



Informational

Analyze Events

**Invasion: The Story of D-Day
Research**

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

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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Analyze Events

Invasion: The Story of D-Day

The Lightning Round

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

Strategy Use

The Random Reporter:

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

Word Power

The Random Reporter:

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

Summary

The Random Reporter:

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

Team Talk (oral and written)

The Random Reporter:

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

Fluency

The Random Reporter:

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

Graphic Organizer/Notes

The Random Reporter:

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

Unit Objectives

Reading: Analyze and draw conclusions about historical events and the author's viewpoint.

Writing: Use words and phrases that help the reader understand how the events are related.

Unit Overview

The focus of this unit is on drawing conclusions about historical events and the author's viewpoint. Since this book is a primary source, there are multiple examples of his viewpoint throughout. There is a great deal of action occurring in this book, so students will be able to draw conclusions about a lot of events that occurred on D-Day.

The writing objective is to use words and phrases that help the reader understand how the events are related. A tremendous amount of information is covered in this book, so students will need to use words and phrases like *as a result*, *because of*, *finally*, and *had an effect* in their writing to help the reader make connections between the events. The writing objective will be practiced in the writing project in both cycles.

Teacher's Note:

Due to the length of the text, the last five chapters will not be read.

Unit Topic/Content

On June 6, 1944, the greatest amphibious invasion in history took place. It involved thousands of ships, years of planning and preparation, and a million heroic soldiers, sailors, and airmen willing to sacrifice their lives for freedom. This marked the beginning of the end of WWII and the struggle to end Hitler's quest for world domination. Over the next 335 days, events moved forward as a result of this invasion that ended with the German surrender.

Author and journalist Bruce Bliven, Jr., who was there that day on the beaches of France, uses primary and secondary source documents in his book, *Invasion: The Story of D-Day*, to share the stories of the courageous men who risked everything. He discusses the strategy, the plans developed by the American and British military leaders, and many of the details of the daring landing. He shares moving stories of individual bravery shown by the men who waded ashore, climbed cliffs under fire, and kept going against all odds.

As students read this book, have them take notes and use timelines or other graphic organizers to help them keep track of what happened and why and to make connections between actions, decisions, and outcomes. This will help them cite evidence as they respond to questions about the text and help them compare the primary and secondary sources that are used in this retelling of historical events.

Challenges of Reading Primary Sources

Secondary sources, such as textbooks, encyclopedias, and history books, attempt to organize events and interpret them for the reader after those events have happened. A primary source is a firsthand record of an event when it happened, for example, an eyewitness account. When students read a primary source, they see through the eyes of the people who were actually there and share the experience. They have the opportunity to build their knowledge of historical context and draw their own conclusions about events of the past.

Reading primary sources is demanding and requires careful reading. When reading primary sources from previous centuries, understanding the writer's purpose and main points can be a challenge. The writer's word choice, style, and sentence structure reflect his or her time period. A reader will probably encounter unusual sentence structures and unfamiliar expressions, idioms, and references. These are factors that make the text complex. The 2006 report "Reading Between the Lines: What the ACT Reveals about College Readiness" states, "the clearest differentiator in reading between students who are college ready and students who are not is the ability to comprehend *complex* texts."

In this unit, students will practice strategies to improve their comprehension and build their stamina in tackling complex text.

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

Invasion: The Story of D-Day

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–13	(Embedded) Background video: "WWII and D-Day"
Lesson 2	pages 14–26	
Lesson 3	pages 27–37	(Embedded) Background video: "Invasion: D-Day, Part 1" (Embedded) "Fluency"
Lesson 4	pages 38–54	(Embedded) Background video: "Invasion: D-Day, Part 2"
Lesson 5	writing in response to reading	
Lesson 6	pages 55–61	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Invasion: The Story of D-Day

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 62–74	
Lesson 2	pages 75–87	
Lesson 3	pages 88–97	
Lesson 4	pages 98–104	
Lesson 5	writing in response to reading	
Lesson 6	pages 105–111	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Analyze
Events

Lesson 1

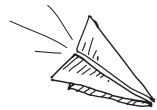
Reading Objective: Analyze and draw conclusions about historical events and the author's viewpoint.

Teacher Background

During this lesson, students will read the first chapter and half of the second chapter. The first chapter gives an overview of D-Day and describes some of the challenges that the troops faced during this historic day. The author also explains who the Allies were. This is important to emphasize because the term *Allies* is used throughout the book. The reading in the second chapter focuses on a description of the LCVs, which were the assault boats, and the different men who made up a typical boatload. The visual provided on page 13 will help students picture this formation.

The Big Question asks students if they have ever waited for something to happen that they knew would change everything. This relates to how the Allies felt about D-Day—they did a lot of planning for the attack and knew that the results would have a tremendous impact on the outcome of the war. This will get students thinking about their own lives and allow them to make connections to how the soldiers felt as they read further.

A timeline is provided in Interactive Read Aloud to give students some context for the events leading up to D-Day.

**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: Have you ever waited for something to happen that you knew would change everything?

Set the Stage

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

Have you ever waited for something to happen that you knew would change everything?

(Answers will vary.) Yes, when I was in elementary school, my mom had my little sister. I was an only child until then, and I knew that things would change, but I didn't know if it would be a good or bad change. I thought it would be a bad change because I loved being an only child. But now, I love having a little sister and teaching her things, so it was a good change.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

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.

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

When you were waiting for something to happen and thought it would change everything, did you think of many possible outcomes or just one?

(Answers will vary.) I thought of just one outcome. I expected things to happen a certain way, for example, that having a little sister would be a bad change. I didn't consider that maybe I would like having a little sister and this would be a good change.

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 *Invasion: The Story of D-Day*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

This text is informational. The table of contents, chapter titles, map, and pictures 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 a timeline would work. It looks like a lot will be happening in this book, so a timeline is a way to keep track of everything and see how one event leads to another.

T: D-Day. The book is called *Invasion: The Story of D-Day*, and I saw D-Day many times when I flipped through the book.

I: To inform readers about D-Day

G: A timeline

Show the video.



8. Tell students that you will show them a video about WWII.

Some of you may know about WWII, and others may not be as familiar. To make sure that we all have some background knowledge before we start our reading on D-Day, let me show you a brief video about WWII.

9. Show the video “WWII and D-Day.”

10. After showing the video, use **Think-Pair-Share** to ask:

In WWII, what countries made up the Allied nations?

England, France, Canada, Australia, New Zealand, Russia, China, and the United States.

What countries made up the Axis nations?

Germany, Italy, and Japan.

Why was December 7, 1941 important?

Although the U.S. had stayed out of the war, Japan attacked the U.S. naval base at Pearl Harbor in Hawaii.

Interactive Read Aloud

1. This cycle our reading objective is to analyze and draw conclusions about historical events and the author’s viewpoint.

We will need to think about what the author tells us and why he shares that information. Remember, viewpoint means the way someone thinks or feels about something. We will also need to draw conclusions about historical events. The author might give us some information about an event, but not all the information about it. Therefore, we will have to draw conclusions from the historical context in the book.

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

Sample Think Aloud

I know that our objective is to draw conclusions about historical events and the author’s viewpoint. The author makes the statement that “...chances are that the world will never again see an amphibious assault on such a huge scale.” This seems like a bold statement. He explains that D-Day at the end of WWII was more intense than any other D-Day. I can draw a conclusion about historical events and the author’s viewpoint from his statement. D-Day was a major event, and the author thinks that an event like this could never happen again. The language that the author uses helped me draw a conclusion about D-Day and his viewpoint about D-Day.

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

How did I draw conclusions?

You drew conclusions by thinking about the language that the author uses to describe D-Day.

Refer students to pages 1–3 in the text.

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

Students: Actively listen.

Partner pairs identify how the skill was used.



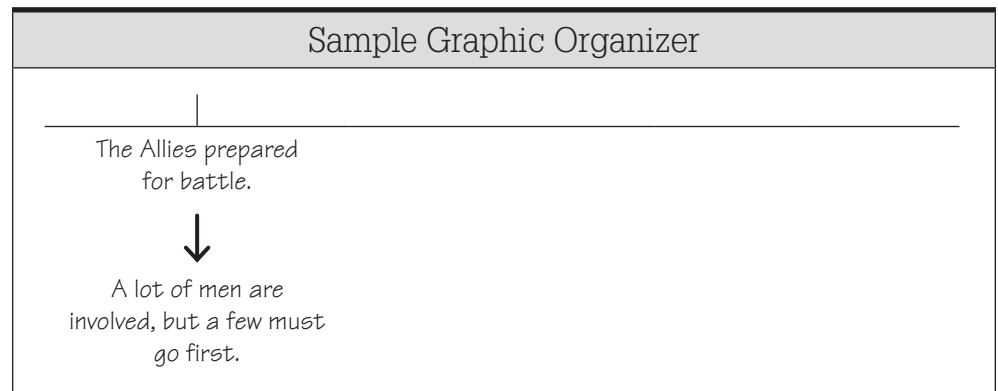
Teacher: Restate important ideas in the text, and add notes to the graphic organizer.

How did I figure out the author’s viewpoint?

You figured out his viewpoint by thinking about what he said about D-Day.

- 4. Model introducing the graphic organizer.

We know that this book is about D-Day, which took place on June 6, 1944. I’m using a new timeline for everything that takes place in the days leading up to D-Day and on D-Day itself. The historical event is that the Allies prepare for battle, so I’m going to list that on the timeline. Since we have to draw conclusions about the author’s viewpoint in addition to historical events, we should make notes about how the author feels about different events. We can do this by drawing an arrow from the event and making a note about what his viewpoint seems to be.



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

- 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 pages 2 (from paragraph 2) and 3. Use **Think-Pair-Share** to ask:

Did you find any statements or sentences that told you about the author’s viewpoint?

(Answers may vary.) Yes. On page 3, the last sentence says, “No matter how many men take part in a landing, some few must be the first ashore.” This seems different from the other sentences I just read because it doesn’t state a fact. It seems more like an opinion. Opinions and viewpoints are similar.

What conclusion can you draw about this battle?

Based on this sentence, it seems like even though a lot of men may take part in a battle, a few have to go first. That seems like a big job. It is probably hard to go first and get everything started.

Use **Random Reporter** to debrief.

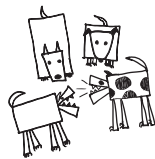
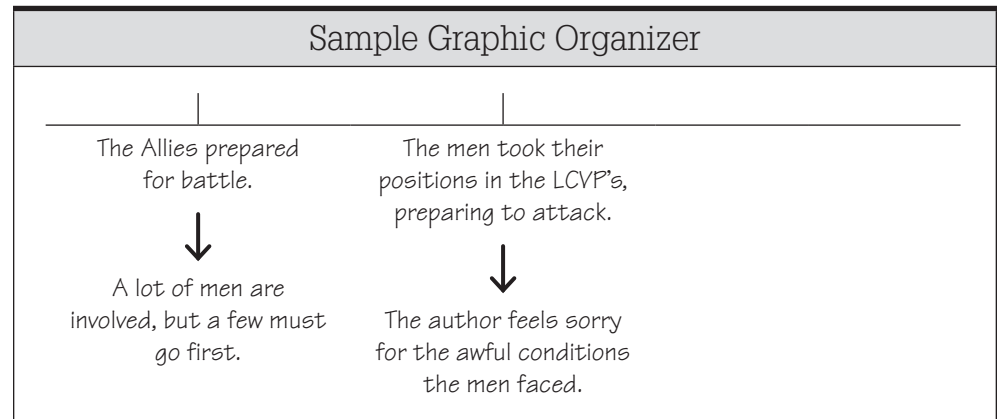


Partner pairs: Review, reread to clarify, and add to the graphic organizer.

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.



