

Informational

Use Questioning

**Navajo Code Talkers:
Secret American Indian
Heroes of World War II**

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

© 2016 Success for All Foundation. All rights reserved.

Produced by the Reading Edge Middle Grades 2nd Edition Team

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

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



A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286

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

e-mail: sfainfo@successforall.org

website: www.successforall.org

Use Questioning

Navajo Code Talkers: Secret American Indian Heroes of World War II

The Lightning Round

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

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

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

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

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

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

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



Unit Objectives

Reading: Use questioning strategies to help understand information.

Writing: Use details and examples that help a reader make a mind movie.

Unit Overview

The strategy focus for this unit is questioning. As students read *Navajo Code Talkers: Secret American Indian Heroes of World War II*, they will generate Right There and Think questions. Right There questions can be answered with information that appears in one place in the story or text. Think questions, on the other hand, are inferential and require more thought because the answer cannot be found simply by pointing to one place in the text. As students learn to ask more thought-provoking questions that address important ideas, they will also use skills such as comparing and contrasting, recognizing cause-and-effect relationships, and drawing conclusions.

You will refer students to the Questioning Strategy Card in their team folders. The Questioning Strategy Card is a tool that prompts your students to ask questions about their reading and includes lists of question words and question starters for Think questions. Encourage students to use the Questioning Strategy Card throughout this unit and throughout the year to help them generate questions that improve their comprehension of the text.

Questioning

1. Ask **Right There** questions about what you read. Use Right There question words:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
2. Challenge yourself with **Think** questions. Use Think question starters:
 - What do you think about...?
 - How do you know that...?
 - Why or why not?
 - What do you predict...?
 - What conclusion can you draw...?
 - How does this compare to...?
3. Why is this question important to your understanding of the text?

Right There questions:

- can be answered using only the story or text.
- can be answered from one passage or page.

Think questions:

- are answered using a combination of information from different parts of the text and/or by connecting relevant background knowledge to the text.

Teamwork and Class Discussion:

In this unit, teams will generate questions, discuss them, and then choose the one question that they think is the most important for understanding the story. During the Lightning Round, have several Random Reporters present their teams' questions and use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster. Record the questions on the board, and have teams vote with a show of hands for the question that they think is the most important to their understanding of the text. (Teams cannot vote for their own questions!) Award additional team celebration points to the team with the winning question.

Strategy Use The Random Reporter	
100	gives a 90-pt. response and explains how asking the question helped in better understanding the text.
90	gives an 80-pt. response and describes a strategy that was used to answer the question (Right There or Think).
80	identifies a question that a team member had reading the text.

Unit Topic/Content

In this unit, students will read the book *Navajo Code Talkers: Secret American Indian Heroes of World War II* by Brynn Baker. *Navajo Code Talkers: Secret American Indian Heroes of World War II* is an informational text that describes the Navajos' important role in helping the United States and its allies defeat the Japanese in World War II. Students will learn about the code-talker project in which Navajo soldiers created a secret code based on their tribal language and then used it to communicate vital military information during fierce battle in the Pacific.

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

Navajo Code Talkers: Secret American Indian Heroes of World War II

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 4 and 5	(Optional) "Miss Navajo" Background video: www.pbslearningmedia.org/content/vt107.la.rv.text.lpnavaajo/#content/4dd2fe34add2c73bce008723 (Embedded) "Team Talk Response"
Lesson 2	pages 6 and 7	
Lesson 3	pages 8 and 9	
Lesson 4	pages 10 and 11	
Lesson 5	writing in response to reading	
Lesson 6	pages 12 and 13	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Navajo Code Talkers: Secret American Indian Heroes of World War II

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 14 and 15	(Embedded) "Fluency"
Lesson 2	pages 16–18	
Lesson 3	pages 19–21	
Lesson 4	pages 22–25	
Lesson 5	writing in response to reading	
Lesson 6	pages 26–28	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Use
Questioning

Lesson 1

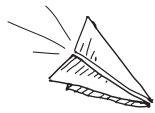
Reading Objective: Use questioning strategies to help understand information.

Teacher Background

Today students will start reading *Navajo Code Talkers: Secret American Indian Heroes of World War II* and learn about problems that the U.S. military had with sending and receiving secret messages at the beginning of World War II. The Big Question for this cycle asks students how they think secret codes and messages are different today than they were during World War II. This question prompts students to think about the effects of technology on communication, which is also a topic in the text. As students discuss the Big Question, encourage them to think about how computers and the Internet may have had an impact on secret communications.

In this lesson, you will also introduce the Questioning Strategy Card that will help students formulate Right There questions and inferential Think questions.

In preparing students for team discussion, encourage the teams to use their Questioning Strategy Cards and to formulate good Think questions. Be sure to explain to teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

**Active Instruction** 

(22 minutes)

Big Question

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

The Big Question: How do you think secret codes and sending secret messages is different today than it was during World War II?

Set the Stage

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

How do you think secret codes and sending secret messages is different today than it was during World War II?

I think secret codes today are probably created by computers instead of people. Also, most secret messages were probably sent by radio during World War II. Today, many secret messages are probably sent over the Internet through coded e-mails.

Students write responses to the Big Question.

Discuss the Big Question.



Use Questioning

Teams review their cycle goal.

Post and present the reading objective.

Refer students to the cover–page 4 in the text.

Begin the TIGRRS process; review the steps as needed.

Students use text features to help predict topic and intent of the author.

Students identify a graphic organizer that they will use to make notes.

Build background about the topic.

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 earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Distribute copies of the book *Navajo Code Talkers: Secret American Indian Heroes of World War II*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

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

5. Use **Think-Pair-Share** to have students predict the topic and identify clues. Randomly select a few students to share.
6. Prompt students to identify the next step of TIGRRS. Use **Think-Pair-Share** to have them predict the author’s intent. Randomly select a few students to share.
7. Point out that the next step in the TIGRRS process is to choose a graphic organizer for making notes. Choices include, but are not limited to:
 - Venn diagram
 - timeline/sequence chain
 - T-chart
 - web
 - outline

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

Which graphic organizer(s) will work best with this text? Why?

I think an outline will be a good graphic organizer for this text. It is organized in chapters with different main ideas. We can use an outline to list the main ideas and write the details below them.

T: Navajo soldiers who used secret codes

I: To provide information about Navajo soldiers who used secret codes

G: An outline

8. (Optional) Introduce and show the video “Miss Navajo.” (Stop the video at 3 min. 50 sec.) Use **Think-Pair-Share** to debrief the video.

How do you think the ban on speaking Navajo affected students?

I think it probably made students feel ashamed and angry.

What impact did the ban have on older Navajos’ attitudes about school?

Some older Navajos didn’t think school was valuable because of the ban. Also, they were scared to send their children to the schools. They were afraid of losing their children.

Introduce the questioning strategy.

Introduce the Questioning Strategy Card.

Interactive Read Aloud

1. This cycle our reading objective is to use questioning strategies to help understand information.

Good readers ask themselves questions before, during, and after reading to help better understand the text. Some questions are Right There questions that are simple to answer because the answer can be found by pointing to one place in the text. Other questions are Think questions that require more thought because the answer cannot be found simply by pointing to one place in the text. A reader must put together information from several places in the text and make inferences to answer a Think question.

Point out that answers to Think questions provide reasons, evidence from the text, or both.

2. Display and introduce the Questioning Strategy Card that can be found in the team folders. Tell students that their Questioning Strategy Cards will help them ask Right There and Think questions as they read. Refer to the Right There question words and the Think question starters on the card, and review them.

Questioning

1. Ask **Right There** questions about what you read. Use Right There question words:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
2. Challenge yourself with **Think** questions. Use Think question starters:
 - What do you think about...?
 - How do you know that...?
 - Why or why not?
 - What do you predict...?
 - What conclusion can you draw...?
 - How does this compare to...?
3. Why is this question important to your understanding of the text?

Right There questions:

- can be answered using only the story or text.
- can be answered from one passage or page.

Think questions:

- are answered using a combination of information from different parts of the text and/or by connecting relevant background knowledge to the text.

Point out to students that there is no rule about when to stop and ask themselves a question about what they are reading. Suggest that a good guideline might be to pause briefly at the end of each paragraph and do a self-check to see if they have any questions about what they just read.

Use Questioning

Refer students to page 4 in the text.

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

Students: Actively listen.

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



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

Teams discuss and answer Right There and Think questions.



3. Read page 4 (paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud

As I read this section and looked at my Questioning Strategy Card, I thought of a question using the word *why*. My question was, "Why was World War II a global war?" I can answer that one. According to the text, the war involved most of the world's countries. There were about thirty different countries involved. This is a Right There question because I can point to the answer in the text.

I also thought of another, more challenging question: "How did the United States become one of the thirty countries involved in the war?" I know from the heading on the page that America joined the war, and the title of the book tells me that the Navajo language might play an important role in America's fight. However, there is not enough information to answer this question yet.

4. Tell students that as part of their questioning strategy, you want them to make a prediction. Use **Think-Pair-Share** to ask:

How do you think the United States became one of the thirty countries involved in the war?

I think that either the United States was attacked, or a country it formed an alliance with was attacked. It had to join to help others.

Explain that this is an example of a Think question because it is a prediction. The reader will have to get more information in other places in the text and will have to think about the answer.

5. Partner Practice: Student partner pairs use the read aloud/think aloud process to practice the skill or strategy with the next passage in the text. Have students read page 4 (paragraph 2). Use **Think-Pair-Share** to ask:

Based on what you just read, what is a question you could ask that will help you better understand the text? Use your Questioning Strategy Card if you need help coming up with a question.

One question is, "How did the United States' actions toward Japan after 1937 affect Japan?"

Is your question a Right There or Think question?

It might be a Think question, but I can't tell because I haven't found the answer yet. I will need to read on to find out.

Have students use the Questioning Strategy Card to ask themselves questions. Each student should write one Right There question and one Think question. Pairs should pick one of each partner's questions to ask the team. With their teams, they should ask and answer the questions.

Use **Random Reporter** to debrief.

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

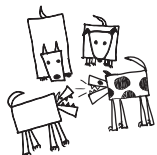
Partner pairs: Review, reread to clarify, and add to the graphic organizer.

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

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

A sample graphic organizer follows.

Sample Graphic Organizer
<p>Navajo Code Talkers: Secret American Indian Heroes of World War II</p> <p>I. America Joins World War II</p> <p>A. World War II was global</p> <ol style="list-style-type: none"> 1. 100 million people, 30 countries 2. Countries formed alliances with each other <p>B. 1937: Japan at war with China</p> <ol style="list-style-type: none"> 1. U.S. stops exporting goods to Japan to keep them from attacking nations



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
page 5 aloud with partners.
2. Remind partners to use the Questioning Strategy Card to help them ask questions as they read. Suggest that they pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks.
3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Refer students to the strategy-use rubric. Point out that when using the rubric with the questioning strategy, an 80-point response will identify a question that a team member had reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped students better understand the text.
4. Explain to teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.
5. 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. Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There question or a Think question and why. What does asking this question help you understand about the text? (Write) [DC] (strategy-use rubric)</p> <p><i>(Answers will vary.)</i></p> <p><i>100 = Why did the United States declare war on Japan? This is a Right There question. I know this because the answer is stated on one page in the text. Asking the question helped me figure out that the U.S. went to war with Japan because the Japanese bombed Pearl Harbor.</i></p> <p><i>90 = Why did the United States declare war on Japan? This is a Right There question. I know this because the answer is stated on one page in the text.</i></p> <p><i>80 = Why did the United States declare war on Japan? This is a Right There question.</i></p>

continued

Team Talk Questions *continued*

2. What new technology did the U.S. military create to help with communication? What advantage do you think this had over older technology? **[MI, DC]** (Team Talk rubric)

(Answers will vary.)

100 = *The U.S. military developed wireless radios in the 1940s. I think the radios could go anywhere to send and receive messages. The text describes the radios as **wireless**, so two radios did not need to be connected by wires to send and receive messages, like two telephones. This **enabled almost constant contact between troops and friendly forces.***

90 = *The U.S. military developed wireless radios in the 1940s. I think the radios could go anywhere to send and receive messages. The text describes the radios as **wireless**, so two radios did not need to be connected by wires to send and receive messages, like two telephones.*

80 = *The U.S. military developed wireless radios in the 1940s. I think the radios could go anywhere to send and receive messages.*

3. What problem did the U.S. military have with their radio communications? **[MI]** (Team Talk rubric)

100 = *The Japanese were **monitoring the radio broadcasts** between U.S. forces. They knew that the U.S. naval fleet was **stationed** at Pearl Harbor, Hawaii and attacked. **According to the text**, Japanese fighter planes destroyed about twenty ships, nearly 200 planes, and killed more than 2,400 troops and civilians. **If the U.S. could have kept radio broadcasts secret, they could have prevented the disaster at Pearl Harbor from happening.***

90 = *The Japanese were listening to radio conversations between U.S. forces. They knew that the U.S. naval fleet was sitting at Pearl Harbor, Hawaii and attacked. Japanese fighter planes destroyed about twenty ships, nearly 200 planes, and killed more than 2,400 troops and civilians.*

80 = *The Japanese were listening to radio conversations between U.S. forces.*

4. Why was communication important for the U.S. military fighting in the Pacific? **[DC]** (Team Talk rubric)

(Answers will vary.)

