



**Informational**

# Draw Conclusions from Evidence

**King George: What Was  
His Problem?**

**Research**

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

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

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# Draw Conclusions from Evidence

## King George: What Was His Problem?

### The Lightning Round

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

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

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

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

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

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

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

## Unit Objectives

**Reading:** Draw conclusions about historical events based on evidence in the text.

**Writing:** Include a concluding statement that supports the argument presented.

## Unit Overview

During this unit, students will read, discuss, and answer questions about *King George: What Was His Problem?* As students read this historical text, they will focus on analyzing events and drawing text-based conclusions. The ability to analyze historical accounts and draw conclusions is an important skill that students will need as they read increasingly complex historical texts in the upper grades. The writing objective for this unit asks students to include a concluding statement that supports an argument. Students will receive instruction and practice on this skill as they complete the unit's writing tasks.

### Unit Topic/Content

For this unit, students will read *King George: What Was His Problem?*, an irreverent, but factual, account of the American Revolution. Starting with the French and Indian War, this historical text presents the events leading up to and during the American colonies' fight to win independence from England.

## 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

King George:  
What Was  
His Problem?

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–18	
Lesson 2	pages 21–42	(Optional) “Road to Revolution” <a href="http://www.pbslearningmedia.org/content/4c4c581a-bb59-43be-b7f6-6cce3f267428/">www.pbslearningmedia.org/content/4c4c581a-bb59-43be-b7f6-6cce3f267428/</a>
Lesson 3	pages 42–62	
Lesson 4	pages 64–80	
Lesson 5	writing in response to reading	
Lesson 6	pages 81–84	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

King George:  
What Was  
His Problem?

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 85–104	(Optional) “Declaring Freedom But for Whom” <a href="http://www.pbslearningmedia.org/content/adlit08.us.h.rev.freedom/">www.pbslearningmedia.org/content/adlit08.us.h.rev.freedom/</a>
Lesson 2	pages 105–123	
Lesson 3	pages 123–144	(Embedded) “Team Talk Response”
Lesson 4	pages 144–157	
Lesson 5	writing in response to reading	
Lesson 6	pages 158–165	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	



## Cycle 1:

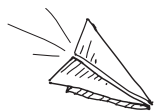
# Draw Conclusions from Evidence

## Lesson 1

**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

### Teacher Background

Students will begin reading *King George: What Was His Problem?* today and learn how the debt from the French and Indian War and the cost of keeping troops in North America led the British to raise taxes on the American colonies through the Stamp Act. Conflict between the colonists and the English over the new taxes set the stage for the American Revolution. The Big Question for this cycle asks students if it is worth going to war to secure the right to choose your own leaders and make your own laws. In answering this question students will have to grapple with the core issue at the heart of the American Revolution. In Active Instruction you will use Think-Pair-Share to activate students' prior knowledge about the American Revolution.



## 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:** Do you think the right to choose your own leaders and make your own laws is worth fighting a war over? Why or why not?

### Set the Stage

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

**Do you think the right to choose your own leaders and make your own laws is worth fighting a war over? Why or why not?**

*I do think the right to choose our leaders and make our own laws is worth fighting a war over. Without this right, people have little control over their lives. People in power can make bad laws that only benefit themselves, and there is nothing that the people can do about it.*

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.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

- 4. Distribute copies of the book. Explain to students that this text is unique because it has informational and literary aspects.

**The texts that we read are usually classified as informational text or literature. *King George: What Was His Problem?* has informational and literary aspects. We call these texts literary nonfiction. Some examples of literary nonfiction are essays, biographies, memoirs, or speeches.**

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

**What qualities do you think literary nonfiction texts have that make them different from literary and informational texts?**

*I know that literature usually tells a story that is about fictional, or made-up, characters. The text is often very descriptive and entertaining. Informational texts generally give factual information about different topics. So, I think literary nonfiction must combine these elements. I think you read a factual account or information about someone or something, but it is written like a story. It might be descriptive or tell a factual story in an entertaining way.*

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

*Accept reasonable responses. For example, the book will be about the American Revolution. I can tell because text on the cover describes the book as the hilarious story of the American Revolution.*

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

**What do you already know about the American Revolution?**

*Answers will vary. For example, I know that the American colonies fought England over taxes and that George Washington was a general in the Continental army that fought the British.*

**Interactive Read Aloud**

- 1. **This cycle our reading objective is to draw conclusions about historical events based on evidence in the text.**

Tell students that drawing conclusions about historical events helps us better understand the history texts that we read. Point out that to draw valid conclusions, or conclusions that make sense, students will need to rely on evidence from this unit’s text, *King George: What Was His Problem?*

- 2. Read pages 1–3 aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>I think I have read enough to draw a conclusion based on evidence from the text. The text says that the British were left with a lot of debt after the French and Indian War and had to pay to keep thousands of soldiers in North America, so the Stamp Act was passed to tax the American colonies. I think the Stamp Act will cause conflict between the American colonies and England.</p>

Activate prior knowledge about the American Revolution.

Review the skill as necessary.

Refer students to pages 1–3 in the text.

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

**Students:** Actively listen.

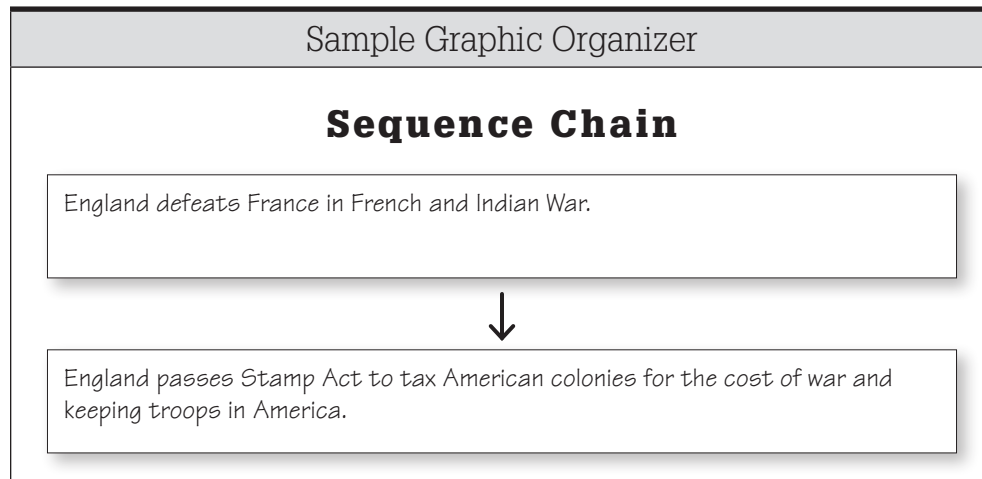


- Use **Think-Pair-Share** to ask:

**What other evidence from the text I just read supports the conclusion that the Stamp Act will cause conflict between the American colonies and England?**

*The text also says that some members of Parliament warned that the Stamp Act might cause protests.*

- Model creating a graphic organizer and making notes. A sample graphic organizer follows.



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

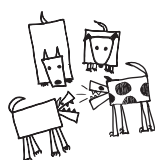
**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.

- 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 continue reading page 4 (paragraphs 1–4). Use Think-Pair-Share to ask:

**What other evidence can you find to support the conclusion that the Stamp Act will cause conflict between the American colonies and England?**

*According to the text, colonists started repeating the slogan “No taxation without representation.” Also, Samuel Adams came up with a plan to avoid paying the Stamp Act taxes.*

Use **Random Reporter** to debrief.



## Teamwork tp

(20 minutes)

### Partner Prep

- Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 4 (paragraph 5)–18 aloud with partners.**

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

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

2. Circulate and check for comprehension, evidence of strategy use, and notes 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.

Team Talk Questions
<p>1. Why did the American colonists hang a doll of a British tax collector? Support your answer with evidence from the text. <b>[SA]</b> (Team Talk rubric)</p> <p>100 = <i>The American colonists hung a doll representing Andrew Oliver, the tax collector, in a tree to scare him. According to the text, an angry crowd protesting taxes took the doll to his house and set it on fire. Their plan was to try and keep him from passing out tax stamps. If the tax collector was scared to distribute tax stamps the colonists would not have to pay the taxes.</i></p> <p>90 = <i>The American colonists were trying to scare the tax collector. Their plan was to try and keep him from passing out tax stamps.</i></p> <p>80 = <i>The American colonists were trying to scare the tax collector.</i></p> <p>2. What conditions led to the Boston Massacre? Support your answer with evidence from the text. <b>(Write) [DC, RE, SA]</b> (Team Talk rubric)</p> <p>(Answers may vary.)</p> <p>100 = <i>Before the Boston Massacre there had already been conflict and fighting between the American colonists and the British. For instance, American colonists hung a tax collector doll and British soldiers attacked a group of rope makers with clubs. Tempers were flaring among the American colonists and British soldiers.</i></p> <p>90 = <i>Before the Boston Massacre there had already been conflict and fighting between the American colonists and the British. American colonists hung a tax collector doll, and British soldiers attacked a group of rope makers with clubs.</i></p> <p>80 = <i>Before the Boston Massacre there had already been conflict and fighting between the American colonists and the British.</i></p>

continued

Team Talk Questions *continued*

3. Was Samuel Adams's description of the crowd involved in the Boston Massacre as "harmless protestors" accurate? **[AA]** (Team Talk rubric)

100 = Samuel Adams's description of the Boston crowd was not accurate.

**According to the text**, people in the crowd were throwing things at the British soldiers. Samuel Adams probably called the crowd "harmless protestors" because he was trying to turn the people of Boston against the British.

90 = Samuel Adams's description of the Boston crowd was not accurate. People in the crowd were throwing things at the British soldiers.

80 = Samuel Adams's description of the Boston crowd was not accurate.

4. What were some consequences of the Boston Tea Party? **[DC]** (Team Talk rubric)

100 = The Tea Party made King George **extremely** angry. He called it "violent and outrageous." Another **consequence** was that Parliament passed laws to teach the people of Boston a lesson. The port of Boston was shut down, and the people of Massachusetts were not allowed to elect their own judges or sheriffs anymore. The British wanted to **punish** the American colonists for the Boston Tea Party.

90 = The Tea Party made King George very angry, and Parliament passed laws to teach the people of Boston a lesson. The port of Boston was shut down, and the people of Massachusetts were not allowed to elect their own judges or sheriffs anymore.

80 = The Tea Party made King George very angry, and Parliament passed laws to teach the people of Boston a lesson.

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



## Class Discussion

(18 minutes)

### Lightning Round

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

### Celebrate

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.

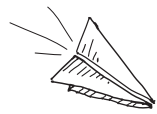
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

# Lesson 2

**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

## Teacher Background

In today’s reading, students will learn about events leading up to the American Revolution, including Paul Revere’s ride as the British march on Concord and Lexington. In Set the Stage there is an optional activity in which students can analyze an image of a tax collector being tarred and feathered. Use this image to have students review the reasons American colonists were protesting new English taxes and to prompt them to consider this protest from the British perspective.



## Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

## Partner Vocabulary Study

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

## Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>revolution</b> (noun) page 1	rev-o-lu-tion (rev-uh-LOO-shun)	overthrow of a government	After the <i>revolution</i> , the king had to leave the country.
<b>smuggler</b> (noun) page 8	smug-gler (SMUHG-ler)	someone who brings items into a country illegally	The <i>smuggler</i> sailed into the harbor at night so the police would not spot him.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>intolerable</b> (adjective) page 15	in-tol-er-a-ble (in-TOL-er-uh-bul)	impossible to endure	When I broke my leg the pain was almost <i>intolerable</i> .
<b>seize</b> (verb) page 21	seize (SEEZ)	to take control of	The soldiers marched to the town so they could <i>seize</i> any weapons or supplies they found there.
<b>provisions</b> (noun) page 34	pro-vi-sions (PRUH-vizh-uns)	supplies of food and equipment	I packed all of my <i>provisions</i> for the camping trip into my backpack.
<b>plunder</b> (verb) page 48	plun-der (PLUHN-der)	to steal goods using force	Whenever the pirate found an unguarded ship he would <i>plunder</i> it.
<b>outraged</b> (adjective) page 54	out-raged (OUT-rayjd)	very angry	Mrs. Hamilton was <i>outraged</i> when she came home and found that her house had been robbed.
<b>submit</b> (verb) page 54	sub-mit (sub-MIT)	to accept somebody's authority	The rebels refused to <i>submit</i> to the government and kept on fighting.

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**

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

Teams review their cycle goal.

Post and present the reading objective.

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



Build background about a tax collector.

tps

Review the skill as necessary.

Refer students to pages 21 and 22 in the text.

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

**Students:** Actively listen.

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

tps

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

5. (Optional) Display the image for the “Road to Revolution: Patriotism or Treason?” activity. Tell students that this is a picture of a man being tarred and feathered. Remind students that they read about a tax collector who was tarred and feathered in lesson 1.