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 4–13 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions

1. Why is it so hard to be one of the first to land during an amphibious attack?

[DC, SA] (Team Talk rubric)

*100 = It is hard to be one of the first to land during an amphibious attack because they are first out of their boats and onto the open beach, so they are very exposed—there is nowhere to take cover. If they do not make **progress** right away, an alert enemy that has cover on higher ground will fire upon them. **Furthermore**, they can only be **supplied** with more ammunition and other supports after they land, as others come behind them. **These factors combined** make the job of leading an amphibious attack very difficult.*

90 = Because they are first out of their boats and onto the open beach, they can't take cover. If they do not do something right away, an alert enemy that has cover on higher ground will fire upon them. They can only get more ammunition after they land.

80 = Because they are first out of their boats and onto the open beach, they can't take cover.

2. How does the fact that the author was in Normandy affect your understanding in chapter 2? **(Write)** **[AP, DC, SA]** (Team Talk rubric)

*100 = At the beginning of the chapter, the author **describes** the different **emotions** of the men involved in the attack. He says that some men were comforted by the help they'd get from sailors and airmen. Other men were tense and anxious and ready to go through with the attack. Since Bliven was actually part of this event, he is able to **provide** a firsthand account of how people were feeling. **This firsthand description** helps me better understand how the men felt.*

90 = The author tells about the different feelings of the men involved in the attack. He says that some men were comforted by the help they'd get from sailors. Other men were tense and anxious. Since he was actually part of this event, he is able to give a firsthand report.

80 = He tells about the different feelings of the men. Since he was part of this, he can give a firsthand report.

continued

Team Talk Questions *continued*

3. Knowing the different roles that the men in a typical boatload played, which role do you think was the most difficult? Explain. **[DC, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *I think being on the demolitions team was the most difficult. The author says that what they did was very daring. They carried TNT and had to travel across the whole beach to plant the TNT. After the flamethrowers drenched the strongpoint with fire, the demolitions men had to plant the TNT where it would cause a lot of damage and jump out of the way so they didn't get hurt. The TNT could easily blow up pillboxes. Since the demolitions men were **risking** a lot, I think their role was most difficult.*

90 = *I think being on the demolitions team was the most difficult. The author says that what they did was very daring. They carried TNT and had to go across the whole beach. After the flamethrowers drenched the strongpoint with fire, the demolitions men had to set down the TNT where it would cause a lot of damage.*

80 = *The demolitions team was the most difficult. The author says that what they did was very daring.*

4. The author did not include a lot of text features. Why do you think he chose to include the visual on page 13? **[AP, DC, SA]** (Team Talk rubric)

100 = *I think the author chose to include the visual to help readers picture the information that he describes in the **previous** pages. He describes a typical boatload in the first part of the assault, but because there were so many people who **composed** the formation, it is hard to picture exactly how the formation looked. **Similarly**, it is hard to picture how an LCVP looked. The visual helps a reader understand how the boat and formation looked and make a mind movie.*

90 = *I think the author chose to include the visual to help readers picture the information that he describes in the other pages. He describes a typical boatload in the first part of the assault, but because there were so many people in the formation, it is hard to picture. It's hard to picture an LCVP.*

80 = *To help readers picture the information he describes.*

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 2

Reading Objective: Analyze and draw conclusions about historical events and the author’s viewpoint.

Teacher Background

Today students will read the second half of chapter 2 in addition to chapter 3. As they finish chapter 2, students will learn about H-Hour and all the action that was occurring along the coast at the start of the attack. In chapter 3, the author provides a historical context for what students are reading in this book. He describes WWII and how it started, who was involved, Hitler’s plans, and the importance of the Dieppe raid on D-Day plans.

Students will read a lot about the battleships involved in D-Day. You may want to share the following interesting facts about the battleship *Texas* during Set the Stage:

The USS *Texas* is notable for many reasons:

- First U.S. battleship to launch an aircraft
- First U.S. ship to control gunfire with range-keepers (like an early version of computers)
- First U.S. battleship to become a permanent museum ship
- First battleship declared a U.S. National Historical Landmark

Source: www.tpwd.state.tx.us/spdest/findadest/parks/battleship_texas/hist.phtml

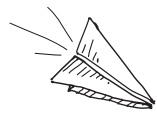
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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 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
amphibious (adjective) page 1	am- <i>phib-i-ous</i> (am-FIB-ee-uhs)	relating to a military operation at sea	The USS <i>Peleliu</i> is one of the most powerful <i>amphibious</i> ships and has a crew of 964 sailors.
network (noun) page 3	net-work (NET-wurk)	a system of related things	Where Shawn lives, there is a <i>network</i> of roads that are connected to make travel easy.
maneuver (noun) page 8	ma-neu-ver (muh-NOO-ver)	a practiced movement	Kari has a <i>maneuver</i> that she uses when squeezing through crowded hallways.
douse (verb) page 12	(dows)	to drench	Earl's street was slippery from all the water used to <i>douse</i> the fire at his neighbor's house.
pummeling (verb) page 17	pum-mel-ling (PUHM-uhl-ing)	pounding	The rain was <i>pummeling</i> the windows so loudly that Belinda could barely hear her father calling her.
propaganda (noun) page 23	prop-a-gan-da (prop-uh-GAN-duh)	communication that tries to influence people about a specific view	Rosie the Riveter was a character shown in <i>propaganda</i> during WWII to convince women to work outside the home.
fateful (adjective) page 43	fate-ful (FEYT-fuhl)	having very serious consequences	Mr. Johnson preferred not to talk about the <i>fateful</i> time he spent fighting in a war.
vital (adjective) page 57	vi-tal (VAHYT-l)	very important; necessary	"It is <i>vital</i> that you arrive on time because the bus is leaving at exactly 9:00 and will not wait," Mrs. Thompson told her class.

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.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 14 and 15 in the text.

Students identify or review the graphic organizer that they used to make notes.

Build background about the topic.

Review the skill as necessary.



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 14 and 15 (stopping at paragraph 2) in *Invasion: The Story of D-Day*.
5. Remind students to make notes about the important ideas on a graphic organizer as they read. Review the graphic organizer that students selected in the previous lesson.
6. Students will be reading a lot about battleships today. You may want to share the facts listed in the teacher background at this time to generate interest.

Interactive Read Aloud

1. Refer students to the reading objective.

Remember that our objective for reading this cycle is to analyze and draw conclusions about historical events and the author's viewpoint. We can identify the author's viewpoint by thinking about the information that he chooses to share and by thinking about the language that he uses to signal his opinions.

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

What are some important events that you added to your timeline in the previous lesson?

(Answers may vary.) The men took their positions in the LCVPs, preparing to attack.

It seemed important that the men were in the LCVPs, ready to attack. We should keep this in mind as we read today. The author might share his viewpoint about this event.

2. Read pages 14 and 15 (paragraph 1) aloud. A sample Think Aloud follows.

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

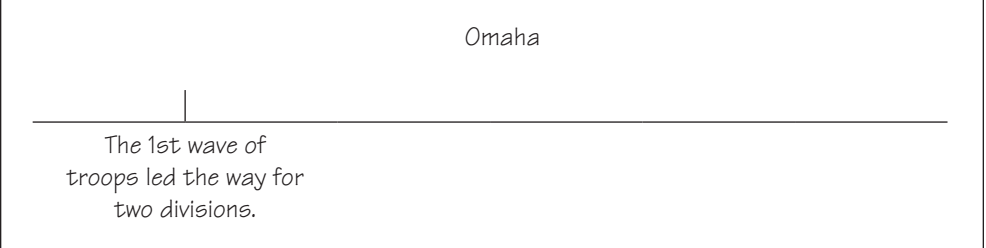
Students: Actively listen.

Sample Think Aloud

(Before reading.) As I read, keep in mind any sentences that tell you about historical events and the author’s viewpoint. (After reading.) I’m not sure that I learned more about the author’s viewpoint in what I just read. It seemed like the information was just facts about the start of D-Day. I did learn some important information about historical events, though. I learned that the first wave of troops was stationed at Omaha. According to the author, Omaha was the most important beach, and two divisions of men were assigned to it. It says that the men in these divisions were going to follow in the footsteps of the men in the first wave. Omaha wasn’t the only beach though; there was also Utah, Gold, Juno, and Sword. My timeline is great for keeping track of what happened on D-Day, but since there are five beaches, I think a timeline for each beach might be useful. I just learned a lot about Omaha, so I will start a timeline just for Omaha. I’ll continue to use the general timeline that I started in the last lesson too.

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

Sample Graphic Organizer



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

How did I use the skill when I read?

You used the skill by looking at the information that the author included and deciding whether he was sharing a possible opinion about something, or just facts. Since he was just sharing facts, it seemed like he was giving information about historical events.

Do you think this skill could be helpful in your other classes? Explain.

Yes. I could draw conclusions about historical events in social studies, and I could draw conclusions about the author’s viewpoint when I read any type of book, like in my free time.

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 15 (paragraph 5) and 16 (stopping at paragraph 2).

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



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

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

Did you find any examples of the author’s viewpoint in your reading?

Yes, it seemed like he felt that the situation was really difficult for the men. He explains that the boats were crowded, it was very cold, and many men were seasick. It seems like he feels sorry for the conditions that the men had to experience because he says these factors were “discouraging.”

Use **Random Reporter** to debrief.

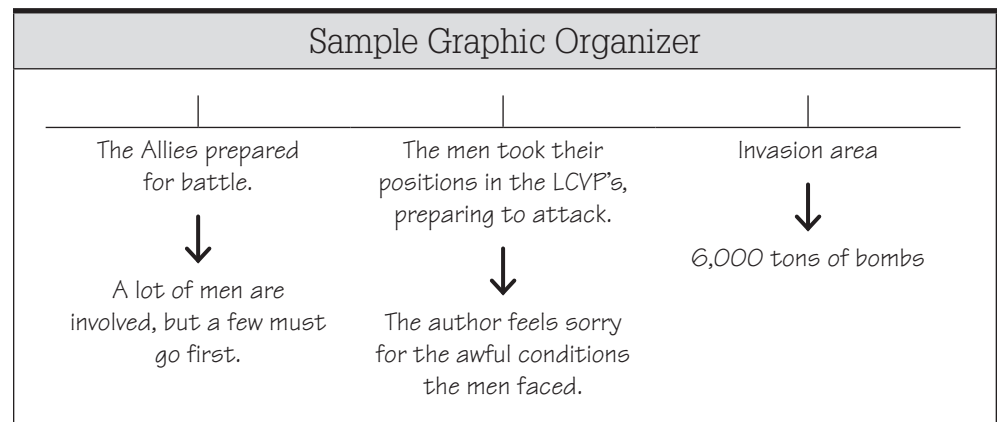
5. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

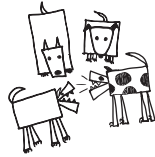
Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

What did you add to the timeline? Did you add these events to the timeline about Omaha or are the overall timeline about D-Day?

We added these events to the overall timeline about D-Day: The author felt the situation was difficult; The boats were crowded, it was cold, and many men were seasick; He feels sorry for the men; The invasion area was blasted with 6,000 tons of bombs.

A sample graphic organizer follows.