100 = *Communication was important for the U.S. military because troops, ships, and planes might be spread out across whole oceans and countries. The U.S. military needed to be able to communicate locations and battle plans and other information over long distances, without the enemies learning their information. The ability to **transmit information secretly would have been a significant military advantage.***

90 = *Communication was important for the U.S. military because troops, ships, and planes might be spread out across whole oceans and countries. The U.S. military needed to be able to communicate locations and battle plans and other information over long distances, without the enemies learning their information.*

80 = *Communication was important for the U.S. military because troops, ships, and planes might be spread out across whole oceans and countries.*

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

6. 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.
7. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
8. 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.
9. If some teams finish ahead of others, have them practice their fluency.
10. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(18 minutes)

Lightning Round

1. Refer students to the strategy-use rubric. Remind students that when discussing questioning strategies, an 80-point response will identify a question that a team member had reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped students better understand the text.
2. Use **Random Reporter** to have several teams present the question they discussed and as a team decided was the most important one to ask to better understand the text and why. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.
3. Use **Random Reporter** to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
4. 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.
5. Show the video “Team Talk Response.”

Randomly select team representatives who will share:



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

Teams vote on the most important question.

Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 2

Reading Objective: Use questioning strategies to help understand information.

Teacher Background

Today students will read about how the problems that the U.S. military had with secret communications led to the code-talker project. They will learn about Philip Johnston and his idea to create a secret code based on the Navajo language.

Encourage use of the Questioning Strategy Card as students formulate questions about their reading.

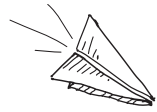
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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
global (adjective) page 4	glo-bal (GLOH-buhl)	dealing with the whole world; worldwide	Climate change is a <i>global</i> problem that affects every person in every country in some small way.
stationed (verb) page 5	sta-tioned (STEY-shund)	assigned to a place or position	Gary was <i>stationed</i> by the door to keep watch as Ruby wrapped their father's surprise gift.

continued

Word	Pronunciation	Definition	Sample Sentence
decipher (verb) page 6	de-ci-pher (dih-SAHY-fer)	interpret a code or secret message by use of a key	Mona found it easy to <i>decipher</i> the code because each letter was represented by its number in the alphabet.
missionaries (noun) page 6	mis-sion-ar-ies (MISH-uh-ner-eez)	people sent by a church to help or convert others	Many <i>missionaries</i> travel to Africa with clothes and food to distribute in poor villages.
reservation (noun) page 6	res-er-va-tion (rez-er-VEY-shuhn)	an area of land set aside for the use of Native Americans	The tribe built a clinic on the <i>reservation</i> so they would not have to travel far for health care.
interpreter (noun) page 7	in-ter-pre-ter (in-TUR-pri-ter)	person who translates meaning, as in from one language to another	My aunt is a sign language <i>interpreter</i> who helps deaf people speak with doctors, lawyers, or other services.
enlist (verb) page 8	en-list (en-LIST)	join the military or other service voluntarily	After the Japanese attack on Pearl Harbor, thousands of men wanted to <i>enlist</i> in the army and navy to fight for their country.
recruiters (noun) page 10	re-cruit-ers (ri-KROOT-urz)	people who get others to join the military	Jason visited with the <i>recruiters</i> to get information about joining the military after high school.

Review Vocabulary Vault.

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

Set the Stage

Teams review their cycle goal.

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

Post and present the reading objective.

Use Questioning

Refer students to pages 6 and 7 in the text.

Review the skill as necessary.

Refer students to the Questioning Strategy Card.

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

Students: Actively listen.

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



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

4. Refer students to today's reading, pages 6 and 7 in *Navajo Code Talkers: Secret American Indian Heroes of World War II*.
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.

Interactive Read Aloud

1. Refer students to the reading objective.

Remember that as we read *Navajo Code Talkers: Secret American Indian Heroes of World War II*, we will use questioning strategies to help us understand information. Good readers ask themselves questions before, during, and after reading to help better understand what they read.

Remind students that their Questioning Strategy Cards will help them ask Right There and Think questions as they read. Point out the Right There question words and the Think question starters on the card.

2. Before reading, model using the Questioning Strategy Card to ask a question. Read the Speaking Navajo text box on page 6 aloud. A sample Think Aloud follows.

Sample Think Aloud

(Before reading) In the last lesson, we read that the Japanese were listening in on American military radio communications. I also know that I'm going to learn something about Navajo code talkers. I'm going to use my Questioning Strategy Card to help me come up with a question before I start reading today. (Refer to the Questioning Strategy Card.)

One of our question words is *what*. That makes me think of the question, "What made the Navajo language difficult?" I think that if I can answer this question, it will help me better understand the text. (Read page 6 [the "Speaking Navajo" text box, ending with "...entire meaning of a word."] aloud.) I think I just found the answer to my question. The passage says that each syllable in Navajo carries meaning, and pronouncing one syllable incorrectly can change the whole meaning of a word. That must make Navajo a difficult language to learn.

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

Is the question that I asked a Right There or Think question? How do you know?

You asked a Right There question. I know because it can be answered from one passage in the text.

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 6 (the rest of the "Speaking Navajo" text box).

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

Based on what you just read, what is a question you could ask that will help you better understand the text? Use your Questioning Strategy Card if you need help coming up with a question.

One question is, “How did the difficulty of the Navajo language affect non-Navajo people?”

Is your question a Right There or a Think question?

It is a Right There question. I can find the answer in one place in the text.

Have students use the Questioning Strategy Card to ask themselves questions. Each student should write one Right There question and one Think question. Pairs should pick one of each partner’s questions to ask the team. With their teams, they should ask and answer the questions.

Use **Random Reporter** to debrief.

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

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

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

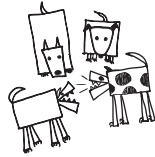
A sample graphic organizer follows.

Sample Graphic Organizer	
Navajo Code Talkers: Secret American Indian Heroes of World War II	
II. Unbreakable Code	
A. Japanese deciphered coded messages quickly	
B. U.S. needed faster, secret communications	
1. New codes took hours to decipher	
2. Delayed messages during combat could be deadly	
C. Philip Johnston suggests Navajo language for code	
1. Syllables carry meaning and mispronunciations change meaning easily	
2. Other Native American language speakers even found it difficult	

Teams discuss and answer Right There and Think questions.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 6 (paragraph 2) and 7 aloud with partners.
2. Remind partners to use the Questioning Strategy Card to help them ask questions as they read. Suggest that they pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks.
3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. 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. Refer students to the strategy-use rubric. Point out that when using the rubric with the questioning strategy, an 80-point response will identify a question that a team member had reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped students better understand the text.
4. Explain to teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.
5. 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. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? **(Write) [DC]** (strategy-use rubric)

(Answers will vary.)

100 = We think the most important question that we discussed is, "Why was it important that Philip Johnston read about the U.S. military's efforts to create an unbreakable code?" This is an important question because asking it helped us understand why it was lucky that a non-Navajo man who learned the language as a child read about the military's efforts. Asking this question helped us understand that without Philip Johnston's help and experience, the U.S. military might not have thought about using Navajo, because they were not familiar with it.

90 = We think the most important question that we discussed is, "Why was it important that Philip Johnston read about the U.S. military's efforts to create an unbreakable code?" This is an important question because asking it helped us understand why it was lucky that a non-Navajo man who learned the language as a child read about the military's efforts.

80 = We think the most important question that we discussed is, "Why was it important that Philip Johnston read about the U.S. military's efforts to create an unbreakable code?"

2. Why did the U.S. military need a simple, unbreakable code? **[MI]** (Team Talk rubric)

*100 = The U.S. military needed a simple, unbreakable code because its coded messages were too complicated, and the Japanese could **intercept** their uncoded messages. The Japanese were trying to learn about U.S. defenses and troop movements. A simple, unbreakable code would allow U.S. forces to communicate quickly and **securely**.*

90 = The U.S. military needed a simple, unbreakable code because their coded messages were too complicated, and the Japanese could steal their uncoded messages. The Japanese were trying to learn about U.S. defenses and troop movements.

80 = The U.S. military needed a simple, unbreakable code because their coded messages were too complicated, and the Japanese could steal their uncoded messages.

3. What gave Philip Johnston the idea to base a code on the Navajo language? **[MI]** (Team Talk rubric)

*100 = Johnston knew the Navajo language after growing up on a Navajo **reservation**. According to the text, he moved to the reservation when he was four years old because his parents were **missionaries**. Johnston knew that it was very hard for outsiders to learn Navajo.*

90 = Johnston knew the Navajo language after growing up on Navajo land. He moved to the reservation when he was four years old because of his parents.

80 = Johnston knew the Navajo language after growing up on Navajo land.

continued

Team Talk Questions *continued*

4. How can you tell that Philip Johnston was experienced with the Navajo culture? **[DC]** (Team Talk rubric)

(Answers will vary.)

100 = *Johnston once served as a Navajo interpreter for President Theodore Roosevelt. After moving to the Navajo reservation when he was four, Johnston played with Navajo children and learned their **customs** and language. **For example**, when he was nine, he was the interpreter between President Roosevelt and Navajo leaders. He must have had a good understanding of Navajo culture and language for the president and other leaders to trust a nine year old to interpret correctly.*

90 = *Johnston once served as a Navajo interpreter for President Theodore Roosevelt. After moving to the Navajo reservation when he was four, Johnston played with Navajo children and learned their language. When he was nine, he was the interpreter between President Roosevelt and Navajo leaders.*

80 = *Johnston once served as a Navajo interpreter for President Theodore Roosevelt.*

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

When _____ visited new places, they often introduced indigenous people to new technology, foods, and trade in addition to religion.

Missionaries. *People who introduced religion and other things to new groups of people in new places are missionaries.*

6. 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.
7. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
8. 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.
9. If some teams finish ahead of others, have them practice their fluency.
10. 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



Teams vote on the most important question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

1. Refer students to the strategy-use rubric. Remind students that when discussing questioning strategies, an 80-point response will identify a question that a team member had reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped students better understand the text.
2. Use **Random Reporter** to have several teams present the question they discussed and as a team decided was the most important one to ask to better understand the text and why. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

3. Use **Random Reporter** to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
4. 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.

Use Questioning

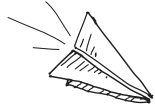
Word	Pronunciation	Definition	Sample Sentence
global (adjective) page 4	glo-bal (GLOH-buhl)	dealing with the whole world; worldwide	Climate change is a <i>global</i> problem that affects every person in every country in some small way.
stationed (verb) page 5	sta-tioned (STEY-shund)	assigned to a place or position	Gary was <i>stationed</i> by the door to keep watch as Ruby wrapped their father's surprise gift.
decipher (verb) page 6	de-ci-pher (dih-SAHY-fer)	interpret a code or secret message by use of a key	Mona found it easy to <i>decipher</i> the code because each letter was represented by its number in the alphabet.
missionaries (noun) page 6	mis-sion-ar-ies (MISH-uh-ner-eez)	people sent by a church to help or convert others	Many <i>missionaries</i> travel to Africa with clothes and food to distribute in poor villages.
reservation (noun) page 6	res-er-va-tion (rez-er-VEY-shuhn)	an area of land set aside for the use of Native Americans	The tribe built a clinic on the <i>reservation</i> so they would not have to travel far for health care.
interpreter (noun) page 7	in-ter-pre-ter (in-TUR-pri-ter)	person who translates meaning, as in from one language to another	My aunt is a sign language <i>interpreter</i> who helps deaf people speak with doctors, lawyers, or other services.
enlist (verb) page 8	en-list (en-LIST)	join the military or other service voluntarily	After the Japanese attack on Pearl Harbor, thousands of men wanted to <i>enlist</i> in the army and navy to fight for their country.
recruiters (noun) page 10	re-cruit-ers (ri-KROOT-urz)	people who get others to join the military	Jason visited with the <i>recruiters</i> to get information about joining the military after high school.

Lesson 3

Reading Objective: Use questioning strategies to help understand information.

Teacher Background

In today's reading, students will learn about Philip Johnston's efforts to tell the U.S. Marine Corps about using the Navajo language for a code and have members of the tribe use it to communicate secret military information.



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.