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

**Why would American colonists tar and feather a tax collector?**

*The colonists wanted to scare the tax collectors so they wouldn't try and collect taxes the colonists did not like.*

**What might a British citizen think after seeing this image?**

*They might think that the American colonists were cruel. It might make them angry that a British official was being treated like this.*

**Interactive Read Aloud**

1. Remind students of the reading objective.

**Remember that as we discuss and draw conclusions about the historical events in the text we will cite the evidence that supports our conclusions.**

2. Read pages 21 and 22 (paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud

I just read that King George was impatient that General Gage was not moving more quickly against the American rebels. Also, Gage was worried about another Boston Massacre so he wouldn't let his soldiers carry pistols in the street. Because of this, they began calling him “Old Woman.” I think we can draw some conclusions based on this evidence.

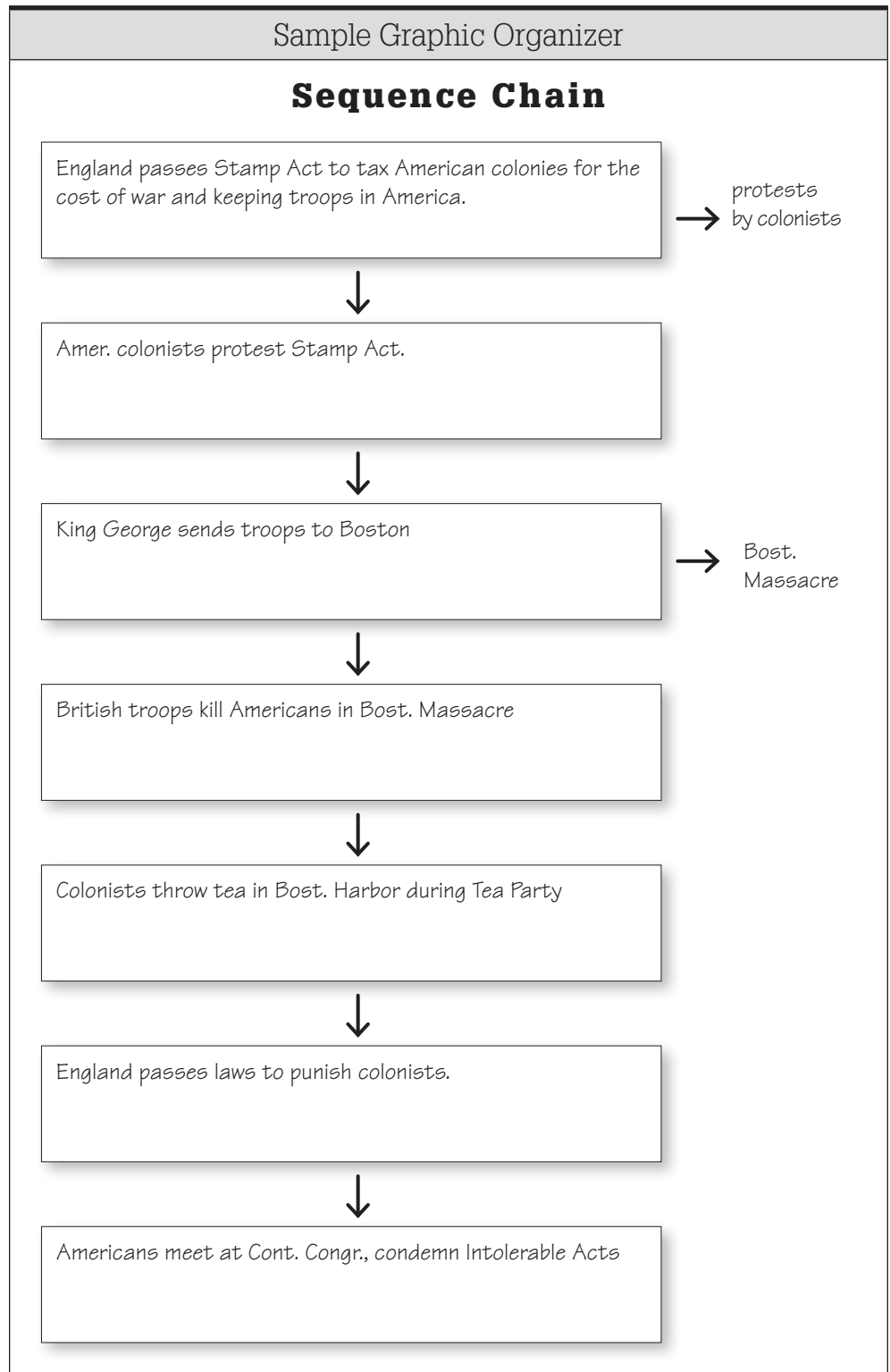
3. Use **Think-Pair-Share** to ask students:

**What conclusions can you draw about General Gage based on the evidence I just listed?**

*I think we can conclude that Gage was a careful general. He was trying to prevent even more conflict with the American colonists. Also, we can conclude that King George and Gage's soldiers thought he was too careful.*

4. Explain to students that in the history of the American Revolution many events or actions led to, or caused, later events. Tell students that they can modify the sequence chain to indicate these cause-and-effect relationships by drawing an arrow to the right of an event and making a note of what it led to, or caused.

Model making notes. Following is a sample graphic organizer.



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



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

**What can we add to our sequence chain?**

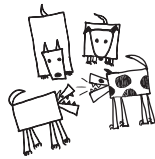
Add information based on student responses.

6. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have partners read the rest of page 22. Use **Think-Pair-Share** to ask:

**What further evidence do you have that General Gage was a careful general?**

*According to the text, the general weighed his options, something a careful person would do. He also made a plea of action based on what he knew about the militia and their supplies. This was also carefully thought out.*

Use **Random Reporter** to debrief.



## Teamwork tp

(20 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sf  
**pages 22 (paragraph 2)–32 (paragraph 1), 34–36, 41 and 42 (through paragraph 6) aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes 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. How did General Percy find out that secret British plans to capture American weapons at Concord had leaked? **[SA]** (Team Talk rubric)
  - 100 = General Percy hid in the shadows near a group of Boston citizens and heard them talking about the British plans. He ran back to General Gage's office and told him that the secret was out. The British had a very hard time keeping their **military** plans hidden from the American colonists.
  - 90 = General Percy hid in the shadows near a group of Boston citizens and heard them talking about the British plans. He ran back to General Gage's office and told him that the secret was out.
  - 80 = General Percy hid in the shadows near a group of Boston citizens and heard them talking about the British plans.
  
2. Why did Paul Revere create a backup plan to light lanterns at the top of a Boston church to warn that British soldiers were on the move? Support your answer with evidence from the text. **(Write) [DC, RE, SA]** (Team Talk rubric)
  - 100 = Paul Revere created a plan to use lanterns to warn about the movement of British soldiers because he knew that it might be hard to get out of Boston. Boston is surrounded by water and is connected to the mainland by a narrow strip of land that is easily guarded. If Revere, or others, could not get out of Boston with an **alert** about the coming British soldiers, the lanterns would be lit as a warning and they could be seen across the water.
  - 90 = Paul Revere created a plan to use lanterns to warn about the movement of British soldiers because he knew that it might be hard to get out of Boston. Boston is surrounded by water and is connected to the mainland by a narrow strip of land that is easily guarded.
  - 80 = Paul Revere created a plan to use lanterns to warn about the movement of British soldiers because he knew that it might be hard to get out of Boston.
  
3. Was Colonel Smith a good choice to lead the expedition to Concord? Explain. **[AA]** (Team Talk rubric)
  - 100 = Colonel Smith was not a good choice to lead the expedition to Concord. **According to the text**, Smith was known to be slow moving and always late. General Gage wanted his soldiers to **arrive** in Concord before dawn, but Smith was late getting his men across the river and on the road to Concord.
  - 90 = Colonel Smith was not a good choice to lead the expedition to Concord. Smith was known to be slow moving and always late.
  - 80 = Colonel Smith was not a good choice to lead the expedition to Concord.

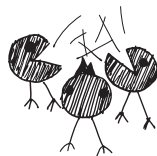
continued

Team Talk Questions *continued*

4. What happened to Paul Revere as he rode to warn the people of Concord that the British were on the way? **[SA]** (Team Talk rubric)
- 100 = *Paul Revere was captured by the British on his way to Concord. However, instead of arresting him, they took Revere's horse and let him go. The British soldiers had to patrol the road to Concord and did not want to have to keep a watch on Revere.*
- 90 = *Paul Revere was captured by the British on his way to Concord. Instead of arresting him, they took Revere's horse and let him go.*
- 80 = *Paul Revere was captured by the British on his way to Concord.*
5. What is an example of something that would make you *outraged*? Explain your answer. **[CV]**
- I would be outraged, or very upset, if I found out that my best friend was making fun of me.*

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 answers after further discussion if necessary.
- Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words 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

(15 minutes)

Randomly select team representatives who will share:

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



### Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

**Celebrate**

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

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

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

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

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

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

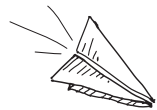
Word	Pronunciation	Definition	Sample Sentence
<b>revolution</b> (noun) page 1	rev-o-lu-tion (rev-uh-LOO-shun)	overthrow of a government	After the <i>revolution</i> , the king had to leave the country.
<b>smuggler</b> (noun) page 8	smug-gler (SMUHG-ler)	someone who brings items into a country illegally	The <i>smuggler</i> sailed into the harbor at night so the police would not spot him.
<b>intolerable</b> (adjective) page 15	in-tol-er-a-ble (in-TOL-er-uh-bul)	impossible to endure	When I broke my leg the pain was almost <i>intolerable</i> .
<b>seize</b> (verb) page 21	seize (SEEZ)	to take control of	The soldiers marched to the town so they could <i>seize</i> any weapons or supplies they found there.
<b>provisions</b> (noun) page 34	pro-vi-sions (PRUH-vizh-uns)	supplies of food and equipment	I packed all of my <i>provisions</i> for the camping trip into my backpack.
<b>plunder</b> (verb) page 48	plun-der (PLUHN-der)	to steal goods using force	Whenever the pirate found an unguarded ship he would <i>plunder</i> it.
<b>outraged</b> (adjective) page 54	out-raged (OUT-rayjd)	very angry	Mrs. Hamilton was <i>outraged</i> when she came home and found that her house had been robbed.
<b>submit</b> (verb) page 54	sub-mit (sub-MIT)	to accept somebody's authority	The rebels refused to <i>submit</i> to the government and kept on fighting.

## Lesson 3

**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

### Teacher Background

Today students will read about the first battles of the American Revolution at Lexington and Concord. They will also learn how the Continental Congress came to select George Washington as commander of the American army.



## Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

### Partner Vocabulary Study

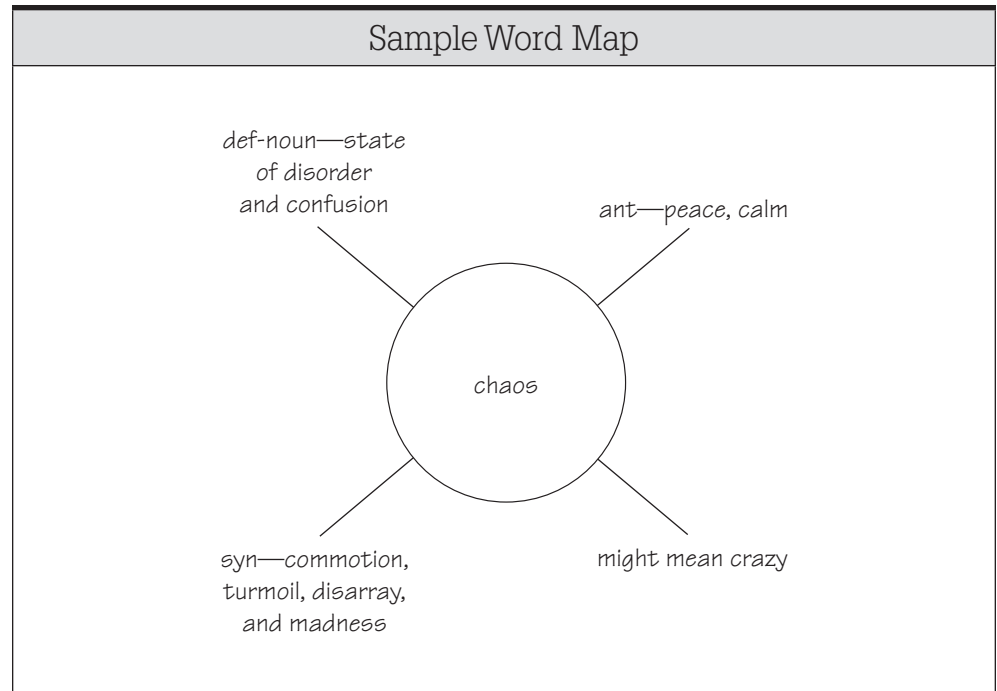
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

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

#### Sample Think Aloud

I noticed that the author uses the word *chaos* to describe the scene at Lexington where the first shot of the American Revolution was fired. I think that might mean crazy, but I need to check the dictionary. (Consult a dictionary.) Hmm. I was close. *Chaos* is a noun that means “a state of disorder and confusion.” Some synonyms are *commotion*, *turmoil*, *disarray*, and *madness*. Antonyms include *peace* and *calm*.



Review Vocabulary Vault.

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

Teams review their cycle goal.

**Set the Stage**

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

Post and present the reading objective.



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

**Interactive Read Aloud**

Refer students to pages 42 and 43 in the text.

