about human body movement.

Show video.

Refer students to pages 4–11 in the text.

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

Students: Actively listen.

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



Interactive Read Aloud

1. This cycle our reading objective is: to use clues and strategies that help to identify main ideas.

Explain that some main ideas are pretty obvious, and they are stated directly in the text, sometimes as the very first sentence. Tell students that at other times, you have to search a bit more to develop a main idea.

There are several clues and strategies that we can use to identify the main idea (List these on the board.):

- Look at the first sentence.
 - Use the text features.
 - Look for repetition of terms or ideas.
 - Ask yourself, “Is this really important?” or “What is important to know?”
 - Look for supporting details.
2. Remind students that authors often express the main idea in the first sentence. Point out that after reading the section, they should decide whether that sentence tells the most important information. Explain that text features, such as bold print, captions, and headings, can also help them decide what the main idea is if it isn’t directly stated in the passage. Tell students that terms that appear often in a passage can hint at the main idea. Point out that it is always important to ask, “Is this really important?” Explain that if it is the main idea, you will find lots of supporting details that explain and give more information.
 3. Tell students that you will use the next step in the TIGRRS process—read and restate. Tell students that as you read, you will think aloud to demonstrate how a reader identifies main ideas.

Read page 4 aloud. A sample Think Aloud follows.

Sample Think Aloud

(Read the first paragraph, and restate it.) So how would I restate the main idea in this paragraph? I think the main idea is stated in the first sentence: People are amazed by what athletes can do. All the details are about how basketball players and pole vaulters amaze us, and the pictures show athletes doing amazing things.

(Read paragraphs 2 and 3.) How would I restate the main ideas in these paragraphs? What is the main point? The idea of the body and how it moves is repeated in these paragraphs. I think the author introduces the main point in the last paragraph on this page. It says that the body and the brain work together to get your body in motion. I think that is the main idea because it relates to the title of this section, “Built to Move,” and the topic of the book—how the body moves. Also, the last sentence tells what the author is going to explain next: how the body and brain work together to allow you to run.

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

What clues and strategies did I use to help me identify main ideas?

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



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

You considered the first sentence and found details to support it. You also looked at how the pictures supported that main idea. In the next paragraphs, you identified the repeated idea of the body and motion in the text and how it related to the section title and the topic of the book.

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

Have students read page 7. Use **Think-Pair-Share** to ask:

What is the main idea of the text on this page? What clues helped you figure it out?

I think the main idea is describing the movement of our feet and ankle joints when we run. I figured it out because that is what all the details are about.

Use **Random Reporter** to debrief.

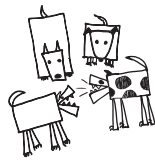
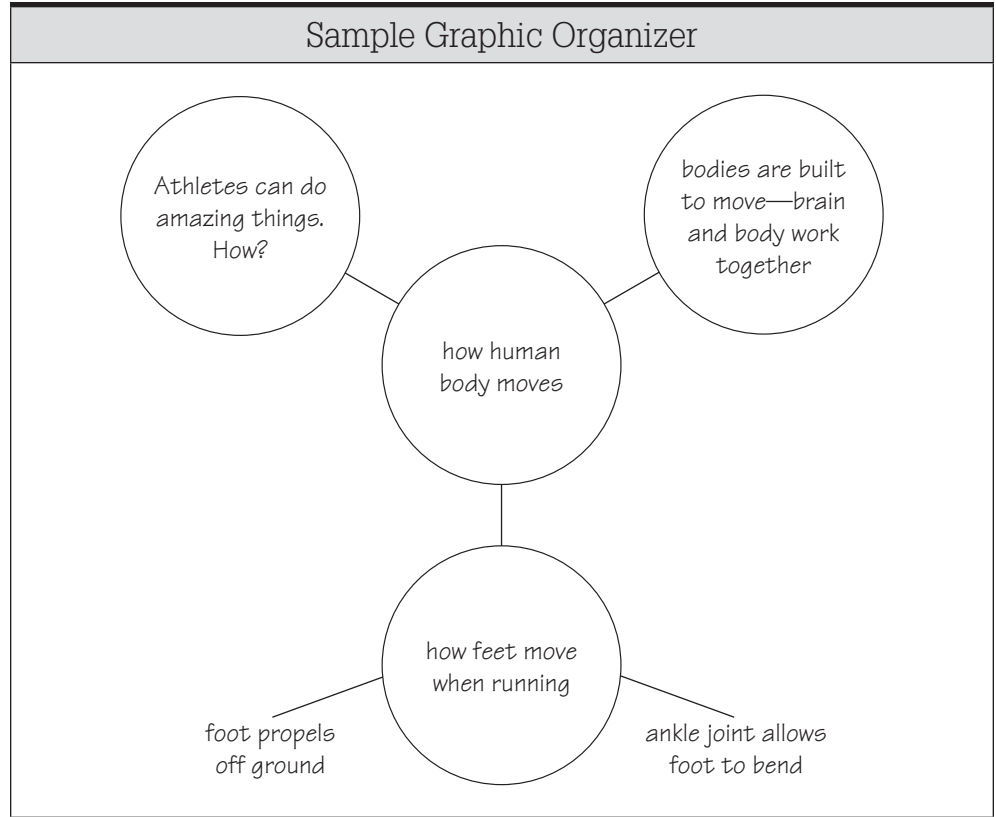
6. Explain to students that as we read each section of text, we should record the important information on our graphic organizer to help us identify main ideas and supporting details in the text. Refer to the reread and review step of the TIGRRS process. Review the points in this step of TIGRRS.

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

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

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

A sample graphic organizer follows.



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and the TIGRRS process before having students read and restate: sr
pages 8–11 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use and oral and written Team Talk responses. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

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. What is the main idea of paragraph 1 on page 8? What are some supporting details? **(Write) [MI]**

100 = *The main idea of the paragraph is what muscles do when you run. Some supporting details include that the quadriceps is a large muscle in your thigh. It is attached to your thigh bone and lifts your leg up. Additionally, muscles move bones by contracting.*

90 = *The main idea of the paragraph is what muscles do when you run. Some supporting details include that the quadriceps is a large muscle in your thigh. It is attached to your thigh bone and lifts your leg up.*

80 = *The main idea of the paragraph is what muscles do when you run. Some supporting details include that the quadriceps is a large muscle in your thigh.*
2. How does the diagram on page 8 help you understand how people run? **[RE, SA]** (Team Talk rubric)

100 = *The diagram on page 8 shows the parts of the body that people use when they run. It **identifies** the muscles, bones, and joints that are **involved** in running and shows where they are located and how they **relate** to one another. This diagram is almost like an x-ray of what the human body looks like while running.*

90 = *The diagram on page 8 shows the parts of the body that people use when they run. It **shows** the muscles, bones, and joints used in running and shows where they are located.*

80 = *The diagram on page 8 shows the parts of the body that people use when they run.*
3. What is the role of the knee in running? **[MI, SA]** (Team Talk rubric)

100 = *The knee **acts like** a hinge that lets your lower leg swing back and forth while running. It also connects the bones in your thigh to the bones in your calf. The knee **provides** much of the leg **flexibility** needed to run.*

90 = *The knee is like a hinge that lets your lower leg swing back and forth while running. It also connects the bones in your thigh to the bones in your calf.*

80 = *The knee is like a hinge that lets your lower leg swing back and forth while running.*
4. How do our brains help us run? **[MI, SA]** (Team Talk rubric)

100 = *Our brain sends messages to the quadriceps muscle telling it to **contract**. When the quadriceps muscle **contracts**, the leg is lifted, and the knee allows the foot to swing forward. The brain, leg, and foot all work together to **enable** us to run.*

90 = *Our brain sends messages to the quadriceps muscle telling it to tighten up. When the quadriceps muscle tightens, the leg is lifted, and the knee allows the foot to swing forward.*

80 = *Our brain sends messages to the quadriceps muscle telling it to tighten up.*

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

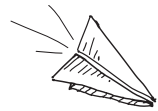
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

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

Teacher Background

Today students read about the bones and muscles in arms and shoulders and how the human body moves while running and playing basketball.



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
feats (noun) page 4	feats (FEETS)	remarkable acts involving skill or strength	The strong man at the carnival performed <i>feats</i> of strength such as pulling a truck with a rope that he held in his mouth.
motion (noun) page 4	mo-tion (MOH-shuhn)	act of moving	Brian sprained his wrist, so any <i>motion</i> of his hand was painful.
propels (verb) page 7	pro-pels (pruh-PELS)	pushes something or somebody forward	After the rocket <i>propels</i> the satellite into orbit, it falls back to earth.

continued

Word	Pronunciation	Definition	Sample Sentence
stride (noun) page 12	stride (STRAHYD)	long step	It was hard for Tiffany to match her dad's <i>stride</i> because her legs were so much shorter.
flexible (adjective) page 12	flex-i-ble (FLEK-suh-buhl)	able to bend without breaking	Lisa used a <i>flexible</i> rubber hose to connect the faucet to the water pipe.
attaches (verb) page 15	at-tach-es (uh-TACH-ez)	connects something to something else	A heavy steel chain <i>attaches</i> the tugboat to the larger ship so it can be pulled to the dock.
socket (noun) page 16	sock-et (SOK-it)	a hole in a bone that another bone fits into	When you have a dislocated shoulder, the bone has popped out of its <i>socket</i> .
rotate (verb) page 16	ro-tate (ROH-teyt)	to turn around a center point	It takes twenty-four hours for Earth to <i>rotate</i> one time.

Review Vocabulary Vault.

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

Set the Stage

Teams review their cycle goal.

- Ask students to review their team’s goal for this cycle and assess their progress.
- Review the Team Celebration Points poster, and challenge teams to build on their successes.
- Remind students of the text, author, and reading objective.
- Show the video “Bioengineer Tammy Reid Bush.” Use **Think-Pair-Share** to debrief the video.

Post and present the reading objective.

Build background about body movement.



What did you learn about the job of this bioengineer?

We learned that she looks at the human body and how it moves to help design and test different kinds of seating. She uses reflective targets to measure body angles and a mat that shows pressure when a person sits on it. She uses the data she collects to make better seats for people.

Refer students to pages 12–16 in the text.

Review the skill as necessary.

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

Students: Actively listen.

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

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



- Refer students to the TIGRRS process. Remind them of the first steps in the TIGRRS process:
 - Predict the topic of the text.
 - Predict the author's intent.
 - Choose a graphic organizer to make notes.
- Remind students that a web is a good organizer for taking notes about this text because it contains a lot of main ideas and supporting details.

Interactive Read Aloud

- Refer students to the reading objective. Remind them that they are focusing on using strategies and clues to identify main ideas.
- Tell students that you are going to do the next step in the TIGRRS process: read and restate. Read page 12, paragraph 1 aloud. A sample Think Aloud follows.

Sample Think Aloud

What is important to know in this paragraph? Is the main idea stated in this first sentence? It says the bones and muscles in legs do similar things when you are walking or running. But the details in the rest of the paragraph are about how walking and running are different. I think how they are different is the main point. When walking, one foot is always touching the ground, but when running, both feet can be off the ground. I think that is interesting, and it relates to the title of this section because it happens when you hit your stride.

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

What clues and strategies did I use to help me identify main ideas?

You considered the idea stated in the first sentence, but the rest of the details in the paragraph did not support it. You looked at the details to figure out the main idea and related it to the title of the section.

- 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 the rest of page 12. Use **Think-Pair-Share** to ask:

What do you think the main idea of the text box on this page is? What clues helped you figure it out?

I think the main idea is how running shoes have changed. Most of the information in the text box is about the features of running shoes and how they have changed over time. Also, there is a diagram of a modern running shoe that shows these features.

Use **Random Reporter** to debrief.

- Refer to the reread and review step of the TIGRRS process. Review the points in this step of TIGRRS. Remind students that rereading is an important step because it can help them clarify anything confusing in the text. By rereading, they can also identify details that support the main ideas and add them to

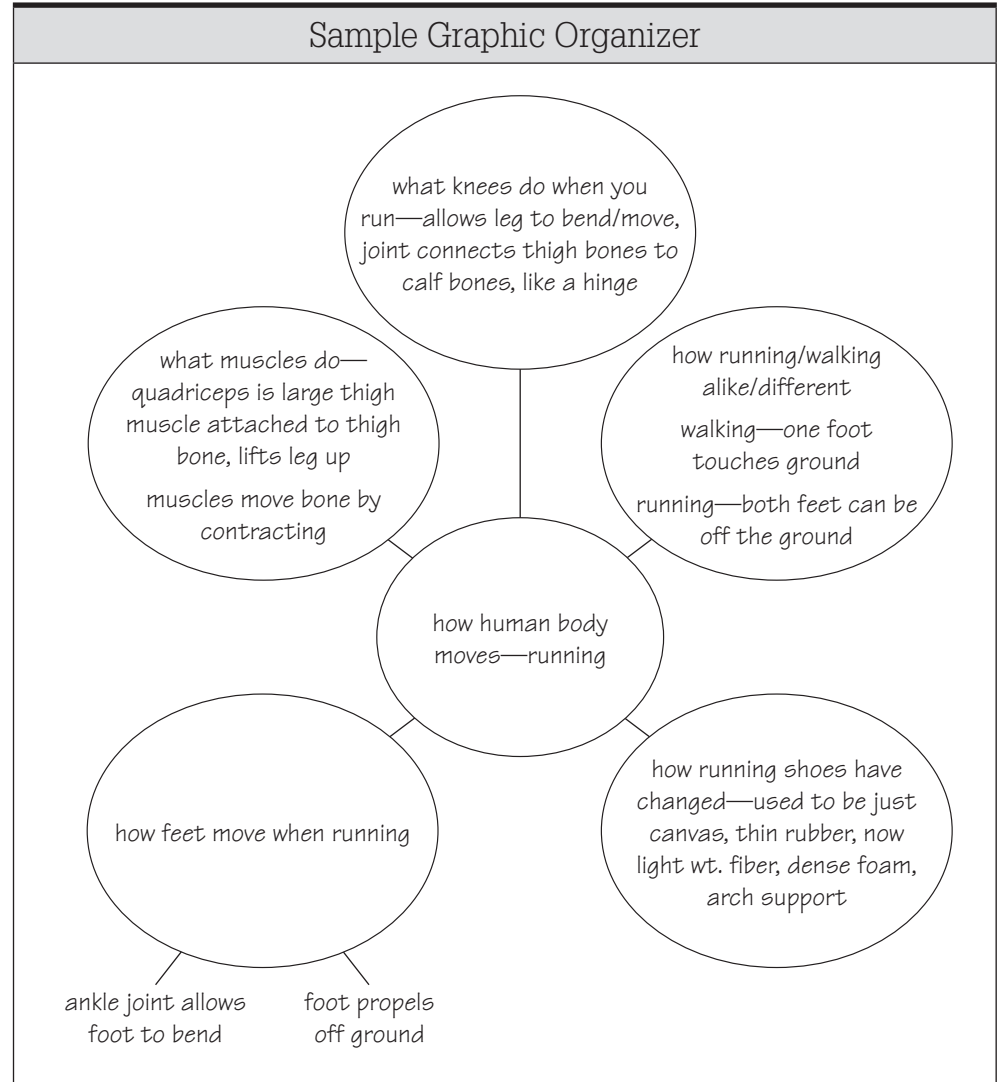
Partner pairs: Review, reread to clarify, and add to the graphic organizer.