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

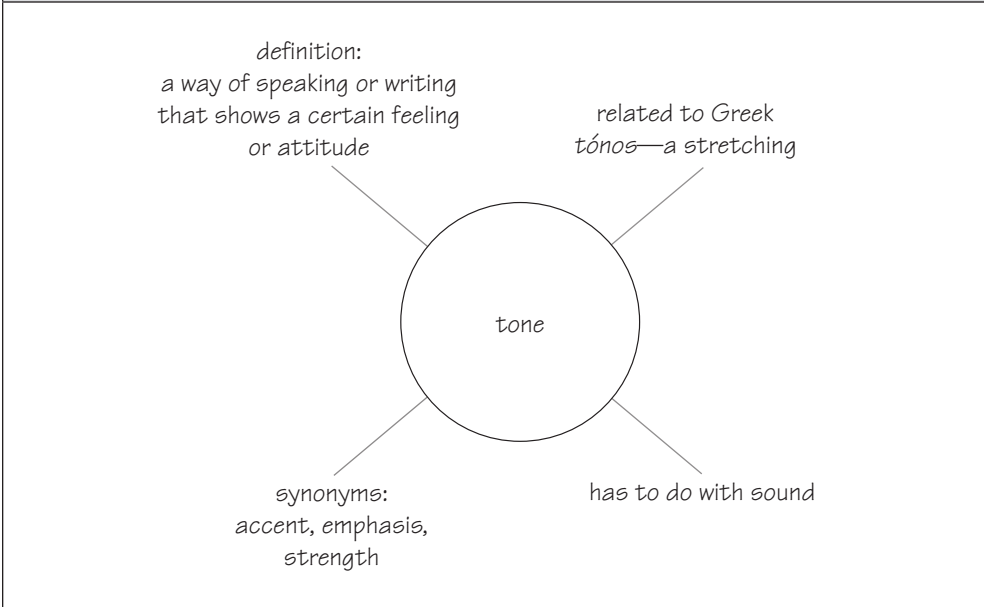
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they 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 6 of *Navajo Code Talkers: Secret American Indian Heroes of World War II*, the text states that making a mistake in “pronunciation and tone can change the entire meaning of a word.” I’ve heard the word *tone* before and wondered what it means in this sentence. When I’ve heard the word, it’s had to do with sound. I see that there is a definition on page 7 that defines it as “a way of speaking or writing that shows a certain feeling or attitude.” That’s a little different from how I’ve heard it. I’m going to check the dictionary to see why there is a difference.

(Consult the dictionary.) It looks like *tone* has several meanings which all relate to sound. In this instance, saying a syllable in a Navajo word with the wrong sound, or inflection, in your voice can make a word mean something different. Some synonyms are *accent*, *emphasis*, and *strength*. It comes from a Greek word, *tónos*, which means a stretching. I can see how that relates to sound. The way you stretch or don’t stretch the sounds of a word can make you sound happy, sad, or maybe angry.

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.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 8 and 9 in the text.



Teacher: Read aloud.

Students: Practice the skill or strategy.

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

Students: Actively listen.

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

Teams discuss and answer Right There and Think questions.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

- Refer students to today's reading, pages 8 and 9 in *Navajo Code Talkers: Secret American Indian Heroes of World War II*.
- Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.

Interactive Read Aloud

- Read the caption on page 8 (ending with "...except they are round.") aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>The caption tells me a little about the life of Navajo Indians. It says they lived in homes called hogans that were similar to log cabins, except they were round. That's interesting. I'm going to use my Questioning Strategy Card again to help me come up with a question before I continue to read.</p> <p>(Refer to the Questioning Strategy Card.) One of our question starters is <i>why</i>. This makes me think of the question, "Why do Navajo Indians design their hogans to be round instead of square or rectangular like log cabins?" I can't answer this question yet. I need some more information from the text.</p>

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

Is the question that I asked a Right There or Think question? How do you know?

You might have asked a Think question. You needed to read more for more information, so it might be a Think question, but it's possible that the answer is just later in the text. That would make it a Right There question.

- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of the caption on page 8.

Have students use the Questioning Strategy Card to ask themselves questions. Each student should write one Right There question and one Think question. Pairs should pick one of each partner's questions to ask the team. With their teams, they should ask and answer the questions.

Use **Random Reporter** to debrief.

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

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

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

A sample graphic organizer follows.

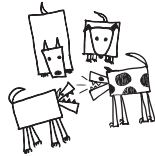
Sample Graphic Organizer

Navajo Code Talkers: Secret American Indian Heroes of World War II

III. Navajo Indians

A. Lived in round wooden and mud homes called hogans.

1. Homes had doors opening to east for morning sun
2. One room with a dirt floor



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 8 and 9 (including the letter) aloud with partners.
2. Remind partners to use the Questioning Strategy Card to help them ask questions as they read. Suggest that they pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks.
3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.

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

3. Refer students to the strategy-use rubric. Point out that when using the rubric with the questioning strategy, an 80-point response will identify a question that a team member had reading the text, a 90-point response will also describe the strategy that was used to answer the question (Right There or Think), and a 100-point response will also explain how asking the question helped students better understand the text.
4. Explain to teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.
5. 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. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? **(Write) [DC]** (strategy-use rubric)
(Answers will vary.)

100 = *We think the most important question that we discussed is, "Why would Navajo Indians not be willing to enlist in the Marines?" This is an important question because asking it helped us think about why someone would be willing, or unwilling, to join the Marines or other branch of the military. Johnston had an idea that the Marines wanted to try, but if Navajo Indians weren't willing to join the Marines, their plan wouldn't work.*

90 = *We think the most important question that we discussed is, "Why would Navajo Indians not be willing to enlist in the Marines?" This is an important question because asking it helped us think about why someone would be willing, or unwilling, to join the Marines or other branch of the military.*

80 = *We think the most important question that we discussed is, "Why would Navajo Indians not be willing to enlist in the Marines?"*
2. What was the result of Johnston's presentation to Major Jones? **[MI]** (Team Talk rubric)

100 = *Johnston convinced Major Jones that basing a code on the Navajo language and using members of the tribe to serve as translators was a good idea. According to the text, Major Jones then took Johnston to meet with higher-ranking officers. Johnston also convinced them to try out his idea.*

90 = *Johnston convinced Major Jones that basing a code on the Navajo language and using members of the tribe to serve as translators was a good idea. Major Jones then took Johnston to meet with higher-ranking officers.*

80 = *Johnston convinced Major Jones that basing a code on the Navajo language and using members of the tribe to serve as translators was a good idea.*

continued

Team Talk Questions *continued*

3. What is the purpose of the graphic on page 9? **[DC]** (Team Talk rubric)
- 100 = *The graphic on page 9 is a copy of the official letter from General Vogel recommending the code-talker project. It provides details about a demonstration of code talking that Jones performed for General Vogel. In the letter, General Vogel **states** that Jones's demonstration was "interesting and successful."*
- 90 = *The graphic on page 9 is a copy of the official letter from General Vogel recommending the code-talker project. It provides details about a demonstration of code talking that Jones performed for General Vogel.*
- 80 = *The graphic on page 9 is a copy of the official letter from General Vogel recommending the code-talker project.*
4. Why couldn't the military use tribal languages other than Navajo for secret communication? **[DC]** (Team Talk rubric)
- 100 = *According to General Vogel's letter, for twenty years, Germans pretending to be art students and anthropologists had studied the other tribes' languages. These students had **acquired** a working knowledge of all the other tribes' languages. **Accordingly**, these tribal languages could not be used for secure communications.*
- 90 = *According to General Vogel's letter, for twenty years, Germans pretending to be art students and anthropologists had studied the other tribes' languages. These students had a working knowledge of all the other tribes' languages.*
- 80 = *According to General Vogel's letter, for twenty years, Germans pretending to be art students and anthropologists had studied the other tribes' languages.*
5. In which of the following sentences is the word *enlist* used incorrectly? **[CV]**
- A. I decided to enlist in the Junior Reserve Officers Training Corps to prepare me for the navy.
- B. Matt was forced to enlist in the student council party planning committee by his friends.
- C. "Would you like to enlist in our volunteer group to help beautify the park?" a woman asked.
- D. "You can either enlist and take your pick of military branches, or be forced into one," Paul said.
6. 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.
7. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
8. 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.

9. If some teams finish ahead of others, have them practice their fluency.
10. 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



Teams vote on the most important question.

Lightning Round

1. Use **Random Reporter** to have several teams present the question they discussed and as a team decided was the most important one to ask to better understand the text and why. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the text. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

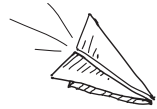
Remind students of the Read and Respond homework assignment.

Lesson 4

Reading Objective: Use questioning strategies to help understand information.

Teacher Background

Today students will read about the history of the Navajo and their conflicts with the U.S. government.

**Active Instruction** 

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective. Refer students to pages 10 and 11 in the text.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 10 and 11 in *Navajo Code Talkers: Secret American Indian Heroes of World War II*.
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.

Teacher: Read aloud.

Students: Practice the skill or strategy.



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

Teams discuss and answer Right There and Think questions.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Interactive Read Aloud

1. Read page 10 (paragraph 1, ending with "...language, traditions, and culture.") aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Based on what I just read, what is a question you could ask that will help you better understand the text? Use your Questioning Strategy Card if you need help coming up with a question.

One question is, "What conclusions can you draw from the fact that the Navajo Indians had a unique culture with their own traditions and language?"

Is your question a Right There or Think question? How does asking it help you understand the text?

This is a Think question because the text doesn't just say the answer. Asking this question helped me understand that the Navajo Indians might have some trouble fitting into the U.S. military if their culture is so different.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 10 (paragraph 1).

Have students use the Questioning Strategy Card to ask themselves questions. Each student should write one Right There question and one Think question. Pairs should pick one of each partner's questions to ask the team. With their teams, they should ask and answer the questions.

Use **Random Reporter** to debrief.

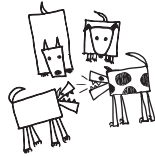
Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

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

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

A sample graphic organizer follows.

Sample Graphic Organizer	
Navajo Code Talkers: Secret American Indian Heroes of World War II	
III. Navajo Indians	
A.	Lived in round wooden and mud homes called hogans.
	1. Homes had doors opening to east for morning sun
	2. One room with a dirt floor
B.	Reservation in Utah, Arizona, New Mexico
C.	Tribe has unique traditions, language, culture
D.	50,000 Navajo Indians on the reservation in 1942



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: **Sr**
pages 10 (paragraph 2) and 11 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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.
4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

Team Talk Questions

1. Which section of text did you choose to reread and why? What new connection did you make by rereading and reviewing your notes?

100 = I reread the section that described what happened when more than 8,500 Navajo Indians were captured in 1864, and were forced to walk to Fort Sumner. Rereading this section and reviewing my notes helped me understand why the author may have used the word willing when describing finding Navajos to join the U.S. Marines earlier. The U.S. government had not treated the Navajo people very well, and they probably remember that. It was possible that many Navajo people would refuse to help a government that treated them badly.

90 = I reread the section that described what happened when more than 8,500 Navajo Indians were captured in 1864, and were forced to walk to Fort Sumner. Rereading this section and reviewing my notes helped me understand why the author may have used the word willing when describing finding Navajos to join the U.S. Marines earlier.

80 = I reread the section that described what happened when more than 8,500 Navajo Indians were captured in 1864, and were forced to walk to Fort Sumner.

2. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? **(Write) [DC]** (strategy-use rubric)

(Answers will vary.)

100 = We think the most important question that we discussed is, "What happened to the Navajo Indians after they resisted the U.S. Army in the 1850s?" This is the most important question because it has to do with how Navajo Indians were treated by the U.S. government. This question helped us understand why the Navajo people now live on reservations.

90 = We think the most important question that we discussed is, "What happened to the Navajo Indians after they resisted the U.S. Army in the 1850s?" This is the most important question because it has to do with how Navajo Indians were treated by the U.S. government.