1. Read pages 42 (section titled “Gathering Evidence”) and 43 (the quote) aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>I just read that the major leading the first group of British troops into Lexington, John Pitcairn, thinks the British should burn American towns. He also describes the American colonists as “foolish bad people.” I think we can draw some conclusions about John Pitcairn, based on this evidence.</p>

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

**Students:** Actively listen.

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



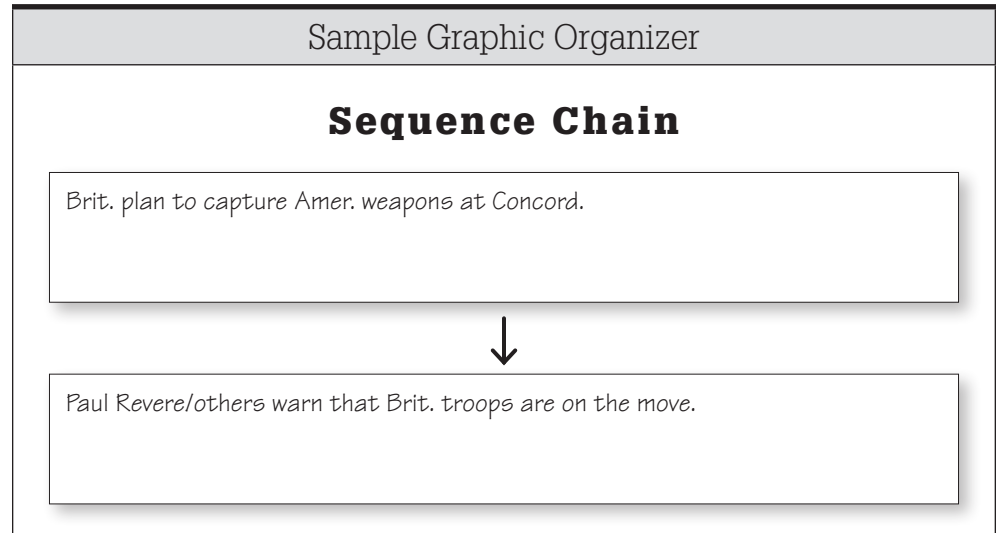
**Teacher:** Model making notes on a graphic organizer.

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

**What conclusions can you draw about Major Pitcairn?**

*We can draw the conclusion that Pitcairn really dislikes the American colonists. He also seems eager to punish the colonists for their opposition to England.*

- 3. Model creating a graphic organizer, and making notes. A sample graphic organizer follows.

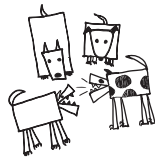


**Partner pairs:** Identify important events or details to add to the graphic organizer.

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

**What can we add to our sequence chain?**

Add information based on student responses.



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 42 (section titled “Gathering Evidence”)–62 (paragraph 3) aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes 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, and fluency.

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. Do you think the British or the Americans fired the first shot of the American Revolution? Support your answer with evidence from the text. **(Write) [DC, RE, AA, SA]** (Team Talk rubric)  
(Answers may vary.)
 

100 = *I think the British fired the first shot of the American Revolution. According to the text, the British commander Major Pitcairn wanted to punish the Americans by burning their towns and he was shouting at Minute Men to lay down their weapons just before the first shot was fired. I think Pitcairn's attitude influenced his men, and one of them shot first.*

90 = *I think the British fired the first shot of the American Revolution. The British commander Major Pitcairn wanted to punish the Americans by burning their towns, and he was shouting at Minute Men to lay down their weapons just before the first shot was fired.*

80 = *I think the British fired the first shot of the American Revolution.*
2. Why did the Minute Men have "time on their side" at Concord? **[DC]** (Team Talk rubric)
 

100 = *As time passed more Minute Men arrived in Concord to fight the British. The towns around Concord had been warned about the British expedition, and hundreds of American soldiers from the area gathered in the hills. With each passing hour the British faced a larger American force.*

90 = *As time passed more Minute Men arrived in Concord to fight the British. The towns around Concord had been warned about the British expedition, and hundreds of American soldiers from the area gathered in the hills.*

80 = *As time passed more Minute Men arrived in Concord to fight the British.*

*continued*

Team Talk Questions *continued*

3. How did the British and American versions of the battle at Concord differ? **[AA]** (Team Talk rubric)

100 = *The British claimed they had gone to Concord on a peaceful errand and were viciously attacked. The Americans said that British soldiers started shooting people for no reason. Riders were sent from town to town with letters telling the American side of the story. As a result, more than 20,000 militiamen gathered around Boston, trapping the British army.*

90 = *The British claimed they had gone to Concord on a peaceful errand and were viciously attacked. The Americans said that British soldiers started shooting people for no reason. Riders were sent from town to town with letters telling the American side of the story.*

80 = *The British claimed they had gone to Concord on a peaceful errand and were viciously attacked. The Americans said that British soldiers started shooting people for no reason.*

4. When Noah Phelps spied on Fort Ticonderoga, how did he feel about the conditions he saw there? **[DC]** (Team Talk rubric)

100 = *Phelps was happy about the conditions he saw at Fort Ticonderoga. The fort was in terrible condition, and the British soldiers were bored. The fort was not ready for an attack.*

90 = *Phelps was happy about the conditions he saw at Fort Ticonderoga. The fort was in bad condition, and the British soldiers were bored.*

80 = *Phelps was happy about the conditions he saw at Fort Ticonderoga.*

5. What is a synonym for the word *intolerable*? What is an antonym for the word *intolerable*? **[CV]**

*(Accept reasonable responses.) The word unacceptable is a synonym for intolerable. The word bearable is an antonym for intolerable.*

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

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



# Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Lightning Round

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

## Celebrate

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

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

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

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

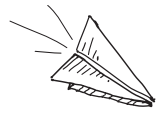
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 4

**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

### Teacher Background

In today’s reading, students will learn how the fighting at Bunker Hill gave Americans confidence that they could stand up to the British, even though they lost the battle. Students will also read about the deliberations leading up to the colonies’ Declaration of Independence.



## 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.

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



### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

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

Refer students to pages 64 and 65 in the text.

**Teacher:** Read aloud. 

**Students:** Actively listen.

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

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

**Interactive Read Aloud**

1. Read pages 64 and 65 aloud.
2. Use **Think-Pair-Share** to ask:

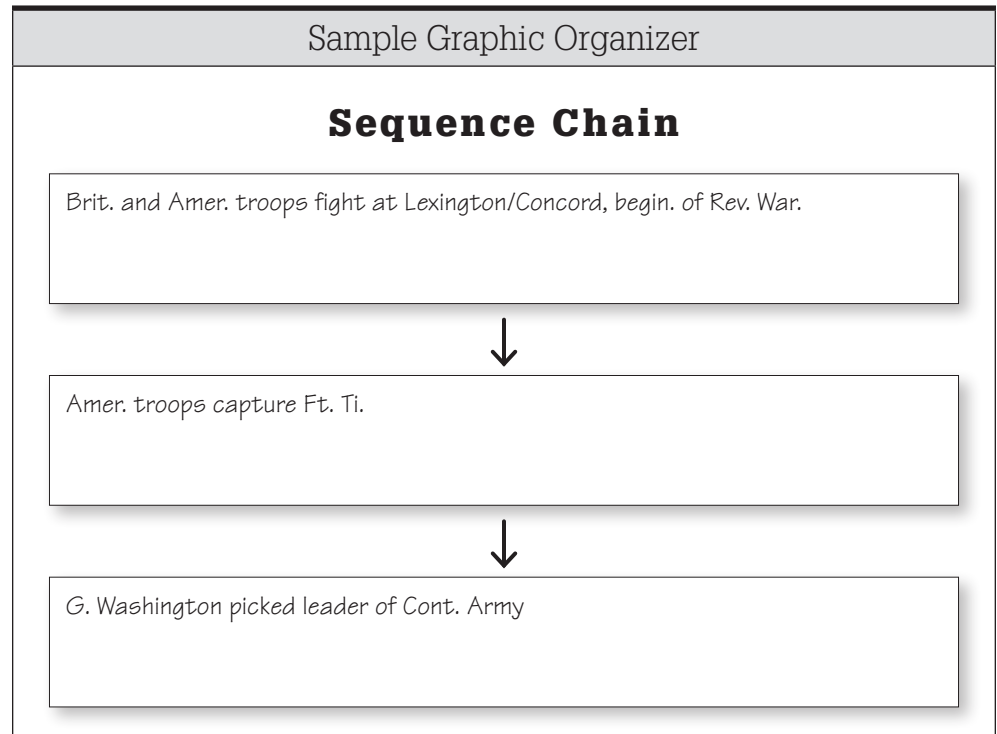
**Based on what I just read, what conclusions can you draw about Breed’s Hill and Bunker Hill? Support your answer with evidence.**

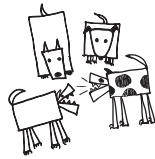
*I can draw the conclusion that these hills were important to both the British and American armies. The text says that the British wanted to get control of these two hills so they could fire on the Americans below. The evidence that the hills were important to the Americans is that 1,200 Americans spent all night building a fort on Breed’s Hill to keep it from the British. I can also draw the conclusion that the two armies will probably fight over this territory.*

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

**What can we add to our sequence chain?**

Add information based on student responses.





# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 66–71, page 75, and pages 79 (section titled “Abigail’s Advice”) and 80 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

Team Talk Questions
<p>1. At the battle of Bunker Hill, why did Colonel Prescott give the order “Don’t fire till you see the whites of their eyes”? <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">DC</span> (Team Talk rubric)</p> <p><i>100 = Prescott gave this order so his soldiers would not waste their ammunition. <b>According to the text</b>, each soldier only had about fifteen bullets. If his men waited until the British got close enough to see the “whites of their eyes,” they would be less likely to miss.</i></p> <p><i>90 = Prescott gave this order so his soldiers would not waste their ammunition. Each soldier only had about fifteen bullets.</i></p> <p><i>80 = Prescott gave this order so his soldiers would not waste their ammunition.</i></p>

*continued*

Team Talk Questions *continued*

2. Why was the battle of Bunker Hill important? Support your answer with evidence from the text. **(Write) [DC, SA]** (Team Talk rubric)

100 = *The battle of Bunker Hill was important because it proved that American soldiers could put up a fight against the British army, even though they lost control of the fort they were defending. The battle gave Americans pride and confidence in their army.*

90 = *The battle of Bunker Hill was important because it proved that American soldiers could put up a fight against the British army, even though they lost control of the fort they were defending.*

80 = *The battle of Bunker Hill was important because it proved that American soldiers could put up a fight against the British army.*

3. How did the capture of Fort Ticonderoga lead to pushing the British army out of Boston? **[DC]** (Team Talk rubric)

100 = *Washington placed the cannons captured at Fort Ticonderoga in hills looking down on Boston. When General Howe **observed** the cannons pointed into Boston, he decided to move his troops out of the city. The British army never returned to Boston.*

90 = *Washington placed the cannons captured at Fort Ticonderoga in hills looking down on Boston. When General Howe saw that the cannons pointed into Boston, he decided to move his troops out of the city.*

80 = *Washington placed the cannons captured at Fort Ticonderoga in hills looking down on Boston.*

4. How were women's rights different at the time of the American Revolution than they are now? **[DC, RE]** (Team Talk rubric)

100 = *At the time of the Revolution, women had fewer rights than they do today. **For example**, back then women could not vote or go to college. Rights for women have made a **great deal of progress** since the 1700s.*

90 = *At the time of the Revolution, women had fewer rights than they do today. Back then women could not vote or go to college.*

80 = *At the time of the Revolution, women had fewer rights than they do today.*

5. 

plunder	seize
---------	-------

If soldiers were to *seize* a town, is it possible they would *plunder* it? **[CV]**

Yes. *Soldiers that take control of a town might steal goods they find there.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

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

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)

Randomly select team representatives who will share:

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



### Lightning Round

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

### Celebrate

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

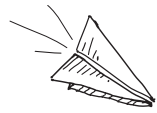
Remind students of the Read and Respond homework assignment.

## Lesson 5

**Writing Objective:** Include a concluding statement that supports the argument presented.

### Teacher Background

This writing project’s objective is to have students include a concluding statement that supports their position on how the American Revolution would have been affected by an American defeat at Saratoga. During Model a Skill, lead students to evaluate and select the best concluding statement for the passage provided.



## 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 following writing prompt in their student editions. Read the writing prompt aloud.

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.

Writing Prompt
At Concord, British soldiers smashed some wooden carriages and burned them. Why does the text say, "That fire changed a lot of lives"? Support your answer with evidence from the text.

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

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

*It is asking me to support a claim with reasons. I know this because the prompt and writing objective asks me specifically to support my answer.*

- Refer students to the following writer's guide in their student editions. Point out that the writer's guide for writing to support a claim with reasons is the criteria for writing. Point out that using the writer's guide will help them write a quality response.

Writing to Support a Claim with Reasons	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly state a position (claim) and include good reasons that support that position.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begin by stating a position (claim).</li> <li>In the middle, tell supporting reasons.</li> <li>End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Use words and phrases that help the audience see how the reasons are related to the claim.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

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

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

**Which guideline relates to our writing objective: include a concluding statement that supports the argument presented?**

*The Organization guideline "End with a closing statement" relates to our 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 writing a concluding statement.

Blackline master provided.