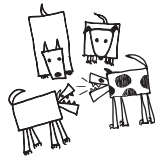
their notes. Reviewing their notes will help them make connections and ask new questions.

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

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

A sample graphic organizer follows.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and the TIGRRS process before having students read and restate: sr
pages 13–16 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. What is the main idea of paragraph 1 on page 13? What are some supporting details? **(Write) [MI]**

100 = The main idea of this paragraph is how runners use their arms. Supporting details include that runners pump their arms and use them to propel themselves forward. In addition, runners often do exercises to make their shoulders and arms stronger.

90 = The main idea of this paragraph is how runners use their arms. Supporting details include that runners pump their arms and use them to propel themselves forward.

80 = The main idea of this paragraph is how runners use their arms. Supporting details include that runners pump their arms.

continued

Team Talk Questions *continued*

2. How does a person lift and move the bones in his or her arms? **[SA]** (Team Talk rubric)

100 = *The muscle that connects the shoulders to the upper arms **contracts**. This **enables** the person to move his or her arms. The bones and muscles in the shoulders and arms have to work together.*

90 = *The muscle that connects the shoulders to the upper arms tightens. This lets the person move his or her arms.*

80 = *The muscle that connects the shoulders to the upper arms tightens.*

3. Why do you think the title of the section on page 16 is “Your Shoulder is a Holder”? **[MI, SA]** (Team Talk rubric)

100 = *This section is called “Your Shoulder is a Holder” because it is about how the shoulder blade holds the upper arm bone. The upper arm bone sits in a socket formed by the shoulder. This joint **provides** the arm with a great deal of **flexibility**.*

90 = *This section is called “Your Shoulder is a Holder” because it is about how the shoulder blade holds the upper arm bone. The upper arm bone sits in a socket formed by the shoulder.*

80 = *This section is called “Your Shoulder is a Holder” because it is about how the shoulder blade holds the upper arm bone.*

4. Would you agree or disagree with the statement “Shoulders are not very important to playing basketball”? Support your answer with information from the text. **[AA, SA]** (Team Talk rubric)

100 = *I would disagree with this statement. Our shoulders hold the upper arm bones and provide the flexibility needed to play basketball. The shoulder joint **enables** basketball players to move their arms up, down, and sideways as they dribble, shoot, and block. **Shoulders are very important in playing basketball.***

90 = *I would disagree with this statement. Our shoulders hold the upper arm bones and provide the flexibility needed to play basketball. The shoulder joint lets basketball players move their arms up, down, and sideways as they dribble, shoot, and block.*

80 = *I would disagree with this statement. Our shoulders hold the upper arm bones and provide the flexibility needed to play basketball.*

5.

motion	propels
--------	---------

What motion propels a bird through the air? **[CV]**

A bird flapping its wings causes it to move through the air.

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

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

Cue students to discuss strategy use and graphic organizers.

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



Class Discussion

(15 minutes)

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

- Use **Random Reporter** to have teams share strategy use and oral and written Team Talk responses. Ask other teams to agree, disagree, or add on to responses.
- 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.

Word	Pronunciation	Definition	Sample Sentence
feats (noun) page 4	feats (FEETS)	remarkable acts involving skill or strength	The strong man at the carnival performed <i>feats</i> of strength such as pulling a truck with a rope that he held in his mouth.
motion (noun) page 4	mo-tion (MOH-shuhn)	act of moving	Brian sprained his wrist, so any <i>motion</i> of his hand was painful.
propels (verb) page 7	pro-pels (pruh-PELS)	pushes something or somebody forward	After the rocket <i>propels</i> the satellite into orbit, it falls back to earth.
stride (noun) page 12	stride (STRAHYD)	long step	It was hard for Tiffany to match her dad's <i>stride</i> because her legs were so much shorter.
flexible (adjective) page 12	flex-i-ble (FLEK-suh-buhl)	able to bend without breaking	Lisa used a <i>flexible</i> rubber hose to connect the faucet to the water pipe.
attaches (verb) page 15	at-tach-es (uh-TACH-ez)	connects something to something else	A heavy steel chain <i>attaches</i> the tugboat to the larger ship so it can be pulled to the dock.
socket (noun) page 16	sock-et (SOK-it)	a hole in a bone that another bone fits into	When you have a dislocated shoulder, the bone has popped out of its <i>socket</i> .
rotate (verb) page 16	ro-tate (ROH-teyt)	to turn around a center point	It takes twenty-four hours for Earth to <i>rotate</i> one time.

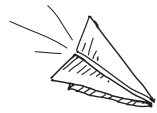
Lesson 3

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

Teacher Background

Today's reading continues to describe how the human body moves when people play basketball and focuses on the movement of the shoulders, elbows, and wrists.

In this lesson, you will introduce the partner routine for practicing fluency and the fluency rubric. The fluency rubric will help partners give feedback to each other to improve their fluency. It is also a tool for evaluating and giving feedback to students in the Lightning Round.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goals.

Post and present the reading objective.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Students review or identify a graphic organizer that they will use to make notes.



Refer students to pages 17–21 in the text.

Teacher: Read aloud.

Students: Practice the skill or strategy.

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



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

4. Remind students about the TIGRRS process. Remind them of the first steps in the TIGRRS process:
 - Predict the topic of the text.
 - Predict the author’s intent.
 - Choose a graphic organizer to make notes.
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.

Interactive Read Aloud

1. Read page 17 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What do you think the main idea of the text on this page is? What are some supporting details?

I think the main idea is about how your elbow works. Some supporting details include that the elbow is where the upper arm and forearm bones meet, that it is like the knee joint, and that it is like a hinge.

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

Have students read page 17, paragraph 2 (which continues on to page 18). Use **Think-Pair-Share** to ask:

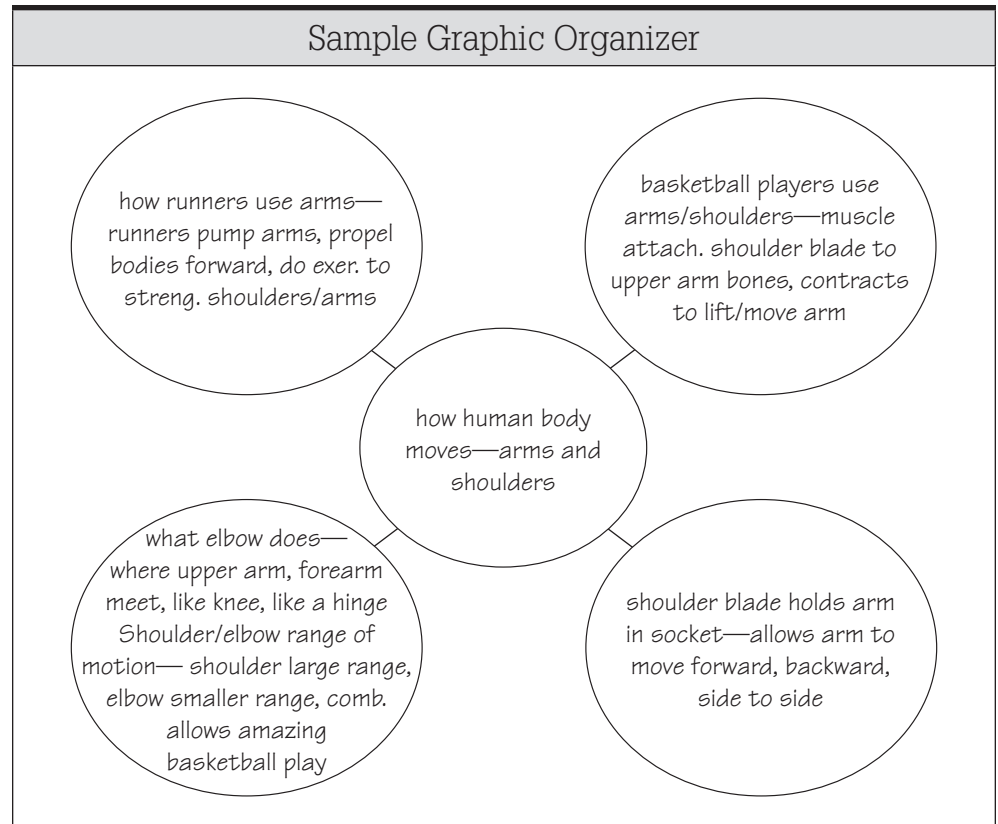
What do you think the main idea of this paragraph is? What are some supporting details?

I think the main idea is about the range of motion allowed by the shoulder and elbow joints. Some supporting details include that the shoulder joint allows a large range of motion, that the elbow has a smaller range of motion, and that combined they allow you to do amazing things with a basketball.

Use **Random Reporter** to debrief.

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

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



Introduce the fluency routine.

4. Introduce the partner routine for practicing fluency and the fluency rubric. Explain that fluency is about pronouncing words correctly and reading smoothly, with expression, and at a speed that is just right for understanding the text. Point out that when we practice fluency, we become better and more fluent readers.
5. Refer students to the teamwork routine for fluency, and review the routine.

With Partners	First	Second	Third	Fourth	Finally
3 Fluency	Choose a short passage from the text.	Practice reading it aloud with your partner.	Use the fluency rubric to give your partner feedback.	Make sure all team members are prepared for a fluency check in the Lightning Round.	

6. Display the following fluency rubric (also on the team folder). Remind students that the rubrics are tools to help teams get ready for the Lightning Round. Explain that teams can earn points on the poster when they practice and prepare their team members to read a short passage fluently. Review the levels on the rubric.

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

7. Introduce the video.

Let’s watch as partners practice fluency. Using the fluency rubric, think about what feedback you would give the partners. Do they pronounce words correctly? Do they read at just the right rate for the text? Do they read smoothly and with expression?

Show the first part of the video “Partner Fluency Practice.” Use **Think-Pair-Share** to debrief.

Using the fluency rubric, what feedback would you give the partner?

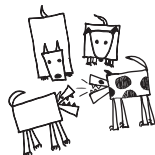
Accept reasonable responses.

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

What feedback did the listening partner give the reading partner? How did the feedback help?

8. Refer again to the fluency teamwork routine, and tell partners to practice the routine in partner reading. Point out that teams earn points for fluency during the Lightning Round if their Random Reporters give 100-point responses. Teams will want to be sure that all team members are ready to read a passage fluently.

Show the video
“Partner Fluency
Practice.”



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 18–21 aloud with partners.

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

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **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. What is the main idea of the text on page 19? What are some supporting details? **(Write) [MI]**

100 = The main idea of this paragraph is how the wrist is used in basketball. Supporting details include that the wrist acts like a hinge and that it allows the hand to move up and down while dribbling, catching, or shooting. Additionally, the wrist is formed where the two bones in the lower arm meet.

90 = The main idea of this paragraph is how the wrist is used in basketball. Supporting details include that the wrist acts like a hinge and that it allows the hand to move up and down while dribbling, catching, or shooting.

80 = The main idea of this paragraph is how the wrist is used in basketball. Supporting details include that the wrist acts like a hinge and that it allows the hand to move up and down.

2. How did the sport of basketball get its name? Support your answer with information from the text. **[SA]** (Team Talk rubric)

100 = When basketball was invented, players threw the ball into actual baskets. According to the text, after the ball went in the basket, the game would have to stop so someone could retrieve the ball. This probably made the game much slower.

90 = When basketball was invented, players threw the ball into actual baskets. The game would have to stop after the ball went in the basket so someone could get the ball.

80 = When basketball was invented, players threw the ball into actual baskets.

continued

Team Talk Questions *continued*

3. How has basketball changed over the years? **[RE]** (Team Talk rubric)
- 100 = *The basket and the ball have both changed. In the beginning, a peach basket and a soccer ball were used. Today a **specialized** ball and a hoop with a net are used. **However**, the original thirteen rules are still in use.*
- 90 = *The basket and the ball have both changed. In the beginning, a peach basket with a bottom and a soccer ball were used. Today a hoop with a net and a special kind of ball are used.*
- 80 = *The basket and the ball have both changed.*
4. What is an antonym for the word *flexible*? (Reminder: An antonym has an opposite meaning.) **[CV]**
- Stiff is an antonym for flexible.*

Cue students to discuss strategy use and graphic organizers.

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

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- fluency selection



Class Discussion **tp**

(15 minutes)

Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

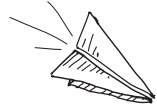
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

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

Teacher Background

In today's reading, students will learn about the strength, flexibility, and control required by gymnastics and how gymnasts train their bodies to acquire these attributes.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 22–27 in the text.



Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Interactive Read Aloud

1. Read page 23 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What do you think the main idea of the text on this page is? What are some supporting details?

I think the main idea is how gymnasts move. Some supporting details include that gymnasts leap, flip, and spin and that sometimes it's hard to tell which parts of their bodies they're using.

Teacher: Read aloud.