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 15 (paragraph 2)–26 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions
<p>1. Do you think it would have had an effect if all ships for D-Day had been the same type? Why or why not? [DC, SA] (Team Talk rubric)</p> <p><i>100 = Yes, I think it would have had an effect if all the ships had been the same type. The different types had different purposes. For instance, huge battleships like the USS Arkansas could throw their shells for many miles. On the other hand, rocket-launching boats were very small. The small boats fired explosive shells over the troops’ heads. Each rocket boat dropped 1,000 rockets. If only one kind of ship were used, the intensity of the attack would have been decreased. Different-sized ships had specific roles in the attack.</i></p> <p><i>90 = Yes, I think it would have had an effect if all the ships had been the same type. The different-sized ships had different purposes. Huge battleships could throw their shells for many miles. Rocket-launching boats were very small. The small boats fired explosive shells over the troops’ heads. If only one kind of ship were used, the intensity would have been less.</i></p> <p><i>80 = Yes. Different types had different purposes. If only one type were used, the attack would have been less intense.</i></p>

continued

Team Talk Questions *continued*

2. Why do you think the author said the ships' gunfire was "the most comforting noise"? **(Write) [AP, DC, SA]** (Team Talk rubric)

*100 = I think the author said the gunfire was "the most comforting noise" because it made the soldiers realize that they had a lot of power. The author says the shells sounded like freight cars that could blow up Normandy by themselves. I know that freight cars are extremely loud. The gunfire was comforting because they knew they had the power to **successfully** invade Germany the way they had planned. **Hearing the gunfire created a confident feeling among the soldiers.***

90 = I think the author said the gunfire was "the most comforting noise" because it made the soldiers realize that they had a lot of power. The author says the shells sounded like freight cars that could blow up Normandy by themselves. The gunfire was comforting because they knew they had the power to invade Germany.

80 = It made the soldiers realize that they had a lot of power.

3. As used in "...by declaring war on Russia, until then his ally," on page 23, *ally* most likely means— **[CV, SA]**
- A. enemy.
 - B. partner.
 - C. teacher.
 - D. rival.

Explain why the word *ally* is important to understanding this text. (Team Talk rubric)

*100 = Knowing the word ally is important because this text is about a war. In a war, there are two sides. There are people who work together against their **enemy**. If you do not know the word ally, then you will not understand who is working together and who is an enemy. **Understanding ally helps you understand the sides involved in WWII.***

90 = Knowing the word ally is important because this text is about a war. In a war, there are two sides. If you do not know the word ally, then you will not understand who is working together.

80 = This text is about a war. If you do not know this word, then you will not understand who is working together.

continued

Team Talk Questions *continued*

4. What was the Dieppe raid, and what were its results? What effect did the results have on D-Day? **[DC, SA]** (Team Talk rubric)

*100 = The Dieppe raid was a test raid done by the British and Canadians across the Channel. The target was Dieppe, a French port. The raid was not **successful**, and half the British and Canadian soldiers **involved** either died or were captured. However, the Allies learned that seaports were too strong for a successful attack, so they couldn't attack a well-protected port. Knowing this, the Allies decided to bring the port with them, and on D-Day they towed the parts of temporary ports with them from England and decided to attack the open beaches. The Dieppe raid affected the Allies' plan for D-Day.*

90 = The Dieppe raid was a test raid done by the British and Canadians across the Channel. The target was Dieppe. The raid didn't have good results. The Allies learned that seaports were too strong for a good attack, so they couldn't attack those ports. The Allies decided to bring the port with them on D-Day.

80 = It was a test raid. It didn't have good results. The Allies learned that seaports were too strong.

5. Which of the following is NOT vital to life? Explain. **[CV]**

- A. computers
- B. water
- C. food
- D. air

Computers are not vital to life because you could live without them, although life may not be as easy without them. Water, food, and air are all necessary for life. You couldn't live without these things.

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Analyze Events

Word	Pronunciation	Definition	Sample Sentence
amphibious (adjective) page 1	am- <i>phib</i> -i-ous (am-FIB-ee-uhs)	relating to a military operation at sea	The USS <i>Peleliu</i> is one of the most powerful <i>amphibious</i> ships and has a crew of 964 sailors.
network (noun) page 3	net-work (NET-wurk)	a system of related things	Where Shawn lives, there is a <i>network</i> of roads that are connected to make travel easy.
maneuver (noun) page 8	ma-neu-ver (muh-NOO-ver)	a practiced movement	Kari has a <i>maneuver</i> that she uses when squeezing through crowded hallways.
douse (verb) page 12	(dows)	to drench	Earl's street was slippery from all the water used to <i>douse</i> the fire at his neighbor's house.
pummeling (verb) page 17	pum-mel-ling (PUHM-uhl-ing)	pounding	The rain was <i>pummeling</i> the windows so loudly that Belinda could barely hear her father calling her.
propaganda (noun) page 23	prop-a-gan-da (prop-uh-GAN-duh)	communication that tries to influence people about a specific view	Rosie the Riveter was a character shown in <i>propaganda</i> during WWII to convince women to work outside the home.
fateful (adjective) page 43	fate-ful (FEYT-fuhl)	having very serious consequences	Mr. Johnson preferred not to talk about the <i>fateful</i> time he spent fighting in a war.
vital (adjective) page 57	vi-tal (VAHYT-l)	very important; necessary	"It is <i>vital</i> that you arrive on time because the bus is leaving at exactly 9:00 and will not wait," Mrs. Thompson told her class.

Lesson 3

Reading Objective: Analyze and draw conclusions about historical events and the author’s viewpoint.

Teacher Background

Today students will read chapter 4. This chapter describes the preparations for D-Day that were two years in the making. The author describes the success of the Allied navy right before D-Day: the mines in the English Channel being cleared. He also discusses in great detail the huge amount of supplies and equipment that the Allies had shipped to England. The last part of the chapter focuses on the special training of the men involved in D-Day. D-Day was an event that was rehearsed multiple times, and the author explains the results of these rehearsals.

During Set the Stage, you can share the following facts about General Dwight D. Eisenhower. This will give students some context about who he was.

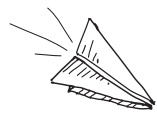
- Commander leading the Allied armies, navies, and air forces
- He sent a good luck message to all those who took part in Operation Overlord.
- President Roosevelt promoted him to commander because he believed Eisenhower was skilled at dealing with difficult personalities.
- Excellent athlete—played many sports in high school
- 34th president of the United States
- After WWII, he became president of Columbia University.

Sources:

www.history.army.mil/brochures/Ike/ike.htm

www.whitehouse.gov/about/presidents/dwightdeisenhower

Farrington, K. (2001). *Handbook of World War II: An Illustrated Chronicle of the Struggle for Victory*. New York: Anness Publishing Ltd.



Active Instruction tp

(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.

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.

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.

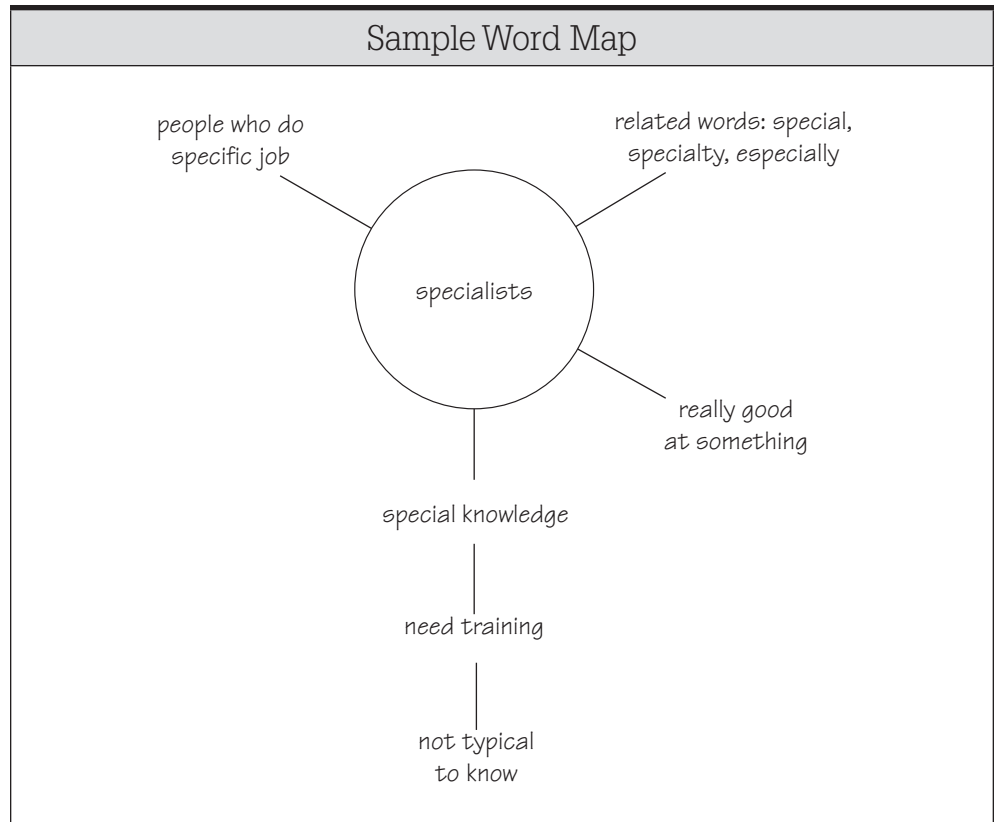
Sample Think Aloud

A word that I read in chapter 2 was *specialists*. I'm not totally sure what this means. It seemed like an important word because it said the infantrymen would get help from thousands of specialists—that's a lot of people! If there are thousands of specialists, I should make sure I know what this word means!

Before I check the dictionary, I'll see if I can figure out what it means by using context clues and by seeing if there are any other similar words.

In the sentence where it is used, it seems like soldiers, sailors, and airmen are listed as being specialists. Soldiers are trained to fight on the ground. Sailors are out at sea, and airmen are in planes in the sky. So, each of these groups has something different that they do. They are trained to do their specific jobs. So, specialists are people who do a job. Maybe they have special knowledge that not everyone has. It's not typical knowledge. You might need training to be a specialist.

This reminds me of the word *specialty*. My friend's specialty is spaghetti and meatballs. It's her specialty because she's really good at making this dish. Just like some people have a specialty, there are specialists who are really good at something. Now that I have some ideas about this word, I'll look it up. (Model looking up *specialists* in a dictionary.) OK, so specialists are people who focus on one subject. That's similar to what I thought. So different specialists were involved in D-Day—people who knew about fighting in the air, on the ground, and at sea. This makes sense.



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

Teams review their cycle goal.

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 27 and 28 in *Invasion: The Story of D-Day*.
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.

Post and present the reading objective.

Refer students to pages 27 and 28 in the text.

Students identify or review the graphic organizer that they used to make notes.



Build background about the topic.

6. Have students look at this section of the text for clues about how the information is organized. Use **Think-Pair-Share** to ask:

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

A timeline because we are keeping track of the events in the order that they occurred.

7. At this time, share the facts about General Eisenhower to provide students with some background about him.
8. Tell students that you will show another brief video that gives background about WWII preparations.

To get more background information about WWII, let's watch a video about where and when the attack took place.

Show the video.



9. Show the video "Invasion: D-Day, Part 1."

10. After showing the video, use **Think-Pair-Share** to ask:

Why was the invasion set for the first week of June 1944?

During this time of year, the weather was usually good. Also, there would be a full moon and that would give off light that bombers would need to lead the attack.

Describe the training that troops underwent to prepare for the attack.

Troops practiced swimming while carrying heavy backpacks. They piled into LCVPs. They practiced for months and used the beaches in England, which they pretended were the beaches in France.

Interactive Read Aloud

1. Read pages 27 and 28 (stopping at paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

In the section I just read, were you able to draw any conclusions about either the author's viewpoint or events, or both?

I drew conclusions about the author's viewpoint. The author talks about the men in the attack not realizing that they were leading the way for thousands of other men. The preparations took a great deal of time and were not simple at all. Because of how complicated the plans were, only a few people at headquarters really knew everything that was going on. I can draw a conclusion about an event. The preparations seemed like they were secret, since even the men fighting didn't know much.

Teacher:
Read aloud.

Students: Practice the skill or strategy.



I can add this at the beginning of my timeline, since the preparations took place before the men even set out to put forth their plan.

Add “Secret preparations were organized” before the first event listed on your timeline.

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

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 paragraphs 1 and 2 on page 28. Use **Think-Pair-Share** to ask:

What do you think the author’s feelings are about the assault troops? How did you identify his feelings?