### Model a Skill

1. Display the following paragraph. Tell students it is an argument for why the French and Indian War led to the American Revolution.

The French and Indian War was one of the main causes of the American Revolution. This war was very expensive for England, and when it was over there was a large debt to be paid. The British thought the American colonies should help pay off the debt, so they passed the Stamp Act.

2. Point out that the students' writing objective is to include a concluding statement that supports the argument presented. Also one of their guidelines in their writer's guide is "end with a closing statement." Explain that "closing statement" is another way of saying "concluding statement."
3. Tell students that a good concluding statement reinforces their argument. Explain that the passage you have displayed is missing a concluding statement.
4. Display the following sample concluding statements.

The American colonies thought the Stamp Act was unfair, and their protests led to conflict with England.

There were thirteen American colonies located on the east coast of North America.

People in the American colonies considered themselves British citizens.

Blackline master provided.

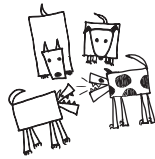


5. Use **Think-Pair-Share** to ask:

**Which of these sentences would be the best concluding statement for the paragraph above? Explain your thinking.**

*The first sentence reinforces the argument that the French and Indian War led to the American Revolution. It explains that the colonies protested because they thought the Stamp Act was unfair and that this caused conflict with England. The other sentences are just general information about the colonies and don't support the argument.*

6. Tell students to make sure that their concluding statements support their argument as they respond to the writing prompt.



## Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

### Independent Work

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

### Team Discussion

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



## Class Discussion tp

(30 minutes)

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

### Lightning Round

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

Refer students to the writer's guide for writing to support a claim with reasons and the writing objective—include a concluding statement that supports the argument presented.

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

For example, ask:

- **Does the writer clearly state a position (claim) and include good reasons that support that position?**
- **Does the writer provide support for their argument?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer include a concluding statement that supports the argument presented?**

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.*

**Was it difficult to come up with a concluding statement for your argument? Did you have to revise your original concluding statement?**

*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?**

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.

The French and Indian War was one of the main causes of the American Revolution. This war was very expensive for England, and when it was over there was a large debt to be paid. The British thought the American colonies should help pay off the debt, so they passed the Stamp Act.

The American colonies thought the Stamp Act was unfair, and their protests led to conflict with England.

There were thirteen American colonies located on the east coast of North America.

People in the American colonies considered themselves British citizens.

## Writing Prompt

At Concord, British soldiers smashed some wooden carriages and burned them. Why does the text say, "That fire changed a lot of lives"? Support your answer with evidence from the text.

Writing to Support a Claim with Reasons	
<b>Ideas</b>	<ul style="list-style-type: none"><li>• Clearly state a position (claim) and include good reasons that support that position.</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>• Begin by stating a position (claim).</li><li>• In the middle, tell supporting reasons.</li><li>• End with a closing statement.</li></ul>
<b>Style</b>	<ul style="list-style-type: none"><li>• Use words and phrases that help the audience see how the reasons are related to the claim.</li></ul>
<b>Mechanics</b>	<ul style="list-style-type: none"><li>• Use correct punctuation, capitalization, spelling, and grammar.</li></ul>

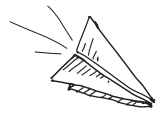
## Lesson 6

**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

**Writing Objective:** Include a concluding statement that supports the argument presented.

### Teacher Background

In today's cycle test, students will continue to focus on drawing conclusions about events in *King George: What Was His Problem?* In the reading passage for the test, students will learn more about King George and the Continental Congress.



## Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.  
Review Vocabulary Vault.

### Partner Vocabulary Study

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

### Set the Stage

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



## Prepare Students for the Test

(5 minutes)

### Partner Review

1. Remind students that they have been practicing drawing conclusions about historical events based on evidence in the text and including a concluding statement that supports the argument presented.



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

**What have we done this cycle to practice these reading and writing skills?**

*We have answered questions and held discussions about the events in King George: What Was His Problem? and supported our answers with evidence from the book. We've also completed a writing project where we had to include a concluding statement.*

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, #3, and #4 ask for specific evidence from the text to support a conclusion.
4. Ask students to identify key words or phrases in question #1.

1. Do you think it was a good idea for King George to hire German soldiers to fight the American colonists? Support your answer with evidence from the text. **[DC, RE, SA]**

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

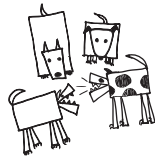
**Today you will read more about King George and the Continental Congress.**



**Test** tp

(30 minutes)

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



## Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

### Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



### Lightning Round

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

### Celebrate

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 1 Test

## Draw Conclusions from Evidence

**Directions:** Read *King George: What Was His Problem?*, pages 81–84, 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. Do you think it was a good idea for King George to hire German soldiers to fight the American colonists? Support your answer with evidence from the text. **[DC, RE, SA]**

(Answers may vary.)

20 points = *I don't think it was a good idea to hire the German soldiers because it made the Americans even more upset. According to the text, even more colonists began to think that it was time to become independent. King George just made the situation for England worse.*

15 points = *I don't think it was a good idea to hire the German soldiers because it made the Americans even more upset. Even more colonists began to think that it was time to become independent.*

10 points = *I don't think it was a good idea to hire the German soldiers because it made the Americans even more upset.*

2. How did Thomas Jefferson feel about the changes the Continental Congress made to the Declaration of Independence? **[RE]**

20 points = *Thomas Jefferson was not happy with the changes. He thought some of the best parts were being ruined. Benjamin Franklin tried to distract Jefferson from his misery by telling him funny stories. Jefferson had worded the Declaration of Independence very carefully.*

15 points = *Thomas Jefferson was not happy with the changes. He thought some of the best parts were being ruined.*

10 points = *Thomas Jefferson was not happy with the changes.*

3. How did the French and Indian War help lead to the American Revolution? Support your answer with evidence from the text. **[DC, RE, SA]**

(Answers may vary.)

20 points = *The American colonies did not like the taxes Britain wanted them to pay because of the French and Indian War. Many colonists protested paying these taxes. This was the first of several conflicts over taxes that led to the American Revolution.*

15 points = *The American colonies did not like the taxes Britain wanted them to pay because of the French and Indian War. Many colonists protested paying these taxes.*

10 points = *The American colonies did not like the taxes Britain wanted them to pay because of the French and Indian War.*

4. How did American colonists avoid paying the taxes called for by the Townshend Acts? Support your answer with evidence from the text. **[SA]**

20 points = *Some colonists refused to buy British goods. Others, like John Hancock, smuggled products from England past the tax collectors. Many American colonists were **determined** not to pay the British taxes.*

15 points = *Some colonists refused to buy British goods. Others, like John Hancock, smuggled products from England past the tax collectors.*

10 points = *Some colonists refused to buy British goods.*

5. Why was it so hard for the British to keep their military plans secret? **[DC]**

20 points = *The British were surrounded by American colonists who would report on what they did. **For example**, Paul Revere organized a committee to watch the movement of British soldiers. General Gage thought that almost everyone in Boston was a spy.*

15 points = *The British were surrounded by American colonists who would report on what they did. Paul Revere organized a committee to watch the movement of British soldiers.*

10 points = *The British were surrounded by American colonists who would report on what they did.*

## Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

When General Gage sent troops to Concord, why do you think he gave the order “do not plunder the inhabitants or hurt private property”? Support your answer with evidence from the text.

*I think General Gage ordered his troops not to plunder or hurt private property because he was worried about increasing support for the American rebels. The text points out that the colonists were already angry about British taxes. There had been violent conflict between American colonists and British soldiers in Boston. According to the text, General Gage refused to let his soldiers carry pistols in the street to prevent another Boston Massacre. He did not want to do anything else that would anger people in the American colonies even more.*

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

Writing to Support a Claim with Reasons		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly states a position (claim) and includes good reasons that support that position</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by stating a position (claim)</li> <li>In the middle, tells supporting reasons</li> <li>Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Uses words and phrases that help the audience see how the reasons are related to the claim</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>Include a concluding statement that supports the argument presented.</li> </ul>	<b>0–15 pts.</b>

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

1. outraged      plunder

If soldiers were to *plunder* your town, would you be *outraged*? **[CV]**

*Yes. I would be very upset if soldiers plundered my town and stole things.*

2. Which of the following is NOT an example of something *intolerable*? Explain why. **[CV]**
- A. sand in your eye
  - B. a broken finger
  - C. annoying loud noise
  - D. *picnic at the park*

*A picnic at the park would be fun, not impossible to endure.*

3. During the \_\_\_\_\_ rebels fought with government soldiers to take control of the capitol.
- Choose the word that belongs in the blank. **[CV]**
- A. *revolution*
  - B. provisions
  - C. smuggler
  - D. submit

4. Write a meaningful sentence using the word *seize*. **[CV]**
- Accept responses that show the student knows the meaning of the word and can use it correctly. For example: If the police find out a car was used in a crime they seize it.*

5. The king threatened to punish anyone who would not \_\_\_\_\_ to him.
- Choose the word that belongs in the blank. **[CV]**
- A. seize
  - B. *submit*
  - C. plunder
  - D. intolerable

6. Write a meaningful sentence using the word *smuggler*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The smuggler hid stolen jewelry in a teddy bear before he crossed the border.*

7. Which of the following is NOT an example of *provisions*? Explain why. **[CV]**

- A. a loaf of bread
- B. water
- C. canned beans
- D. a doll

*A doll is not a supply of food or equipment.*

8. Write a meaningful sentence using the word *plunder*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The commander ordered his troops not to plunder the city after they captured it.*

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]**

*Chaos means a state of disorder and confusion. There was chaos in our class when the rat escaped from its cage.*

10. As used in the sentence “Britain, France, and Spain had carved up North America into massive empires,” *massive* most nearly means— **[CV]**

- A. hot.
- B. small.
- C. fast.
- D. huge.

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

*I knew that an empire would include a huge amount of land.*

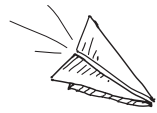
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author’s intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

## Lesson 7

**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

### Teacher Background

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



## Active Instruction tp

(20 minutes)

Two-Minute Edit



### Two-Minute Edit

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

Vocabulary Vault

### Vocabulary

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

Teams review their cycle goal.

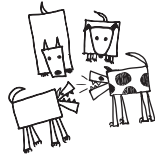
### Set the Stage

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

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

Connect the cycle objective to students' homework reading selections.

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



# Teamwork tp

(25 minutes)

## Team Discussion

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

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

Give students feedback on classwork.

### Teacher's Note:

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

## Read and Respond Questions

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



# Class Discussion

(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.

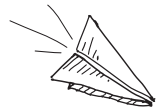
# Lesson 8

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

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



## Celebrate/Set Goals

(20 minutes)

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

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

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

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

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

*Accept supported answers.*

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



## Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a 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.



## 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:

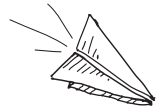
# Draw Conclusions from Evidence

## Lesson 1

**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

### Teacher Background

In today's reading, students will learn about the danger the signers of the Declaration of Independence faced and the Continental army's military defeats in New York during the summer, fall, and winter of 1776. This cycle's Big Question asks students what they would have thought of the American Revolution if they were British citizens living at that time. Answering this question will encourage students to consider a variety of perspectives as they analyze historical events. In Set the Stage, there is an optional activity that provides students with the opportunity to view and discuss a video that addresses the issue of slavery at the time of the American Revolution.



## 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:** Imagine that you were a British citizen living in England during the American Revolution. What would you have thought about the American colonies' rebellion?

### Set the Stage tp

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

**Imagine that you were a British citizen living in England during the American Revolution. What would you have thought about the American colonies' rebellion?**

*I probably would have thought that the American colonists were ungrateful for everything England had done for them and that it was right to tax them to help pay for the French and Indian War and the cost of keeping troops in America.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 85–87 in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

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

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

- (Optional) Introduce and show the video “Declaring Freedom...But for Whom?” (Note: Volume on the video may be low.) Use **Think-Pair-Share** to debrief the video.