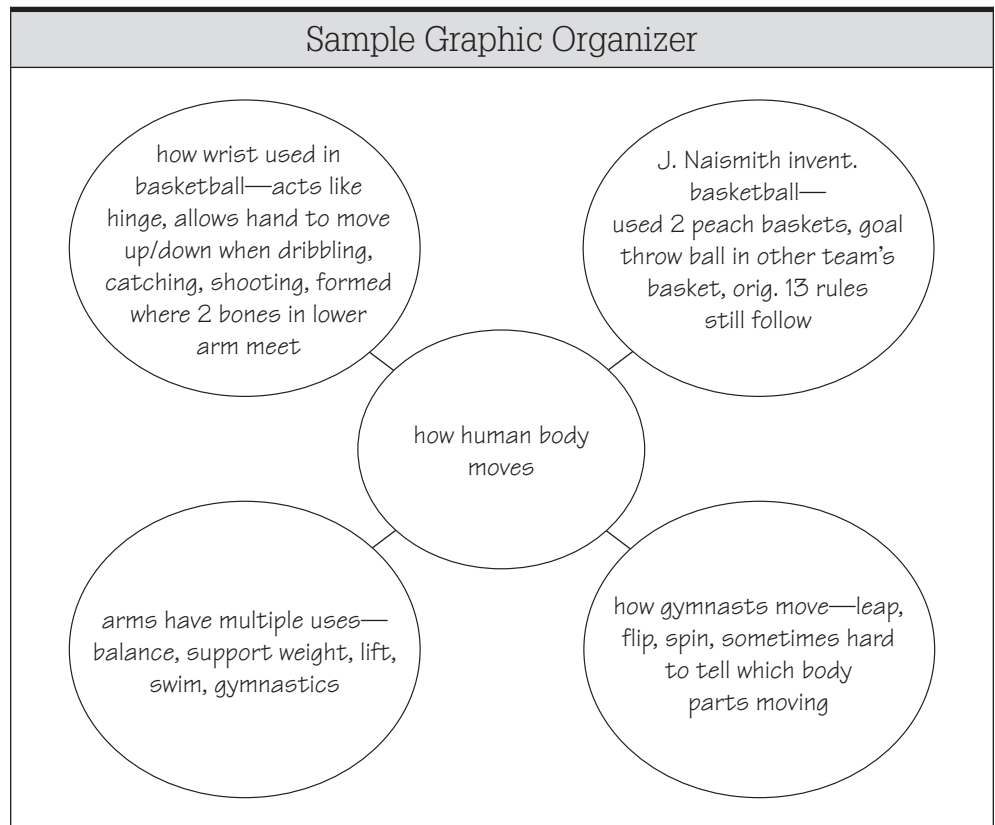
Students: Practice the skill or strategy.



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

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

A sample graphic organizer follows.

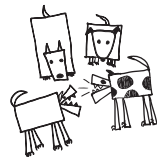


3. Refer to the reread and review step of the TIGRRS process. Remind students that this step in TIGRRS can help clarify anything confusing in the text. Rereading can also help them identify the details that support a main idea and add them to the graphic organizer. Reviewing the notes on the graphic organizer will help them make connections, help them ask new questions, and help them in summarizing.

Reread page 16 aloud. Model this step with the text. A sample Think Aloud follows.

Teacher: Reread to clarify, and review notes.

Sample Think Aloud
<p>I'm going to reread the section on shoulders because I was kind of confused the first time I read that section about how this part of the body is so important to playing basketball.</p> <p>(Reread page 16.) Now I see that our shoulders are so important in playing sports such as basketball because they provide our arms with a lot of flexibility. (Add a note to the web.)</p>



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 23 (paragraph 2)–27 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, and fluency. Each team member must be able to summarize the 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

- Which section of text did you choose to reread and why? What new connection did you make by rereading and reviewing your notes?
 - 100 = I reread the section on shoulders because I never realized how important they were. When I reread this section, I realized that we use our shoulders in many sports such as football, baseball, and swimming. Without the flexibility provided by our shoulder joints, it would be very difficult to play a lot of sports.*
 - 90 = I reread the section on shoulders because I never realized how important they were. When I reread this section, I realized that we use our shoulders in many sports such as football, baseball, and swimming.*
 - 80 = I reread the section on shoulders because I never realized how important they were. When I reread this section, I realized that we use our shoulders in many sports.*
- Write a summary of the section of text you reread. **(Write) [MI]** (summary rubric)
 - 100 = The shoulder blade holds the upper arm in a socket. This joint enables the arm to move forward, backward, and sideways. These movements are important in basketball for dribbling and blocking.*
 - 90 = The shoulder blade holds the upper arm in a socket. This joint lets the arm move forward, backward, and sideways.*
 - 80 = The shoulder blade holds the upper arm. This joint lets the arm move forward, backward, and sideways.*
- Which muscles are important in gymnastics? **[DC]** (Team Talk rubric)
 - 100 = Leg, shoulder, arm, back, and abdominal muscles are all important in gymnastics. Strong leg muscles are needed for sprinting and jumping. Shoulder and arm muscles are used on almost all the equipment. Back and abdominal muscles are used when doing handstands and flips. Gymnasts do a lot of exercises, such as sit ups and pushups, to strengthen their muscles.*
 - 90 = Leg, shoulder, arm, back, and abdominal muscles are all important in gymnastics. Strong leg muscles are needed for sprinting and jumping. Shoulder and arm muscles are used on almost all the equipment. Back and abdominal muscles are used when doing handstands and flips.*
 - 80 = Leg, shoulder, arm, back, and abdominal muscles are all important in gymnastics.*

continued

Team Talk Questions *continued*

4. What is the main idea of the text on pages 26 and 27? What are some supporting details? **(Write) [MI]**

100 = The main idea of this text is about the importance of flexibility in gymnastics. Some supporting details include that gymnasts do a lot of stretching to increase flexibility and that gymnasts have to arch, bend, and twist their backs in many ways. In addition, the vertebrae and cartilage in the backbone provide it with incredible flexibility.

90 = The main idea of this text is the importance of flexibility in gymnastics. Some supporting details include that gymnasts do a lot of stretching to increase flexibility and that gymnasts have to arch, bend, and twist their backs in many ways.

80 = The main idea of this text is the importance of flexibility in gymnastics. Some supporting details include that gymnasts do a lot of stretching to increase their flexibility.

5. In which of the following sentences is the word *rotate* used incorrectly? **[CV]**
- When you ride a bike, the wheels rotate.
 - The blades of a fan rotate when you turn it on.
 - The merry-go-round would not rotate because it was broken.
 - The skier wanted to rotate down the mountain in a straight line.

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

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

Randomly select team representatives who will share:

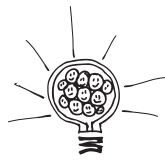
- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

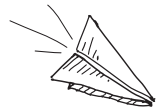
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use examples to help a reader understand the information.

Teacher Background

During Model a Skill, you will guide students in identifying relevant information or examples to support their answers to the writing prompt. Emphasize the importance of including relevant information and examples to help readers better understand the topic of their writing.

**Active Instruction** 

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the writing prompt and writing objective for this cycle. Remind students that during this cycle, they identified main ideas and supporting details. Point out that their writing today will also have a main idea and supporting details.

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

Read the prompt aloud.



Writing Prompt
Explain what the bones, muscles, and joints in your legs and feet do when you run. Use examples from the text to support your answer.

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

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

The prompt is asking me to explain information. I know this because the prompt includes the word explain.

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

Highlight the writing objective.

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

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

Which guideline relates to our writing objective: to use examples to help a reader understand the information?

The Ideas guideline to develop the topic with relevant details relates to our writing objective. The Organization guideline “In the middle, provide facts, example, or events that help a reader understand the information,” also relates to the writing objective.

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

Model identifying relevant examples.

Blackline master provided.



Model a Skill

1. Point out that the writing prompt asks students to support their answers with examples from the text. Explain that these examples are the same ones referred to in the writing objective that will help the reader understand the information.
2. Tell students that if the examples are going to help the reader understand the information in their answers, they have to be relevant to the topic.
3. Display the following sentences.

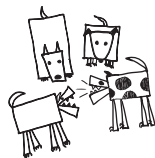
1. Running shoes used to have thin rubber soles.
2. When the quadriceps muscle contracts, it lifts your leg.
3. In a relay race, people pass batons.

4. Explain that each of the sentences you have displayed is an example of information from the text that relates in some way to running. However, only one of the sentences would help a reader better understand the topic—what the bones, muscles, and joints in your legs do when you run.
5. Use **Think-Pair-Share** to ask students:

Which of the statements is relevant to the topic? Explain.

The second sentence is relevant to the topic. It explains what the quadriceps muscle does when you run. The other sentences don't have anything to do with what your bones, muscles, and joints do when you run.

6. Tell students to make sure that the examples and information they include in their writing support their answers and are relevant to the topic.



Teamwork

(20 minutes)

Independent Work

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

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—to use examples to help a reader understand the information.

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

For example, ask:

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

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

How did you use examples and information from the text to support your answer?

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.

1. Running shoes used to have thin rubber soles.
2. When the quadriceps muscle contracts, it lifts your leg.
3. In a relay race, people pass batons.

Writing Prompt

Explain what the bones, muscles, and joints in your legs and feet do when you run. Use examples from the text to support your answer.

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

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

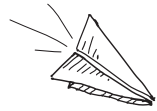
Lesson 6

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

Writing Objective: Use examples to help a reader understand the information.

Teacher Background

In today's cycle test, students will again be asked to use clues and strategies to identify main ideas. The text students will read for the test describes the role that the brain plays in controlling a gymnast's body movement.



Active Instruction tp

(5 minutes)

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

Partner Review

1. Remind students that they have been practicing using clues and strategies that help to identify main ideas. Use **Think-Pair-Share** to ask:

What have we done this cycle to practice using clues and strategies that help to identify main ideas?

We have discussed the skill as we read The Body in Motion. We have answered questions that asked us to identify main ideas and supporting details. Also, we have used a web to record main ideas and supporting details.

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

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.

tps

- Have partners review their notes for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

- 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.
- 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.
- Point out that questions #1 and #2 ask about main ideas.
- Ask students to identify key words or phrases in question #2.

2. What is the main idea of the text in the “Watch Your Step” text box on page 12? What are some supporting details? **[MI]**

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

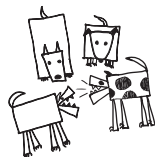
The text you will read today discusses the role of the brain in making our bodies move.



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

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



Random Reporters share team discussion of a test question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 1 Test

Identify Central Ideas

Directions: Read *The Body in Motion*, pages 28 and 29. Use the TIGRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is the topic?

5 points = The topic is the role of the brain in gymnasts' body movement.

What is the author's intent?

5 points = The intent of the author is to provide information about the brain and gymnasts' body movement.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. **[MI, AP]**

10 points = Mental concentration is important to gymnasts. They learn to control their moves through repetition. This control of their bodies starts in the brain. The spinal cord connects the brain to the body's muscles. Messages are sent by the brain through the spinal cord to muscles to make them move. Even after gymnasts practice, performing complicated moves takes concentration.

2. What is the main idea of the text in the "Watch Your Step" text box on page 12? What are some supporting details? **[MI]**

20 points = The main idea of "Watch Your Step" is how running shoes have changed over time. Some supporting details include that running shoes used to be made from just canvas with a thin rubber sole and that now they are made with lightweight, breathable fiber and dense foam. Additionally, running shoes today have an outer sole made from a special kind of rubber and arch support inside the shoe.

15 points = The main idea of "Watch Your Step" is how running shoes have changed over time. Some supporting details include that running shoes used to be made from just canvas with a thin rubber sole and that now they are made with lightweight, breathable fiber and dense foam.

10 points = The main idea of "Watch Your Step" is how running shoes have changed over time. Some supporting details include that running shoes used to be made from just canvas with a thin rubber sole.

3. What enables basketball players to lift and move the bones in their arms? Support your answer with evidence from the text. **[SA]**

20 points = *A muscle connecting the shoulder bone to the upper arm bone enables a basketball player to lift and move the bones in his or her arm. When this muscle contracts, it lifts and moves the bones in the arm. Without this muscle, a basketball player would not be able to dribble, hold, or shoot the ball.*

15 points = *A muscle connecting the shoulder bone to the upper arm bone lets a basketball player lift and move the bones in his or her arm. When this muscle tightens, it lifts and moves the bones in the arm.*

10 points = *A muscle connecting the shoulder bone to the upper arm bone lets a basketball player lift and move the bones in his or her arm.*

4. How is the elbow joint like the knee? What does the elbow joint do? **[RE, SA]**

20 points = *Both the elbow joint and the knee are like hinges. The elbow joint allows the lower arm to move in two directions, up and down. However, it does not allow the lower arm to move sideways or backward. The elbow joint provides important flexibility to the arm.*

15 points = *Both the elbow joint and the knee are like hinges. The elbow joint allows the lower arm to move in two directions, up and down. It does not allow the lower arm to move sideways or backward.*

10 points = *Both the elbow joint and the knee are like hinges. The elbow joint allows the lower arm to move in two directions, up and down.*

5. What makes the back so flexible? **[DC, RE, SA]**

20 points = *The backbone is made of thirty-three small bones that are connected by flexible tissue. The small bones are called vertebrae, and the flexible tissue is called cartilage. These vertebrae and cartilage enable people to arch, bend, and twist their backs.*

15 points = *The backbone is made of thirty-three small bones that are connected by flexible tissue. The small bones are called vertebrae, and the flexible tissue is called cartilage.*

10 points = *The backbone is made of thirty-three small bones that are connected by a flexible tissue.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Explain the roles that shoulder blades, elbows, and wrists play when a person dribbles a basketball. Include examples to help demonstrate your point.

Shoulder blades, elbows, and wrists play different roles when a person dribbles a basketball. The shoulder blade holds the upper arm in a socket. This joint makes it possible to move the whole arm up and down or side to side while dribbling a ball. The elbow is a joint that connects the upper arm to the lower arm. This joint enables a person to move his or her lower arm up and down, but not side to side, while dribbling. The wrist is located between the lower arm and hand. It allows the hand to move up and down as a person

dribbles. All these body parts provide the flexibility that is needed to dribble a basketball.