80 = We think the most important question that we discussed is, "What happened to the Navajo Indians after they resisted the U.S. Army in the 1850s?"

continued

Team Talk Questions *continued*

3. How would you describe the care the U.S. Army took of the Navajo Indians after capturing them? How did this affect the Navajo? **[DC, RE]** (Team Talk rubric)

100 = *The Navajo Indians received **inadequate** care from the U.S. Army. This caused many Navajo to die while being held captive. **First**, the U.S. Army forced the more than 8,500 Navajo they captured to walk 300 miles to Fort Sumner. **According to the text**, many did not survive this walk. **Then**, while being held captive at Fort Sumner, the Navajo had little food or clean water. They could not farm, and they had no shelter to protect them from the heat or cold. An **additional** 3,000 Navajo died from this treatment. The U.S. Army wanted to remove the Navajo Indians from their land, but did not have a good plan for taking care of their captives.*

90 = *The Navajo Indians received poor care from the U.S. Army. This caused many Navajo to die while being held captive. The U.S. Army forced the more than 8,500 Navajo they captured to walk 300 miles to Fort Sumner. Many did not survive this walk. While being held captive at Fort Sumner, the Navajo had little food or clean water. They could not farm, and they had no shelter to protect them from the heat or cold. Three-thousand more Navajo died from this treatment.*

80 = *The Navajo Indians received poor care from the U.S. Army. This caused many Navajo to die while being held captive.*

4. Write a summary of the text that you read today. **[MI]** (summary rubric)

100 = *Marine recruiters traveled to the Navajo reservation to find Navajos to work in the code-talker program. The Navajo and U.S. Army fought a bloody war over land, and the Navajo were defeated. Many Navajo were forced to relocate to New Mexico, and died during the journey. More Navajo died from poor living conditions at Fort Sumner, where they were held captive.*

90 = *Marine recruiters traveled to the Navajo reservation to find Navajos to work in the code-talker program. The Navajo and U.S. Army fought a bloody war. Many Navajo were forced to relocate to New Mexico, and died during the journey. More Navajo died from poor living conditions in New Mexico.*

80 = *Marine recruiters traveled to the Navajo reservation to find Navajos to work in the code-talker program. The Navajo and U.S. Army fought a bloody war. Many Navajo were forced to relocate to New Mexico, and died from poor treatment and living conditions.*

5. What is a synonym for the word *decipher*? **[CV]**

The word unravel is a synonym for decipher.

5. 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.
6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

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

7. 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.
8. If some teams finish ahead of others, have them practice their fluency.
9. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)



Lightning Round

1. Use **Random Reporter** to have several teams present the question they discussed and decided was the most important one to ask to better understand the text. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote (with a show of hands) for the question that they think is the most important to their understanding of the text. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

2. 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.
3. 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.

Teams vote on the most important question.

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.

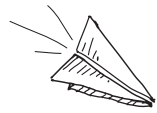
Remind students of the Read and Respond homework assignment.

Lesson 5

Writing Objective: Use details and examples that help a reader make a mind movie.

Teacher Background

The objective of this writing task is to have students use details and examples that help a reader make a mind movie as they explain how the Navajo came to live on a reservation in the southwestern United States. During Model a Skill, you will guide students in identifying details and examples that help to make mind movies.

**Active Instruction** tp

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the writing prompt and writing objective for this cycle. Remind students that the text they read this cycle included examples and details that helped readers make a mind movie. Explain that today they will use details and examples that help to make a mind movie as they respond to the writing prompt.

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

Read the prompt aloud.



Writing Prompt
Explain why the U.S. military had a need for an unbreakable code.

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 write to explain ideas or information on a topic. I know this because it asks me to explain why the U.S. Army needed an unbreakable code.

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

Which guidelines relate to our writing objective: to use details and examples that help a reader make a mind movie?

The Style guideline to include details or examples that help a reader make a mind movie is directly related to our writing objective. The Ideas guideline to develop the topic with relevant details is related to our writing objective. Also, the Organization guideline "In the middle, provide facts, examples, or events that help a reader understand the information," relates to the writing objective.

Model identifying details and examples that help a reader make a mind movie.

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

Model a Skill

1. Remind students that their writing objective instructs them to use details and examples that help a reader make a mind movie.
2. Explain that details and examples that help a reader create a mind movie often include adjectives, or describing words.
3. Display the following sentences.

1. The Japanese attacked the U.S. naval base at Pearl Harbor and sunk many ships.
2. Smoke billowed off the U.S. ships as they sank slowly beneath the blue ocean water.

4. Explain that both sentences include details or examples from the text. However, only one of the sentences includes adjectives, or describing words, that would help a reader make a mind movie.

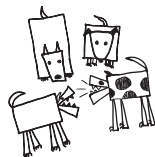


5. Use **Think-Pair-Share** to ask:

Which sentence would better help a reader make a mind movie? Explain.

The second sentence would better help a reader make a mind movie. It includes describing words such as the smoke billowing from the ships and the ships sinking slowly that help you visualize the scene. The other sentence doesn't have details like these.

6. Tell students to make sure that the examples and details they include in their writing help a reader make mind movies.



Teamwork

(20 minutes)

Independent Work

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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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

(30 minutes)

Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—to use details and examples that help a reader make a mind movie.

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

For example, ask:

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

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

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

How did you choose the details or examples in your writing that would help a reader make a mind movie?

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

Writing Prompt

Explain why the U.S. military had a need for an unbreakable code.

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

Lesson 6

Reading Objective: Use questioning strategies to help understand information.

Writing Objective: Use details and examples that help a reader make a mind movie.

Teacher Background

During today's cycle test, students will continue to use questioning strategies to check their comprehension. In the test passage from the text, students will read about how the Navajos ended up on a reservation in the Southwestern U.S.

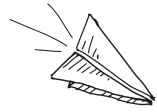
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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.



Active Instruction tp

(5 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.

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

Partner Review

1. Remind students that they have been practicing using questioning strategies to help understand information and using details and examples that help a reader make a mind movie. Use **Think-Pair-Share** to ask:

What have we done this cycle to practice these skills?



We have created and answered Right There and Think questions in Team Talk. In our writing project, we also wrote answers that use details and examples that help a reader make a mind movie.

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 #2 and #3 ask about using questioning to help understand information.
4. Ask students to identify key words or phrases in question #2.

2. Choose one of the questions that you noted as you read this text. Write the question, and tell why it is an important question. What does asking this question help you understand about the text? **[DC]**

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

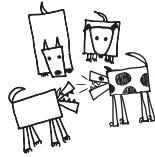
Today you will read about how the Navajos ended up on a reservation in the Southwestern U.S.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 1 Test

Use Questioning

Directions: Read *Navajo Code Talkers: Secret American Indian Heroes of World War II*, pages 12 and 13. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is the topic?

5 points = The topic is the Navajo returning to their homeland, which became a reservation.

What is the author's intent?

5 points = The intent of the author is to provide information about what happened to the Navajo when they returned to their homeland.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. **[MI, AP]**

15 points = When the Navajo Indians returned to their homeland, they returned to a reservation. They were forced to adopt American customs and learn English. Children were sent to boarding schools to be separated from their old customs and adopt white customs. The U.S. government decided to ask for their help, even though they had been treated badly.

2. Choose one of the questions that you noted as you read this text. Write the question, and tell why it is an important question. What does asking this question help you understand about the text? **[DC]**

20 points = Why didn't the Navajo who volunteered for the Marines know they would be code talkers? This is an important question because it is about the main topic of this text, Navajo code talkers. This question helps me understand that the code-talker project was very secret.

15 points = Why didn't the Navajo who volunteered for the Marines know they would be code talkers? This is an important question because it is about the main topic of this text, Navajo code talkers.

10 points = Why didn't the Navajo who volunteered for the Marines know they would be code talkers?

3. Write a question about something that you read earlier in the text. Then answer the question, and tell whether it is a Right There question or a Think question and why. **[DC]**

20 points = Why would a code based on the Navajo language be hard to break? In the Navajo language, every syllable has meaning, and

even the speaker's tone can change the meaning. This is a Right There question because I can point to the answer in one place in the text.

15 points = Why would a code based on the Navajo language be hard to break? In the Navajo language, every syllable has meaning, and even the speaker's tone can change the meaning. This is a Right There question.

10 points = Why would a code based on the Navajo language be hard to break? In the Navajo language, every syllable has meaning, and even the speaker's tone can change the meaning.

4. What was the problem with the U.S. military's codes before the code-talker project? **[MI]**

20 points = The codes were too complicated and took too long to translate. According to the text, sometimes it was too late to act on the information in the message. The U.S. military needed a simpler, faster code.

15 points = The codes were too complicated and took too long to translate. Sometimes it was too late to act on the information in the message.

10 points = The codes were too complicated and took too long to translate.

5. Why were the Navajo forbidden to use their language in government schools? **[DC]**

20 points = The U.S. government was trying to get the Navajo to give up their traditional ways. The government wanted the Navajo to adopt European customs. Forcing Navajo students to use English in school would make it harder for them to hold on to their language.

15 points = The U.S. government was trying to get the Navajo to give up their traditional ways. The government wanted the Navajo to adopt European ways.

10 points = The U.S. government was trying to get the Navajo to give up their traditional ways.

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

What happened when the U.S. Army came to occupy Navajo territory in the 1800s?

When the U.S. Army came to occupy Navajo territory, it led to a violent conflict. The Navajo fought a bloody war with the U.S. military, but the tribe was defeated. More than 8,000 Navajo were captured and forced to march hundreds of miles to New Mexico. Many Navajo died during this trip. Eventually, the Navajo were allowed to return to their homeland, but it had been turned into a reservation, and the government tried to force the tribe to abandon their traditional customs.

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

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

Part III. Vocabulary (100 points)

1. Rebecca used the secret decoder ring to _____ the message on the back of the cereal box.

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

- A. enlist
 - B. decipher
 - C. stationed
 - D. interpreter
2. What is an antonym for the word *enlist*? **[CV]**
The word reject is an antonym for enlist.
3. Write a meaningful sentence using the word *missionaries*. **[CV]**
The missionaries built a church and school in the village.
4. In which of the following sentences is the word *interpreter* used incorrectly? **[CV]**
- A. *Our basketball team needed an interpreter to block shots from our opponents.*
 - B. *Javier’s school provides an interpreter for immigrant parents during meetings with teachers.*
 - C. *Rifka often acted as an interpreter for her grandmother, who never learned English.*
 - D. *At many press conferences, you can see a sign-language interpreter repeating information.*

5. What is a synonym for the word *global*? **[CV]**

The word international is a synonym for global.

6. The _____ visited the college and told students about the benefits of joining the military.

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

- A. interpreter
- B. recruiters
- C. missionaries
- D. reservation

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

The Navajo reservation is in dry country that stretches across three states.

8. Cody was _____ at mile twenty of the marathon course to hand out water to tired, thirsty runners.

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

- A. decipher
- B. reservation
- C. enlist
- D. stationed

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]**

Tone. The tone of your voice can tell someone whether you are confident or nervous.

10. As used in the sentence "The Navajo reservation stretches across parts of Utah, Arizona, and New Mexico," *stretches* most nearly means— **[CV]**

- A. excludes.
- B. avoids.
- C. ends.
- D. spreads.

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

I used context to figure out the meaning. The reservation must cover some area across these three states.

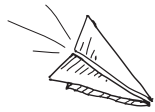
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use questioning strategies to help understand information.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

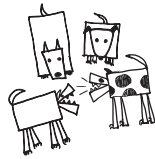
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

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

Give students feedback on classwork.

Teacher's Note:

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

Read and Respond Questions

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



Class Discussion

(15 minutes)

Team responses and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

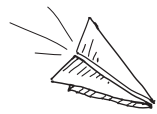
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

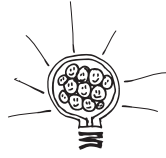
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)



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



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:

Use
Questioning

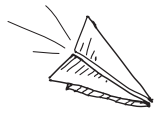
Lesson 1

Reading Objective: Use questioning strategies to help understand information.

Teacher Background

Today students will continue reading *Navajo Code Talkers: Secret American Indian Heroes of World War II* and learn about the military training that the code talkers received. The Big Question for this cycle asks students if they think the Navajo who volunteered for the Marines had any special problems serving in the military. This question prompts students to think about what they already know about Navajo culture and history and to draw conclusions about how this background might affect their military training. As students answer this question, encourage them to think about what they have learned about Navajo history and culture.

In this cycle, as they did in the previous cycle, partners will formulate Think questions, and teams will discuss the questions and choose the question they think is most important to better understanding the story. Teams will share their questions during the Lightning Round, and students will vote on which question is the most important one for better understanding the story. The team with the winning question will receive additional team celebration points.

**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 Navajo who volunteered for the Marines had any special problems serving in the military?

Set the Stage tp

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

Do you think the Navajo who volunteered for the Marines had any special problems serving in the military?

I think some of the Navajo volunteers might have been worried about entering the military because they had bad experiences in government schools.

Students write responses to the Big Question.

Discuss the Big Question.



Use Questioning

Teams review their cycle goal.

Post and present the reading objective.



Refer students to pages 14–28 in the text.

Teacher: Read aloud.

Students: Practice the skill or strategy.



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



2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

T: Navajo code talkers' experience in the military

I: To provide information about code talkers' experience in the military

G: An outline

Interactive Read Aloud

1. Refer to the reading objective, and review the skill if necessary.
2. Read the caption on page 14 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What is a question you could ask that will help you understand the text?

One question is, "Why is it important to know that Navajo men grew their hair long and wore it in traditional buns?"

Is it a Right There or Think question? How can you tell?

I don't know yet because I haven't found the answer.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 21 (paragraph 1). Use **Think-Pair-Share** to ask:

What is another question you could ask that will help you understand the text? What is the answer?

How will life at camp in San Diego, California be different from life on the reservation? I think it will be very different. The text says that many of the recruits had never ridden on a bus, left the reservation, or seen city lights. They are going to a completely different environment.

Is it a Right There or Think question? How can you tell?