**Do you think Thomas Jefferson, or any of the other Founding Fathers, saw the contradiction between the Declaration of Independence and allowing slavery in the colonies?**

*Yes. As the video points out, Jefferson feared that if there were a “just God” people would pay for owning slaves.*

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

**Interactive Read Aloud**

- Read pages 85–87 aloud.
- Use **Think-Pair-Share** to ask:

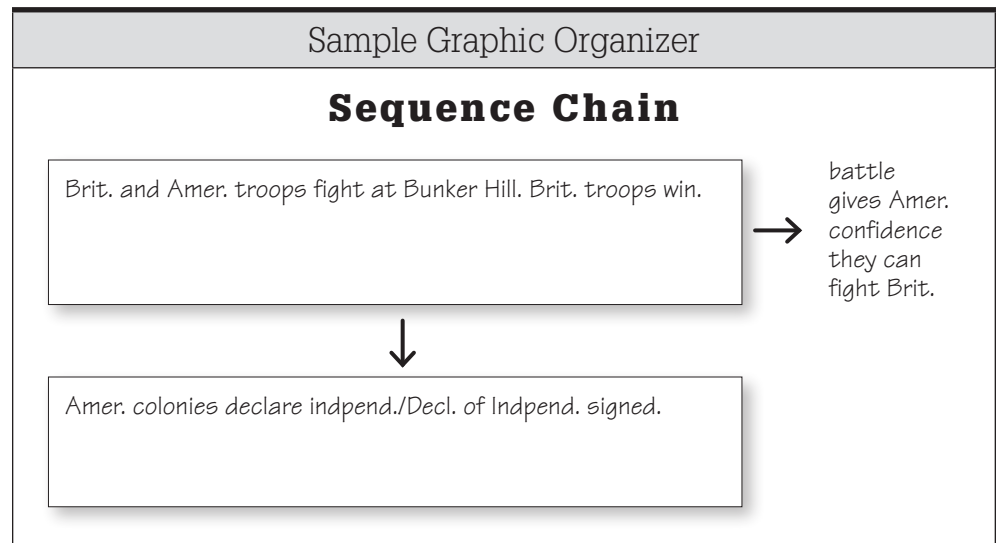
**Why do you think some members of the Continental Congress were nervous about signing the Declaration of Independence? Support your answer with evidence from the text.**

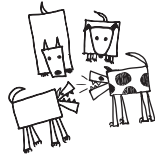
*I think they felt nervous because they would be considered traitors to Britain by signing the Declaration of Independence. According to the text, the penalty for treason was hanging. A big, heavy member of the Congress even joked about being “lucky” because he would die faster by hanging than someone skinnier.*

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

**What can we add to our sequence chain?**

Add information based on student responses.





# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 88 and 89 (ending at “Remember That Statue?”), 91–99 (paragraph 3), and 101 (section titled “The Lion in the Tub”)–104 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

### Team Talk Questions

1. What problem with the Declaration of Independence did the British point out?  
**[RE, AA]** (Team Talk rubric)  
*100 = The British pointed out that the Declaration of Independence did not apply to slaves. They wondered how slave owners could **claim** that “all men are created equal.” The British thought that the American call for liberty was in **conflict** with the American support of slavery.*  
*90 = The British pointed out that the Declaration of Independence did not apply to slaves. They wondered how slave owners could say that “all men are created equal.”*  
*80 = The British pointed out that the Declaration of Independence did not apply to slaves.*

*continued*

Team Talk Questions *continued*

2. How did the Continental army trick the British during their retreat from Long Island? **[SA]** (Team Talk rubric)
- 100 = *During the retreat a few soldiers lit campfires so it would look like a normal night in the American camp. While the fires were burning, the rest of the American army crossed the river in boats. The Continental army was able to **evacuate** from Long Island without being detected.*
- 90 = *During the retreat a few soldiers lit campfires so it would look like a normal night in the American camp. While the fires were burning, the rest of the American army crossed the river in boats.*
- 80 = *During the retreat a few soldiers lit campfires so it would look like a normal night in the American camp.*
3. Why do you think the Continental army was beaten so badly in New York? Support your answer with evidence from the text. **(Write) [DC, SA]** (Team Talk rubric)
- 100 = *I think the Continental army was beaten in New York because they had fewer troops, and the American soldiers were not very experienced. **According to the text**, the British army had more than 30,000 well-trained troops. The British had a **significant military advantage**.*
- 90 = *I think the Continental army was beaten in New York because they had fewer troops, and the American soldiers were not very experienced. The British army had more than 30,000 well-trained troops.*
- 80 = *I think the Continental army was beaten in New York because they had fewer troops, and the American soldiers were not very experienced.*
4. What problems did the Continental army face in the winter after the defeats in New York? **[DC]** (Team Talk rubric)
- 100 = *After the defeats in New York many American soldiers deserted. **In addition**, they were not prepared for the cold winter and did not have enough food. The situation was **bleak** for the Continental army that winter.*
- 90 = *After the defeats in New York many American soldiers deserted. They were not prepared for the cold winter and did not have enough food.*
- 80 = *After the defeats in New York many American soldiers deserted.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

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

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

(18 minutes)

Randomly select team representatives who will share:

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



### Lightning Round

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

### Celebrate

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Lesson 2

**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

### Teacher Background

Today students will read about the significance of the Continental army’s victories at Trenton and Princeton. They will also learn about Benedict Arnold, Benjamin Franklin’s secret mission to France, and the pivotal Battle of Saratoga.

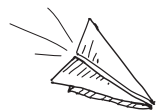
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

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

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>fortunate</b> (adjective) page 95	for-tu-nate (FOR-chuh-nit)	having good fortune, lucky	Lin was <i>fortunate</i> she wasn’t badly hurt when the car knocked her off her bicycle.
<b>desperate</b> (adjective) page 95	des-per-ate (DES-per-it)	having a great need	Michael was <i>desperate</i> for water after playing basketball under the hot sun for hours.
<b>wagered</b> (verb) page 107	wa-gered (WAY-jerd)	bet money	Justin <i>wagered</i> five dollars that he could beat anyone in his school at chess.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>negotiate</b> (verb) page 112	ne-go-ti-ate (neh-GO-shee-ate)	to discuss an agreement	When my dad bought a used car he had to <i>negotiate</i> with the owner to get the best price.
<b>retreat</b> (verb) page 120	re-treat (ree-TREET)	to withdraw (often related to military troops)	The troops began to <i>retreat</i> across the river when it was clear they were losing the battle.
<b>fiendish</b> (adjective) page 141	fiend-ish (FEEN-dish)	cruel and wicked	The <i>fiendish</i> dictator threw all of his opponents in prison.
<b>treason</b> (noun) page 144	trea-son (TREE-zun)	betrayal of one's country	General Brighton was angry to find out his aide had committed <i>treason</i> and sold information to the enemy.
<b>distressed</b> (adjective) page 158	dis-tressed (dih-STREST)	extremely upset	Kimberly was <i>distressed</i> when her best friend had to go to the hospital because she had a bad case of the flu.

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

**Set the Stage**

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

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



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

Refer students to page 105 in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

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

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

**Interactive Read Aloud**

1. Read page 105 aloud.
2. Use **Think-Pair-Share** to ask:

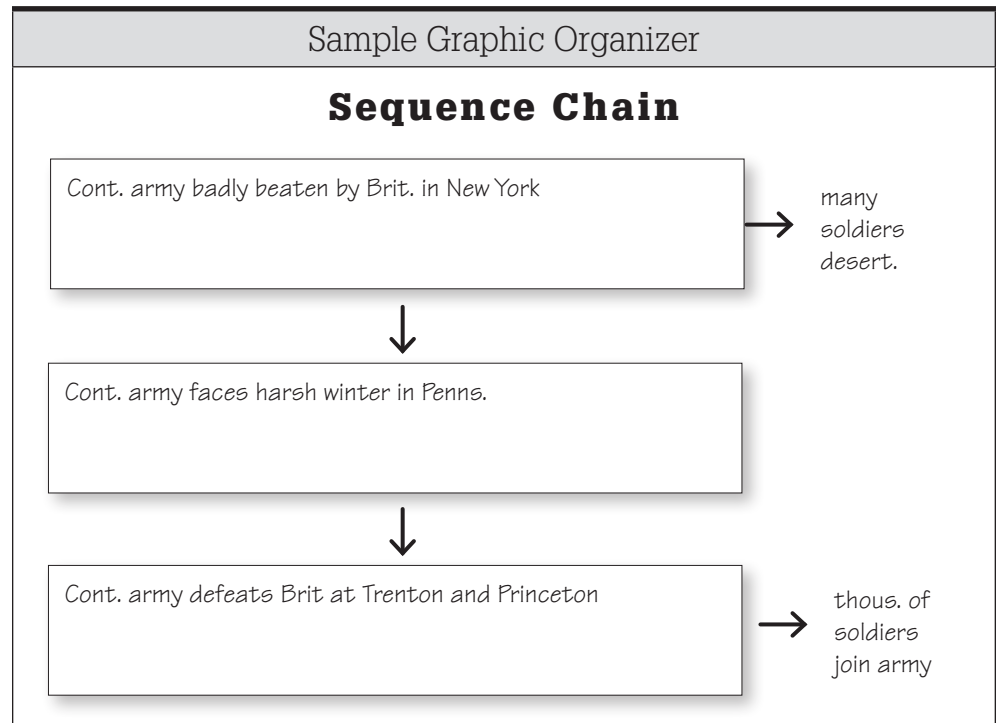
**Based on what I just read, what conclusions can you draw about the American victories at Trenton and Princeton? Support your answers with evidence.**

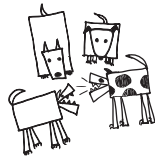
*I can draw the conclusion that these victories were very important to the Americans. Thousands of new soldiers joined the American army after the British were defeated at Trenton and Princeton. Also, King George’s advisor said that British “hopes were blasted” by their loss at Trenton.*

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

**What can we add to our sequence chain?**

Add information based on student responses.





# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 107–123 (paragraph 2) aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

### Team Talk Questions

1. Was Benjamin Franklin’s mission to France important to the American war effort? Support your answer with evidence from the text. **(Write) [DC, AA, SA]** (Team Talk rubric)

*(Answers may vary.)*

*100 = Benjamin Franklin’s mission to France was very important to the American war effort. The Continental army did not have enough soldiers, weapons, or ships to beat the British. The American colonies needed a powerful ally, like France, that could supply these resources.*

*90 = Benjamin Franklin’s mission to France was very important to the American war effort. The Continental army did not have enough soldiers, weapons, or ships to beat the British.*

*80 = Benjamin Franklin’s mission to France was very important to the American war effort.*

*continued*

Team Talk Questions *continued*

2. Why would France want to support the American colonies in their war against England? **[DC]** (Team Talk rubric)
- 100 = *England was an old enemy of France. The French were probably still upset by their **defeat** in the French and Indian War. France could get revenge on England by **providing support** to the American colonies in their war against the British.*
- 90 = *England was an old enemy of France. The French were probably still upset by losing the French and Indian War.*
- 80 = *England was an old enemy of France.*
3. Why did General Burgoyne’s army move so slowly? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)
- 100 = *General Burgoyne’s army moved so slowly because he brought along so many luxury goods. **According to the text**, it took thirty wagons to carry all his “champagne and fancy foods.” This **prevented** Burgoyne’s army from moving quickly along narrow paths and through muddy forests.*
- 90 = *General Burgoyne’s army moved so slowly because he brought along so many luxury goods. It took thirty wagons to carry all his “champagne and fancy foods.”*
- 80 = *General Burgoyne’s army moved so slowly because he brought along so many luxury goods.*
4. Why was Benjamin Franklin waiting for news of an American military victory? **[DC]** (Team Talk rubric)
- 100 = *Franklin was hoping that a **significant** American victory against the British would convince France to enter the war on the side of the colonies. The Continental army had lost most of its battles. The French didn’t want to join the war unless there was a chance the Americans could win it.*
- 90 = *Franklin was hoping that an American victory against the British would convince France to enter the war on the side of the colonies. The Continental army had lost most of its battles.*
- 80 = *Franklin was hoping that an American victory against the British would convince France to enter the war on the side of the colonies.*
5. 

wagered	fortunate
---------	-----------
- If you *wagered* and lost would you be *fortunate*? **[CV]**
- No. If you bet money and lost you would not be fortunate.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

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

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)

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

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



### Lightning Round

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

### Celebrate

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

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

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

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

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.

**Draw Conclusions from Evidence**

Word	Pronunciation	Definition	Sample Sentence
<b>fortunate</b> (adjective) page 95	for-tu-nate (FOR-chuh-nit)	having good fortune, lucky	Lin was <i>fortunate</i> she wasn't badly hurt when the car knocked her off her bicycle.
<b>desperate</b> (adjective) page 95	des-per-ate (DES-per-it)	having a great need	Michael was <i>desperate</i> for water after playing basketball under the hot sun for hours.
<b>wagered</b> (verb) page 107	wa-gered (WAY-jerd)	bet money	Justin <i>wagered</i> five dollars that he could beat anyone in his school at chess.
<b>negotiate</b> (verb) page 112	ne-go-ti-ate (neh-GO-shee-ate)	to discuss an agreement	When my dad bought a used car he had to <i>negotiate</i> with the owner to get the best price.
<b>retreat</b> (verb) page 120	re-treat (ree-TREET)	to withdraw (often related to military troops)	The troops began to <i>retreat</i> across the river when it was clear they were losing the battle.
<b>fiendish</b> (adjective) page 141	fiend-ish (FEEN-dish)	cruel and wicked	The <i>fiendish</i> dictator threw all of his opponents in prison.
<b>treason</b> (noun) page 144	trea-son (TREE-zun)	betrayal of one's country	General Brighton was angry to find out his aide had committed <i>treason</i> and sold information to the enemy.
<b>distressed</b> (adjective) page 158	dis-tressed (dih-STREST)	extremely upset	Kimberly was <i>distressed</i> when her best friend had to go to the hospital because she had a bad case of the flu.

## Lesson 3

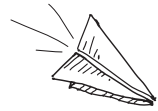
**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

### Teacher Background

In today's reading, students will learn about France's alliance with the American colonies, the terrible conditions Washington's army faced at Valley Forge, and the circumstances that led to Benedict Arnold's treason.