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

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

Part III. Vocabulary (100 points)

1. What is a synonym for the word *rotate*? **[CV]**

A synonym for rotate is the word spin.

2. When I looked at the skeleton, I could see how the shoulder bone fit into the _____.

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

- A. stride
- B. attaches
- C. socket
- D. motion

3. In which of the following sentences is the word *flexible* used incorrectly? **[CV]**

- A. Tina is so flexible she can do the splits.
- B. *When our garden hose froze, it became flexible.*
- C. The flexible spring snaps back after you bend it.
- D. The doctor wrapped the sprained ankle with flexible tape.

4. What is a synonym for the word *motion*? **[CV]**

The word movement is a synonym for the word motion.

5. Write a meaningful sentence using the word *propels*. **[CV]**

The wind propels the sailboat across the lake.

6. In which of the following sentences is the word *attaches* used incorrectly? **[CV]**

- A. Soap attaches dirt and dust off the car.
- B. Glue attaches the broken pieces of the vase together.
- C. A long piece of string attaches the hook to the fishing pole.
- D. A pin attaches the first-place ribbon to Riley’s shirt.

7. Martin’s _____ was so long that he stepped right over the mud puddle without hopping.

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

- A. motion
- B. socket
- C. rotate
- D. stride

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

Everyone knew about Taylor’s feats in the football game last night.

9. Use the words *motion* or *propels* in a question. **[CV]**

What motion propels a bird through the air?

10. As used in the sentence “And pole vaulters fearlessly soar high against the sky, up and over the bar,” *fearlessly* most nearly means— **[CV]**

- A. very afraid.
- B. very high.
- C. quickly.
- D. without fear.

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

The word fearlessly has the word fear in it, and if someone had less fear, he or she might be without fear.

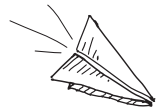
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

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

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

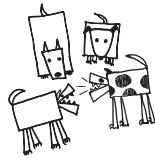
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, 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.

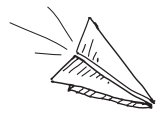
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss 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 class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

Scenario:

Every day Collin promises his teammates that he will do his reading homework. But when he gets home, he turns on the TV, and pretty soon he just doesn't feel like reading. Does this ever happen to you? What can Collin do to keep his promise? What can Collin's teammates do to help?

Discussion Hints:

- Connect small, short-term goals with long-term goals.
- It is easy to feel overwhelmed by all the demands of the school day. Help students set team goals that are clearly defined and easily met. For example, we will use the strategy rubric to make sure that we have clarified every team member's sticky-note problems. We will be ready to earn points for strategy use every day this cycle.
- Collin's predicament is a common one. Help students brainstorm ways to help and support one another and put first things first so they can meet short-term goals. Help students choose materials that interest them so they will be more likely to want to read every day.
- Help students track their progress so they can see how meeting daily and weekly goals will ensure that the whole team will meet its quarter goal or semester goal of moving up a level or two.



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

Identify
Central
Ideas

Students write responses to the Big Question.

Discuss the Big Question.

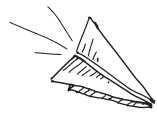


Lesson 1

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

Teacher Background

Today's text from *The Heart: Our Circulatory System* describes the position and structure of the heart and includes diagrams showing the heart's chambers, valves, and blood flow. To introduce this topic, students will monitor their heartbeats through a pulse point on their wrists and count the number of beats in half a minute. Be prepared to time a thirty-second period to give students a starting and stopping point.

**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: What is blood made of, and how does it move around in your body?

Set the Stage 

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

What is blood made of, and how does it move around in your body?

Answers will vary depending on your students' background knowledge. Students may say that blood is made of water and nutrients and that it moves around the body through blood vessels. Students may know that the heart pumps blood through the body.

How many times do you think your heart beats in an hour? How could you figure it out?

Answers will vary. Students may say that you could count the number of times your heart beats in one minute and then multiply that by sixty minutes.

Explain that one way to count your heart beats is to use a pulse point such as the one on the wrist. Show students how to locate this pulse point. With palm facing up, place two fingers on the wrist (thumbside), and feel for the bone. Move your fingers slightly inside the bone to detect the pulse (a periodic beat).

Have students locate their pulse points. Tell them you will give them a starting time and a stopping time half a minute later during which they will count the number of beats at their pulse points. Have students begin, and call time at

Teams review their cycle goal.

Post and present the reading objective.

Students use text features to help predict the topic and intent of the author.

the end of thirty seconds. Have team members share their heart-rate counts and then calculate the number of beats in one minute and in one hour. Use **Random Reporter** to have teams share their responses and explain how they calculated them.

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 partners survey today's text together. Use **Think-Pair-Share** to ask:

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

This text is informational. The title, pictures, and diagrams are evidence that the text is informational.

5. Refer students to the next steps in the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic and identify clues and predict the author's intent. Randomly select a few students to share.

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

I think the topic of the text is the heart. The title is the main clue. Also, the diagrams and pictures with the heart highlighted are clues.

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

I think the author's intent is to inform the reader about how the heart works and how blood moves around the body because the pictures show the human body and a network of blood vessels.

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

6. Prompt students to identify the next step in the TIGRRS process: choose a graphic organizer for making notes.

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

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

Model choosing a graphic organizer, and explain your thinking.

In surveying the book, I don't see any headings or chapter titles that will help me choose a graphic organizer. Looking at the pictures and

diagrams, I think the author is probably going to present main ideas and then explain details. I think an outline would be a good way to organize all the information.

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

Topic: *The heart.*

Intent: *To explain how the heart works and how blood moves around the body.*

Graphic Organizer: *An outline.*

Interactive Read Aloud

1. Refer to the reading objective, and review the skill if necessary. Tell students that you will use the next step in the TIGRRS process—read and restate. Tell students that as you read, you will think aloud to demonstrate how a reader identifies main ideas.
2. Read page 4 aloud. A sample Think Aloud follows.

Sample Think Aloud

How would I restate the main ideas in these paragraphs? The text describes the size of the heart (as big as a fist) and how it squeezes to push blood through blood vessels around the body. It also tells how many times a heart beats in one year and in a lifetime. I think a main idea is that the heart works hard twenty-four hours a day, seven days a week. How many times it beats in a year or a lifetime are interesting details that support that main idea. Thinking about what all the details explain helped me identify the main ideas.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read and restate page 6 (paragraphs 1 and 2) and make notes about the main ideas and details in their graphic organizers. Use **Think-Pair-Share** to ask:

What is a main idea you recorded in your notes? What is a supporting detail?

A main idea we put in our notes is that every cell in the body needs food, oxygen, and protection from germs. A supporting detail is that there are hundreds of billions of cells in the body.

Use **Random Reporter** to debrief.

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

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

Refer students to pages 4–9 in the text.

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

Students: Actively listen.

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



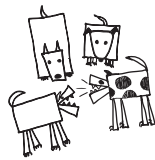
Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
I.	The heart
A.	size of fist
B.	squeezes and pushes blood around body
1.	through tubes—blood vessels
C.	works hard 24/7
1.	one year beats 30 million times
2.	lifetime beats 2 thousand mil. times
3.	works harder during exercise
D.	Every cell needs food, oxygen, protection from germs
1.	body made of hundreds of billions of cells
2.	cells too deep to get food and oxygen directly from outside



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 6–9 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

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

Team Talk Questions

1. What is the role of blood in the body's circulatory system? **[MI]** (Team Talk rubric)

100 = Blood **transports** food and oxygen to all cells in the body. It also picks up waste, such as carbon dioxide, from the cells and carries it away. Blood also plays a **role in supporting** the body's immune system. To do its job, blood must be able to reach every cell in the body.

90 = Blood carries food and oxygen to all cells in the body. It also picks up waste, such as carbon dioxide, from the cells and carries it away. Blood also is a part of the body's immune system.

80 = Blood carries food and oxygen to all cells in the body. It also picks up waste from the cells and carries it away.

2. What is the function of a heart valve? **[MI]** (Team Talk rubric)

100 = The **function** of a heart valve is to **prevent** blood from flowing backward. Each atrium and ventricle of the heart has a one-way valve that opens as the blood pushes against it. Blood is pushed from the atria to the lower ventricles. The valves between the chambers of the heart ensure that oxygen-poor blood moves to the lungs and oxygen-rich blood travels out to the cells of the body.

90 = Heart valves keep blood from flowing backward. Each atrium and ventricle of the heart has a one-way valve that opens as the blood pushes against it. Blood is pushed from the atria to the lower ventricles.

80 = Heart valves keep blood from flowing backward.

3. What is the main idea of paragraph 2 on page 8? What is a supporting detail? **(Write) [MI]**

100 = The main idea of this paragraph is that the lower chambers of the heart pump blood to the lungs and the rest of the body. One supporting detail is that the chambers are called the right and left ventricles. Other supporting details are that they are stronger than the upper chambers of the heart and have one-way valves and that the right one pumps blood to the lungs and the left one pumps blood to the rest of the body.

90 = The main idea of this paragraph is that the lower chambers of the heart pump blood to the lungs and the rest of the body. Supporting details are that the chambers are called the right and left ventricles and have one-way valves.

80 = The main idea of this paragraph is that the lower chambers of the heart pump blood to the lungs and the rest of the body. A supporting detail is that they are called the right and left ventricles.

continued

Team Talk Questions *continued*

4. Why do you think it is called a circulatory system? **[RE]** (Team Talk rubric)
- 100 = *I think it is called a circulatory system because it is the system through which blood circulates throughout the body. The system includes the heart, blood, and blood vessels. When something circulates, it moves in one direction around a circle or circuit. Blood moves in a circle as it is pumped from the heart, through the blood vessels, and back to the heart.*
- 90 = *I think it is called a circulatory system because it is the system through which blood circulates throughout the body. The system includes the heart, blood, and blood vessels.*
- 80 = *I think it is called a circulatory system because it is the system through which blood circulates throughout the body.*

Cue students to discuss strategy use and graphic organizers.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. 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, 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.

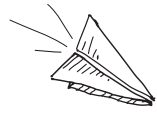
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

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

Teacher Background

Today’s text explains the components of blood and describes the role of red blood cells and hemoglobin in providing oxygen to the cells of the body. It also describes the journey that blood takes from the heart to the arteries, the arterioles, and the tiny capillaries. Encourage students to examine the scanning electron microscope images to better understand the information presented in the text.



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
cells (noun) page 6	cells (SELLS)	the microscopic, basic units that make up all organisms	There are many different types of <i>cells</i> that make up the human body such as blood <i>cells</i> , skin <i>cells</i> , and muscle <i>cells</i> .
immune (adjective) page 6	im-mune (im-MEWN)	protected from a disease; not susceptible	After receiving the flu shot, Ben expected that he was <i>immune</i> to any flu germs.

Word	Pronunciation	Definition	Sample Sentence
chambers (noun) page 8	cham-bers (CHAYM-burs)	rooms or enclosed spaces	The house had several <i>chambers</i> downstairs and a single large room upstairs.
artery (noun) page 14	ar-ter-y (AR-ter-ee)	a blood vessel carrying blood from the heart; a major road	The traffic moved very slowly on the main <i>artery</i> around the city during rush hour.
valve (noun) page 8	(VALV)	a device that controls the flow of liquid or gas	Matt replaced the leaky faucet <i>valve</i> on the kitchen sink so we wouldn't have to listen to the drip-drip-drip anymore.
pulse (noun) page 22	(PUHLS)	a beat or throb; the regular beat of the heart or arteries	The nurse monitored the patient's <i>pulse</i> to find out how fast his heart was beating.
engulfing (verb) page 26	en-gulf-ing (en-GULL-fing)	covering completely or swallowing up	The forest fire moved quickly, <i>engulfing</i> the cabins in flames.
implant (verb) page 30	im-plant (im-PLANT)	to insert or put in place	She wanted to <i>implant</i> in her son the values she believed were most important such as working hard and helping others.

Review Vocabulary Vault.

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

Set the Stage

Teams review their cycle goal.

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Remind students that they will be making notes on the important ideas in the text. Remind them that because the text contains a lot of main ideas and supporting details, either a web or an outline is a good organizer for taking notes about this text.

Post and present the reading objective.

Teacher: Read aloud.

Students: Practice the skill or strategy.



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



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Interactive Read Aloud

1. Read page 11 aloud. Use **Think-Pair-Share** to ask:

What did you identify as the main idea of this paragraph? How did you figure it out?

We think the main idea is that blood plasma is a fluid that has important functions and makes up half of your blood. The word plasma is repeated throughout the paragraph, and the details support that main idea.

Which details support that main idea?

Supporting details are that plasma contains ingredients that build and repair cells. Plasma carries the nutrients cells need. Plasma can go from blood vessels directly into cells. Also, plasma helps to regulate the body's temperature. These details support the main idea that blood plasma has important functions.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the first paragraph on page 12. Use **Think-Pair-Share** to ask:

What did you identify as the main idea of this paragraph? How did you figure it out?

We think that the main idea is that we have an enormous amount of red blood cells in our bodies. We figured it out because that is the idea that all the details support. For example, twenty-five trillion red blood cells, more than there are stars in the Milky Way, stacked up would make a tower thirty-thousand miles high.

Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.

Sample Graphic Organizer

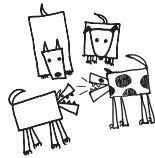
II. Blood

A. More than half is plasma—important functions

1. contains ingredients to build and repair cells
2. carries nutrients to cells
3. passes through blood vessel and goes directly to cells
4. helps regulate body temp.