It is a Right There question. The text gives me some information about the things the recruits experienced just going to camp. Although, I don't know exactly how their lives are at the reservation, so I don't know what else might be different.

Use **Random Reporter** to debrief.

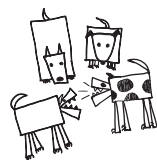
Partner pairs: Review, reread to clarify, and add to the graphic organizer.

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

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

A sample graphic organizer follows.

Sample Graphic Organizer
<p>Navajo Code Talkers: Secret American Indian Heroes of World War II</p> <p>III. Navajo Indians</p> <ol style="list-style-type: none"> A. Lived in round wooden and mud homes called hogans. <ol style="list-style-type: none"> 1. Homes had doors opening to east for morning sun 2. One room with a dirt floor B. Reservation in Utah, Arizona, New Mexico C. Tribe has unique traditions, language, culture D. 50,000 Navajo Indians on the reservation in 1942 E. Fought U.S. military in 1800s and lost F. Forced to march/relocate to New Mexico; many died G. Allowed to return to homeland H. Govt. tried to force tribe to give up traditional ways I. Many Navajo vol. for military <ol style="list-style-type: none"> 1. Didn't know they were vol. for code-talker project. <p>IV. Military training</p> <ol style="list-style-type: none"> A. Trip to boot camp in San Diego, CA first trip off reservation for many Navajo recruits



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 14 (paragraph 2) and 15 aloud with partners.
2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will be discussing the questions with their teams.

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

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

3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. 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.
4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

Team Talk Questions
<p>1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? (Write) [DC] (strategy-use rubric)</p> <p><i>(Answers will vary.)</i></p> <p>100 = <i>We think the most important question that we discussed is, “What was hard for the Navajo in Marine boot camp?” This is the most important question because much of today’s section of text was about the Navajos’ experience in boot camp. The question helped us understand that cultural issues were hard for the Navajo in boot camp.</i></p> <p>90 = <i>We think the most important question that we discussed is, “What was hard for the Navajo in Marine boot camp?” This is the most important question because much of today’s section of text was about the Navajos’ experience in boot camp.</i></p> <p>80 = <i>We think the most important question that we discussed is, “What was hard for the Navajo in Marine boot camp?”</i></p>

continued

Team Talk Questions *continued*

2. Which graphic organizer did you use to record your notes? What main idea did you record? How did your organizer help you understand the text? **[MI]** (graphic organizer/notes rubric)

100 = I used an outline. One main idea that I recorded was that Marine training was in conflict with Navajo ways. The outline helped me figure out details that support the main idea.

90 = I used an outline. One main idea that I recorded was that Marine training was in conflict with Navajo ways.

80 = I used an outline.

3. Compared to other recruits, what did the Navajo recruits struggle with at boot camp? **[RE]** (Team Talk rubric)

100 = The Navajo recruits struggled with smaller tasks that were **at odds** with their culture and traditions. **The text describes** how the physical elements of boot camp were relatively easy for the Navajo recruits. **However**, many of the Navajo recruits wore their hair long, and had to cut it very short for the Marines. Navajos avoid making eye contact out of respect, but in the military, making eye contact is respectful and builds discipline. **Additionally**, many Navajo men found wearing a uniform uncomfortable. **It seems that growing up on the reservation gave the Navajo recruits an advantage in one area, but was a disadvantage in others.**

90 = The Navajo recruits struggled with smaller tasks that were different from their culture and traditions. The physical elements of boot camp were relatively easy for the Navajo recruits. But many of the Navajo recruits wore their hair long, and had to cut it very short for the Marines. Navajos avoid making eye contact out of respect, but in the military, making eye contact is respectful and builds discipline. Many Navajo men also found wearing a uniform uncomfortable.

80 = The Navajo recruits struggled with smaller tasks that were different from their culture and traditions.

4. Why would some Navajo Indians lie about their age to Marine recruiters? **[DC]** (Team Talk rubric)

100 = Many Navajo Indians might have thought it was exciting to have a chance to leave the reservation and fight with the Marines. **According to the text**, many of the Navajo recruits had never left the reservation. Riding on a bus was a new **experience** for many of them, and they had never been to a city as big as San Diego or seen city lights. **Joining the Marines was a way to see the rest of the country and world, and to feel like regular Americans instead of being set apart on the reservation.**

90 = Many Navajo Indians might have thought it was exciting to have a chance to leave the reservation and fight with the Marines. Many of the Navajo recruits had never left the reservation. Riding on a bus was new for many of them, and they had never been to a city as big as San Diego or seen city lights.

80 = Many Navajo Indians might have thought it was exciting to have a chance to leave the reservation and fight with the Marines.

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



Teams vote on the most important question.

Show the video.



5. 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.
6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
7. 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.
8. If some teams finish ahead of others, have them practice their fluency.
9. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(18 minutes)

Lightning Round

1. Use **Random Reporter** to have several teams present the question they discussed and as a team decided was the most important one to ask to better understand the text and why. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the text. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

2. Use **Random Reporter** to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
3. 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.
4. Show the video “Fluency.”

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

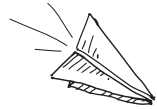
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Use questioning strategies to help understand information.

Teacher Background

In today’s readings, students will learn how the Navajo soldiers created a secret code based on their tribal language.



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
struggled (verb) page 14	strug-gled (STRUHG-uhld)	tried hard to do something difficult	Jason <i>struggled</i> to shovel all the snow out of his driveway after the blizzard.
discipline (noun) page 15	dis-ci-pline (DIS-uh-plin)	training to obey rules or commands; drill	A fire drill provides <i>discipline</i> to students to listen to their teachers and follow instructions to leave the building safely in an emergency.

continued

Word	Pronunciation	Definition	Sample Sentence
brass (noun) page 17	brass (BRAHS)	high-ranking military officers or any important official	The top <i>brass</i> in the state government decided to add the state’s founding day to the list of school holidays.
interchangeably (adverb) page 19	in-ter-change-a-bly (in-ter-CHEYN-juh-blee)	in manner of being used in place of something else	My friends use my real name and my nickname <i>interchangeably</i> ; I respond to both when I hear them.
trenches (noun) page 23	trench-es (TRENCH-ez)	long, narrow ditches dug for protection from enemy fire	By hiding in <i>trenches</i> , soldiers were able to avoid being hurt by enemy fire, but could move along their front line to send messages.
reinforcements (noun) page 23	re-in-force-ments (ree-in-FAWRS-muhnts)	additional troops or weapons	The general waited for <i>reinforcements</i> before he began his attack on the capital city.
classified (adjective) page 26	clas-si-fied (CLAS-uh-fahyd)	confidential or secret	The soldier was carrying a <i>classified</i> letter that was to be opened by no one but his general.
gratitude (noun) page 27	grat-i-tude (GRAT-i-tood)	appreciation, a feeling of thanks	The mayor expressed his <i>gratitude</i> to all the volunteers who helped out after the hurricane.

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.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teacher: Read aloud.

Students: Practice the skill or strategy.



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



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Interactive Read Aloud

1. Read page 16 (paragraph 1, ending with "...told about the code project.") aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Based on what I just read, what is a question you could ask that will help you better understand the story? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.

One question is, "Why weren't the Navajo recruits told about creating a code in their language until they passed boot camp?" I know that the project was secret, so I don't think they wanted to let any recruits know the secret before they passed boot camp. If a recruit had to be sent home, he would know the secret project, and could accidentally give it away.

Is it a Right There or Think question? How can you tell?

It is a Think question. I know this because I used one of the Think question starters to come up with it. Also, I had to think about information that I read in the text and use that to make an inference about why something happened.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of paragraph 1 on page 16 (starting with "The men were taught..."). Use **Think-Pair-Share** to ask:

What is another question you could ask that will help you understand the text? What is the answer?

Why were the men taught how to use, repair, and care for basic electronics? The men were going to use radios to send and receive their secret codes, so they needed to know how to keep their equipment in good shape.

Is it a Right There or Think question? How can you tell?

It is a Right There question. I was able to find the answer in one place in the text.

Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.

Sample Graphic Organizer

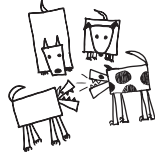
Navajo Code Talkers: Secret American Indian Heroes of World War II

IV. Military training

B. Navajo struggled w/ cultural issues like short hair, uniforms

V. Creating code

A. Navajo received training in radio comm.

**Teamwork** tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: SF
pages 16 (paragraph 2)–18 aloud with partners.
2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will be discussing the questions with their teams.
3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. 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.
4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

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

Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? **(Write) [DC]** (strategy-use rubric)

(Answers will vary.)

100 = We think the question "How did the Navajo soldiers create a secret code based on their language?" is the most important question that we discussed because most of this text has to do with the Navajo code. The question helped us understand that the Navajo used words from their language to represent letters in the English alphabet as the basis for the code.

90 = We think the question "How did the Navajo soldiers create a secret code based on their language?" is the most important question that we discussed because most of the text has to do with the Navajo code.

80 = We think the question "How did the Navajo soldiers create a secret code based on their language?" is the most important question that we discussed.

2. What difficulty did the Navajo recruits have once they were given the directions to create a code? **[RE]** (Team Talk rubric)

*100 = The recruits couldn't all agree on the right Navajo words to use in the code. The **author explains** that the recruits needed to come up with Navajo words to represent the English letters A–Z and specific military words. **According to** Chester Nez, they thought the task was impossible, until they agreed on words and made decisions. **There were probably many words to choose from, and each recruit had their own ideas about which words were best or easiest to remember while still being unbreakable.***

90 = The recruits couldn't all agree on the right Navajo words to use in the code. The recruits needed to come up with Navajo words to represent the English letters A–Z and specific military words. Chester Nez said they thought the task was impossible, until they agreed on words and made decisions.

80 = The recruits couldn't all agree on the right Navajo words to use in the code.

continued

Team Talk Questions *continued*

3. Why does the author include the information in the caption on page 18?

[AP, DC] (Team Talk rubric)

100 = *The author wants to illustrate how the Navajo recruits were able to agree on a code. According to the caption, Navajo people valued silence and being good listeners. I know that the twenty-nine Navajo recruits were shut in a room together to create their code, so there were a lot of people working together at once. I also know it took them a long time to figure it out. There may have been long periods of silence, listening, and thinking while the recruits made suggestions and worked on compromising with each other.*

90 = *The author wants to show how the Navajo recruits were able to agree on a code. Navajo people valued silence and being good listeners. I know that the twenty-nine Navajo recruits were shut in a room together to create their code, so there were a lot of people working together at once. I also know it took them a long time to figure it out.*

80 = *The author wants to show how the Navajo recruits were able to agree on a code.*

4. Based on what you have learned about the Navajo code so far, what would make it difficult to decode? **[DC]** (Team Talk rubric)

100 = *The English and Navajo words for the same objects are very different from each other. In the examples provided on page 18, the English words apple, bear, and cat look nothing like the Navajo words be-la-sana, shush, and moasi. They don't share any language roots. Additionally, I remember that the syllables and how you say them in Navajo language is very important. If you do not know the correct pronunciation of each syllable in be-la-sana, you will be making a mistake in the code. Because Navajo is not related to English or other familiar languages, and the pronunciation is difficult, it would be hard to guess the code's meaning.*

90 = *The English and Navajo words for the same objects are very different from each other. The English words apple, bear, and cat look nothing like the Navajo words be-la-sana, shush, and moasi. They don't share any language roots. The syllables and how you say them in Navajo language is very important. If you do not know the correct pronunciation of each syllable in be-la-sana, you will be making a mistake in the code.*

80 = *The English and Navajo words for the same objects are very different from each other.*

5. Would a general who struggled to win a battle call for reinforcements? **[CV]**

Yes. If the battle was difficult, a general might call for more troops or weapons.

5. 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.

6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

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

7. 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.
8. If some teams finish ahead of others, have them practice their fluency.
9. 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



Teams vote on the most important question.

Lightning Round

1. Use **Random Reporter** to have several teams present the question they discussed and as a team decided was the most important one to ask to better understand the text and why. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the text. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

2. Use **Random Reporter** to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
3. 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.