#### Teacher's Note:

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



## Active Instruction tp

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

### Partner Vocabulary Study

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

### Vocabulary

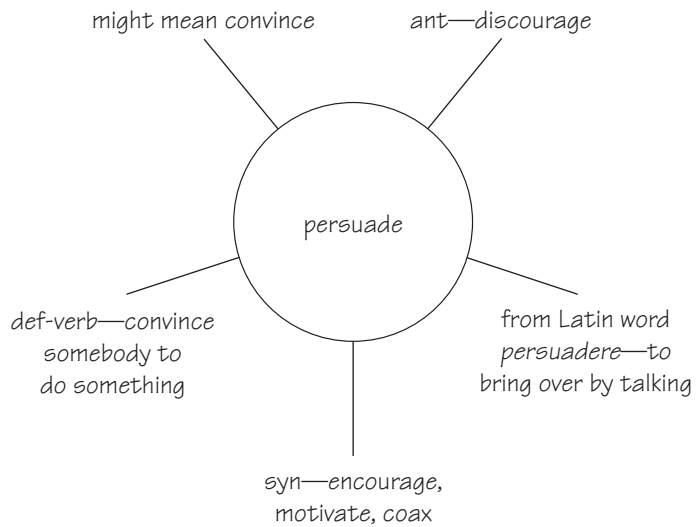
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they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

Sample Think Aloud

On page 110, I read that Congress decided to try and persuade France to join forces with the colonies in their war against England. I would guess *persuade* means convince. I'm going to check the dictionary to see if I'm correct. (Consult a dictionary.) Great! I was right. One definition of *persuade* is "convince somebody to do something."

It has a lot of synonyms such as *encourage*, *motivate*, and *coax*. *Discourage* is an antonym for *persuade*. I also see that *persuade* comes from the Latin word *persuadere* meaning to bring over by talking.

Sample Word Map



Review Vocabulary Vault.

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

**Set the Stage**

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

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to page 123 in the text.



**Teacher:** Read aloud.  
**Students:** Actively listen.  
**Partner pairs:** Think aloud to practice the skill or strategy.

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

**Interactive Read Aloud**

1. Read page 123 (paragraphs 3–5) aloud.
2. Use **Think-Pair-Share** to ask:

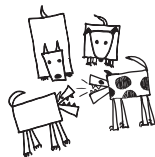
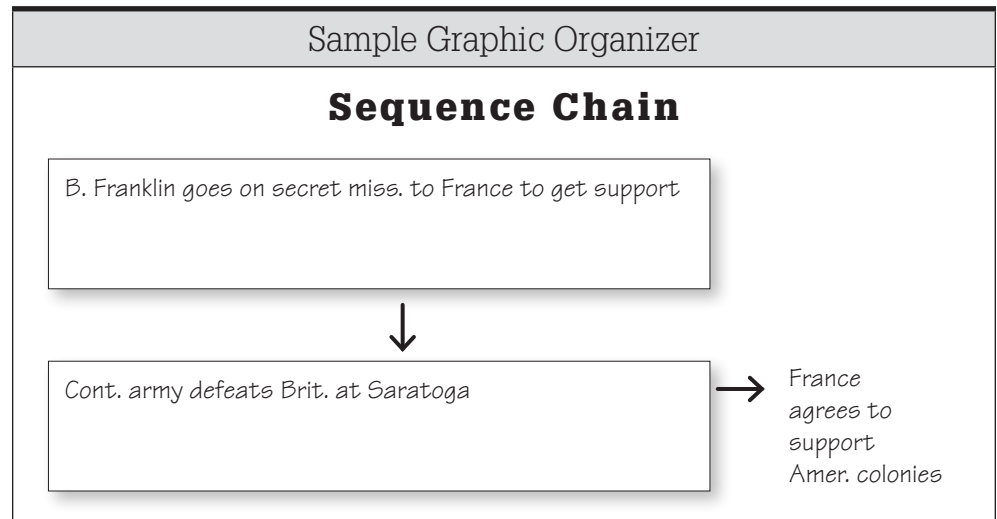
**Based on what I just read, what conclusions can you draw about Burgoyne’s surrender at Saratoga? Support your conclusion with evidence.**

*I can draw the conclusion that this was a very important event in the course of the American Revolution. The Americans had won a major military victory, captured thousands of British soldiers, and probably convinced France to join the war on their side.*

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

**What can we add to our sequence chain?**

Add information based on student responses.



**Teamwork** tp

(20–30 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr

**pages 123 (paragraph 6)–135 (paragraph 4) and 139 (section titled “Benedict Arnold in Love”)–144 (paragraph 3) aloud with partners.**  
**[if skipping Interactive Read Aloud, pages 123 (paragraph 3)–135 (paragraph 4) and 139 (section titled “Benedict Arnold in Love”)–144 (paragraph 3)]**

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

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

2. Circulate and check for comprehension, evidence of strategy use, and notes 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.

Team Talk Questions
<p>1. Why was the American victory at Saratoga so important? <b>(Write) [DC, RE, SA]</b> (Team Talk rubric) (Answers may vary.)</p> <p><i>100 = The American victory at Saratoga was important because it convinced France to join the war on the side of the colonies. It was also the biggest battle that the Continental army had won against the British. For these reasons, the victory at Saratoga is considered a turning point in the American Revolution.</i></p> <p><i>90 = The American victory at Saratoga was important because it convinced France to join the war on the side of the colonies. It was also the biggest battle that the Continental army had won against the British.</i></p> <p><i>80 = The American victory at Saratoga was important because it convinced France to join the war on the side of the colonies.</i></p> <p>2. Compare the conditions for Washington’s army at Valley Forge with those of British troops in Philadelphia. <b>[RE]</b> (Team Talk rubric)</p> <p><i>100 = Conditions for Washington’s army at Valley Forge were harsh, while the British lived in comfort in Philadelphia. American soldiers died by the thousands from cold, disease, and hunger. The British in Philadelphia lived in some of the best houses in town. Washington knew that his army was extremely vulnerable if the British decided to attack.</i></p> <p><i>90 = Conditions for Washington’s army at Valley Forge were harsh, while the British lived in comfort in Philadelphia. American soldiers died by the thousands from cold, disease, and hunger. The British in Philadelphia lived in some of the best houses in town.</i></p> <p><i>80 = Conditions for Washington’s army at Valley Forge were harsh, while the British lived in comfort in Philadelphia.</i></p>

*continued*

Team Talk Questions *continued*

3. How did women contribute to the American war effort? **[SA]** (Team Talk rubric)

100 = *Women helped make clothes for American soldiers and brought them water on the battlefield. At times, women even joined the fight against the British. In these ways, colonial women shared some of the hardships of war experienced by the men.*

90 = *Women helped make clothes for American soldiers and brought them water on the battlefield. At times, women even joined the fight against the British.*

80 = *Women helped make clothes for American soldiers and brought them water on the battlefield.*

4. What led Benedict Arnold to become a traitor? **[DC]** (Team Talk rubric)

100 = *Arnold was upset that Horatio Gates had gotten credit for the American victory at Saratoga. In addition, he was broke and he fell in love with a Loyalist. For these reasons, he was willing to accept money from the British to betray the Americans.*

90 = *Arnold was upset that Horatio Gates had gotten credit for the American victory at Saratoga. In addition, he was broke and he fell in love with a Loyalist.*

80 = *Arnold was upset that Horatio Gates had gotten credit for the American victory at Saratoga.*

5. In which of the following sentences is the word *desperate* used incorrectly? **[CV]**

- A. Misty was desperate to get help when her car broke down.
- B. Justin had so much candy he was desperate for something sweet.
- C. I was desperate to find some shade because the sun was blazing.
- D. Casey was desperate to find his little sister after he lost her at the mall.

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

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

Randomly select team representatives who will share:

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



Show the video.



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, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show the video “Team Talk Reponse.”

## 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.

## Lesson 4

**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

### Teacher Background

Today students will read about the British army’s campaign to capture the southern colonies and the Continental army’s conclusive victory at Yorktown.

#### Teacher’s Note:

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

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.

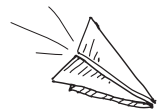
Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



## Active Instruction tp

(15–25 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

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

**Draw Conclusions from Evidence**

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

Refer students to page 144 in the text.



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

**Interactive Read Aloud**

1. Read page 144 (paragraphs 4–6) aloud.
2. Use **Think-Pair-Share** to ask:

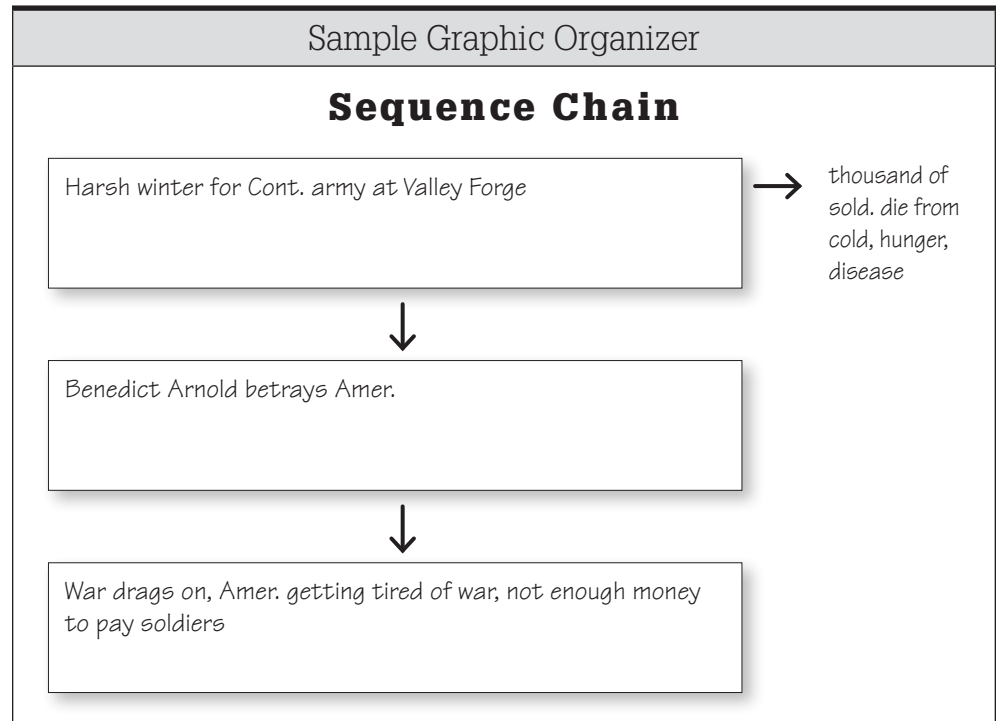
**Based on what I just read, what conclusions can you draw about the state of the American Revolution at the beginning of 1781?**

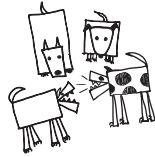
*I can draw the conclusion that the Revolution was in trouble at the beginning of 1781. According to the text, people were getting sick of war as it dragged on and there wasn't even enough money to pay American soldiers.*

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

**What can we add to our sequence chain?**

Add information based on student responses.





# Teamwork tp

(20–30 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 145–157 aloud with partners.**  
**(if skipping over Interactive Read Aloud, pages 144 (paragraph 4)–157)**
2. Circulate and check for comprehension, evidence of strategy use, and notes 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. Why did King George decide to try and capture the southern states? **[DC]** (Team Talk rubric)  
*100 = King George decided to try and capture the southern states because after years of fighting the British only controlled New York. **According to the text**, the war was costing England a lot of money, the government had to raise taxes, and British citizens were growing tired of the war. King George **believed** that capturing the southern states would end the Revolution.*  
*90 = King George decided to try and capture the southern states because after years of fighting the British only controlled New York. The war was costing England a lot of money, the government had to raise taxes, and British citizens were growing tired of the war.*  
*80 = King George decided to try and capture the southern states because after years of fighting the British only controlled New York.*

*continued*

Team Talk Questions *continued*

2. Why was General Greene’s military strategy effective even though his troops constantly lost? **[DC, AA]** (Team Talk rubric)

100 = *Greene’s strategy was effective because it slowed the British army and tired them out. His troops would make the British chase them all over the countryside. Occasionally, they would stop and fight a small battle, lose, and then make the British chase them again.*

90 = *Greene’s strategy was effective because it slowed the British army and tired them out. His troops would make the British chase them all over the countryside.*

80 = *Greene’s strategy was effective because it slowed the British army and tired them out.*

3. Summarize the section of the text titled “The Swamp Fox” on page 152. (summary rubric)

100 = *Francis Marion was called the “Swamp Fox” because he, and his men, would attack British troops and then hide in swamps and forests. He would never set up camp in the same place for more than one night. Marion only had around twenty men and poor equipment, but he was very effective.*

90 = *Francis Marion was called the “Swamp Fox” because he, and his men, would attack British troops and then hide in swamps and forests. He would never set up camp in the same place for more than one night.*

80 = *Francis Marion was called the “Swamp Fox” because he, and his men, would attack British troops and then hide in swamps and forests.*

4. What did dead horses floating in the York River tell the Americans about the conditions in Yorktown? Support your answer with evidence from the text. **(Write) [DC, SA]** (Team Talk rubric)

100 = *The dead horses in the river told the Americans that food was running out for the British in Yorktown. They didn’t have enough food to feed their animals, and soon they wouldn’t have enough food for people. The dead horses indicated that the British could not hold out for much longer.*

90 = *The dead horses in the river told the Americans that food was running out for the British in Yorktown. They didn’t have enough food to feed their animals, and soon they wouldn’t have enough food for people.*

80 = *The dead horses in the river told the Americans that food was running out for the British in Yorktown.*

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**

*Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: The spy was sent to prison for committing treason.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

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

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

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



## Class Discussion tp

(20 minutes)

### Lightning Round

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

### Celebrate

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

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

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

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

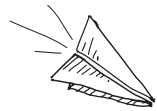
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Include a concluding statement that supports the argument presented.