I think the author feels that the assault troops were about to enter into a huge attack without knowing much. He talks a lot about the fact that they hadn’t heard anything about the actions they were seeing. It seems like he thinks it’s hard to go into battle not knowing very much.

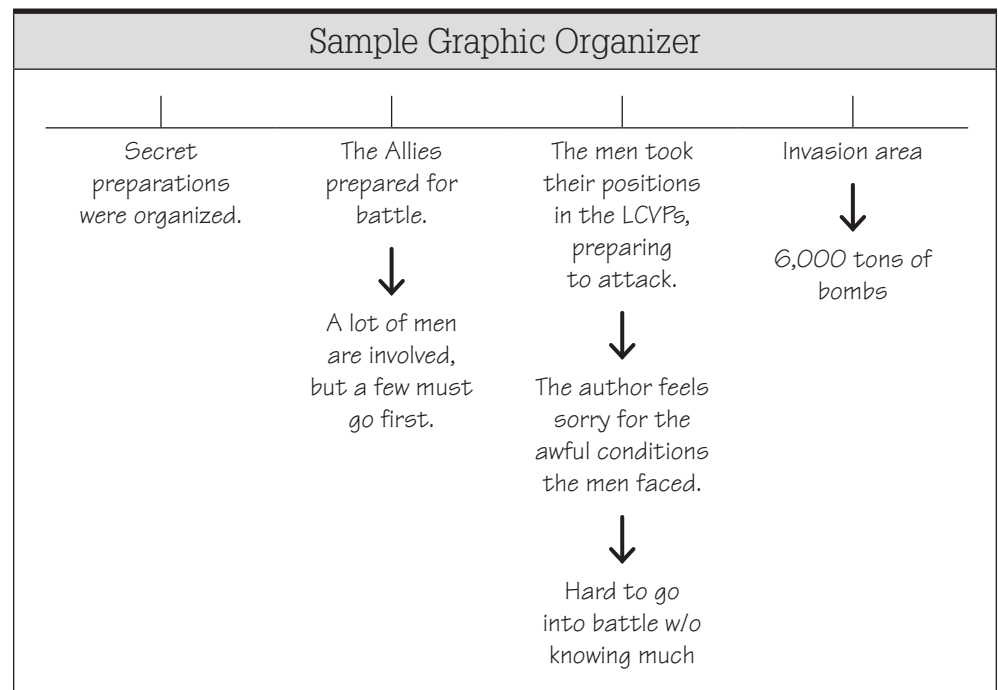
Use **Random Reporter** to debrief.

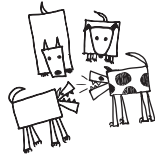
3. Ask partners to reread this section of text, check their understanding with each other, and add notes to their graphic organizers.

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



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





Teamwork tp

(20 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 28–37 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions
<p>1. In the sentence, “...the assault would have been foolhardy” on page 30, <i>foolhardy</i> most nearly means— [CV, SA]</p> <ul style="list-style-type: none"> A. intelligent. B. exciting. C. <i>foolish</i>. D. funny. <p>Explain what <i>foolhardy</i> helps you understand. (Team Talk rubric)</p> <p>100 = <i>Foolhardy helps me understand how important the earlier victory was. If that victory had not occurred, it would have been foolish for them to plan this assault. The plans involved a huge number of men and a ton of equipment. If they had not been successful earlier, it would not have made sense to plan such a powerful assault.</i></p> <p>90 = <i>Foolhardy helps me understand how important the earlier victory was. If that victory had not happened, it would have been foolish for them to plan this assault. The plans needed a huge number of men.</i></p> <p>80 = <i>It helps me understand how important the earlier victory was.</i></p>

continued

Team Talk Questions *continued*

2. Why do you think the author tells you about the bread? **[AP, DC, SA]** (Team Talk rubric)

100 = *The author tells me about the bread because it shows that the assault troops were **unaware** of the importance of what the mine sweepers did. **Despite** the fact that the small boats had cleared paths through floating mines, making it safe for the Allied fleet to cross, the assault troops didn't think too much about this. They were busy arguing about navy food being better than army food. The soldiers were jealous of the navy's white bread since they had to eat English bread, which they did not like. **The bread argument** shows that the soldiers were unaware of the importance of the paths being cleared.*

90 = *The author tells me about the bread because it shows that the assault troops didn't know that what the mine sweepers did was important. The small boats had cleared paths through floating mines, but the assault troops didn't think too much about this. They were busy arguing about navy food being better than army food. The soldiers were jealous of the navy's white bread.*

80 = *It shows that the assault troops didn't know that what the mine sweepers did was important.*

3. On page 32, the author writes, "We had shipped in..." Who is "we"? What is the author assuming? **(Write) [AP, DC, SA]** (Team Talk rubric)

100 = *"We" is the Allied forces. The author is assuming that a reader knows that he was part of the Allies. He **describes** the railroad cars and steam engines that were shipped into England so the soldiers and supplies could **travel** around that country. I know that the Americans were part of the Allies, and they were setting up in England. **The author using the word we shows what side he was on.***

90 = *"We" is the Allied forces. The author is assuming that a reader knows that he was part of the Allies. He talks about the railroad cars and steam engines that were shipped into England so the soldiers and supplies could move around that country. The Americans were part of the Allies.*

80 = *"We" is the Allied forces. He is assuming that a reader knows that he was part of the Allies.*

continued

Team Talk Questions *continued*

4. The author describes the Allies' preparations in great detail. Do you think that preparations like those could happen today without anyone noticing? Explain.

[DC, SA] (Team Talk rubric)

(Answers may vary.)

*100 = I don't think that preparations like those could happen today without anyone noticing. The Allies had to move and unload 200,000 tons of supplies in the first two weeks. The author says that England looked like an open-air warehouse because of the great amount of supplies. Today security is an important **priority worldwide**, and people would likely notice a large **amount** of supplies being unloaded. Since people view security differently today, I don't think preparations like those made by the Allies could happen today.*

90 = I don't think that preparations like those could happen today without anyone noticing. The Allies had to move and unload a lot of supplies. The author says that England looked like an open-air warehouse. Today security is important everywhere.

80 = No, because security is very important to people today.

5. After that _____ day when she had her car accident, Mrs. Robbins' life changed.

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

- A. vital
- B. pummeling
- C. amphibious
- D. fateful

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

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

Randomly select team representatives who will share:

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



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

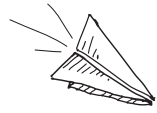
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Analyze and draw conclusions about historical events and the author’s viewpoint.

Teacher Background

Today students will read chapters 5 and 6. The focus in chapter 5 is on the weather and how it impacted the plans for the attack. This was a difficult decision because bad weather negatively affected the plans set forth; however, postponing could also have a negative effect. Ultimately, though, General Eisenhower decided to go ahead with the plans despite the bad weather. In chapter 6, the author describes the night drops that took place after the troops got the go-ahead. He also explains how the cloudy conditions affected the planes carrying paratroopers. There was a tremendous amount of confusion among the men and everything became very jumbled once they landed, not at all what they had planned.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Refer students to pages 38–43 in the text.

Students identify or review the graphic organizer that they used to make notes.

Build background about the topic.

Show the video.



Teacher: Read aloud.

Students: Practice the skill or strategy.



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



- Refer students to today's reading, pages 38–43 in *Invasion: The Story of D-Day*.
- 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.

- Tell students that they will watch a video about the beginning of the attack.

Yesterday we watched a video and read about the preparations for D-Day. Today we will read about the beginning of the attack. We will watch a brief video to give us some background and even hear what Eisenhower had to say.

- Show the video “Invasion: D-Day, Part 2.”

- Debrief the video, and use **Think-Pair-Share** to ask:

How did the storm affect the troops' plans?

The storm created high winds and rough seas, so it was impossible to leave. The attack was delayed.

How did the Germans react to getting caught off-guard?

They quickly took action. They fired at the Allied troops, and many men were killed.

Interactive Read Aloud

- Read pages 38–43 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

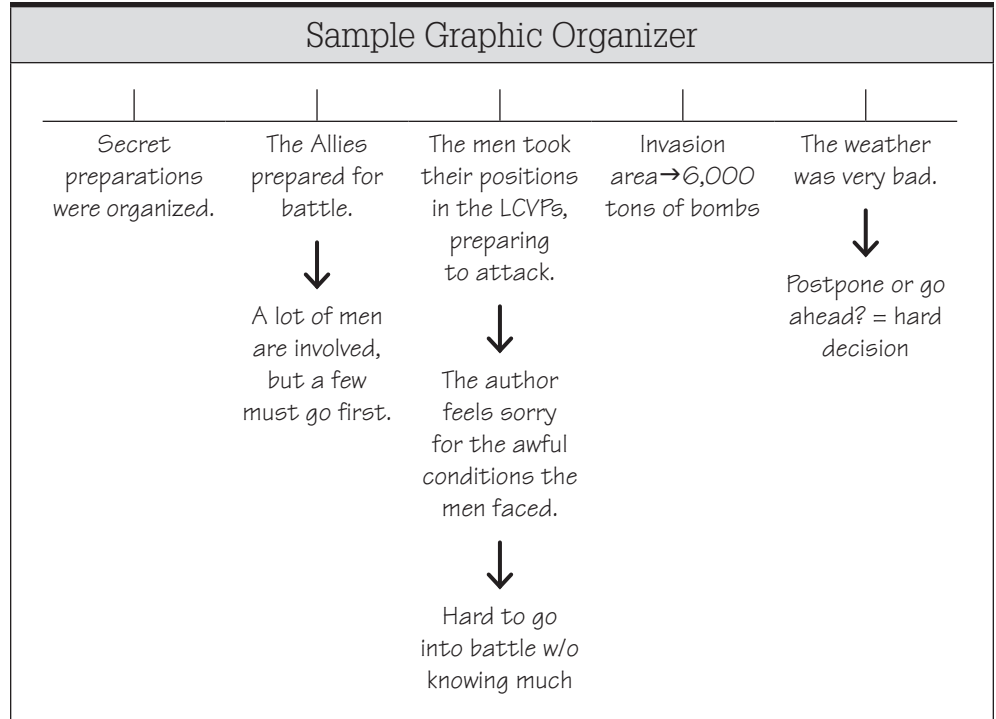
Based on what I just read, were you able to draw conclusions about the author's viewpoint or historical events? Or did you draw conclusions about both?

I drew conclusions about both. The author explains that the troops were all ready to go but the weather was extremely bad. The weather being bad seems pretty important because everything had been planned out, and bad weather can cause a lot of problems. The author says that the men had to make a very hard decision about whether to move forward or postpone the attack. He thinks the weather caused this very difficult decision.

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

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

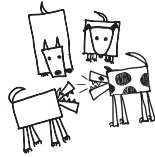
A sample graphic organizer follows.



3. Refer to the reread and review step of the TIGRRS process. Reread pages 39 (paragraph 6) and 40 aloud. Model this step with the text. A sample Think Aloud follows.

Teacher: Reread to clarify, and review notes.

Sample Think Aloud
<p>I think I will reread that last paragraph on page 39. The author has made this major statement about how delaying versus moving forward is the hardest decision. If I reread, I might understand more clearly why he is saying this. (Reread.) Wow, that was a lot of information. Let's see. Bad weather could ruin the plans. But if the troops postponed the attack, they put themselves in danger and made themselves easy targets because there were so many of them. The author also says that the men really felt ready for the attack. If they postponed, it might be hard to get into that mindset a second time. I can see why he said this decision was "one of the hardest decisions a man has ever had to make." There were pros and cons of each choice.</p> <p>Rereading this paragraph helped me better understand the author's bold statement. He supports his viewpoint with facts about what was occurring. I wonder if there's anything I can add to my timeline. I wrote that it was a hard decision to make, but that's really vague. I'll add an arrow from that idea and write "pros and cons of each." (Write "pros and cons of each" in the bubble under the fifth event box.) Now that idea is clearer.</p> <p>Now that I'm thinking about the author's statement, I wonder what will happen. Will the men call off their plans temporarily, or will they move forward?</p>



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sf
pages 44–54 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. sf
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

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

(Answers may vary.)