B. Huge number of red blood cells

1. 25 trillion—most common in body
2. more than stars in Milky Way
3. stacked would make 30,000 miles high
4. shape—doughnut w/o hole

Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 12–15 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
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, 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. What is the main idea of paragraph 2 on page 12? What is a supporting detail? **(Write) [MI]**

100 = *The main idea of this paragraph is that hemoglobin, a chemical in red blood cells, picks up oxygen from the lungs and carries it to cells. It also takes carbon dioxide from the cells back to the lungs. Hemoglobin is what gives red blood cells their red color.*

90 = *The main idea of this paragraph is that hemoglobin picks up oxygen from the lungs and carries it to cells. It also takes carbon dioxide from the cells back to the lungs.*

80 = *The main idea of this paragraph is that hemoglobin picks up oxygen from the lungs and carries it to cells. Hemoglobin is what gives red blood cells their red color.*

2. Why does the author refer to a heartbeat as “the beginning of a double journey”? **[DC]** (Team Talk rubric)

100 = *The author **refers** to the beginning of a double journey because the blood travels two paths. In its first journey, the blood travels from the heart, through blood vessels to the cells of the body, and back to the heart. In its second journey, the blood is pumped to the lungs and back to the heart. Both of the journeys to **circulate** blood begin at the heart.*

90 = *It is the beginning of a double journey because the blood travels two paths. One journey is to the cells in the body, and one is to the lungs.*

80 = *It is the beginning of a double journey because the blood travels two paths.*

3. Which of the following accurately follows the journey of blood away from the heart? **[MI, RE]**

- A. aorta, arterioles, arteries, capillaries
- B. arterioles, aorta, capillaries, arteries
- C. *aorta, arteries, arterioles, capillaries*
- D. aorta, capillaries, arteries, arterioles

4. What did you learn about the reproduction of red blood cells? **[MI]** (Team Talk rubric)

100 = ***According to the text**, red blood cells live about four months and then are replaced by new cells. The body produces three million red blood cells every second. Red blood cells are produced in the marrow of the largest bones. The largest bones in the body are probably bones in the legs and arms.*

90 = *Red blood cells live about four months and then are replaced by new cells. The body makes three million red blood cells every second.*

80 = *Red blood cells live about four months and then are replaced by new cells.*

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

The DJ at the dance set up lights that flashed with the _____ of the music.

Pulse. *It makes sense in the sentence. The lights followed the beat of the music, and pulse is another word for beat.*

Cue students to discuss strategy use and graphic organizers.

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.

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Word	Pronunciation	Definition	Sample Sentence
cells (noun) page 6	cells (SELLS)	the microscopic, basic units that make up all organisms	There are many different types of <i>cells</i> that make up the human body such as blood <i>cells</i> , skin <i>cells</i> , and muscle <i>cells</i> .
immune (adjective) page 6	im-mune (im-MEWN)	protected from a disease; not susceptible	After receiving the flu shot, Ben expected that he was <i>immune</i> to any flu germs.
chambers (noun) page 8	cham-bers (CHAYM-burs)	rooms or enclosed spaces	The house had several <i>chambers</i> downstairs and a single large room upstairs.
artery (noun) page 14	ar-ter-y (AR-ter-ee)	a blood vessel carrying blood from the heart; a major road	The traffic moved very slowly on the main <i>artery</i> around the city during rush hour.
valve (noun) page 8	(VALV)	a device that controls the flow of liquid or gas	Matt replaced the leaky faucet <i>valve</i> on the kitchen sink so we wouldn't have to listen to the drip-drip-drip anymore.
pulse (noun) page 22	(PUHLS)	a beat or throb; the regular beat of the heart or arteries	The nurse monitored the patient's <i>pulse</i> to find out how fast his heart was beating.
engulfing (verb) page 26	en-gulf-ing (en-GULL-fing)	covering completely or swallowing up	The forest fire moved quickly, <i>engulfing</i> the cabins in flames.
implant (verb) page 30	im-plant (im-PLANT)	to insert or put in place	She wanted to <i>implant</i> in her son the values she believed were most important such as working hard and helping others.

Lesson 3

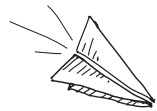
Reading Objective: Use clues and strategies that help to identify main ideas.

Teacher Background

Students continue to read about the structure and function of the circulatory system. Today they read about how blood cells travel through capillaries and pass through their thin walls to bring oxygen and nutrients to individual cells. The text also explains blood's return trip to the heart and to the lungs through venules and veins and describes the role of hemoglobin in picking up oxygen from the lungs and passing off carbon dioxide to be exhaled.

In this lesson, you will introduce the word power journal and the word power rubric. As part of the partner reading routine, students identify a word or words from their reading that they think are important or interesting. They explore the words and create word maps in their word power journals to show what they learn about each word. Each cycle in lesson 3, you will model identifying a word and exploring it in a word map. Sample words, Think Alouds, and word maps are provided in the lessons.

The word power rubric will help partners give feedback on word maps and also guide the team's word power discussion. Encourage students to go beyond a word and its definition to look for related words, synonyms and antonyms, and multiple meanings or connotations of words. Use the word power rubric as a tool for evaluating and giving feedback to Random Reporters in the Lightning Round.



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 reread 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.

Review Vocabulary Vault.

Introduce the word power journal.

Model exploring a word in the word power journal and making a word map.

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

4. Explain that students will keep a word power journal.

To build our knowledge of words, we will keep word power journals. When we find important or interesting words during partner reading, we record them in our word power journals and then find out more about them. To explore a word in the word power journal, we make a word map.

5. 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

A word from the reading that I want to explore is *contraction*. On page 14, the text explains that the *contraction* of the heart is very powerful. There are clues in the previous sentence about the heart muscles squeezing together, so I think that is what *contraction* means: a squeezing together. I'll check my understanding by looking it up in the dictionary.

(Model looking up the word in the dictionary.) *Contraction* is a noun, and there are several different meanings. One meaning of *contraction* is a group of words that has been shortened by taking out letters, for example, *can't* for *cannot* and *isn't* for "is not." Another meaning is the catching of a disease. Those two meanings don't work here, but this meaning does: a drawing together or shrinkage as in the contraction of a muscle. I think this is the definition for *contraction* as it is used in the text about the heart.

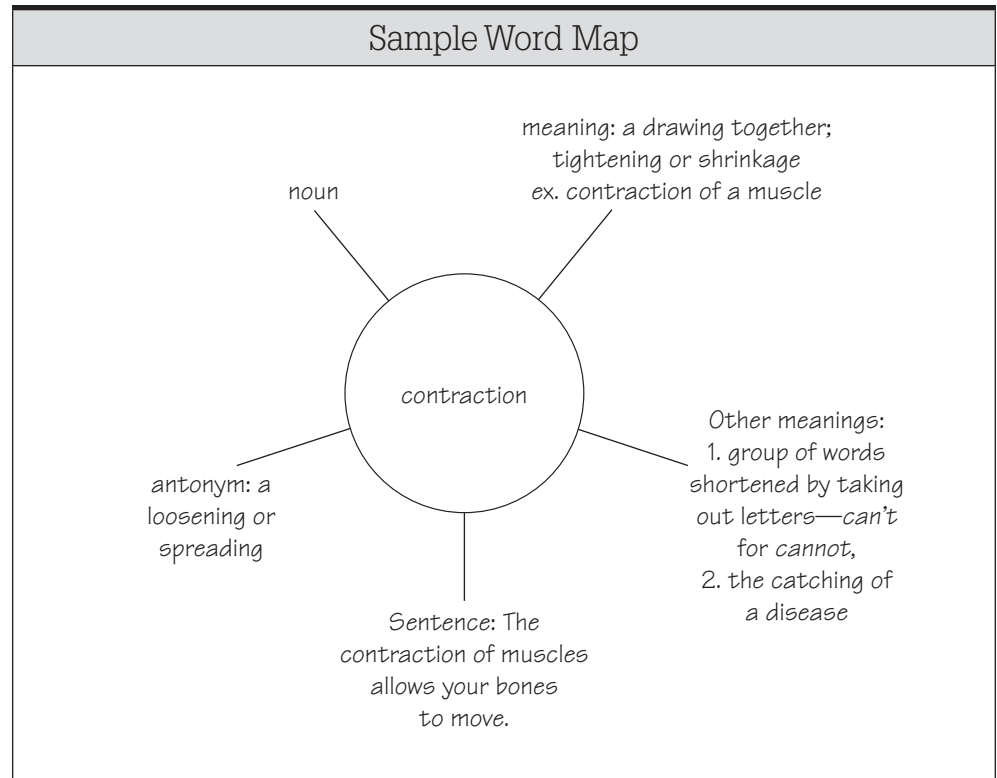
I'll try using the word in a sentence to make sure that I know it: "The contraction of muscles allows your bones to move."



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

What is an antonym, or opposite, for the word *contraction*?

An antonym for contraction is untightening or spreading.



6. Explain that a word map shows what you learned about a word, for example, its meaning, a sample sentence using the word, related words, maybe a second meaning of the word, or an antonym (opposite meaning) for the word.
7. Display the following word power rubric (also on the team folder). Remind students that the rubrics are tools to help teams get ready for the Lightning Round. Explain that teams can earn points on the poster when they share words that they explored in their word power journals. Review the levels on the rubric.

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

8. Introduce the video.

Show the video
"Word Power
Journal."



Let's watch a team's word power discussion as they get ready for the Lightning Round.

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

How did the team prepare for the Lightning Round?

Using the word power rubric, do you think the team earned a point for their response in the Lightning Round? Why or why not?

- Refer students to the teamwork routines and the routine for word power. Review the routine, and remind teams that they can earn points on the poster for 100-point word power responses.

With Partners	First	Second	Third	Fourth	Finally
2 Word Power	Add a word to your word power journals, and discuss why you added it. What makes this word important or interesting?	Find out the word's definition. Use the word in a meaningful sentence.	Explore the word's meaning, for example, add to your journal: - related words, - a second meaning, - a connotation of the word, or - an antonym.	As a team, share word power. Check to see that all team members are ready for word power in the Lightning Round.	

Set the Stage

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

Interactive Read Aloud

- Read page 17 (paragraph 1) aloud. Use **Think-Pair-Share** to ask:

What did you identify as the main idea of this paragraph? How did you figure it out?

We think the main idea is stated in the first sentence: blood flows at different speeds in different parts of the body. The details describe where it flows fast and slowly.

Which details support that main idea?

Supporting details are that blood flows quickly when it leaves the heart and moves slower by the time it gets to the capillaries. When it leaves the capillaries, it is moving one cell at a time.

- 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 the second paragraph on page 17. Use **Think-Pair-Share** to ask:

Teams review their cycle goal.

Post and present the reading objective.

Teacher: Read aloud.



Students: Practice the skill or strategy.

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



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

What did you identify as the main idea of this paragraph? How did you figure it out?

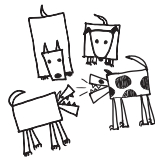
We think that the main idea is how things move between the capillaries and the cells. We figured it out because that is what the details describe. They tell about how oxygen, nutrients, and carbon dioxide move between the cells and the blood in the capillaries.

Use **Random Reporter** to debrief.

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

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

Sample Graphic Organizer
<p>III. Blood flow</p> <p>A. diff. parts of body = diff. speeds</p> <ol style="list-style-type: none"> 1. flows fast leaving heart 2. moves slowly in capillaries 3. leaves cap. 1 cell at a time <p>B. how things move b/w cells and capillaries</p> <ol style="list-style-type: none"> 1. b/w cell & cap. = millionth of an inch 2. oxygen thru cap. wall to cell 3. nutrients—cap. to cell 4. carbon dioxide/waste—cell to cap.



Teamwork tp

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: **sr**
pages 18–21 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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

Team Discussion

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

Team Talk Questions

1. What is the main idea of paragraph 3 on page 18? What is a supporting detail? **(Write) [MI]**

100 = The main idea is that blood flows back into capillaries slowly but picks up speed as it travels back to the heart. A supporting detail is that large veins carry the returning blood to the heart. The upper vena cava carries blood from the brain and chest, and the lower vena cava carries blood from the lower body and stomach.

90 = The main idea is that blood flows back into capillaries slowly but picks up speed as it travels back to the heart. A supporting detail is that large veins carry the returning blood to the heart.

80 = Blood flows back into capillaries slowly but picks up speed as it travels back to the heart. Large veins carry the returning blood.
2. Which of the following accurately follows the journey of blood returning from the body to the heart? **[MI, RE]**
 - A. capillaries, veins, lower or upper vena cava, right atrium
 - B. veins, capillaries, arteries, lower or upper vena cava
 - C. capillaries, lower or upper vena cava, veins
 - D. capillaries, veins, lower or upper vena cava, left ventricle
3. Compare and contrast the structure and function of arteries and veins. **[MI, RE]** (Team Talk rubric)

*100 = Both arteries and veins are blood vessels that carry blood in the **circulatory system**. Arteries carry blood away from the heart to circulate through the body. Veins carry blood back to the heart. Larger veins have valves to keep blood from flowing backward. Veins have thinner walls than arteries so movement of the body muscles will circulate the blood back to the heart.*

90 = Both arteries and veins are blood vessels that carry blood. Arteries carry blood away from the heart. Veins carry blood back to the heart. Larger veins have valves to keep blood from flowing backward. Veins have thinner walls than arteries.

80 = Both arteries and veins are blood vessels. Arteries carry blood away from the heart. Veins carry blood back to the heart.

continued

Team Talk Questions *continued*

4. How does oxygen get into blood? **[MI, RE]** (Team Talk rubric)

100 = Oxygen enters blood inside the lungs. The heart pumps oxygen-poor blood to the lungs through arteries. It travels through arterioles to capillaries in the lungs that surround millions of air sacs. Oxygen from the air sacs enters the capillaries and combines with hemoglobin in the red blood cells.

90 = Oxygen gets into blood inside the lungs. Blood travels through arterioles to capillaries in the lungs that surround air sacs. Oxygen that was in the lungs passes from the air sacs into the capillaries.

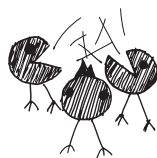
80 = Oxygen gets into blood inside the lungs. It passes from air sacs to blood.

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

Accept a sentence that shows that the student knows the meaning of the word and can use it correctly. For example: The heavy rains caused a huge flood that began engulfing the low-lying town near the river.

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

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



Class Discussion tp

(20 minutes)

Randomly select team representatives who will share:

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



Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

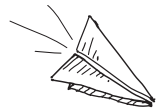
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

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

Teacher Background

In today's text, students read about pulse rate and about three types of white blood cells and how they fight infection in the body.



Active Instruction

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teacher: Read aloud.
Students: Practice the skill or strategy.



Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Interactive Read Aloud

1. Read page 22 (paragraph 1) aloud. Use **Think-Pair-Share** to ask:

What did you identify as the main idea of this paragraph? How did you figure it out?

We think the main idea is that blood cells make the trip through the circulatory system a thousand times a day. The first and last sentences in the

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



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

paragraph talk about this main idea. The details that support it are that the system of blood vessels is 60,000 miles long and that the trip includes going through the pulmonary circulation system (heart to lungs and back) and the systemic circulation system (heart to body and back).

2. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the next paragraph on page 22. Use **Think-Pair-Share** to ask:

What did you identify as the main idea of this paragraph? Explain your thinking.

We saw the words pulse and beat repeated, so we decided that the main idea is about what pulse rate is and how to measure it. The details talk about how to take your pulse rate and about what the range is for children and adults. Another supporting detail is what affects pulse: too much carbon dioxide in the blood.

Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.

Sample Graphic Organizer	
iv. Circulation	<ul style="list-style-type: none"> A. blood cells make trip 1,000 times a day <ul style="list-style-type: none"> 1. system of b. vessels: 60,000 mi. long 2. trip includes pulmonary circulation (heart to lungs and back) and 3. systemic circulation (heart to body and back) B. pulse rate and how to measure it <ul style="list-style-type: none"> 1. side of neck or wrist 2. pulse rate = heart beats per minute 3. range for children = 90–120; adults = 60–100 4. part of heart regulates rate (sinoatrial node) 5. speeds up when too much carbon dioxide in blood

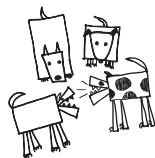
4. Refer to the reread and review step of the TIGRRS process. Reread the first paragraph of page 20 aloud. Model this step with the text. A sample Think Aloud follows.

Sample Think Aloud

I need to reread this section of text on page 20 to better understand how the blood is moving. I see the word *pulmonary*, and now I know that pulmonary circulation happens between the heart and the lungs. I think reviewing the diagrams on page 9 could also help me follow what is happening.

(Reread page 20, paragraph 1.) Now I understand that the blood that comes back from the body goes from the right atria (the upper chamber of the heart) to the right ventricle below. This ventricle has a lot of muscle power and pushes the blood into the arteries that lead to the lungs. In the same way that in the body the blood flows into smaller and smaller blood vessels, the same happens in the lungs from arteries to arterioles and then to capillaries.

5. Remind students that this step in TIGRRS can help to clarify anything confusing in the text. Rereading can also help them identify the details that support a main idea and add them to the graphic organizer. Reviewing the notes on the graphic organizer will help them make connections, ask new questions, and summarize.



Teamwork tp

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: Sr
pages 23–27 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. Sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, 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.

Teacher: Reread to clarify, and review notes.

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

Cue students to use their student routines for strategy use and 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. Which section of text did you choose to reread and why? What new connection did you make by rereading and reviewing your notes?

100 = I reread the section on page 12 because I wanted to better understand where blood cells come from. According to the text, special cells inside the spongy part of bones, called marrow, produce three million red blood cells every second. Rereading made me think that I have seen that red spongy part inside a ham bone.

90 = I reread the section on page 12 because I wanted to better understand where blood cells come from. By rereading, I learned that red blood cells are made inside bones by special cells inside the spongy part of bones, called marrow.

80 = I reread the section on page 12 because I wanted to better understand where blood cells come from. I learned that red blood cells are made inside bones.
2. What is the main idea of paragraph 1 on page 24? What is a supporting detail? **(Write) [MI]**

100 = The main idea is what white blood cells do. Details that support the main idea are that white blood cells fight disease, there are 700 times fewer white blood cells than red cells in the blood, and white blood cells live two weeks and are always being replaced by new cells made in bone marrow and other places in the body.

90 = The main idea is what white blood cells do. Details that support the main idea are that white blood cells fight disease and that there are 700 times fewer white blood cells than red cells in the blood.

80 = The main idea is what white blood cells do. They fight disease.
3. What is a function of platelets? **[MI, RE]** (Team Talk rubric)

*100 = When there is a wound, a **function** of platelets is to begin forming a clot to stop the blood from escaping. The star-shaped platelets stick to one another and to the walls of the blood vessel. The clot **results** when platelets and blood cells are trapped in stringlike structures called fibrin threads.*

90 = When there is a wound, platelets help to make a clot to stop the blood from escaping. Platelets stick to one another and to the walls of the blood vessel.

80 = Platelets help to make a clot to stop blood from escaping.

continued

Team Talk Questions *continued*

4. Use your notes, and write a summary of the information on page 24. **(Write)**
[MI] (summary rubric)

100 = White blood cells in the blood fight disease. There are different types of white blood cells, and they protect the body in different ways. Neutrophils, which are bigger than red blood cells, are attracted to bacteria. They engulf the bacteria to kill it. Lymphocytes are found in the fluid around cells. They make antibodies to fight infection.

90 = White blood cells in the blood fight disease. There are different types of white blood cells, and they protect the body in different ways. Some are bigger than red blood cells and kill it bacteria. Others make antibodies to fight infection.

80 = White blood cells in the blood fight disease. There are different types of white blood cells, and they protect the body in different ways.

5. In which of the following sentences is the word *implant* used incorrectly? **[CV]**
- The robot is designed to implant a computer chip into the device.
 - Our instructions for the lab were to implant a bean seed into each cup of soil.
 - "I want to implant in you the desire to work hard in this class," said Mr. Fritt.
 - One of her chores is to implant the furniture and make sure it is free of dust.*

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

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

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 tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

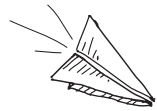
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use examples to help a reader understand the information.

Teacher Background

During Model a Skill, you will guide students in identifying relevant information or examples to support their answers to the writing prompt. Emphasize to students the importance of including relevant information and examples to help readers better understand the topic of their writing.



Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

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

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the writing prompt and writing objective for this cycle. Remind students that during this cycle, they identified main ideas and supporting details. Point out that their writing today will also have a main idea and supporting details.

Read the prompt aloud.



Students identify the purpose for writing.

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

Highlight the writing objective.

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

Writing Prompt
Explain what pulse rate is and how to measure it. Use examples from the text to support your answer.

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

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

The prompt is asking me to explain information. I know this because the prompt includes the word explain.

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

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

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

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

Which guideline relates to our writing objective: to use examples to help a reader understand the information?

The Ideas guideline to develop the topic with relevant details relates to our writing objective. The Organization guideline "In the middle, provide facts, examples, or events that help a reader understand the information," also relates to 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 identifying relevant examples.

Blackline master provided.



Model a Skill

1. Point out to students that the writing prompt asks them to support their answers with examples from the text. Remind students that these examples will help the reader understand the information.
2. Remind students that if the examples are going to help the reader understand the information in their answers, the examples have to be relevant to the topic.
3. Display the following sentences.

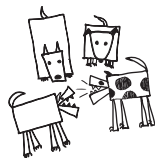
1. Adult pulse rate is between sixty and one hundred beats per minute.
2. The heart pumps three million quarts of blood each year.
3. The walls of capillaries are one cell thick.

4. Explain that each of the sentences you have displayed is an example of information from the text that relates in some way to the circulation of blood. However, only one of the sentences would help a reader better understand the topic—what pulse rate is and how to measure it.
5. Use **Think-Pair-Share** to ask:

Which of the statements is relevant to the topic? Explain.

The first sentence is relevant to the topic. It explains what a pulse-rate measurement would be for an adult. The other sentences don't have anything to do with pulse rate.

6. Tell students to make sure that the examples and information they include in their writing support their answers and are relevant to the topic.



Teamwork

(20 minutes)

Independent Work

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

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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



Class Discussion

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—to use examples to help a reader understand the information.

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

For example, ask:

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

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

How did you use examples and information from the text to support your answer?

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.

1. Adult pulse rate is between sixty and one hundred beats per minute.
2. The heart pumps three million quarts of blood each year.
3. The walls of capillaries are one cell thick.

Writing Prompt

Explain what pulse rate is and how to measure it. Use examples from the text to support your answer.

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

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

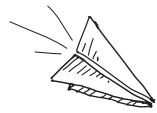
Lesson 6

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

Writing Objective: Use examples to help a reader understand the information.

Teacher Background

In today's cycle test, students will use the TIGRRS process to read informational text and use clues and strategies to identify main ideas. The text students will read for the test describes problems that can occur in the circulatory system and surgical techniques used to correct them.



Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

Partner Review

1. Remind students that they have been practicing using clues and strategies to identify main ideas and including examples in their writing that help a reader understand the information. Tell students that they will use these skills as they take the cycle test.

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

Test Directions

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

2. What is the main idea of the text on page 32? What are some supporting details? **[MI]**

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

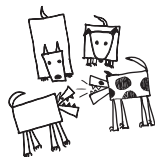
Today you will read more about the heart and circulatory system.



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.

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 tp

(10 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 2 Test

Identify Central Ideas

Directions: Read *The Heart: Our Circulatory System*, pages 28–32. Use the TIGRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is the topic?

5 points = The topic is problems with the heart and circulatory system.

What is the author’s intent?

5 points = The author’s intent is to provide information about how problems occur in the circulatory system.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. **[MI, AP]**

10 points = There are several problems that can occur in the circulatory system. One problem is the deposits of plaque inside the arteries that block the flow of blood and oxygen to the body. If the heart muscle does not get enough oxygen, the result can be angina, or a heart attack. The blockage of blood vessels to the brain can result in stroke. Doctors use stethoscopes and EKGs to find out what is happening in the circulatory system. Procedures such as angioplasty and coronary bypass are used to open and repair blood vessels. Electrical devices such as pacemakers are used to control the heartbeat.

2. What is the main idea of the text on page 32? What are some supporting details? **[MI]**

20 points = The main idea on page 32 is that the circulatory system is like a river of blood flowing to every part of the human body. Supporting details are that the river of blood, or circulatory system, is 60,000 miles long. That distance is equal to two times around the world.

15 points = The main idea on page 32 is that there is a river of blood flowing to every part of the human body. Supporting details are that the river of blood is 60,000 miles long, which is twice around the world.

10 points = The main idea on page 32 is that there is a river of blood flowing inside the human body. A supporting detail is that it is 60,000 miles long.

3. What is the role of blood in the body's circulatory system? [DC, MI]

20 points = *The **role** of blood is to **transport** food and oxygen to all cells in the body. It also picks up waste, such as carbon dioxide, from the cells and carries it away to be exhaled in the lungs. Blood also contains white blood cells that fight infection. To do its job, blood travels through the blood vessels of the circulatory system to reach every cell in the body.*

15 points = *Blood carries food and oxygen to all cells in the body. It also picks up waste, such as carbon dioxide, from the cells and carries it away. Blood also contains white blood cells that fight infection.*

10 points = *Blood carries food and oxygen to all cells in the body. It also picks up waste from the cells and carries it away.*

4. Which of the following does not describe an artery? [MI, RE]

- A. carries oxygen-poor blood
- B. carries blood away from the heart
- C. has thick walls
- D. carries oxygen-rich blood

Explain your answer.

20 points = *Choice "A" is not describing an artery because arteries **transport** oxygen-rich blood away from the heart. The blood is carried through the thick-walled arteries and through the circulatory system to every cell in the body. Choice "A" is describing a vein, not an artery, because a vein **transports** oxygen-poor blood back from the cells to the heart to be pumped to the lungs.*

15 points = *Choice "A" is not describing an artery because arteries carry oxygen-rich blood away from the heart. The blood is carried through the circulatory system to every cell in the body.*

10 points = *Choice "A" is not describing an artery because arteries carry oxygen-rich blood.*

5. Explain why plaque in the circulatory system poses a threat. [DC, MI]

20 points = *Plaque is made of a fatty substance called cholesterol. Plaque builds up inside arteries and lessens blood flow so less oxygen gets to the body's cells. When not enough oxygen gets to the heart, it can **result** in a heart attack. When arteries to the brain are blocked, the **result** can be a stroke. Blockage of blood vessels by plaque can occur anywhere in the body and can seriously **affect** a person's health.*

15 points = *Plaque builds up inside arteries and lessens blood flow so less oxygen gets to the body's cells. When not enough oxygen gets to the heart, a person can have a heart attack. When arteries to the brain are blocked, a person can have a stroke.*

10 points = *Plaque builds up inside arteries and lessens blood flow so less oxygen gets to the body's cells.*

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

Explain what red blood cells are, what they do, and why they are important. Use examples from the text to help a reader understand the information.

Red blood cells are extremely important to keeping the human body alive. One function they have is to transport oxygen from the lungs to all the cells in the body. They also carry waste, such as carbon dioxide, from the body's cells back to the lungs to be breathed out. Red blood cells are the most common cells in the human body. According to the text, there are more than twenty-five trillion red blood cells in the body. These cells are shaped like holeless doughnuts and are red because they contain hemoglobin that combines with oxygen. Because they live only about four months, red blood cells have to be replaced quickly by new ones. These cells are produced in the inside, or marrow, of large bones. If not enough red blood cells are produced, all the cells in the body would be affected because they would not receive the oxygen they need to live.

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

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

Part III. Vocabulary (100 points)

1. The _____ on the oxygen tank was in the closed position, so no gas was being released.

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

- A. artery
- B. pulse
- C. chambers
- D. valve

2. In which of the following sentences is the word *cells* used incorrectly? **[CV]**
- A. White blood cells attack bacteria that enter the body.
 - B. The nerve cells responded to electrical impulses.
 - C. *The stand at the farmers' market cells peaches and plums.*
 - D. The scientist observed skin cells using a microscope.
3. Write a meaningful sentence using the word *chambers*. **[CV]**
- The chambers of the palace were decorated with carved woodwork and silk curtains.*
4. What is a synonym for the word *engulfing*? **[CV]**
- A synonym for the word engulfing is the word surrounding or covering.*
5. In the story, aliens from another planet were trying to _____ alien brains in their human captives.
- Choose the word that belongs in the blank. **[CV]**
- A. valve
 - B. *implant*
 - C. chambers
 - D. artery
6. In which of the following sentences is the word *artery* used incorrectly? **[CV]**
- A. Main Street is the primary artery for traffic in our town.
 - B. Blockage in an artery can happen due to plaque.
 - C. Smaller vessels called arterioles branch off from the artery.
 - D. *When he won the artery contest, he was awarded a trophy.*
7. What is a synonym for the word *pulse*? **[CV]**
- The word beat is a synonym for the word pulse.*
8. Write a meaningful sentence using the word *immune*. **[CV]**
- Your immune system protects your body by fighting invading germs.*
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]**
- Contraction means a tightening or drawing together. The contraction of the heart muscles pushes the blood out and through blood vessels.*
10. As used in the sentence "The constantly moving blood brings food and oxygen to each cell, carries away such wastes as carbon dioxide, and serves as an important component in the body's immune system," the word *component* most nearly means— **[CV]**
- A. *part.*
 - B. lesson.
 - C. enemy.
 - D. reason.