### Teacher Background

This writing project’s objective is to have students include a concluding statement that supports their position on how the American Revolution would have been affected by an American defeat at Saratoga. During Model a Skill, you will scaffold instruction on crafting a concluding statement for the passage provided.



## 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 as they drew conclusions about the events in *King George: What Was His Problem?* they were making arguments and supporting them.

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

Read the prompt aloud.



**Writing Prompt**

If the Northern Army had been defeated by the British at Saratoga, how would it have affected the outcome of the American Revolution? Support your answer with evidence from the text.

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

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

*It is asking me to support a claim with reasons. I know this because the prompt and writing objective asks me specifically to support my answer.*

Students identify the purpose for writing.

- Refer students to the following writer’s guide in their student editions. Point out that the writer’s guide for writing to support a claim with reasons 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.

<b>Writing to Support a Claim with Reasons</b>	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly state a position (claim) and include good reasons that support that position.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begin by stating a position (claim).</li> <li>In the middle, tell supporting reasons.</li> <li>End with a closing statement.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Use words and phrases that help the audience see how the reasons are related to the claim.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

Highlight the writing objective.

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

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

**Which guideline relates to our writing objective: include a concluding statement that supports the argument presented?**

*The Organization guideline “End with a closing statement” relates to our writing objective.*

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

Model planning using a graphic organizer.

Blackline master provided.



### Model a Skill

1. Remind students that their writing objective is to include a concluding statement that supports the argument presented. Also one of their guidelines in their writer's guide is "End with a closing statement."
2. Remind students that a good concluding statement reinforces their argument.
3. Display the following sentences. Tell students it is an argument for why the British could have won the American Revolution if they had attacked the Continental army at Valley Forge.

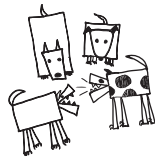
If the British had attacked the Continental army at Valley Forge they could have ended the war. George Washington's troops were vulnerable as they suffered through a brutal winter. More than 2,000 American soldiers died at Valley Forge from the cold, lack of food, and disease.

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

**What would be a good concluding statement for this argument?**

*Answers will vary.*

5. Choose the best student response, and write it on the board.
6. Tell students to make sure that their concluding statements support their argument as they respond to the writing prompt.



## Teamwork tp

(20 minutes)

### Independent Work

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

### Team Discussion

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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



## 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 support a claim with reasons and the writing objective—include a concluding statement that supports the argument presented.

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

For example, ask:

- **Does the writer clearly state a position (claim) and include good reasons that support that position?**
- **Does the writer provide support for their argument?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer include a concluding statement that supports the argument presented?**

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.*

**What feedback did you receive about your concluding statement? Was it helpful?**

*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.

If the British had attacked the Continental army at Valley Forge they could have ended the war. George Washington's troops were vulnerable as they suffered through a brutal winter. More than 2,000 American soldiers died at Valley Forge from the cold, lack of food, and disease.

## Writing Prompt

If the Northern Army had been defeated by the British at Saratoga, how would it have affected the outcome of the American Revolution? Support your answer with evidence from the text.

Writing to Support a Claim with Reasons	
<b>Ideas</b>	<ul style="list-style-type: none"><li>• Clearly state a position (claim) and include good reasons that support that position.</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>• Begin by stating a position (claim).</li><li>• In the middle, tell supporting reasons.</li><li>• End with a closing statement.</li></ul>
<b>Style</b>	<ul style="list-style-type: none"><li>• Use words and phrases that help the audience see how the reasons are related to the claim.</li></ul>
<b>Mechanics</b>	<ul style="list-style-type: none"><li>• Use correct punctuation, capitalization, spelling, and grammar.</li></ul>

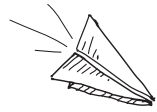
## Lesson 6

**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

**Writing Objective:** Include a concluding statement that supports the argument presented.

### Teacher Background

In today's cycle test, students will continue to focus on drawing conclusions about events in *King George: What Was His Problem?* In the reading passage for the test, students will learn what happened when the British surrendered at Yorktown and the American Revolution came to an end.



## 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 drawing conclusions about historical events based on evidence in the text and including a concluding statement that supports the argument presented.



Use Think-Pair-Share to ask:

**What have we done this cycle to practice these reading and writing skills?**

*We have answered questions and held discussions about the events in King George: What Was His Problem? We've also completed writing projects where we had to include a concluding statement.*

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, #2, and #3 ask for specific evidence from the text to support a conclusion.
4. Ask students to identify key words or phrases in question #3.

3. Refer to pages 128–131. If General Howe had attacked Washington’s army at Valley Forge, do you think it could have changed the course of the war? Support your answer with evidence from the text. **[DC, RE, SA]**

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

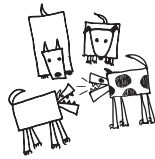
**Today you will read about the British surrender at Yorktown and the end of the American Revolution.**



**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 answers to the test questions.

### Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



### Lightning Round

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

### Celebrate

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 2 Test

## Draw Conclusions from Evidence

**Directions:** Read *King George: What Was His Problem?*, pages 158–165, 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. Why do you think King George wasn’t able to convince more British citizens that Britain should continue the war with the American colonies? Support your answer with evidence from the text. **[DC, RE, SA]**

(Answers may vary.)

20 points = *I think the people of Britain were tired of the war. According to the text, the war had already lasted more than five years and many British soldiers had been killed. Most British citizens probably didn’t think their country had a good chance of defeating the Americans.*

15 points = *I think the people of Britain were tired of the war. The war had already lasted more than five years, and many British soldiers had been killed.*

10 points = *I think the people of Britain were tired of the war.*

2. How did the British react to their defeat at Yorktown? Support your answer with evidence from the text. **[SA]**

20 points = *The British were very upset that they were beaten at Yorktown. One American soldier reported that the British “pouted” and “cried.” I think the British were shocked that they had been defeated by the American colonists.*

15 points = *The British were very upset that they were beaten at Yorktown. One American soldier reported that the British “pouted” and “cried.”*

10 points = *The British were very upset that they were beaten at Yorktown.*

3. Refer to pages 128–131. If General Howe had attacked Washington’s army at Valley Forge, do you think it could have changed the course of the war? Support your answer with evidence from the text. **[DC, RE, SA]**

(Answers may vary.)

20 points = *I think if General Howe had attacked the Americans the British would have won the war. Conditions at Valley Forge were very harsh, and Washington’s soldiers were weak. Howe could have defeated Washington’s army and ended the Revolution.*

15 points = *I think if General Howe had attacked the Americans the British would have won the war. Conditions at Valley Forge were very bad, and Washington's soldiers were weak.*

10 points = *I think if General Howe had attacked the Americans the British would have won the war.*

4. Refer to page 105. Why were the American victories at Trenton and Princeton significant? **[DC, RE, SA]**

20 points = *These victories were significant because they gave the Americans new hope. According to the text, thousands of new soldiers joined the American army. After many defeats, the Americans needed a boost in morale.*

15 points = *These victories were significant because they gave the Americans new hope. Thousands of new soldiers joined the American army.*

10 points = *These victories were significant because they gave the Americans new hope.*

5. What effect did the behavior of British soldiers have on the war in the South? **[DC]**

20 points = *The behavior of British soldiers caused more people in the South to join the fight against the British. There was a lot of theft by the English army in the South. This type of behavior made Southerners angry with the British.*

15 points = *The behavior of British soldiers caused more people in the South to join the fight against the British. There was a lot of stealing by the English army in the South.*

10 points = *The behavior of British soldiers caused more people in the South to join the fight against the British.*

## Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Refer to page 123. Why was the American victory at Saratoga so important? Support your answer with evidence from the text.

*The American victory at Saratoga was important for a couple of reasons. Up to that point, it was the biggest defeat of the British army by colonial soldiers. More than 5,000 British and German soldiers surrendered at Saratoga. In addition, the success of the American army at Saratoga convinced France to join the colonists in their fight for independence from England. For these reasons, the battle at Saratoga is considered a turning point in the American Revolution.*

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

Writing to Support a Claim with Reasons		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly states a position (claim) and includes good reasons that support that position</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by stating a position (claim)</li> <li>In the middle, tells supporting reasons</li> <li>Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Uses words and phrases that help the audience see how the reasons are related to the claim</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>Include a concluding statement that supports the argument presented.</li> </ul>	<b>0–15 pts.</b>

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

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

*(Accept reasonable responses.) The word evil is a synonym for fiendish. The word kind is an antonym for fiendish.*
- The presidents of the two warring countries met to \_\_\_\_\_ a peace treaty.

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

  - fortunate
  - wagered
  - treason
  - negotiate
- Would you be *desperate* if you *wagered* all of your money and lost? **[CV]**

*Yes. If you lost all of your money in a bet you would be desperate for more money.*
- What is a synonym for the word *fortunate*? What is an antonym for the word *fortunate*? **[CV]**

*(Accept reasonable responses.) A synonym for fortunate is the word lucky. An antonym for the word fortunate is unlucky.*
- In which of the following sentences is the word *treason* used incorrectly? **[CV]**

  - The soldier was given a medal because he committed treason.
  - The punishment for treason is twenty-five years in prison.
  - It is treason to tell an enemy your country’s secrets.
  - The general suspected one of his colonels of treason.

6. Write a meaningful sentence using the word *retreat*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: It was impossible for the army to retreat across the bay without ships.*

7. What is a synonym for the word *distressed*? What is an antonym for the word *distressed*? **[CV]**

*(Accept reasonable responses.) A synonym for distressed is the word troubled. An antonym for distressed is the word calm.*

8. Write a meaningful sentence using the word *wagered*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Christopher was upset because he wagered ten dollars on the race and lost.*

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]**

*Persuade means to convince somebody to do something. I tried to persuade my mom to let me go to Nate’s party on Friday.*

10. As used in the sentence “Franklin made sure one of the ships went to a captain he admired,” *admired* most nearly means— **[CV]**

- A. disliked.
- B. knew.
- C. respected.
- D. missed.

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

*Franklin probably wouldn’t want a ship to go to a captain that he didn’t respect.*

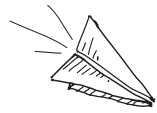
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author’s intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

# Lesson 7

**Reading Objective:** Draw conclusions about historical events based on evidence in the text.

## 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.

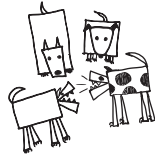
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle goal to students’ homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

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

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

Give students feedback on classwork.

### Teacher's Note:

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

## Read and Respond Questions

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



# Class Discussion

(15 minutes)

Team responses and feedback  
Teams report on their review of the texts and their 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.
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.

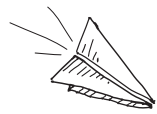
# Lesson 8

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

## Teacher Background

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

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



## Active Instruction tp

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

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

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

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

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration!  
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.

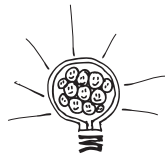


Use **Random Reporter** to ask:

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

*Accept supported answers.*

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



## Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a 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.