100 = I chose to reread pages 18 (starting at paragraph 1) through 20. This section explained that such a huge attack had never happened before, but that the assault troops believed the attack would be successful. I reread this section because it gave me some background about how the troops felt before the attack. By rereading, I realized that although you can plan a lot, something unexpected can happen. In this case, it was the weather. The last sentence in this section shows a major contrast between what actually happened and what the troops expected to happen.

90 = I chose to reread pages 18 (starting at paragraph 1) through 20. This section explained that such a huge attack had never happened before, but that the assault troops thought the attack would work. I reread this section because it gave me some background about how the troops felt before the attack. By rereading, I saw that although you can plan a lot, something that you didn't plan can happen.

80 = I reread pages 18–20. It told me how the troops felt before the attack. By rereading, I saw that something you didn't plan can happen.

2. Write a summary of the section of text that you reread. **(Write) [MI]**
(summary rubric)

(Answers will vary.)

100 = The size of the attack was unlike any that had ever occurred before. Troops planned to use a huge amount of bombs and shells against the Atlantic Wall. The troops believed that the Germans would be killed as a result. The troops felt confident due to the sound of gunfire and talked about how the Atlantic Wall must have been destroyed. Once the boats came closer to the shore, they discovered that the Germans had actually survived the attack, much to their surprise.

90 = The size of the attack was unlike any that had ever happened before. Troops planned to use a huge amount of bombs and shells against the Atlantic Wall. The troops believed that the Germans would be killed. The troops felt confident due to the sound of gunfire. Once the boats came closer to the shore, they found that the Germans had not been killed.

80 = The size of the attack was not like any other attack. Troops planned to use a lot of bombs. They thought that the Germans would be killed. When they got near the shore, they found that the Germans had not been killed.

continued

Team Talk Questions *continued*

3. Explain the importance of causeways. **[DC, SA]** (Team Talk rubric)
- 100 = *Causeways were important because they were the routes that the invasion would follow on their way inland. The troops needed to control causeways that led from the beach. **Similar to** the exits from the beaches, the causeways needed to be taken over. If the causeways were not taken over, the troops would not have had routes to follow once they made it to land. Causeways were an **extremely important part of the invasion since they led to land.***
- 90 = *Causeways were important because they were the routes that the invasion would follow on their way to land. The troops needed to control causeways that led from the beach. The causeways needed to be taken over. If they were not taken over, the troops would not have had routes to follow.*
- 80 = *They were the routes that the invasion would follow on their way to land.*
4. How did the author feel about the night drop behind Sword Beach? How did you determine this? **(Write) [AP, DC, SA]** (Team Talk rubric)
- 100 = *The author felt that the night drop was a disaster. Men came down much further away than they were **supposed** to. A lot of weapons were lost because they fell into fields controlled by Germans. Soldiers **regrouped** themselves on the ground **instead of** fighting in their regular units. There was a lot of confusion. The author uses words and phrases to show his feelings about the night drop. **For example**, he says, “without the faintest idea” and “never again dropped parachute troops at night.” These words and phrases express the **terrible results** of the night drop. **The language that the author uses helped me determine how he felt about the night drop.***
- 90 = *The author felt that the night drop was a disaster. Men came down much further away than they should have. A lot of weapons were lost because they fell into fields. Soldiers made groups on the ground and didn’t fight in their regular units. The author uses words and phrases to show his feelings about the night drop. He says, “without the faintest idea.”*
- 80 = *He felt that the night drop was a disaster. He uses words and phrases to show his feelings.*
5. What is a synonym for *network*? What is an antonym for *network*? (Remember, an antonym is a word meaning the opposite.) **[CV]**
(Accept reasonable responses.) A synonym is system. An antonym is division.

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

- 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 words and phrases that help the reader understand how the events are related.

Teacher Background

The writing project for this cycle asks students why the author included a German's account of D-Day. The writing objective is to use words and phrases that help the reader understand how the events are related. Some examples of these words and phrases are “due to,” “because of,” “as a result,” “consequently,” “next,” and “finally.” Remind students that these are also examples of academic language, or the types of words that they use in their Team Talk answers to earn 100 points.

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

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

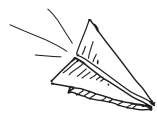
Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.



Active Instruction tp

(10 minutes)

Partner Vocabulary Study

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

Vocabulary

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

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.

4. **This cycle we have talked a lot about the author's viewpoint as part of our reading objective. Since he was actually in Normandy on D-Day, we know that we are reading a primary source. The prompt requires you to consider a primary source that the author used within his book. In your response, it will be important to use words that show how events are related because so much happened on D-Day that you do not want a reader to get confused as he or she reads your response.**
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt
On pages 51 and 52, the author includes an account written by a German private on D-Day. Why do you think he included this, and what do you learn from this account?

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

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

The prompt is asking me to explain ideas on a topic. The topic is the German private's account, and I have to explain why the author included this in his book and what can be learned from it.

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.

Model using words and phrases that show how events are related.

Blackline master provided.



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

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

Which guideline relates to our writing objective: use words and phrases that help the reader understand how the events are related?

The style guideline to “use words and phrases to help a reader understand how the facts or events are related” relates to our writing objective.

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

Model a Skill

1. **I will show you part of my response. I’m not sure if I’ve done a good job of using words and phrases to show how the events are related, so I need your help.**

Display and read the following sample.

I think the author includes the German private’s account because it shows how someone on the other side was feeling. The Germans didn’t think the invasion would happen. The weather was bad. It was windy. There were clouds. The Germans saw planes. This was surprising.

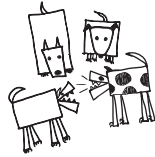
2. Use **Think-Pair-Share** to ask:

Did I use words and phrases to show how the events are related?

No, you just stated the different things that happened, but it wasn’t clear how they were connected.

How could I use words and phrases to show connections between events?

(Answers may vary.) You could combine your second and third sentences by using because. You could say, “The Germans didn’t think the invasion would happen because the weather was bad.” Using because shows why the Germans didn’t think the invasion would happen. You could also combine some of the ideas in the last four sentences. You could say, “As a result of the wind and clouds, it was surprising when the Germans saw planes.” This shows how the weather conditions are the reason that the Germans were surprised to see the planes. The phrase “as a result” shows that what the Germans thought would happen was a result of the bad weather.



Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

Independent Work

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

Team Discussion

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



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—use words and phrases that help the reader understand how the events are related.

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 use words and phrases to show how events are related?**

- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Did you find it easy or difficult to include words and phrases that show how events are related? Do you think the words that you chose will help a reader make connections?

Answers will vary.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Writing Prompt

On pages 51 and 52, the author includes an account written by a German private on D-Day. Why do you think he included this, and what do you learn from this account?

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.

I think the author includes the German private's account because it shows how someone on the other side was feeling. The Germans didn't think the invasion would happen. The weather was bad. It was windy. There were clouds. The Germans saw planes. This was surprising.

Lesson 6

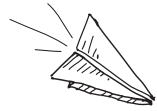
Reading Objective: Analyze and draw conclusions about historical events and the author’s viewpoint.

Writing Objective: Use words and phrases that help the reader understand how the events are related.

Teacher Background

Today’s cycle test challenges students to continue drawing conclusions about historical events and the author’s viewpoint.

The assessment reading is chapter 7, and its focus is on the bad weather and how it affected the attack. The Germans did not think that the real invasion was happening yet and would come later. Due to the bad weather, the Allied troops couldn’t see their targets, the waves were too high for their amphibious tanks, and the water was extremely rough. These were not the conditions the men had prepared for, and the men nearing Omaha had no idea that they would not have air or tank support.



Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing drawing conclusions about historical events and the author's viewpoint and using words to help a reader understand how events are related.

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

What are some historical events that you've identified this cycle?

Preparations for D-Day were secret, and the men participating did not know much about what was happening. The weather was bad, and the men had to decide whether to move forward or postpone the attack. Eisenhower made the decision to move forward. The night drop was a disaster.

How did you identify the author's viewpoint? What is his viewpoint?

I looked at the language he used to figure out if he was stating his opinion or facts. Certain words and phrases helped me identify that he felt sorry that the men entered the attack under bad conditions, and didn't have a lot of information.

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

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

How did the TIGRRS process help you better understand the text?

(Answers may vary.) The TIGRRS process helped me identify the topic of the book and why the author wrote about this topic—what he wanted me to learn from reading. Using the timeline helped me keep track of what happened not only during D-Day but in the years, months, and days leading up to this huge event. Rereading helped me clarify some text. When I reread, I made more connections about the action on D-Day.

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, #4, and #5 ask about drawing conclusions about the author's viewpoint on historical events.
4. Ask students to identify key words or phrases in question #5.

5. Why do you think the author thought it was a good thing that the men about to land on Omaha Beach did not know that their air and tank support was disrupted by the weather? Do you agree with him? Support your answer with evidence from the text. **[DC, AP, SA]**

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

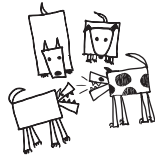
Today you will read more about how the weather affected the attack.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

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.

What is an example of author's viewpoint that you have identified from your reading?

(Answers may vary.) An example of author's viewpoint is that it was good that the men about to land on Omaha Beach didn't know about the lack of support because it would have distracted them from the task at hand.

Can you connect this lack of knowledge with your reading earlier in the cycle?

Yes, I can connect it to the fact that the men didn't know much about the preparations for D-Day. The preparations were secret. It seems like the men had a huge job but did not know much when they were carrying out their task.

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

Analyze Events

Directions: Read *Invasion: The Story of D-Day*, pages 55–61. 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 connections between the text that you read today and 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 weather during the attack. The chapter title is “Bad Weather,” and I see words like choppy, wind, blowing, and storm.

What is the author’s intent?

5 points = The author’s intent is to explain how weather affected the attack.

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 = Weather affected the attack on D-Day. The Germans canceled their air and sea patrols because they didn’t think the Allies would carry out their plans until the weather improved. However, the Allies went ahead with their plans. Members of the U.S. Air Force couldn’t see their targets due to the bad weather. Therefore, they released their bombs differently. Instead of hitting the Germans, they bombed cow pastures. Also, the wind was powerful and the water was rough, making it difficult for the troops to travel.

2. In what ways were the landing craft (LCVPs) critical to the D-Day mission? **[DC, MI, SA]**

*20 points = The LCVPs were **designed** to get the units of men right onto the shore, or at least into very shallow water. The front of the boat dropped down to make a ramp for the men to quickly unload onto the beach. They were large enough to carry a 32-man unit to the shore in one trip. Knowing that the entire, **powerful** unit would land together **reassured** the men who were landing early in the attack.*

15 points = The LCVPs were made to get the units of men right onto the shore, or at least into very shallow water. The front of the boat dropped down to make a ramp for the men to quickly unload onto the beach.

10 points = The LCVPs were made to get the units of men right onto the shore.

3. On page 55, the author writes that “They thought, in short, that the paratroopers’ lead-off jab was only a feint.” In this sentence, *feint* most nearly means— **[CV, SA]**
- A. truth.
 - B. job.
 - C. *trick*.
 - D. plan.

Explain what *feint* helps you understand.

20 points = Feint helps me understand that the Germans did not believe the air attack was the actual invasion. They thought that the actual invasion would **occur** farther north, at the French side of the English Channel. Since they thought the actual invasion would occur in another area, this shows me that they did not think the air attack was the real thing—they thought it was a trick. Feint helps me understand the Germans’ reaction to the air attack.

15 points = Feint helps me understand that the Germans did not think the air attack was the actual invasion. They thought that the actual invasion would happen farther north. They did not think the air attack was the real thing.

10 points = It helps me understand that the Germans did not think the air attack was the real thing.