Word	Pronunciation	Definition	Sample Sentence
struggled (verb) page 14	strug-gled (STRUHG-uhld)	tried hard to do something difficult	Jason <i>struggled</i> to shovel all the snow out of his driveway after the blizzard.
discipline (noun) page 15	dis-ci-pline (DIS-uh-plin)	training to obey rules or commands; drill	A fire drill provides <i>discipline</i> to students to listen to their teachers and follow instructions to leave the building safely in an emergency.
brass (noun) page 17	brass (BRAHS)	high-ranking military officers or any important official	The top <i>brass</i> in the state government decided to add the state's founding day to the list of school holidays.
interchangeably (adverb) page 19	in-ter-change-a-bly (in-ter-CHEYN-juh-blee)	in manner of being used in place of something else	My friends use my real name and my nickname <i>interchangeably</i> ; I respond to both when I hear them.
trenches (noun) page 23	trench-es (TRENCH-ez)	long, narrow ditches dug for protection from enemy fire	By hiding in <i>trenches</i> , soldiers were able to avoid being hurt by enemy fire, but could move along their front line to send messages.
reinforcements (noun) page 23	re-in-force-ments (ree-in-FAWRS-muhnts)	additional troops or weapons	The general waited for <i>reinforcements</i> before he began his attack on the capital city.
classified (adjective) page 26	clas-si-fied (CLAS-uh-fahyd)	confidential or secret	The soldier was carrying a <i>classified</i> letter that was to be opened by no one but his general.
gratitude (noun) page 27	grat-i-tude (GRAT-i-tood)	appreciation, a feeling of thanks	The mayor expressed his <i>gratitude</i> to all the volunteers who helped out after the hurricane.

Lesson 3

Reading Objective: Use questioning strategies to help understand information.

Teacher Background

Today students will read more about how the Navajo recruits worked to make their code unbreakable.

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.

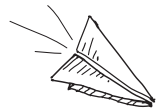
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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.



Model exploring a word in the word power journal.



Active Instruction

(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

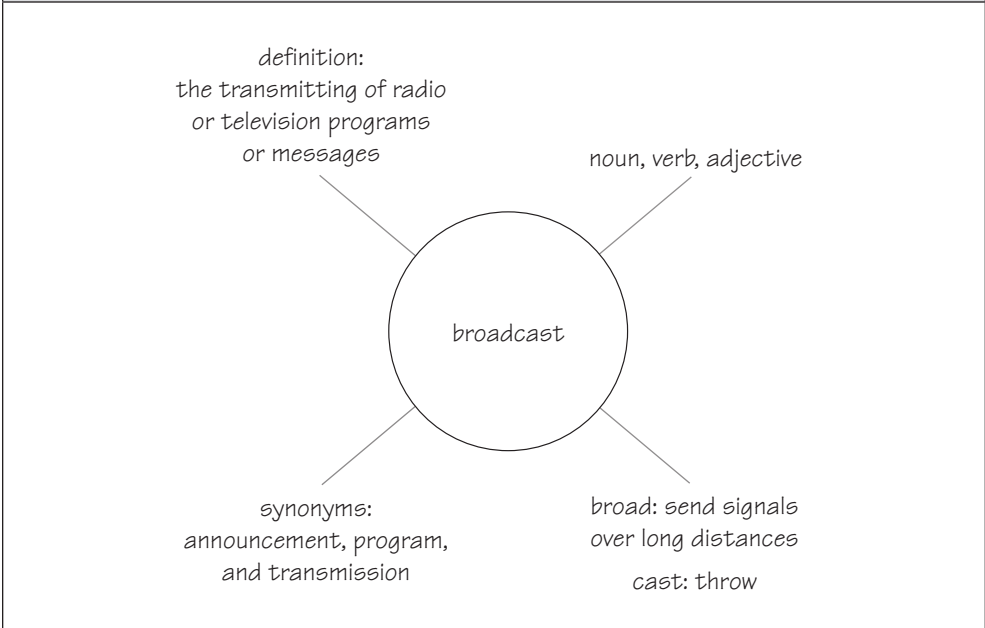
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. 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 16 of *Navajo Code Talkers: Secret American Indian Heroes of World War II*, the text says that the Navajo recruits were taught how to communicate through radio *broadcasts*. I think I've seen this word before in the text, but I'm not sure what it has to do with radios. I'm going to look in the dictionary for the definition.

(Consult the dictionary.) *Broadcast* has a few definitions. I think the one that matches how it is used in the text on this page is "the transmitting of radio or television programs or messages." It's a noun in this sentence, but *broadcast* can also be a verb (I will *broadcast* a signal) or an adjective (We watch *broadcast* television over an antenna instead of cable). It has some synonyms—*announcement*, *program*, and *transmission*. I've also noticed that *broadcast* is a compound word made up of *broad*, which means large or extensive, and *cast*, which means throw. I can see how that can relate to radios. Radios send signals over long distances that anyone can hear with the right equipment. So, radio signals are cast broadly.

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.

Teams review their cycle goal.

Post and present the reading objective.

Teacher: Read aloud.

Students: Practice the skill or strategy.



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



3. Remind students of the text, author, and reading objective.

Interactive Read Aloud

1. Read the caption on page 19 (ending with "...meet the Marine's requirements.") aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Based on what I just read, what is a question you could ask that will help you better understand the story? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.

One question is, "Did the Marines have more requirements to enlist than just being eighteen?" The Marines must have required that recruits be a certain weight in addition to being eighteen. Preston Toledo was the right age, but he didn't weigh enough.

Is it a Right There or Think question? How can you tell?

It is a Right There question. I know this because the answer is right there on the page. I don't know what the weight requirement is, but there must have been one if someone could not meet that requirement.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of the caption on page 19 (starting with "To solve this problem..."). Use **Think-Pair-Share** to ask:

What is another question you could ask that will help you understand the text? What is the answer?

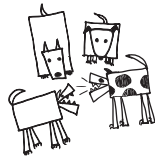
What did men who wanted to join the Marines or other military services do when they didn't meet weight requirements to join? Men did things to try and gain weight before they went to enlist. Preston Toledo drank a bunch of water to put on extra pounds. I bet other men also ate as much food as they could.

Is it a Right There or Think question? How can you tell?

It is a Right There question. I know because the text tells me what Preston Toledo's solution to gaining weight was. I guessed what other recruits might do to put on weight could be.

Use **Random Reporter** to debrief.

Sample Graphic Organizer	
Navajo Code Talkers: Secret American Indian Heroes of World War II	
IV. Military training	
	C. Men who didn't meet weight requirements tried to gain weight before enlisting.



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 19–21 aloud with partners.
(if skipping Interactive Read Aloud, pages 19 (including caption)–21)
2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will be discussing the questions with their teams.
3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. 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.
4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

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

Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? **(Write) [DC]** (strategy-use rubric)

(Answers will vary.)

100 = We think the question "Was the Navajo code predictable?" is the most important question that we discussed because most of this text has to do with the Navajo code. The question helped us understand that the Navajo code would not be very predictable, since some letters could be represented by three different words. It's hard to find a pattern when different words are used.

90 = We think the question "Was the Navajo code predictable?" is the most important question that we discussed because most of this text has to do with the Navajo code. The question helped us understand that the Navajo code would not be very predictable, since some letters could be represented by three different words.

80 = We think the question "Was the Navajo code predictable?" is the most important question that we discussed because most of this text has to do with the Navajo code.

2. How did the Navajo make their code more difficult to break? **[MI]** (Team Talk rubric)

*100 = The Navajo made their code harder to break by adding more words. Some letters could be represented by more than one Navajo word. **For example,** the letter A could be represented by the Navajo words for ant, apple, and ax.*

90 = The Navajo made their code harder to break by adding more words. Some letters could be represented by more than one Navajo word.

80 = The Navajo made their code harder to break by adding more words.

3. How did the Navajo come up with words for common military terms? **[MI]** (Team Talk rubric)

*100 = The Navajo used words from the natural world for common military terms. **For instance,** battleships were called whales, and fighter planes were called hummingbirds. The words that the Navajo chose had some relationship to the military terms that they represented.*

90 = The Navajo used words from the natural world for common military terms. Battleships were called whales, and fighter planes were called hummingbirds.

80 = The Navajo used words from the natural world for common military terms.

continued

Team Talk Questions *continued*

4. Why did the Navajo Marines have to learn to transmit perfect messages quickly? **[DC]** (Team Talk rubric)

100 = *In battle, getting the right message out in the shortest amount of time is important. According to the text, the men trained until they could send and translate three-line messages in 20 seconds, and they could not make mistakes. The text says that errors in the messages could put troops in danger. I think it was also important to be fast, because you cannot waste time in the middle of a battle. Troops need to be updated quickly if plans change. The Navajo men could not hesitate or stop to think about the translation on the battlefield, so they needed to learn to do it perfectly every time.*

90 = *In battle, getting the right message out in the shortest amount of time is important. The men trained until they could send and translate three-line messages in 20 seconds, and they could not make mistakes. The text says that errors in the messages could put troops in danger. I think it was also important to be fast, because you cannot waste time in the middle of a battle. Troops need to be updated quickly if plans change.*

80 = *In battle, getting the right message out in the shortest amount of time is important.*

5. What is an antonym for the word *classified*? **[CV]**

The word public is an antonym for classified.

5. 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.
6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
7. 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.
8. If some teams finish ahead of others, have them practice their fluency.
9. 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 discussion
- fluency selection



Class Discussion tp

(20 minutes)

Lightning Round

1. Use **Random Reporter** to have several teams present the question they discussed and as a team decided was the most important one to ask to better

Use Questioning

Teams vote on the most important question.

understand the text and why. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the text. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

2. Use **Random Reporter** to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
3. 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!

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.

The top team chooses a cheer.

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

Remind students of the Read and Respond homework assignment.

Lesson 4

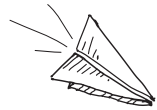
Reading Objective: Use questioning strategies to help understand information.

Teacher Background

Today students will read about how the Navajo code talkers performed on the battlefield and their important role in defeating the Japanese in the Pacific.

Teacher's Note:

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



Active Instruction

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Teacher: Read aloud.

Students: Practice the skill or strategy.



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

Interactive Read Aloud

1. Read page 22 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Based on what I just read, what is a question you could ask that will help you better understand the story? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.

One question is, “Why did Navajo men transfer to the Marines from other branches of the military?” The Navajo men in other branches of the military must have heard about the program the Marines created, or were recruited from the other branches. Marine Corps leaders were impressed with the Navajo code and wanted to expand the program, so they were looking for more Navajo recruits.

Is it a Right There or Think question? How can you tell?

This is a Think question. I know because the answer is not in one place in the text. I had to think about what I read to answer it.

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

What is another question you could ask that will help you understand the text? What is the answer?

Why was it important to keep two of the best original Navajo recruits at Camp Elliot? Johnny Manuelito and John Benally could teach the new recruits the code and process best.

Is it a Right There or Think question? How can you tell?

This is a Right There question. I know because the information is found right there on the page.

Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.



Partner pairs: Review, reread to clarify, and add to the graphic organizer.

Sample Graphic Organizer

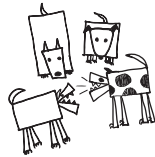
Navajo Code Talkers: Secret American Indian Heroes of World War II

V. Creating code

A. Navajo received training in radio comm.

B. Created code/Navajo word represented each letter of alphabet

1. Added words to represent common military terms
2. Had to be able to send 3-lines of code in 20 seconds with no mistakes
3. Program went so well Marines expanded it

**Teamwork** tp

(20–30 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 23–25 aloud with partners.
(if skipping Interactive Read Aloud, pages 22–25)
2. Remind partners to use the Questioning Strategy Card to help them ask Think questions as they read. Suggest that partners pause briefly at the end of each paragraph to ask questions and jot them down in their notebooks. They will be discussing the questions with their teams.
3. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
4. 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 partner reading, word power, fluency, and the TIGRRS process.

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

4. Remind teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

Team Talk Questions

1. Which section of text did you choose to reread and why? What new connection did you make by rereading and reviewing your notes?

100 = I reread the caption about how the Navajo code talkers had to work quickly to avoid Japanese soldiers looking for radio signals. I reread this section because I thought it was interesting that the code talkers were in danger of being captured. I connected this back to the fact I read that the Navajo recruits had to learn to send and receive their messages in twenty seconds. It makes sense that they had to set up their equipment, send and receive messages, and then pick up their equipment and keep moving. It kept the Japanese from finding them easily.

90 = I reread the caption about how the Navajo code talkers had to work quickly to avoid Japanese soldiers looking for radio signals. I reread this section because I thought it was interesting that the code talkers were in danger of being captured.

80 = I reread the caption about how the Navajo code talkers had to work quickly to avoid Japanese soldiers looking for radio signals.

2. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? **(Write) [DC]** (strategy-use rubric)

(Answers will vary.)

100 = We think the most important question that we discussed is, "What was combat like for the Navajo code talkers?" This is the most important question because the Navajo were involved in important battles. The question helped us understand that the Navajo code talkers had to perform their jobs while under heavy fire.

90 = We think the most important question that we discussed is, "What was combat like for the Navajo code talkers?" This is the most important question because the Navajo were involved in important battles.