## Brain Game

(5 minutes)

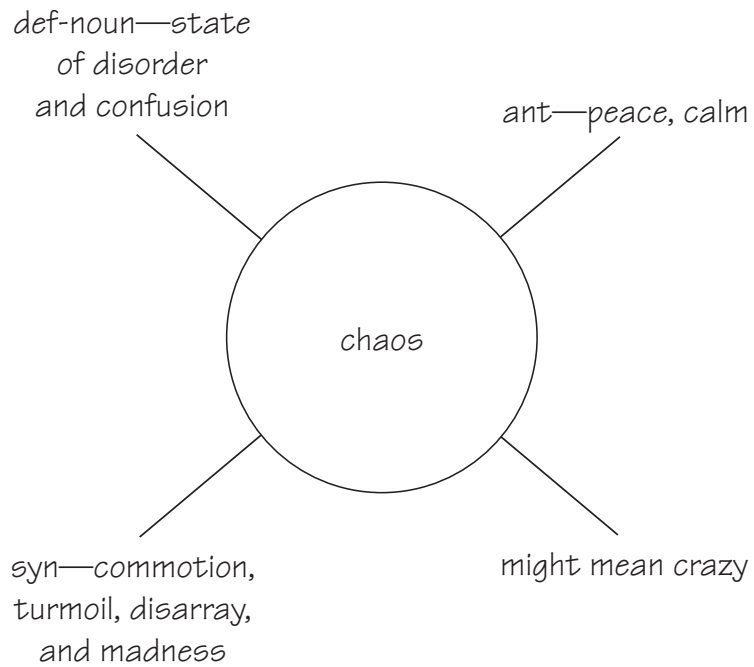
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

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

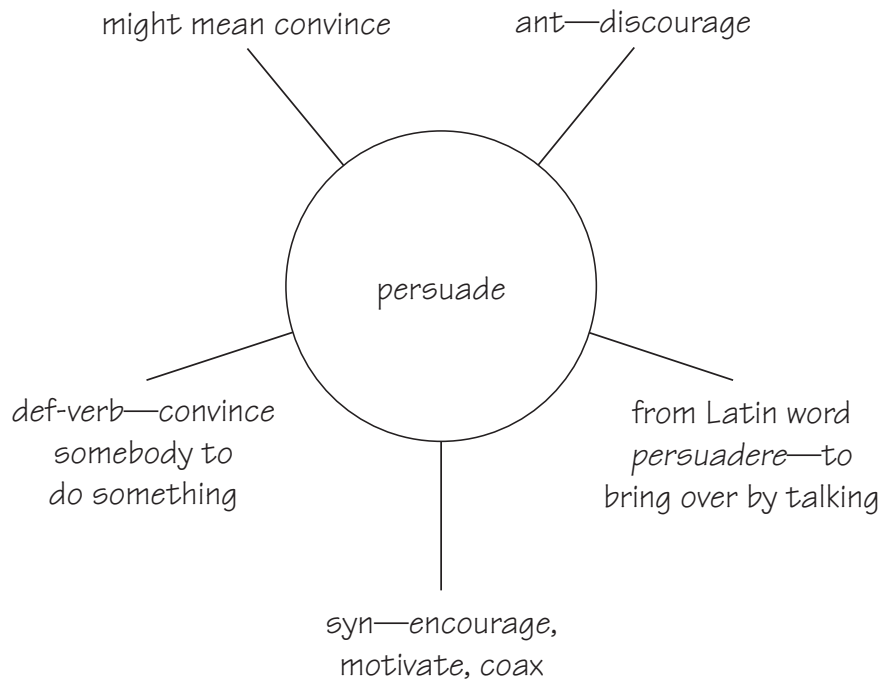
**How will use of this skill improve your success in other classes?**

Word Power Journal Sample Entries

**Sample Word Map  
Cycle 1**



**Sample Word Map  
Cycle 2**





# Step Up to Research

1. Team score sheets for this unit should be distributed during lesson 1. Students will use this modified version of the team score sheet to review their goals, track their progress through the six-step research process, and tally team celebration points throughout each lesson.
2. All teams will have the same team goal for this unit—to earn as many team celebration points as possible.
3. The teacher cycle record form has also been modified for the research unit.
  - Track student completion of the research steps, using check marks to indicate done or not done.
  - Note the writing purpose that each student selects to evaluate the individual research presentations.
  - Record the writing/presentation score for each student based on the scoring guide for writing that each student chose. This is the only score from the research unit that will roll up into the averages on the classroom assessment summary for the grading period.
  - Record tallies for completion of Read and Respond homework.
4. This is a short, focused research opportunity. While a one-page written product and a three-minute presentation are recommended at this level, please consider your available time and research materials and your students' Internet access and needs to choose a product that is appropriate for your class.

## Unit Overview

This research unit follows the level 6 unit Draw Conclusions from Evidence: *King George: What Was His Problem?*

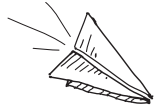
The focus for this unit is “History isn’t really about the past...it’s about defining the present and who we are” (Ken Burns). This focus will motivate students to generate questions and will stimulate new thinking about the book they read in the previous unit.

This unit’s mini-lesson is on interview skills—how to do an interview to gather research information and how to cite an interview source.

# Lesson 1

## Teacher Background

Doing research can involve interviewing people. In this lesson, students learn how to interview people and cite their sources.



## Active Instruction

### Generate Questions (15 minutes)

1. Post the research purpose and 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:** “History isn’t really about the past...it’s about defining the present and who we are.” —Ken Burns

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.
3. Use **Random Reporter** to select a student from each team to share a question or two.



### 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 three-minute presentation of your written information.

2. Present the materials that students will use to research their questions.
3. Have each student use the team list to choose up to three questions that he or she finds important or interesting.



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. Have students choose the scoring guide that they will use based on the research project (Writing to Support a Claim with Reasons or Writing to Inform or Explain).
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.
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.
8. 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.
9. 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.
10. 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 interview skills.

Tell students that people are also a source of information. Today we will discuss how to interview a person to gather information.



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

#### **What do you think makes a good interview?**

*Answers will vary. (Record student suggestions on the board.) For example, students may say that asking good questions, being prepared, or practicing active listening make a good interview. Also, choosing someone knowledgeable about the topic that you want to discuss makes a good interview.*

3. Refer students to the Interview Tips student page. Review additional tips that were not discussed.

Blackline master provided.

Step Up to Research	Step Up to Research
<p style="text-align: center;"><b>Citing an Interview Source</b></p> <hr/> <p><b>In the text:</b> At the end of the sentence or paragraph that gives the information learned in the interview, put the name, date, and the phrase "personal communication" in parentheses, for example:  <small>(Tanya Johnson, November 9, 2012, Personal communication).</small></p> <p><b>In the bibliography,</b> include the person's name—last name first—, date, and the phrase "personal communication," for example:  <small>Johnson, Tanya, November 9, 2012, Personal communication</small></p> <hr/> <p><b>Interview Tips</b></p> <p><b>Get Ready</b></p> <ul style="list-style-type: none"> <li>• Share and discuss your research question with the person whom you would like to interview.</li> <li>• Schedule the interview at a convenient time and in a quiet place.</li> <li>• Decide if you will take notes, have your partner take notes, or use a recording device while you conduct the interview.</li> <li>• Gather your materials, and practice using them with your partner.</li> <li>• Practice explaining your research in a confident voice.</li> <li>• Practice sitting with your arms and legs uncrossed and using your active-listening skills. This will show your interviewee that you are very interested in what he or she has to say.</li> <li>• Prepare questions about your chosen topic. Remember, closed-ended questions will get you short, specific answers. Open-ended questions will allow the person to give you more information about the topic—maybe even answers to questions that you didn't think to ask.</li> </ul> <p><b>Conduct the Interview</b></p> <ul style="list-style-type: none"> <li>• Start by thanking the person for meeting with you. Share a little about yourself and your interest in this topic. Relax, smile, and make this a comfortable conversation and not an interrogation.</li> <li>• Give the person plenty of time to think and answer. Sometimes the best answer comes after a period of silence.</li> <li>• Practice active listening. Sit still, nod when necessary, and keep eye contact.</li> <li>• Use short questions, such as "Can you tell me more about that?" to get more detail or clarification.</li> <li>• Near the end of the interview, ask the person if there is anything else that he or she would like to add.</li> </ul>	<ul style="list-style-type: none"> <li>• If you are taking notes, don't write so much that you can't interact with the interviewee. You can add to your notes later.</li> <li>• If you use a recording device, make sure it is running before you start, and then check it periodically during the interview to make sure that it's still running.</li> </ul> <p><b>After the Interview</b></p> <ul style="list-style-type: none"> <li>• Label your notes, tapes, or digital files with the interviewee's name, your research question, and the date and time of the interview.</li> <li>• Review your notes as soon as possible, and add any important details and impressions.</li> <li>• Send a thank-you note to your interviewee that says how much you value his or her time and thoughts.</li> </ul> <p>For more information about interviewing, check out "How to Conduct a Strong Interview" at <a href="http://www.whatkidscando.org/features/stories/2007/maine_students/tip_sheets/INTERVIEWING%20TIP%20SHEET.pdf">www.whatkidscando.org/features/stories/2007/maine_students/tip_sheets/INTERVIEWING%20TIP%20SHEET.pdf</a>.</p>

Explain how to cite interview sources.

Partners practice doing a research interview.

4. Explain that if they use a person as a source of information for their research, they should cite the person both in the text and in the bibliography in the following manner. Display the blackline master, and review it with students.
5. Have students practice doing a research interview. Point out that they may not be able to apply all the tips during this practice, but they will be able to practice correct body language, active listening, asking questions, and recording answers.

Explain that they will work in partner pairs with each student being, in turn, the interviewer, i.e., each partner pair will undergo two interview sessions.

Assign one partner to be the interviewer and the other to be the interviewee.

Choose a topic known to all of your students, or select from the following list:

- the school
- school sports teams
- school clubs
- your city or town

Allow students about two minutes to write their interview questions.

6. Have partners take turns being the interviewer and interviewee with the interviewer using as many of the interview tips as possible. Allow a maximum of five minutes for each interview.
7. Use **Random Reporter** to share team practice answers, and then award team celebration points.
8. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.



Encourage partners to share relevant information.

Remind students of the Read and Respond homework assignment.

**Start Digging** (10 minutes)

1. Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information.
2. Ask students to write the research question in the center of the web or on the first notecard.
3. Circulate, check students' progress, and record each completed step on the teacher cycle record form. Spot check the Read and Respond homework.
4. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
5. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

## Step Up to Research

### Citing an Interview Source

**In the text:** At the end of the sentence or paragraph that gives the information learned in the interview, put the name, date, and the phrase “personal communication” in parentheses, for example:

(Tanya Johnson. November 9, 2012. Personal communication).

**In the bibliography,** include the person’s name—last name first—, date, and the phrase “personal communication,” for example:

Johnson, Tanya. November 9, 2012. Personal communication

### Interview Tips

#### Get Ready

- Share and discuss your research question with the person whom you would like to interview.
- Schedule the interview at a convenient time and in a quiet place.
- Decide if you will take notes, have your partner take notes, or use a recording device while you conduct the interview.
- Gather your materials, and practice using them with your partner.
- Practice explaining your research in a confident voice.
- Practice sitting with your arms and legs uncrossed and using your active-listening skills. This will show your interviewee that you are very interested in what he or she has to say.
- Prepare questions about your chosen topic. Remember, closed-ended questions will get you short, specific answers. Open-ended questions will allow the person to give you more information about the topic—maybe even answers to questions that you didn’t think to ask.

#### Conduct the Interview

- Start by thanking the person for meeting with you. Share a little about yourself and your interest in this topic. Relax, smile, and make this a comfortable conversation and not an interrogation.
- Give the person plenty of time to think and answer. Sometimes the best answer comes after a period of silence.
- Practice active listening. Sit still, nod when necessary, and keep eye contact.
- Use short questions, such as “Can you tell me more about that?” to get more detail or clarification.
- Near the end of the interview, ask the person if there is anything else that he or she would like to add.

## Step Up to Research

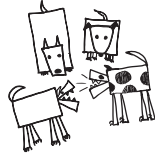
- If you are taking notes, don't write so much that you can't interact with the interviewee. You can add to your notes later.
- If you use a recording device, make sure it is running before you start, and then check it periodically during the interview to make sure that it's still running.

### After the Interview

- Label your notes, tapes, or digital files with the interviewee's name, your research question, and the date and time of the interview.
- Review your notes as soon as possible, and add any important details and impressions.
- Send a thank-you note to your interviewee that says how much you value his or her time and thoughts.

For more information about interviewing, check out “How to Conduct a Strong Interview” at [www.whatkidscando.org/featurestories/2007/maine\\_students/tip\\_sheets/INTERVIEWING%20TIP%20SHEET.pdf](http://www.whatkidscando.org/featurestories/2007/maine_students/tip_sheets/INTERVIEWING%20TIP%20SHEET.pdf).

## Lesson 2



# Teamwork

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### **Keep Digging: Search and Process** (50 minutes)

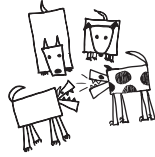
1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Have students continue to use the research materials to search for information, and have them use their graphic organizer or notecards to record relevant information.
3. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
4. Spot check the Read and Respond homework.
5. 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 research and write an answer to their questions.

### **Put It All Together: Draw Conclusions, Write, and Practice** (30 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. Have each student make a plan for his or her written product and review it with a teammate.
3. Ask each student to draft his or her written product. Have students record the type of writing (writing to support a claim with reasons or writing to inform or explain) at the top of the page.

### **Team Feedback** (20 minutes)

1. Have each team member share his or her presentation with another member of the team.
2. Ask team members to use the evaluation form to give feedback.
3. Tell students to make improvements and prepare for their presentations.
4. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
5. Spot check the Read and Respond homework.

### **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.



Remind students of the Read and Respond homework assignment.

# 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. 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. Review the criteria for evaluating a presentation, and demonstrate how to complete the evaluation. Remind students that you will collect the evaluation forms.
3. Designate group assignments, and pass out evaluation forms.
4. Have students move to their designated groups. Begin the presentations.
5. 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.

Research Evaluation	
Presenter _____	Evaluator _____ Date _____
<b>Writing Purpose</b> (Circle one) To inform or explain To support a claim with reasons	
<b>Writing Quality:</b> Note one area of strength, and give evidence to support your choice.	
Ideas	
Organization	
Style	
Mechanics	
Make a suggestion for improvement and a reason for your suggestion.	
<b>Research Skills</b> (Note one or two strengths.)	
Asks a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	
<b>Presentation Skills</b> (Note one or two strengths.)	
Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

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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 Draw Conclusions from Evidence

### English Language Arts Standards: History/Social Studies

#### Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

#### Craft and Structure

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.

### English Language Arts Standards: Reading: Informational Text

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

#### Text Types and Purposes

W.6.1e. Provide a concluding statement or section that follows from the argument presented.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

#### 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.

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