4. Why did the Germans hesitate to stop the invading forces while they were still in the water? **[DC, SA]**

20 points = The Germans hesitated for **several** reasons. **First**, the German leaders thought that the early paratrooper and glider landings were a trick meant to distract them from the actual invasion. **Next**, General Rommel, who was in charge of stopping the invasion, had **traveled** from his post back to Germany to meet with Hitler and then visit his wife on her birthday. This distracted him from his duties. **Finally**, the weather was so bad that the German commanders did not **believe** the Allies would carry out their attack. This **combination** of reasons is why Germans hesitated to stop the invading forces.

15 points = The Germans hesitated for a lot of reasons. The German leaders thought that the early paratrooper and glider landings were a trick. General Rommel went back to Germany to meet with Hitler. The weather was so bad that the German commanders did not think the Allies would carry out their attack.

10 points = They hesitated for a lot of reasons, such as the early glider landings, General Rommel going back to Germany, and the bad weather.

5. Why do you think the author thought it was a good thing that the men about to land on Omaha Beach did not know that their air and tank support was disrupted by the weather? Do you agree with him? Support your answer with evidence from the text. **[AP, DC, SA]**

20 points = *I think the author thought it was good that the men didn't know about their air and tank support being disrupted because if they had, they may have been even more nervous and, as a result, **distracted** from their task. **Since** they had an important task as part of the first wave, it was important that they **concentrated** on this task **rather than** being nervous. Everyone was counting on the men at Omaha. I agree with the author's opinion because if the men had known, they would have just been more nervous and unable to focus. Based on my **knowledge** of Omaha Beach, I agree with the author's feelings about the men not knowing.*

15 points = *I think the author thought it was good that the men didn't know about their air and tank support being disrupted because if they had, they may have been even more nervous and not able to focus. They had an important task, and it was important that they focus on it. Everyone was counting on the men at Omaha. I agree with the author's opinion because if the men had known, they would have just been more nervous.*

10 points = *If they had known, they may have been even more nervous. I agree with the author.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Why does the author discuss the weather in such detail? Do you think that the leaders were right to go ahead despite the bad weather?

I think the author discusses the weather in such detail because it shows how difficult the situation was and what a challenge the attack would be. Due to the weather, the Allies had to bomb by instrument and they ended up missing their targets. They also couldn't use their DD tanks because of the high waves. The weather had a huge impact on the plans that were made for the invasion. I think the author provides these details about the weather so readers understand that the attack was not going as planned and the men were facing a hard situation. I don't think the leaders were right to go ahead despite the bad weather. Since the leaders knew the conditions needed for certain parts of the invasion, such as the use of DD tanks, it didn't make sense to go ahead when the conditions were so bad. Also, it didn't seem to make sense to bomb by instrument, which wasn't accurate, because they had a specific target in mind. To hit their target, it probably would have been best to have an accurate instrument. Furthermore, the author writes, "The weather had taken the sting out of one vital part of the assault plan." If such an important part of the plan was ruined, it seems like the leaders should have postponed their plans a bit until the weather conditions were better.

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 words and phrases that help the reader understand how the events are related. 	0–15 pts.

Part III. Vocabulary (100 points)

1. The _____ attack involved a large number of boats.

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

- A. *amphibious*
- B. *fateful*
- C. *vital*
- D. *network*

2. What is a synonym for *fateful*? What is an antonym? **[CV]**

(Accept reasonable responses.) A synonym is awful, and an antonym is joyful.

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

Accept responses that show that students know the meaning of the word and can use it correctly. For example: Daniela's dad used a fire extinguisher to douse the flames when the grill caught fire.

4. Which of the following could NOT be a form of propaganda? **[CV]**

- A. posters
- B. radio
- C. television
- D. *furniture*

5. Write a meaningful sentence using the word *network*. **[CV]**

Accept responses that show that students know the meaning of the word and can use it correctly. For example: The Underground Railroad was a network of safe houses used by slaves escaping to freedom.

6. What is a synonym for *pummeling*? What is an antonym for *pummeling*? **[CV]**

(Accept reasonable responses.) A synonym for pummeling is striking. An antonym for pummeling is tapping.

7. Jack wanted to throw off the opposing team, so he practiced a _____ that would trick them.

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

- A. vital
 - B. fateful
 - C. amphibious
 - D. *maneuver*
8. Which of the following would be vital to earning a good test score? **[CV]**
- A. eating vegetables
 - B. using a blue pen
 - C. *studying hard*
 - D. having a notebook

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]**

A word that we explored was morale, used on page 40. Morale means the feelings that a group has. A sentence using morale is "The team's morale was low after losing most games during the season."

10. As used in the sentence, "...his men jabbered away, as they came in, with great enthusiasm," on page 20, *jabbered* most nearly means— **[CV]**
- A. sang.
 - B. *chattered.*
 - C. screamed.
 - D. danced.

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

Students will explain their thinking. For example, I used context clues. The next sentence uses the word talked, which means the same as chattered. The author also tells what one of the men said as he came in.

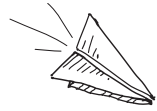
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Analyze and draw conclusions about historical events and the author's viewpoint.

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 during this cycle in class they have been drawing conclusions about events and the author's viewpoint. They have also been analyzing how individuals influenced events and how events affected individuals.

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.

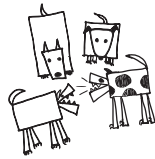
Two-Minute Edit



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 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.

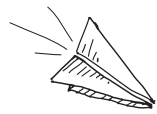
Lesson 8

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 the students' scores.

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.

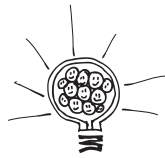


Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

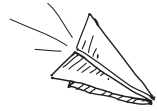
Analyze
Events

Lesson 1

Reading Objective: Analyze and draw conclusions about historical events and the author's viewpoint.

Teacher Background

Today students will read chapters 8 and 9. Chapter 8 talks about the fact that everyone was depending on the men in the first waves. The author emphasizes that at H-Hour, all that mattered was whether a fraction of these men could fight their way inland. According to the author, what these men needed most was courage. In chapter 9, there is a focus on the contrast between the lack of action on Utah and the great deal of action on Omaha, Gold, Juno, and Sword. Despite the fact that soldiers sought protection in a variety of ways, most were killed.

**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: Have you ever had a person (or people) depend on you, or did you have to depend on someone? How did that make you feel?

Set the Stage tp

1. The purpose of today's Big Question is to get students thinking about how it feels to depend on someone or to have someone depend on you. This relates to their reading this cycle because they will learn about a lot of men who demonstrated bravery and courage despite the difficult circumstances on D-Day. These men had a lot of people depending on them, which must have been daunting; however, it must have also been difficult for soldiers to have to rely so much on others.

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

Have you ever had a person (or people) depend on you, or did you have to depend on someone? How did that make you feel?

(Answers will vary.) Yes, I am the goalie for my hockey team, so my teammates depend on me to keep the goal safe. It makes me feel nervous during a game because I don't want the other team to score, so I have to guard the goal carefully. But when we win a game, I feel happy and proud that I was able to defend the goal and my team won.

Students write responses to the Big Question.

Discuss the Big Question.

tps

Teams review their cycle goal.

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.

Would you rather have someone depend on you, or would you rather depend on someone? Why?

(Answers may vary.) I would rather depend on someone so I don't have to make big decisions. Having someone depend on me would feel like a big responsibility, and I would feel really nervous.

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.

Interactive Read Aloud

1. Refer to the reading objective, and review the skill if necessary.
2. Read pages 62 and 63 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What did we just learn about the author's viewpoint?

We learned that everything depended on the men in the first waves. This is similar to what we recorded on our timeline for Omaha last cycle: These men had a huge job ahead of them. It seems like the author can't believe how much responsibility they had.

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 pages 64 and 65 (stopping at paragraph 1).

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

Could you draw any conclusions about events or the author's viewpoint from what you just read?

Yes. The author says that it didn't matter that the troops had weapons and training. What they needed was courage to succeed.

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

Which graphic organizer should we add to: our general timeline or one of the beach-specific timelines?

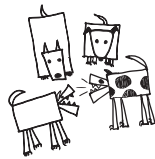
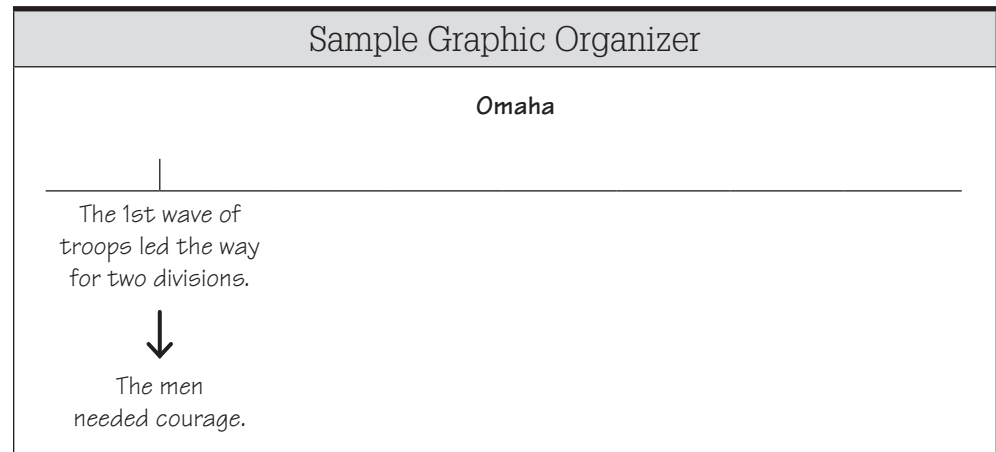
We should add to our timeline for Omaha. We can make a note about the author's point of view. He said that the men starting everything on Omaha needed courage.

Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr
pages 65 (paragraph 1)–74 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. How did the action taking place on Utah compare with Omaha? **[RE, DC, SA]** (Team Talk rubric)

100 = *There was not that much resistance on Utah. **In contrast**, there was a lot of action on Omaha. When the troops on Utah actually touched down on the beach, there was no activity among the Germans. On Omaha, the Germans were firing weapons of many different sizes, and shells sank an LCT filled with tanks. When a shell hit a small boat, it set off the explosives that the boat **carried**, and the men on board were killed. The action on Omaha was much **greater** than the action on Utah.*

90 = *There was not that much resistance on Utah, but there was a lot of action on Omaha. When the troops on Utah actually touched down on the beach, there was no activity among the Germans. On Omaha, the Germans were firing weapons, and shells sank an LCT filled with tanks.*

80 = *There was not that much resistance on Utah. On Omaha, there was a lot of action.*

2. If the author had not been in Normandy, how would the description on page 69 be different? **(Write) [AP, DC, SA]** (Team Talk rubric)

100 = *If the author had not been in Normandy, I would not have understood as well the different **reactions** that the soldiers had when the Germans opened fire. The author explains that some men tried to hide by diving in the water or taking cover behind anti-landing obstacles. Some were so **afraid** or **exhausted** that they lay just off the shore. If he hadn't been there, he may have only been able to describe what the men did, but not the reasons for their actions. Since the author was in Normandy, he **provides a firsthand account** of the different reactions that the men had to the gunfire.*

90 = *If the author had not been in Normandy, I would not have understood as well how the soldiers felt when the Germans opened fire. The author explains that some men tried to hide by diving in the water. Some were so scared that they lay just off the shore. If he hadn't been there, he may have only been able to describe what the men did, but not the reasons why.*

80 = *If he hadn't been there, I would not have understood as well how the soldiers felt when the Germans opened fire.*

continued

Team Talk Questions *continued*

3. As used in the sentence, "...stopped to drag wounded comrades..." on page 71, *comrades* most likely means—[CV]
- A. worst enemies.
 - B. unknown soldiers.
 - C. good fighters.
 - D. fellow soldiers.