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

I used background knowledge. I have heard the word component used before as meaning an ingredient or part of something else. I tried that meaning out in the sentence, and it made sense. Blood is an important part of the body's immune system.

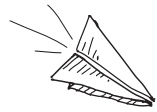
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

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

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

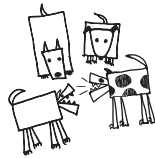
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

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

Give students feedback on classwork.

Teacher's Note:

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

Read and Respond Questions

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



Class Discussion

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

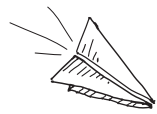
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss 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 class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

Scenario:

Joseph feels like his English teacher just doesn’t like him. She hardly ever calls on him, and when she does, she doesn’t agree with his thoughts and opinions about what the class is reading. What would you do if you were Joseph?

Discussion Hints:

Teach students that they can use “I” Messages, active listening, and Think-It-Through with adults too. Adults will likely be very impressed by students who solve problems with win-win solutions.



Brain Game

(5 minutes)

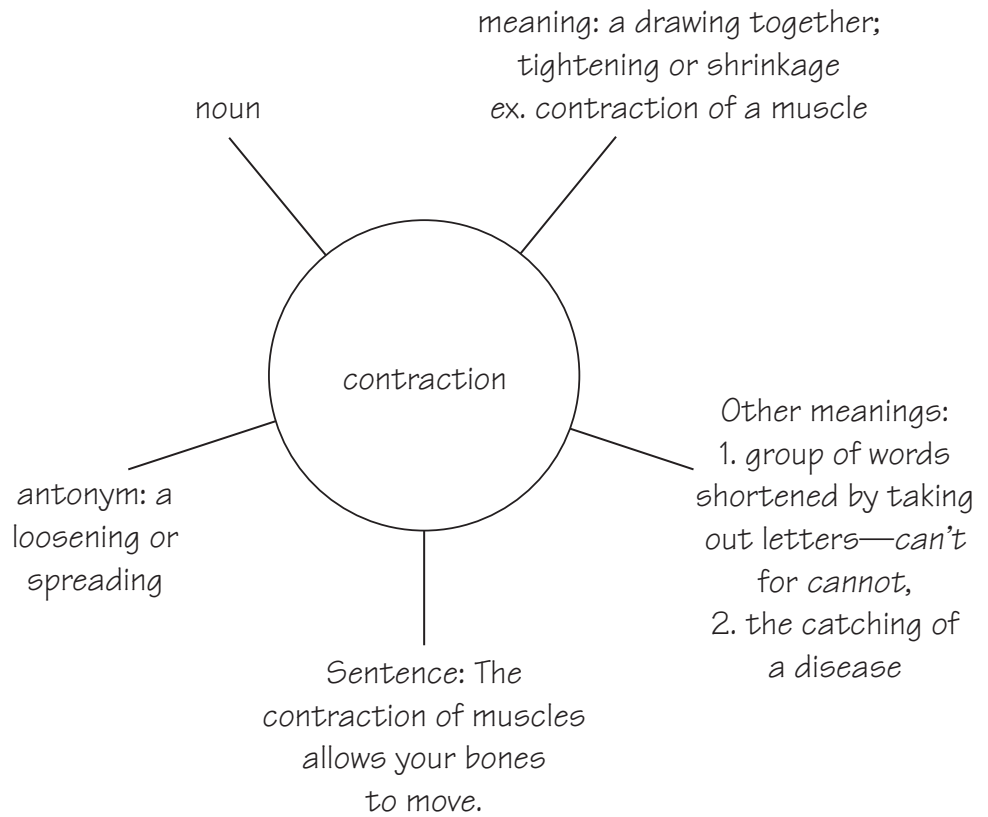
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

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

Word Power Journal Sample Entries

Sample Word Map
Cycle 2



Step Up to Research

1. Team score sheets for this unit should be distributed during lesson 1. Students will use this modified version of the team score sheet to review their goals, track their progress through the six-step research process, and tally team celebration points throughout each lesson.
2. All teams will have the same team goal for this unit—to earn as many team celebration points as possible.
3. The teacher cycle record form has also been modified for the research unit.
 - Track student completion of the research steps, using check marks to indicate done or not done.
 - Note the writing purpose each student selects to evaluate the individual research presentations.
 - Record the writing/presentation score for each student based on the scoring guide for writing that each student chose. This is the only score from the research unit that will roll up into the averages on the classroom assessment summary for the grading period.
 - Record tallies for completion of Read and Respond homework.
4. This is a short, focused research opportunity. While a one-page written product and a three-minute presentation are recommended at this level, please consider your available time and research materials and your students' Internet access and needs when choosing a product that is appropriate for your class.

Unit Overview

The purpose of the research unit is for students to ask questions, find and organize information, and present their findings to others. Students will present their answers in the form of a research product. Level 6 students will each write at least one page to answer the research question and include at least one text feature to help inform the reader. The text features can be anything that supports the information in their research product, for example, a photograph, drawing, graph, or audio recording. Students will present their findings in a three-minute presentation.

In this lesson, students will be introduced to the research process using a routine based on the Question Formulation Technique (Rothstein, 2012). After students ask questions, they will prioritize and refine their questions, narrowing their list to three researchable questions. Using the Research Question Checklist and team discussion, each student chooses one that they would like to explore through research.

As part of this lesson, you will introduce the difference between open-ended and closed-ended questions. As students learn to refine their questions, we want them to consider how the type of questions they ask can impact their research, and ultimately, their research product.

You will also instruct students on common research skills: taking notes, citing sources, and avoiding plagiarism. There are three common note-taking methods that are used for research.

- Use a web. The research question is entered in the center and information is added to branches. Note the source information.
- Use notecards. Students record information on one side of the card and the source information on the other. Notecards can easily be arranged and rearranged to match the sequence of information in students' first drafts.
- Use a digital log. This can only be used if students have regular access to a digital device. Students keep a growing log or web with their information and sources as they would if they were using one of the other two methods. However, students may color code information to track connections and easily make edits as they work.

Use your school's format for citations and bibliographies or the format included in this lesson.

You may want to visit Ask Smithsonian: www.smithsonianmag.com/video/Introducing-Ask-Smithsonian.html. This optional video is useful in motivating students to ask questions. Students can utilize the website to ask their own questions.

Lesson 1

Teacher Background

This unit's focus is things that move in the human body.

This unit's mini-lesson is on common research skills: taking notes, citing sources, and avoiding plagiarism.

In the introductory unit, students answer a Big Question as they enter the classroom. In subsequent research units, the research focus will be posted and students will begin on the first day by generating questions.

Big Question (5 minutes)

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

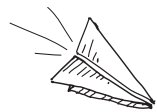
The Big Question: While you are reading this question, which parts of your body are moving?

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

While you are reading this question, which parts of your body are moving?

Some parts of my body that were moving while I read the question are my blood, heart, valves in my veins, muscles that push air into my lungs, my eyelids, and the muscles in my eyes.

3. Post and present the research purpose. Tell students that this unit will be different from the reading units. They will use the books that they have just read in the last unit to ask questions, search for answers, and present their findings to others.



Active Instruction tp

Generate Questions (15 minutes)

1. Present the research focus. Have students write their focus-related questions as they enter the classroom.

Research Purpose: In this unit, you will ask questions, find and organize information, and present your findings to others.

Research Focus: Things that move in the human body

Students write responses to the Big Question.

Discuss the Big Question.



Post and present the research focus.

2. Have teams use the Questioning Formulation Technique (QFT: Rothstein, 2012) to write as many questions about the research focus as they can in ten minutes.
 - Ask as many questions as you can.
 - Do not stop to answer, discuss, or judge the questions.
 - Write down every question just as you hear it.
 - If a teammate makes a statement, turn it into a question.

Explain to students that now they will be the ones asking most of the questions. They will start by asking as many questions as they can about this idea or focus: things that move in the human body.

Introduce the student routine based on the Questioning Formulation Technique (Rothstein, 2012) for generating lots of questions.

	First	Next	Next	Next
QFT Asking Questions	Ask as many questions as you can.	Do not stop to answer, discuss, or judge the questions.	Write down every question just as you hear it. If a teammate makes a statement, turn it into a question.	Make sure that every teammate is ready to share one or two questions with the class.



3. Use **Random Reporter** to select a student from each team to share a question or two.

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

What will be difficult about following this routine?

Answers will vary. Students may think it will be hard to come up with lots of questions related to the focus—remind them to think about the two books they just read in the last unit. Students may feel that they will want to answer their questions as they think of them, or that it will be hard not to talk about the questions. Encourage students to stick to the routines.

4. Have teams use the QFT routine to write as many questions about the research focus as they can in ten minutes.
5. Use **Random Reporter** to select a student from each team to share a question or two.
6. Explain the two basic types of questions. Point out that the types of questions students ask may impact their research and the amount of information they find.

Discuss closed-ended and open-ended questions.

Sample Think Aloud

How you ask a question can influence the kind of answer that you get. For example, some questions are closed-ended and some are open-ended. Closed-ended questions have one-word answers, like “yes” or “no.” For example, “Did you do your homework?”

Open-ended questions have answers that are longer and more descriptive. For example, “Why didn’t you do your homework?”

While both types of questions are encouraged when reading, open-ended questions are more appropriate for research because you will have more information to search and write about.

Post and present the research product.

Prioritize and Improve Your Questions (10 minutes)

1. Present the research product.

Research Product: You will write at least one page that answers your research question and include at least one text feature that helps to inform the audience. You will prepare and deliver a presentation of your findings using up to three minutes.

Present the routine for choosing a research question.

2. Refer students to the routine for choosing a research question and the Research Question Checklist.

	First	Next	Next	Next
Choose a research question.	Each student writes down up to three researchable questions.	Student 1 reads his or her questions. Teammates use the Research Question Checklist to discuss which question is most researchable.	Teammates continue until everyone has read his or her questions and received feedback.	Each student chooses one question to research. Each team makes sure that all teammates are ready to share their research questions with the class.

Research Question Checklist	
Is the question interesting and important?	<ul style="list-style-type: none"> • Does the question help me learn something new? • Is the question open-ended?
Do I need to narrow down the question?	<ul style="list-style-type: none"> • Can the question be answered with the materials available to me? • Can I answer the question in the time that I have to complete my research?

Distribute the research materials.

3. Distribute copies of the *The Body in Motion* and *The Heart: Our Circulatory System*, the books from the previous unit. Tell students that they will use these books to look for answers. Explain that reviewing these books will help students eliminate some questions that they may not have enough information to answer.

Optional: Display any other materials students may use, and discuss computer use if available.

4. Have students share their questions with their teams and discuss how realistic it is to research each question, given the time and materials available. Teammates help one another narrow down questions to make them more researchable. Each student chooses one question to research.
5. Refer students to the Writing to Support a Claim with Reasons and Writing to Inform or Explain scoring guides. Explain that they need to choose the guide based on the research product and question. Post the sample research questions, and model identifying which guide to use.

Post the sample sentences.

1. What impact does stretching your muscles have on your performance during a run?
2. How does the heart pump blood?

Sample Think Aloud

(Read the first question.) This question asks about the impact stretching your muscles have on performance during a run. When I answer it, I will have to state a position—that it has an impact or that it doesn't. I will also have to include good reasons that support my position, so I would use Writing to Support a Claim with Reasons to guide my research and writing of the product.

(Read the second question.) This question asks how the heart pumps blood. When I answer it, I'm just explaining how the heart pumps blood. I don't need to make a statement or claim, I need to provide facts, examples, or events that help others understand the information. For this question, I will use Writing to Inform or Explain to guide my research and writing of the product.



6. Use **Random Reporter**, and award team celebration points to teams whose representatives can share the research question and scoring guide that they chose and explain why.

Distribute team score sheets.

7. Have students review their research purpose, team goal, and team cooperation goal for this cycle. Tell teams to discuss how they are going to earn more team celebration points during this unit, and have them write that goal in the allotted space.

Have students consider their research question and identify which scoring guide they will use.

Use **Random Reporter** to share responses.

8. Refer students to the team score sheets. Explain that the team score sheet for research is used to track their progress through each step of the research process and is used to record team celebration points. Have students review their research purpose, team goal, and team cooperation goal for this cycle. Tell teams to discuss how they are going to earn more team celebration points during this unit, and have them write that goal in the allotted space.
9. Explain to students that they will earn super, great, or good team status based only on the team celebration points that they earn in this unit.
10. Tell students that the only score they will earn this cycle is a writing score that will be based on the scoring guide that they select for evaluation of their research presentation.
11. Tell students to initial each step of the writing process as it is completed during the unit.

Interactive Skill Instruction (25 minutes)

1. Present the mini-lesson on note-taking, citing sources, and plagiarism.
2. Remind students of the graphic organizers they use to take notes while they read. Explain that taking notes for a research project is much the same thing except that they must also be careful to write down exactly where the information was found.
3. Explain that there is an old expression that says, “Give credit where credit is due.” Use **Think-Pair-Share** to ask:

What do you think that means?

Answers will vary. To give credit means to acknowledge what someone has done.

Explain that intellectual property or someone’s work can be stolen too. Point out that when one uses words that someone else wrote without giving them credit, that’s a kind of robbery called plagiarism.

Post the idiom.



Display the steps for avoiding plagiarism.