80 = We think the most important question that we discussed is, "What was combat like for the Navajo code talkers?"

continued

Team Talk Questions *continued*

3. How did the Navajo code talkers perform during the battles in the Pacific? **[DC]**
(Team Talk rubric)

100 = *The code talkers performed **extremely well** during the Pacific battles. They calmly set up their equipment while under heavy fire and quickly and accurately sent **critical** information. During the battle of Iwo Jima, the code talkers sent hundreds of messages without making a mistake. **According to Marine Major Howard Connor, "Were it not for the Navajo, the Marines would never have taken Iwo Jima. They are credited for helping to bring the war in the Pacific to an end."***

90 = *The code talkers performed very well during the Pacific battles. They calmly set up their equipment while under heavy fire and quickly and accurately sent information. During the battle of Iwo Jima, the code talkers sent hundreds of messages without making a mistake. Marine Major Howard Connor said, "Were it not for the Navajo, the Marines would never have taken Iwo Jima."*

80 = *The code talkers performed very well during the Pacific battles.*

4. Write a summary of the text that you read today. (summary rubric)

100 = *The Navajo code worked well, and the Japanese never broke it. The code talkers were important to the U.S. victory over Japan in the Pacific. They worked quickly in the first wave of troops in battle, and are credited with helping the U.S. capture Iwo Jima. The Japanese eventually surrendered.*

90 = *The Navajo code worked well, and the Japanese never broke it. The code talkers were important to the U.S. victory over Japan. They worked quickly in the first wave of troops in battle, and helped the U.S. capture Iwo Jima. The Japanese eventually surrendered.*

80 = *The Navajo code worked well, and the Japanese never broke it. The code talkers were important to the U.S. victory in Iwo Jima. The Japanese eventually surrendered.*

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

Our new teacher wasn't happy with our poor _____ at raising our hands to answer questions instead of blurting answers out.

Discipline. I replaced the word discipline with training, and the sentence made sense.

5. 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.
6. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
7. 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.

Randomly select team representatives who will share:

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



Teams vote on the most important question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

8. If some teams finish ahead of others, have them practice their fluency.
9. 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 several teams present the question they discussed and as a team decided was the most important one to ask to better understand the text and why. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the text. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

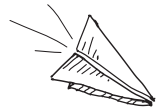
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use details and examples that help a reader make a mind movie.

Teacher Background

The objective of this writing task is to have students use details and examples that help a reader make a mind movie as they describe how the Navajo code talkers performed under battlefield conditions. During Model a Skill, demonstrate how students can use a web to make notes about the details and examples to include in their responses.



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.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Introduce the writing project.

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.

4. Refer students to the writing prompt and writing objective for this cycle. Remind students that the text they read this cycle included details and examples that helped readers make a mind movie. Explain that today they will use details and examples that help to make a mind movie as they respond to the writing prompt.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt
How did the Navajo code talkers perform under battlefield conditions?

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 explain ideas or information on a topic. I know this because answering the question about how code talkers performed will provide information to the reader.

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

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

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

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

Which guidelines relate to our writing objective: to use details and examples that help a reader make a mind movie?

The Style guideline to include details or examples that help a reader make a mind movie is directly related to our writing objective. The Ideas guideline to develop the topic with relevant details is related to our writing objective.

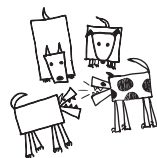
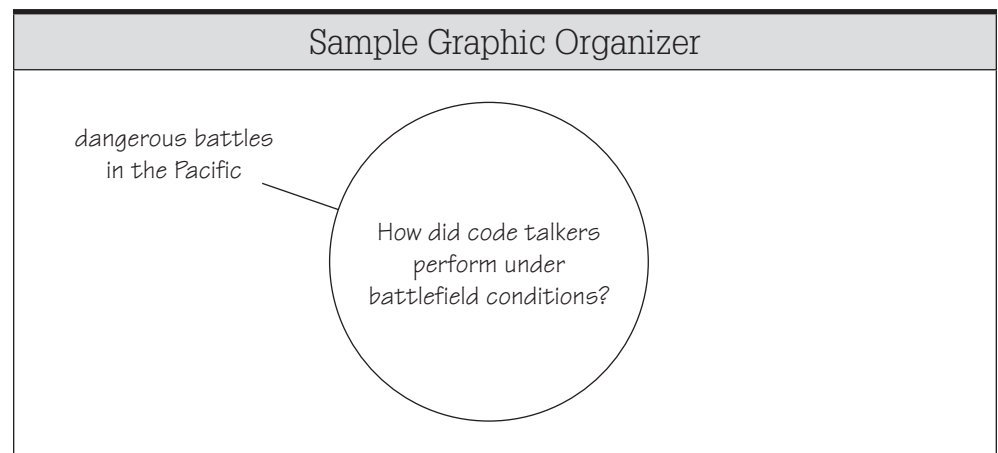
Also, the Organization guideline “In the middle, provide facts, examples, or events that help a reader understand the information,” relates to the writing objective.

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

Model a Skill

- Remind students that the writing objective instructs them to use details and examples that help a reader make a mind movie.
- Tell students that a web can be a good graphic organizer for recording details.
- Draw an oval on the board. Tell students that they can write the question from the writing prompt in the middle of the web. Write “How did code talkers perform under battlefield conditions?” in the oval.
- Explain that students can record details and examples that would help a reader make a mind movie about battlefield conditions around the oval. Refer to page 23. Tell students that the text describes the battles that the code talkers were involved in as *dangerous*. Model drawing a line off the oval and writing “dangerous battles in the Pacific.”
- Tell students that they can begin planning their answers to the writing prompt.

Model planning using a graphic organizer.



Teamwork tp

(20 minutes)

Independent Work

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

Students write for 10 minutes.

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

(30 minutes)

Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—to use details and examples that help a reader make a mind movie.

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

For example, ask:

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

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

How did you choose the examples or details in your writing that would help a reader make a mind movie?

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

Writing Prompt

How did the Navajo code talkers perform under battlefield conditions?

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

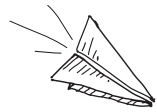
Lesson 6

Reading Objective: Use questioning strategies to help understand information.

Writing Objective: Use details and examples that help a reader make a mind movie.

Teacher Background

During today's cycle test, students will continue to use questioning strategies to help them understand information. In the test passage from the text, students will read about how the Navajo code talkers were honored.



Active Instruction tp

(5 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.

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

Partner Review

1. Remind students that they have been practicing using questioning strategies to help them understand information and using details and examples that help a reader make a mind movie. Use **Think-Pair-Share** to ask:

What have we done this cycle to practice these skills?

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

tps

We have created and answered Right There and Think questions in Team Talk. In our writing projects, we have also written answers that included details and examples that help a reader make a mind movie.

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 #2 and #3 ask about using questioning to help understand information.
4. Ask students to identify key words or phrases in question #2.

2. Choose one of the questions that you noted as you read this text. Write the question, and tell why it is an important question. What does asking this question help you understand about the text? **[DC]**

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

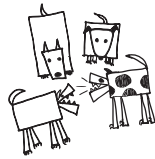
Today you will read about how the Navajo code talkers were honored.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 2 Test

Use Questioning

Directions: Read *Navajo Code Talkers: Secret American Indian Heroes of World War II*, pages 26–28. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What is the topic?

5 points = The topic is the honors received by the Navajo code talkers.

What is the author’s intent?

5 points = The intent of the author is to provide information about the honors received by the Navajo code talkers.

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. **[MI, AP]**

10 points = In 2001, George Bush awarded the Congressional Medal of Honor to the original Navajo code talkers. Only five of the original code talkers were still alive. Later, silver medals were given to all the Navajo code talkers.

2. Choose one of the questions that you noted as you read this text. Write the question, and tell why it is an important question. What does asking this question help you understand about the text? **[DC]**

20 points = How were the code talkers honored? This is an important question because it is about the main idea of this section of the text. This question helps me understand how the country finally thanked the Navajo code talkers.

15 points = How were the code talkers honored? This is an important question because it is about the main idea of this section of the text.

10 points = How were the code talkers honored?

3. Write a question about something that you read earlier in the text. Then answer the question, and tell whether it is a Right There question or a Think question and why. **[DC]**

20 points = How did the Navajo do in Marine boot camp? The Navajo did well on the fitness tests in boot camp, but some struggled with cultural issues such as having to cut their hair and looking the drill instructors directly in the eyes. This is a Right There question. I know because I found the information in one place, where it described what caused the Navajo recruits the most trouble.

15 points = *How did the Navajo do in Marine boot camp? The Navajo did well on the fitness tests in boot camp, but some struggled with cultural issues such as having to cut their hair and looking the drill instructors directly in the eyes. This is a Right There question.*

10 points = *How did the Navajo do in Marine boot camp? The Navajo did well on the fitness tests in boot camp, but some struggled with cultural issues.*

4. What happened when the Navajo tried to create a code based on their language? **[MI]**

20 points = *At first, it seemed impossible, but they eventually came up with a code that worked really well. According to the text, they made a list of Navajo words that would represent each letter of the alphabet and used the words to spell messages. This code was easy for the code talkers to use, but difficult for the enemy to break.*

15 points = *At first, it seemed impossible, but they eventually came up with a code that worked really well. They made a list of Navajo words that would represent each letter of the alphabet and used the words to spell messages.*

10 points = *At first, it seemed impossible, but they eventually came up with a code that worked really well.*

5. What did the Navajo code talkers do during battle? **[MI]**

20 points = *During battle, the code talkers reported the enemy's location, the progress of allied forces, and called for reinforcements. They were often involved in the heaviest fighting. The Navajo code talkers played a very important role in Allied military victories.*

15 points = *During battle, the code talkers reported the enemy's location, the progress of allied forces, and called for reinforcements. They were often part of the heaviest fighting.*

10 points = *During battle, the code talkers reported the enemy's location, the progress of allied forces, and called for reinforcements.*

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

Why were the code talkers so important to U.S. military victories against the Japanese in the Pacific?

The code talkers were important to U.S. military victories in the Pacific because they were able to quickly and accurately send secret messages that the Japanese could not translate. The Navajo soldiers were usually in the first wave of soldiers to go into battle. As they came under heavy fire, the code talkers sent and received information about enemy locations, allied forces, and reinforcements. One Marine major said, "Were it not for the Navajo, the Marines would have never taken Iwo Jima." The taking of Iwo Jima was a critical victory for Allied forces.

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

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

Part III. Vocabulary (100 points)

1.

gratitude	struggled
-----------	-----------

Would a soccer player with a sprained ankle feel *gratitude* if someone *struggled* to help them walk off the field? **[CV]**

No. Someone with a sprained ankle would not feel thankful if someone was having trouble helping them walk because it might cause more pain.

2. The _____ ordered their sailors to scrub the decks of the ship before they sailed back into the harbor.

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

- A. trenches
- B. discipline
- C. *brass*
- D. reinforcements

3. Write a meaningful sentence using the word *reinforcements*. **[CV]**

The reinforcements did not arrive in time to help the army win the battle.

4. What is a synonym for the word *interchangeably*? **[CV]**

The word equivalently is a synonym for interchangeably.

5. Lords often dug deep _____ around their castles to provide protection from invading armies.

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

- A. discipline
- B. trenches
- C. brass
- D. gratitude

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

The troops had enough discipline to march for miles without stopping.

7. Sienna felt a lot of _____ toward her parents for allowing her to stay out past curfew for the school dance.

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

- A. gratitude
- B. trenches
- C. reinforcements
- D. discipline

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

"What is discussed at this meeting is classified information and cannot leave the room," the general said.

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]**

Reliable. *It means trustworthy or dependable. The city's train was very reliable and arrived on time every morning.*

10. As used in the sentence "They were often the first wave of troops to storm enemy positions," wave most nearly means— **[CV]**

- A. water swell.
- B. mass movement.
- C. fluttering movement.
- D. hot spell.

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

I used context to figure out the meaning. I know a wave usually refers to water washing up on a beach, but I could see how a mass movement of troops might resemble a wave.