Explain why knowing the meaning of *comrades* is important. (Team Talk rubric)

100 = *Knowing the meaning of comrades helps you understand what is happening and who is being dragged onto the sand and away from the shore. If you do not know this word, then you can't be sure of what is happening. It makes sense that comrades means fellow soldiers. The soldiers helped each other out and tried to get hurt soldiers to safety. Knowing comrades improves my understanding of the action happening.*

90 = *Knowing the meaning of comrades helps you understand what is happening and who is being dragged away from the shore. If you do not know this word, then you can't be sure of what is happening. The soldiers helped each other out and tried to get hurt soldiers to a safe place.*

80 = *Knowing the meaning of comrades helps you understand what is happening.*

4. Why do you think Major C.K. King read his men passages from a Shakespeare play? [DC, SA] (Team Talk rubric)

100 = *I think Major C.K. King read passages from a play because he wanted to inspire them. There was a lot of action and fighting that was occurring, and this play was about when the English invaded France in 1415. In the play, the men were about to go into battle, similar to the men on D-Day. The author explains that there was a great deal of gunfire, and the currents were very strong. The circumstances were not good, so the troops needed any inspiration possible.*

90 = *I think Major C.K. King read passages from a play because he wanted to inspire them. There was a lot of action, and this play was about when the English invaded France in 1415. The author explains that there was a lot of gunfire.*

80 = *I think he read from a play because he wanted to inspire them.*

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

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

Randomly select team representatives who will share:

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

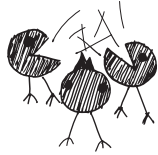


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 2

Reading Objective: Analyze and draw conclusions about historical events and the author’s viewpoint.

Teacher Background

Today students will read chapter 10 and the first half of chapter 11. Chapter 10 explains the success at Pointe du Hoe where the Rangers wiped out some German resistance and put German guns out of action. The beginning of chapter 11 focuses on the problems that the second wave of assault boats encountered. Problems included boats landing too far from their marks, the men not being in line according to plan, and a rapidly moving tide.

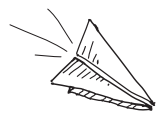
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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
gallantry (noun) page 64	gal-lant-ry (GAL-uhn-tree)	bravery; courage	Mark showed his <i>gallantry</i> by climbing the tall tree to rescue a scared cat.
bluffs (noun) page 81	(bluhfs)	cliffs or hills	The tour guide explained that by standing on the <i>bluffs</i> , visitors would get beautiful views of the ocean below.

continued

Word	Pronunciation	Definition	Sample Sentence
peril (noun) page 88	per-il (PER-uhl)	dangerous situation	Tom and Linda knew they were in <i>peril</i> when the wind began blowing their tent around.
hollowed (verb) page 93	hol-lowed (HOL-ohd)	created a space in something	Juliette <i>hollowed</i> the log to make a canoe.
reconnoitered (verb) page 96	re-con-noi-tered (ree-kuh-NOI-terd)	inspected something to get information	Anthony <i>reconnoitered</i> several sites, hoping to find the best place to build his new house.
revive (verb) page 106	re-vive (ri-VAHYV)	bring back to life	Coach Jones tried to <i>revive</i> his team's spirit by telling them he knew they could win the last game of the season.
plodded (verb) page 109	plod-ded (PLOD-did)	moved slowly or with a lot of effort	After running in the marathon, Jonas <i>plodded</i> to the parking lot.
doggedly (adverb) page 110	dog-ged-ly (DAW-gid-lee)	in a persistent manner	Shelby kicked the ball <i>doggedly</i> , determined to score a goal even though she was exhausted.

Review Vocabulary Vault.

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

Set the Stage

Teams review their cycle goal.

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Remind students to make notes about the important ideas on a graphic organizer as they read. Review the graphic organizer that students selected in the previous lesson.

Post and present the reading objective.

Students begin the TIGRRS process by predicting the topic and author's intent and choosing a graphic organizer.

Build background about the topic.



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.

5. **The Big Question** asked if anyone's ever depended on you or if you've ever depended on someone. Use **Think-Pair-Share** to ask:

How would you have felt if you had been at Omaha?

(Answers may vary.) I would have felt scared, nervous, and under a lot of pressure. I don't work well under pressure, so I think it would have been hard to be the first ones starting the attack. If things went wrong, they could be blamed.

Interactive Read Aloud

1. Read pages 75 and 76 (paragraphs 1 and 2) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What conclusions can you draw from what we just read?

Guns were able to dominate half of Omaha. This was a failure for the men because it put them in danger.

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 pages 76 (paragraphs 3 and 4) and 77 (stopping at paragraph 3). Use **Think-Pair-Share** to ask:

What happened in the text that you just read?

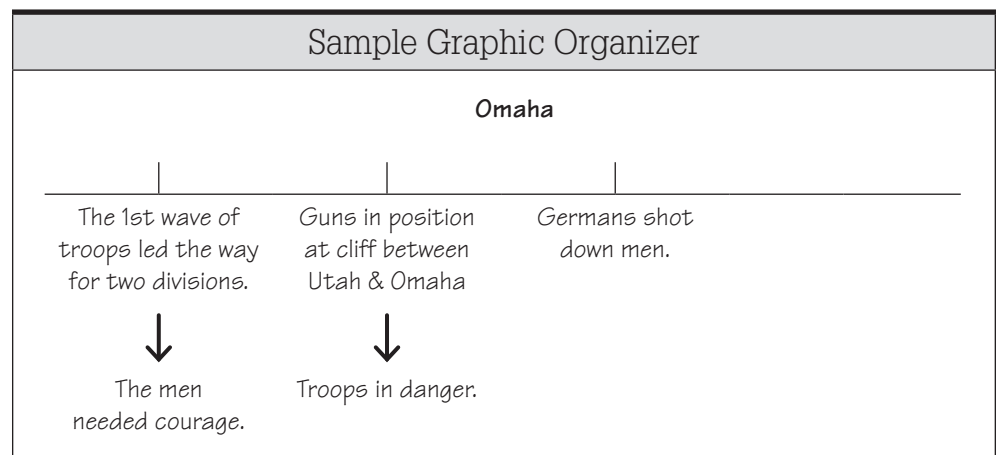
The Germans shot down the Rangers who were leading the way.

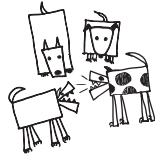
Use **Random Reporter** to debrief.

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.





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 77 (paragraph 3)–87 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. As used in the sentence, "...the whole intricate plan of the assault would be thrown into a men-and-machines traffic jam..." on page 81, *intricate* most nearly means— **[CV, SA]**

- A. simple.
- B. smart.
- C. silly.
- D. *complicated.*

Explain how *intricate* connects to understanding the plan. (Team Talk rubric)

100 = *Intricate connects to understanding the plan because it describes what it was like. There were **thousands** of troops and 3,300 vehicles waiting to follow the first wave of people across Omaha. Not only was this large group waiting for the first wave, there were thousands more men and vehicles waiting behind this group. **Due to all the men and vehicles involved, this plan was very complicated.***

90 = *Intricate connects to understanding the plan because it tells what it was like. There were a lot of troops and vehicles waiting to follow the first wave. There were even more men and vehicles waiting behind this group.*

80 = *It tells what the plan was like.*

2. Why do you think the author describes Omaha in such detail? **[AP, DC, SA]**
(Team Talk rubric)

100 = *I think the author describes Omaha in such detail because he is amazed by the importance of Omaha and the **expectations** for the men on Omaha. Omaha linked Utah and the British beaches, which is why two divisions were assigned there. Troops on Omaha needed to move as fast as possible. Omaha was difficult to cross because of the high bluffs around it. Things needed to go **according** to plan on Omaha because everyone was depending on the men at Omaha. **The detailed description shows how important it was and how the author respected the men who fought there.***

90 = *I think the author describes Omaha in such detail because he is amazed by the importance of Omaha and what the men on Omaha had to do. Omaha linked Utah and the British beaches. Troops on Omaha needed to move as fast as they could. Two divisions were assigned to Omaha. Omaha was hard to cross. Things needed to go as planned on Omaha.*

80 = *He describes Omaha in such detail because he is amazed by Omaha and what the men on Omaha had to do.*

continued

Team Talk Questions *continued*

3. What problems did the second wave of assault boats have? What were the consequences? **[DC, RE, SA]** (Team Talk rubric)

100 = *The second wave of assault boats ran into many problems. They landed in the wrong place. **As a result**, the troops did not know where their targets were. They had learned about specific targets, but landing so far away confused the men. The groups in the first wave were not in any sort of order. The groups should have been spaced evenly but **instead** they were jumbled and the lines had gaps. **Finally**, the boats were shot at. All the men were injured or killed before even reaching the beach. There were very serious consequences **due to** the assault boats' problems.*

90 = *The second wave of assault boats ran into many problems. They landed in the wrong place. The troops did not know where their targets were. The groups in the first wave were not in any sort of order. They were jumbled, and the lines had gaps. The boats were shot at. All the men were injured or killed.*

80 = *They had problems like landing in the wrong place, not being in order, and the boats being shot at.*

4. What events impacted the landing on Omaha Beach? What conclusion do you think the author wants you to draw from these events? **(Write) [AP, DC, SA]** (Team Talk rubric)

100 = *Several events impacted the landing on Omaha Beach. **First**, the Allies **expected** to be met with a weaker army. The 352nd Division had been moved **unexpectedly** and were **located** on the bluffs when the 29th Division touched down. **Second**, the boats landed in the wrong place, so the men didn't know where they were. **Finally**, the first assault **failed** to clear the way for the second assault, which had been planned. I think the author wants me to draw the conclusion that even though you can plan something out in a lot of **detail**, you can't **predict** what will happen. Through the events impacting the Omaha Beach landing, the author shows that even a well-prepared plan can go wrong.*

90 = *Many events impacted the landing on Omaha Beach. The Allies thought the army would be weaker. The 352nd Division had been moved and were on the bluffs. The boats landed in the wrong place, so the men didn't know where they were. I think the author wants me to draw the conclusion that even though you can plan something out, you can't know what will happen.*

80 = *The Allies thought the army would be weaker. The boats landed in the wrong place. You can plan something out, but you can't know what will happen.*

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

- A. The town was in peril after all the flooding caused water to rise.
- B. The fire spread quickly, putting the other houses on the block in peril.
- C. *Jessica knew she was in peril when she saw that her office was decorated for her birthday.*
- D. Global warming is considered to be a peril in today's world.

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

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

Randomly select team representatives who will share:

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Analyze Events

Word	Pronunciation	Definition	Sample Sentence
gallantry (noun) page 64	gal-lant-ry (GAL-uhn-tree)	bravery; courage	Mark showed his <i>gallantry</i> by climbing the tall tree to rescue a scared cat.
bluffs (noun) page 81	(bluhfs)	cliffs or hills	The tour guide explained that by standing on the <i>bluffs</i> , visitors would get beautiful views of the ocean below.
peril (noun) page 88	per-il (PER-uhl)	dangerous situation	Tom and Linda knew they were in <i>peril</i> when the wind began blowing their tent around.
hollowed (verb) page 93	hol-lowed (HOL-ohd)	created a space in something	Juliette <i>hollowed</i> the log to make a canoe.
reconnoitered (verb) page 96	re-con-noi-tered (ree-kuh-NOI-terd)	inspected something to get information	Anthony <i>reconnoitered</i> several sites, hoping to find the best place to build his new house.
revive (verb) page 106	re-vive (ri-VAHYV)	bring back to life	Coach Jones tried to <i>revive</i> his team's spirit by telling them he knew they could win the last game of the season.
plodded (verb) page 109	plod-ded (PLOD-did)	moved slowly or with a lot of effort	After running in the marathon, Jonas <i>plodded</i> to the parking lot.
doggedly (adverb) page 110	dog-ged-ly (DAW-gid-lee)	in a persistent manner	Shelby kicked the ball <i>doggedly</i> , determined to score a goal even though she was exhausted.