4. Review the steps for avoiding plagiarism.

Step Up to Research

Citing Sources and Avoiding Plagiarism

Follow a few simple steps to avoid plagiarism.

- 1. Take detailed notes.**
 - Keep track of your ideas and the ideas of others by labeling them in your notes.
 - In your notes, keep track of where you found information: write down the author, the title, the page number, and the publication date of the book, website, or periodical.
- 2. Give credit to other's work.**
 - When you use someone else's ideas or information, put them in your own words. Record the source (author and date) in parentheses at the end of the sentence or paragraph.
 - Use quotation marks when you use someone else's exact words.
- 3. Make a bibliography.**
 - This is an alphabetized list of all the sources used to find information for a report or research paper. It always comes at the end of the report or research paper. The bibliography entries include all the information that someone would need to find the original source.
 - Use the correct format for each type of source.

For a book, follow this format:
 Author (last name, first name). Date of publication. Title of book or article. Publisher. Location of publisher.

Here is an example of a quote that a student used in a presentation about life in India:
 "Mahatma Gandhi taught that it is right to hate what is unjust but wrong to hate people."
 (Kaiman, 2010)

This is how the student wrote the entry in his bibliography:
 Kaiman, Bobbie. 2010. *India, The People*. Crabtree Publishing Company, New York.

For an Internet site, follow this format:
 Title of site or article on site. Name of organization that has the website. Date that you found the information. URL address.

Here is an example of how the same student used a website for information:
 The official name of this country is the Republic of India. It covers 3.29 million square kilometers or about one-third the size of the United States. (U.S. Department of State Fact Sheet, 2012)

This is how he wrote the entry in his bibliography:
 Background Note: India. U.S. Department of State. April 17, 2012. www.state.gov

Discuss note-taking.

5. Refer students to Sample Notes in their student editions. Tell students that Sample Notes show examples of how students could take notes on a paragraph about the geography of India. Point out that the source is listed at the bottom of the web.

Blackline master provided.

Step Up to Research

Sample Notes

```

            graph TD
            A[Geography of India] --- B[3,29 million sq. km]
            A --- C[1/3 size of U.S.]
            A --- D[Himalayas—mountains]
            A --- E[flat river valleys, deserts in west]
            
```

(Source: Background Note: India, U.S. Department of State, April 17, 2012, www.state.gov)

Sample Note Cards

Country — Republic of India	Source: Background Note: India, U.S. Department of State, April 17, 2012, www.state.gov
Capital — New Delhi	
Geography — 3,29 million sq. km, about 1/3 U.S.	
Mountains (Himalayas), West — flat river valleys and deserts	

Optional: Discuss notecards.



6. If students will be using notecards, provide the following instruction:
 - Notes and facts go on one side of the card—in student’s own words or in quotations if writing source’s own words
 - Source information goes on the reverse side of the card.
 - After initial research is done, students review the information, choose the bits they will use, and put those cards in order to help them organize the first draft.
7. Next have partners work together to identify a page in one of the provided sources that they think might be useful. Have them discuss what they might add to the web or notecard and how they would cite the source.
8. Use **Random Reporter** to share team practice answers, and then award team celebration points.
9. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.

Sample Think Aloud

For each research product, we will target a specific part of the scoring guide. This is something that we will want to make sure we include in our research and work on improving as we make changes to our product. For students who are using Writing to Support a Claim with Reasons guide, the target is to clearly state a position (claim) and include good reasons that support that position. For students using the Writing to Inform or Explain guide, the target is to clearly introduce the topic. Notice that both targets are related to ideas in the scoring guides.

Encourage partners to share relevant information.

Start Digging (10 minutes)

1. Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information.
2. Ask students to write the research question in the center of the web or on the first notecard.
3. Circulate, check students’ progress, and record each completed step on the teacher cycle record form. Spot check the Read and Respond homework.
4. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
5. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Remind students of the Read and Respond homework assignment.

Step Up to Research

Citing Sources and Avoiding Plagiarism

Follow a few simple steps to avoid plagiarism.

1. Take detailed notes.

- Keep track of your ideas and the ideas of others by labeling them in your notes.
- In your notes, keep track of where you found information: write down the author, the title, the page number, and the publication date of the book, website, or periodical.

2. Give credit to other's work.

- When you use someone else's ideas or information, put them in your own words. Record the source (author and date) in parentheses at the end of the sentence or paragraph.
- Use quotation marks when you use someone else's exact words.

3. Make a bibliography.

- This is an alphabetized list of all the sources used to find information for a report or research paper. It always comes at the end of the report or research paper. The bibliography entries include all the information that someone would need to find the original source.
- Use the correct format for each type of source.

For a book, follow this format:

Author (last name, first name). Date of publication. Title of book or article. Publisher: Location of publisher.

Here is an example of a quote that a student used in a presentation about life in India:

"Mahatma Gandhi taught that it is right to hate what is unjust but wrong to hate people."
(Kalman, 2010)

This is how the student wrote the entry in his bibliography:

Kalman, Bobbie. 2010. *India, The People*. Crabtree Publishing Company: New York.

For an Internet site, follow this format:

Title of site or article on site. Name of organization that has the website. Date that you found the information. URL address.

Here is an example of how the same student used a website for information:

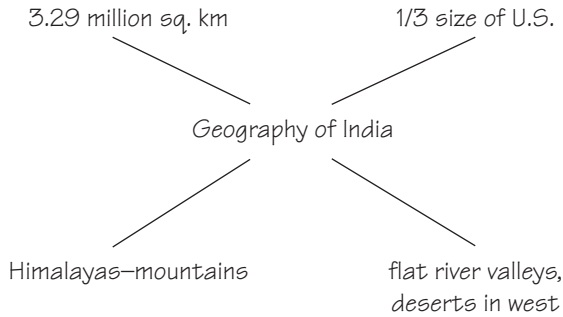
The official name of this country is the Republic of India. It covers 3.29 million square kilometers or about one-third the size of the United States. (U.S. Department of State Fact Sheet, 2012)

This is how he wrote the entry in his bibliography:

Background Note: India. U.S. Department of State. April 17, 2012. www.state.gov

Step Up to Research

Sample Notes



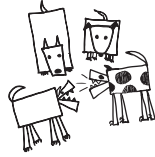
(Source: Background Note: India. U.S. Department of State. April 17, 2012. www.state.gov)

Sample Note Cards

Country – Republic of India
Capital – New Delhi
Geography – 3.29 million sq. km., about 1/3 U.S.
Mountainous (Himalayas), West – flat river valleys and deserts

Source:
 Background Note: India. U.S. Department of State.
 April 17, 2012. www.state.gov

Lesson 2



Teamwork

Teacher Background

During this class period, students continue to search for information and take notes. Make sure students record the sources for the notes that they take. Refer students to the notes in their student edition for examples.

Keep Digging: Search and Process (50 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Remind students that their product should include a text feature. Explain that it should support the content of their research. Tell them that they can create one or use one that they find during their research.

Sample Think Aloud

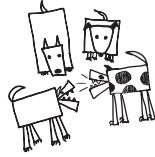
Remember that the product includes a text feature. The text feature can be anything that supports the information you are writing about, such as a photograph, picture, graph, or audio. You might find one you can use as you do your research, or you might decide to create your own. If I wanted a text feature about how the heart pumps blood, I might look for a diagram that shows the parts of the heart and arrows showing the flow of blood, or I might create one.

3. Have students continue to use the research materials to search for information, and have them use their graphic organizer or notecards to record relevant information.
4. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
5. Spot check the Read and Respond homework.
6. Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class prior to class discussion.

**Class Discussion** (10 minutes)

1. Use **Random Reporter** to have students share an important piece of information, the source, and why they think the information is important with the class. Award team celebration points.
2. Award extra team celebration points to volunteers who answer the following question: “Did your research change your question or your thinking about what you thought you would find?”
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Lesson 3



Teamwork

During this class period, students review their notes, make a plan, and begin their written product. They then share their product with a teammate for feedback and make changes as needed.

Put It All Together: Draw Conclusions, Write, and Practice (30 minutes)

1. Explain that an important part in preparing to answer their research question is to make a plan for organizing their information.
2. Have students refer to the scoring guide they selected. Explain that the criteria for ideas, organization, style, and mechanics explains what their written product needs to include.
3. Explain that their research products need a beginning, middle, and end. Point out that the information they write needs to be organized in a way that makes sense to the audience.
4. Ask students to review their notes, and identify a plan for including the information in their research products. Suggest that they number the notes on their webs or rearrange their note cards to put their ideas in order. Have students review their plan with a teammate.
5. Ask each student to draft his or her research products.

Team Feedback (20 minutes)

1. Refer students to the evaluation form in their student routines. Explain that students will receive feedback from a team member and then make improvements to their research product. Review each part of the evaluation form.

Research Evaluation	
Presenter	Evaluator
Date	
<small>Writing Purpose (circle one):</small> To inform or explain To support a claim with reasons	
<small>Writing Quality:</small> Note one area of strength, and give evidence to support your choice.	
Ideas	
Organization	
Style	
Mechanics	
<small>Make a suggestion for improvement and a reason for your suggestion.</small>	
<small>Research Skills (circle one or two strengths):</small>	
Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites author(s) of sources	
<small>Presentation Skills (circle one or two strengths):</small>	
Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	
<small>© 2013 Success for All Foundation</small>	

Sample Think Aloud

You will use the evaluation form to guide you in giving feedback to your teammate. The first thing you should do is identify the purpose for writing—to inform or explain OR support a claim with reasons. As your teammate shares their product, decide which part of their writing is the strongest—ideas, organization, style, or mechanics. Tell your partner which part is the strongest and explain why. Then, identify something for your teammate to improve. Maybe their position isn't clear enough on how stretching impacts readiness for a run. Or, maybe they need to end with a closing sentence.

Next, identify one or two strengths for research skills and presentation skills. This information will be helpful as each of you make improvements and prepare to present your research.

2. Have each team member share his or her presentation with another member of the team.
3. Ask team members to use the evaluation form to give feedback.
4. Tell students to make improvements and prepare for their presentations.
5. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
6. Spot check the Read and Respond homework.



Remind students of the Read and Respond homework assignment.

Class Discussion (10 minutes)

1. Award team celebration points to Random Reporters who can report a strength that teammates shared with them about their presentations.
2. Award extra team celebration points to volunteers who share what they have learned about the research, writing, and presentation process.
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Lesson 4



Present and Evaluate

In this lesson, students will present their research to groups other than their own teams, and students will use the evaluation form to provide a written evaluation of each presentation that they hear. There will be four rounds of presentations, during which each student will have three minutes to present.

Choose group assignments in advance, or use the following process:

- Count the number of teams.
- Have students count off from 1 to the number of teams. There will be four or five students with each number.
- Have the students who counted off as 1s go to table 1, 2s go to table 2, and so on.

Allow a volunteer to give the first presentation, or designate an individual within each group. Presentations then proceed to the right until everyone has presented. As each presentation concludes, the evaluators complete the evaluation sheets and give them to the presenter.

Present (30 minutes)

1. Review the criteria for evaluating a presentation. Explain that students will give feedback by writing on the form. Remind students that you will collect the evaluation forms.
2. Designate group assignments, and pass out evaluation forms.
3. Have students move to their designated groups. Begin the presentations.
4. Make sure that each student presents and receives evaluations after the presentation.

Team Discussion (20 minutes)

1. When all presentations are finished, have students return to their teams to review the feedback that they received.
2. Ask team members to share their strengths and suggestions in each category.

Distribute an evaluation form to each student.

Research Evaluation	
Presenter _____	Evaluator _____ Date _____
Writing Purpose (Circle one): <input type="checkbox"/> To inform or explain <input type="checkbox"/> To support a claim with reasons	
Writing Quality: (Use one area of strength, and give evidence to support your choice.)	
Style	
Organization	
Style	
Mechanics	
Make a suggestion for improvement and a reason for your suggestion.	
Research Skills (Use one or two strengths.)	
Poses a focused question	
Uses multiple sources	
Quotes and paraphrases correctly	
Cites fluently and accurately	
Presentation Skills (Use one or two strengths.)	
Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	
© 2013 Success for All Foundation	



Remind students of the Read and Respond homework assignment.

Class Discussion (10 minutes)

1. Review each target, and ask for a show of hands indicating areas of strength and areas that need improvement.
2. Use **Random Reporter** to hold a discussion during which students reflect on the research process and the products that they produced and draw conclusions about successes and areas in need of improvement. Award team celebration points.
3. Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next unit. Award up to 100 points for evidence that the chosen targets were met.
4. Review the total number of team celebration points earned by each team. Use the poster overlay to determine team status (super, great, or good) for this unit.
5. Enter the writing, Read and Respond, and team celebration points scores into the Member Center.
6. Generate the teacher cycle record results report to review team and class averages for the unit.

Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To inform or explain To support a claim with reasons

Writing Quality: Note one area of strength, and give evidence to support your choice.

Ideas	
Organization	
Style	
Mechanics	

Make a suggestion for improvement and a reason for your suggestion.

Research Skills (Note one or two strengths.)

Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	

Presentation Skills (Note one or two strengths.)

Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To inform or explain To support a claim with reasons

Writing Quality: Note one area of strength, and give evidence to support your choice.

Ideas	
Organization	
Style	
Mechanics	

Make a suggestion for improvement and a reason for your suggestion.

Research Skills (Note one or two strengths.)

Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	

Presentation Skills (Note one or two strengths.)

Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

Common Core State Standards

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

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

Contact your SFA coach for more information.

Level 6 Identify Central Ideas

English Language Arts Standards: Science and Technical Subjects

Key Ideas and Details

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Integration of Knowledge and Ideas

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

English Language Arts Standards: Reading: Informational Text

Craft and Structure

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

English Language Arts Standards: Writing in History/Social Studies/Science

Text Types and Purposes

WHST.6-8.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts Standards: Speaking and Listening

Presentation of Knowledge and Ideas

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Media Acknowledgements

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

Twin Cities Public Television (DragonflyTV)

National Science Foundation (Science Nation online magazine)

The National Park Service

The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)

National Oceanic and Atmospheric Administration, National Ocean Service
(Ocean Today video series)

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

National Aeronautics and Space Administration and the California Institute
of Technology

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