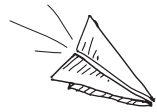
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use questioning strategies to help understand information.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

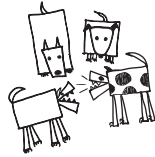
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

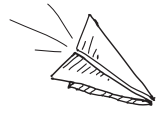
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

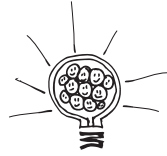
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)



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



Brain Game

(5 minutes)

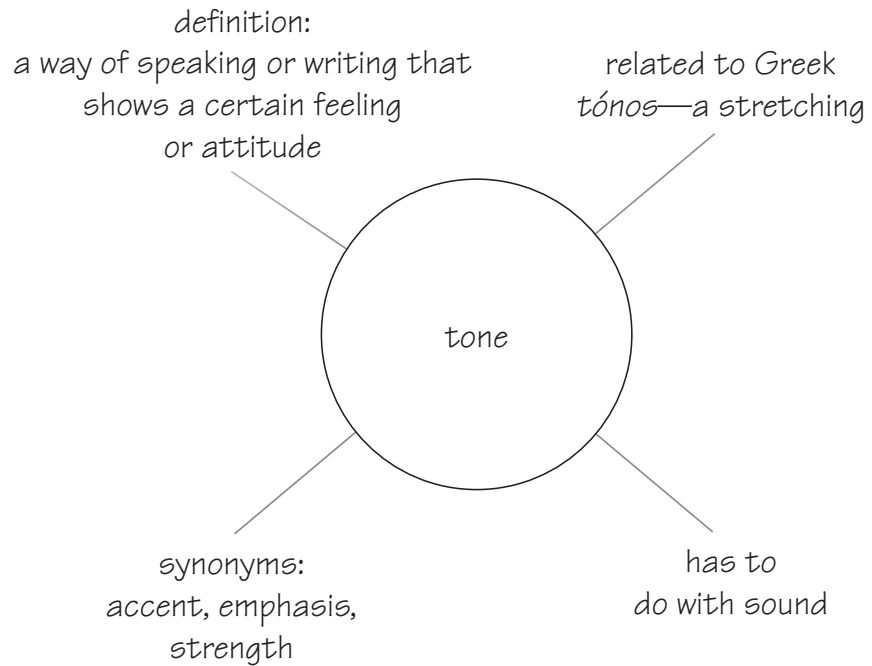
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

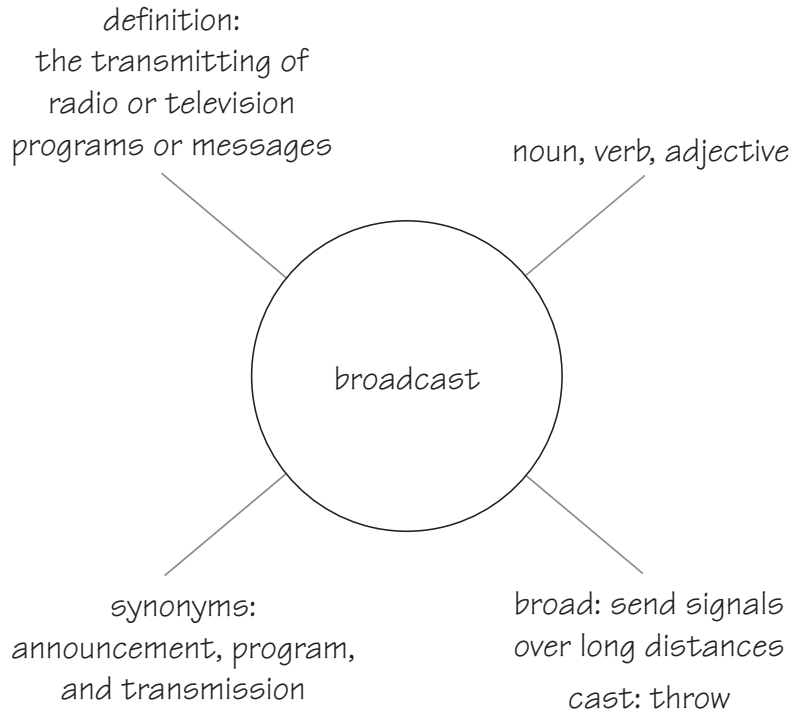
How will use of this skill improve your success in other classes?

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 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 two- to three-page written product and a three- to five-minute presentation are recommended at this level, please consider your available time and research materials and your students' Internet access and needs when choosing a product that is appropriate for your class.

Unit Overview

This research unit follows the level 7 unit 3 Use Questioning: *Navajo Code Talkers: Secret American Indian Heroes of World War II*.

The focus for this unit is responding to a crisis. This focus motivates students to generate questions and stimulates new thinking about the book read in the previous unit.

You will teach a mini-lesson on presentation skills.

Lesson 1

Teacher Background

A speech or presentation has two parts: the content and the delivery. Being comfortable speaking in front of others takes practice. In this lesson, students learn the same rules that expert presenters use to create memorable events.

Preview the information in the Guide to Great Presentations provided below and in the student edition.

Optional media: These two videos are great examples of expert presenters putting these student guidelines to good use. In the first example, a narrator points out the elements that Steve Jobs used to engage an audience.

The second video has no narrator. Students will recognize that the speaker in this TED Talk knows and loves her topic. They will see that she chose her words and analogies carefully to make her ideas stick with an audience that may not be expert in her field.

www.youtube.com/watch?v=RHX-xnP_G5s

www.huffingtonpost.com/2012/02/28/best-ted-talks_n_1307131.html

If you are unable to show the videos, a sample presentation is provided for you to model and students to evaluate.

Sample Presentation

The first moment that I knew I wanted to be a doctor was when I first understood how the heart works. It is a remarkable machine, but like all machines, some parts can stop working properly. I wanted to know more about what can go wrong with the little valves in the heart and how to fix them when they are not working.

The heart is made up of parts called chambers, that are like rooms in a house. For blood to enter and leave each chamber, there are valves that act just like doors that swing open in only one direction. Have you ever tried to enter through the exit at a supermarket with automatic doors? Then you know what it is like to be a blood cell that doesn't follow the flow through the heart. The valves open in only one direction to make sure that all of our blood flows to the lungs to get oxygen, back to the heart to get pumped all over the body to deliver oxygen and pick up wastes, and eventually back to the heart again for another push to the lungs.

This process happens over and over again every minute in our bodies. Most of the time, all of our blood keeps moving in the right direction, either dropping off or picking up oxygen and wastes. The valves in our heart and some of our veins are the one-way doors that are the traffic cops of our circulatory system.

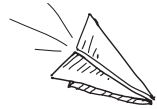
continued

Sample Presentation *continued*

But what happens when a heart valve doesn't work correctly? Some blood may move in the wrong direction. This means that blood with oxygen can mix with blood without oxygen. This makes for a very inefficient delivery system. Imagine if the mailman went out to deliver the mail, but only took some of it with him. Some people will not get their mail! When our blood doesn't carry enough oxygen, some cells do not get the oxygen that they need. Cells that do not get the oxygen they need will die. When cells begin to die, organs such as our brain, our heart, or our kidneys cannot do their jobs. This can make a person feel so tired that it becomes hard to do even simple things.

When a valve in a vein doesn't work correctly, medication or surgery can fix it. A heart valve can be replaced during open heart surgery with a man-made mechanical valve, one from a pig, or one from a cadaver. This kind of surgery is serious and requires an experienced medical team and weeks of time to recover.

It is easy to take the beating of our hearts for granted, but we shouldn't. The heart is an amazing machine that we should take good care of. Exercise and eating a low-fat diet full of fruits, vegetables, and whole grains can help keep our heart healthy. And one more thing—the next time you walk through the automatic doors at a supermarket, let that remind you to think about your heart as you pick out what you will eat.



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: Responding to a crisis

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 two to three pages that answer your research question and include at least one text feature that helps to inform the audience. You will prepare and deliver a three- to five-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 presentation skills. Use **Think-Pair-Share** to ask:

What comes to mind when you hear that you have to speak in front of a group of people?

(Record student responses on the board.) Answers will vary. Summarize by polling how many students imagine a positive experience and how many imagine a negative experience.

2. Explain that the very best way to make presenting to a group fun and rewarding is to be prepared. Direct students to the Guide to Great Presentations in their student pages, and review each point.

Blackline master provided.

Step Up to Research

Guide to Great Presentations

When you give a presentation:

1. **Become an authority.**
 - Get excited about your topic and your research. Know your topic well. When you show enthusiasm, your audience will become enthused as well. The best way to show that you care about your topic is to know your topic and engage the audience. Be prepared.
2. **Rehearse.**
 - Practice the entire presentation. Repeat the hard parts until they are smooth.
 - Practice how you will engage the audience with your body language.
 - Make eye contact with members of the audience as if you were talking with them one to one.
 - Use your hands to gesture.
 - Before the presentation, practice pronouncing words that you don't usually use in conversation. Use an audio button on an online dictionary if you are unsure of the correct pronunciation.
 - If you need to read your presentation, know it well enough that you can look up at the audience every few seconds.
3. **Never apologize.**
 - Focus on your topic, not yourself. If you make a mistake, fix it as you move forward. If it is a little mistake, just keep going. The audience doesn't know your presentation like you do, and they want you to do well.
4. **Visualize success.**
 - Picture yourself speaking slowly in a loud, clear voice. Once you start, take a deep breath when you break between sections to avoid filler words such as *um* and *like*. It is OK to leave a second or two of silence; it allows the audience time to catch up with what you are saying. Many people speak too quickly or too slowly when they are addressing an audience. Aim to keep a natural, conversational pace.

To turn your research into an audience-pleasing presentation:

1. **Write an attention-grabbing introduction.**
 - Use a famous quote.
 - Ask a question.
 - Have the audience make a mind movie.
 - State an interesting fact.
 - Tell an interesting story.
2. **Connect your ideas.**
 - In the middle, give evidence to support each point.
3. **Leave enough time for a memorable ending.**
 - Summarize the important ideas and why they are important to the audience.
 - State a final surprising or interesting story or fact.
 - End with a bonus; tell one more important point.
 - Thank the audience.

3. Refer students to the evaluation form in their team folders, and review with students if necessary.
4. Use the sample presentation or show a video of a speech or presentation to the class (see optional media list in Teacher Background). Use **Think-Pair-Share** to have students evaluate it using the evaluation form and the information in the guide.
5. Use **Random Reporter** to share evaluations, and then award team celebration points.
6. Tell students that the best way to feel comfortable when speaking to a group is to practice. Explain that they will have time to practice with their teammates and that they may also practice in front of a mirror or in front of family or friends. Explain that being confident comes from knowing your topic well.
7. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.

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. Model using a graphic organizer or notecards to make notes as needed.
2. Ask students to write the research question in the center of the web or on the first notecard.

Optional video



Encourage partners to share relevant information.

Remind students of the Read and Respond homework assignment.

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

Guide to Great Presentations

When you give a presentation:

1. Become an authority.

- Get excited about your topic and your research. Know your topic well. When you show enthusiasm, your audience will become enthused as well. The best way to show that you care about your topic is to know your topic and engage the audience. Be prepared.

2. Rehearse.

- Practice the entire presentation. Repeat the hard parts until they are smooth.
- Practice how you will engage the audience with your body language.
- Make eye contact with members of the audience as if you were talking with them one to one.
- Use your hands to gesture.
- Before the presentation, practice pronouncing words that you don't usually use in conversation. Use an audio button on an online dictionary if you are unsure of the correct pronunciation.
- If you need to read your presentation, know it well enough that you can look up at the audience every few seconds.

3. Never apologize.

- Focus on your topic, not yourself. If you make a mistake, fix it as you move forward. If it is a little mistake, just keep going. The audience doesn't know your presentation like you do, and they want you to do well.

4. Visualize success.

- Picture yourself speaking slowly in a loud, clear voice. Once you start, take a deep breath when you break between sections to avoid filler words such as *um* and *like*. It is OK to leave a second or two of silence; it allows the audience time to catch up with what you are saying. Many people speak too quickly or too slowly when they are addressing an audience. Aim to keep a natural, conversational pace.

To turn your research into an audience-pleasing presentation:

1. Write an attention-grabbing introduction.

- Use a famous quote.
- Ask a question.
- Have the audience make a mind movie.
- State an interesting fact.
- Tell an interesting story.

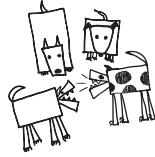
2. Connect your ideas.

- In the middle, give evidence to support each point.

3. Leave enough time for a memorable ending.

- Summarize the important ideas and why they are important to the audience.
- State a final surprising or interesting story or fact.
- End with a bonus; tell one more important point.
- Thank the audience.

Lesson 2



Teamwork

Keep Digging: Search and Process (50 minutes)

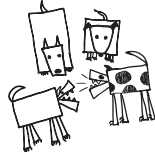
1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Have students continue to use the research materials 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 pages (or other 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	
Name: _____ 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.	
Topic	
Organization	
Style	
Mechanics	
Make a suggestion for improvement and a reason for your suggestion.	
Research Skills: (Note one or two strengths)	
Asks 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	
<small>© 2013 Success for All Foundation</small>	



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 7 Use Questioning

English Language Arts Standards » Reading: Informational Text

Key Ideas and Details

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.6.6; RH.6-8.1

Craft and Structure

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

English Language Arts Standards: Writing in History/Social Studies/Science

Text Types and Purposes

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

English Language Arts Standards: Writing

Research to Build and Present Knowledge

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. 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.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

English Language Arts Standards: Speaking and Listening

Presentation of Knowledge and Ideas

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Media Acknowledgements

We wish to acknowledge the following organizations and individuals for allowing their background videos to be included in the Reading Edge:

Twin Cities Public Television (DragonflyTV)

National Science Foundation (Science Nation online magazine)

The National Park Service

The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)

National Oceanic and Atmospheric Administration, National Ocean Service
(Ocean Today video series)

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

National Aeronautics and Space Administration and the California Institute
of Technology

We would also like to thank Robert Lippencott and Alicia Levi at PBS LearningMedia for their advice and assistance with this project.