Lesson 3

Reading Objective: Analyze and draw conclusions about historical events and the author's viewpoint.

Teacher Background

Today students will read the rest of chapter 11 and chapter 12. In the second part of chapter 11, the author explains how little the attack had achieved. Many men had died, and those who had survived were in a state of shock. They were still in danger and could be hit by German weapons. Things looked very bleak for the surviving men. In chapter 12, the author focuses on how the attack got started again despite the circumstances. Lieutenant Moody and his men climbed up a cliff, and as a result of their efforts, they became the first unit to reach high ground in Omaha.

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.

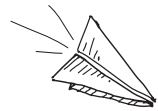
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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.

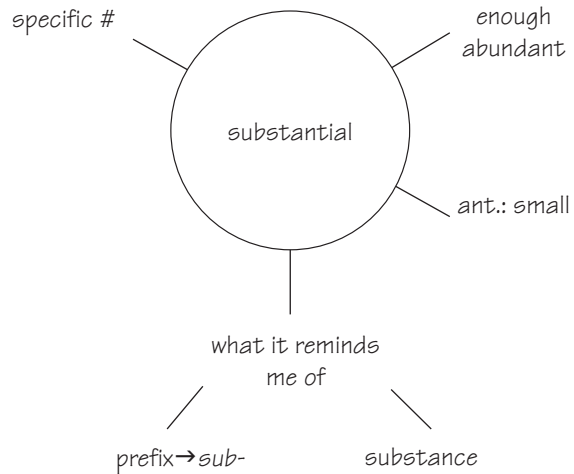
Vocabulary

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

A word I wasn't familiar with is *substantial*. This was used in the third paragraph on page 63. The author writes that all that mattered was that a substantial number of men could get off the boats and fight their way inland. It seems like this is pretty important. Let me see if I can think of related words. I see a prefix *sub-*, but if I take it away, I'm left with *stantial*. That's not a word. Hmm, I don't think the prefix helps in this case. I also think of the word *substance*, but I'm not sure if that is related. Maybe I should use context clues to figure out this word. Let's see. I don't think there was an exact number of men who had to unload, or the author probably would have said the number. Maybe there were a lot of men who needed to unload. Based on what I've read, it doesn't seem like there was a specific number of men who had to unload, but enough to get inland and start fighting. Probably a large number would have been best. I think *substantial* might mean just enough. I'll look up the definition now to see if I'm right. (Model looking up *substantial* in a dictionary.) OK, *substantial* means significant in amount. Remember, *significant* means important or abundant. An abundant amount of men needed to unload from the boats. A sentence using *substantial* is "To earn full credit for your essay, you should support your answer with substantial evidence." An antonym for *substantial* is *small*.

Sample Word Map



To earn full credit for your essay, you should support your answer with substantial evidence.

Review Vocabulary Vault.

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

Teams review their cycle goal.

Post and present the reading objective.



Refer students to page 88 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.



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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.

Interactive Read Aloud

1. Read the first paragraph on page 88 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Is the activity on Omaha Beach going as planned? Why or why not?

No, the activity is not going as planned. Everything is at a standstill. Many men died. Those who were still alive did not have much protection from the Germans who continued firing.

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 pages 88 (paragraph 2) and 89.

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

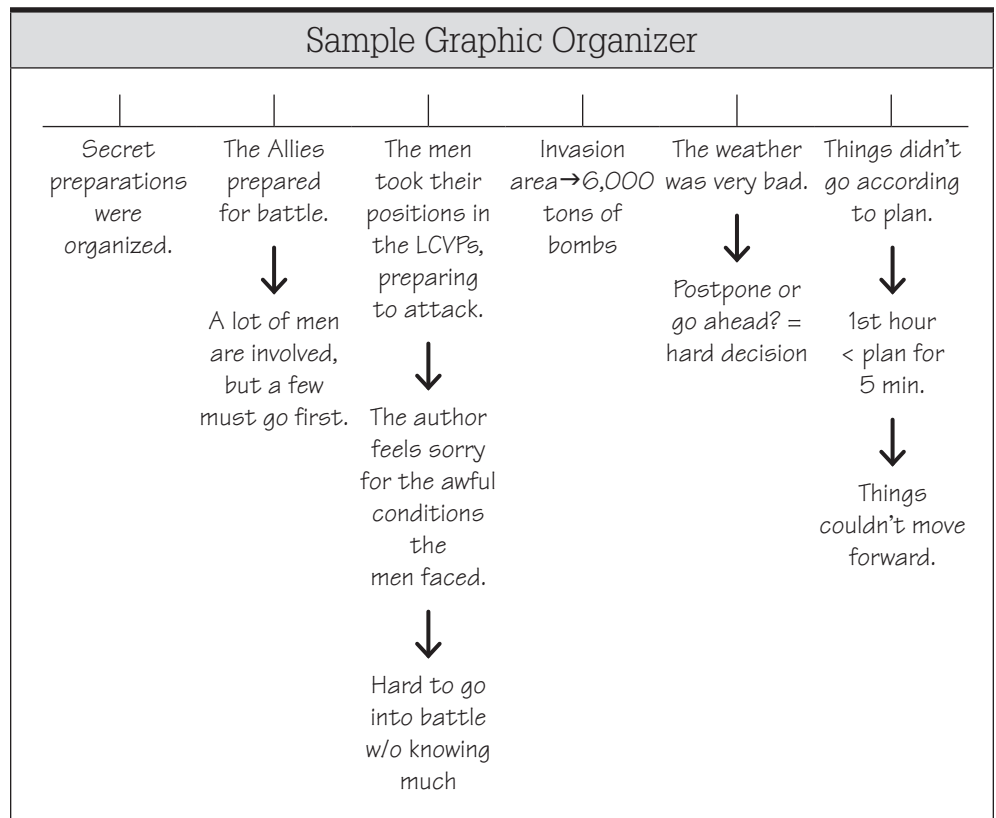
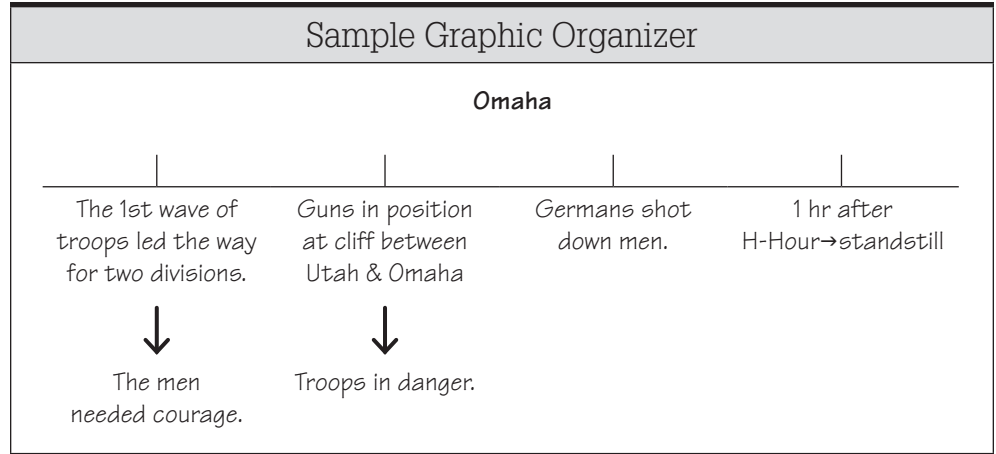
What do we learn about the author's viewpoint regarding the attack?

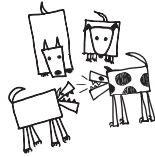
The author thinks that in the first hour, less was achieved than what was planned for the first five minutes. This tells me how bad everything was and how little was accomplished. The author also said that it didn't seem like things could move forward.

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.





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 90–97 aloud with partners.
(if skipping Interactive Read Aloud, pages 88–97)
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. How do you think the author felt about the attack starting again? Does he state this directly? **(Write) [AP, DC, SA]** (Team Talk rubric)

*100 = I think the author felt impressed that the attack was starting again. He does not state this directly, but the language that he uses to describe the men **involved communicates** this idea. **For example**, he uses words and phrases like "any action," "better than none," and "do his best." These examples show that the author thinks highly of the men who decided to fight regardless of whether it would make a difference. **The language that the author uses communicates** his feelings about the attack starting again.*

90 = I think the author felt impressed that the attack was starting again. He does not state this directly, but the language that he uses to describe the men who were part of the attack shows this idea. He uses words and phrases like "any action," "better than none," and "do his best." These examples show that the author thinks highly of the men who decided to fight.

80 = I think he felt impressed. He does not state this directly, but the language that he uses to tell about the men who were part of the attack shows this.

2. Why were so many men in Company C Rangers killed during the first wave of the attack at Vierville? **[MI, DC, SA]** (Team Talk rubric)

*100 = Many of the Company C Rangers were killed because of an anti-tank gun and LCAs. A German anti-tank gun dropped shells right next to a boat carrying the commander and thirty-two men. Twelve of the men were killed **instantly**. The LCAs hit a sandbar and opened their ramps in water. The men worked really hard to walk slowly to shore. Those who made it to shore were **exhausted** and could not move quickly. **The combination of the gun and the LCAs resulted in many men being killed.***

90 = Many of the Company C Rangers were killed because of an anti-tank gun and LCAs. A German anti-tank gun dropped shells right next to a boat carrying the commander and thirty-two men. Twelve of the men were killed right away. The LCAs hit a sandbar and opened their ramps. The men worked really hard to walk slowly to shore.

80 = Many of them were killed because of an anti-tank gun and LCAs.

continued

Team Talk Questions *continued*

3. Would it have mattered if Moody's men had worn light-colored uniforms? Why or why not? **[DC, RE, SA]** (Team Talk rubric)

100 = *Yes, it would have mattered if they had worn light-colored uniforms because they would not have stood out. Moody's men wore dark uniforms that **appeared** even darker because they were soaked. **As a result**, they stood out as they **attempted** to crawl across the beach. Less than half the men made it past the German gunners. If Moody's men had worn light-colored uniforms, they would have been more difficult targets.*

90 = *Yes, it would have mattered if they had worn light-colored uniforms because they would not have stood out. Moody's men wore dark uniforms that looked even darker because they were soaked. They stood out as they tried to crawl across the beach.*

80 = *Yes, it would have mattered because they would not have stood out.*

4. What is a crevice? Why was a crevice important to Moody? **[CV, DC, SA]** (Team Talk rubric)

100 = *A crevice is an opening in something. Moody found a crevice, or opening, in the cliffs that looked like a **possible** way to climb up the rocks. He tested the crevice and **discovered** that it could support his weight. This is how he **managed** to climb up the cliff. Other men also climbed the cliff using the crevice. The crevice **created** a path for Moody to travel.*

90 = *A crevice is an opening in something. Moody found a crevice, or opening, in the cliffs that looked like a way to climb up the rocks. He tested the crevice and found that it could support his weight. This is how he was able to climb up the cliff.*

80 = *It is an opening. Moody found an opening in the cliffs that looked like a way to climb up the rocks.*

5. Tammy felt like she could see the whole world from where she stood on the _____.

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

- A. bluffs
- B. gallantry
- C. plodded
- D. revive

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

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

Randomly select team representatives who will share:

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

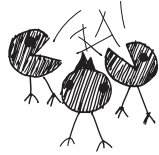


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

Reading Objective: Analyze and draw conclusions about historical events and the author’s viewpoint.

Teacher Background

Today students will read chapter 13. This chapter focuses on Private Ingram E. Lambert and his role in the attack. He and his men were in action for the first time and were unaware that they were not doing well. Lambert decided that he would try to take action, but the torpedo that he used failed, and he ended up being shot and killed. However, his effort had a large impact because a lieutenant in his platoon stepped in to take Lambert’s place and led his men to making a break in the German line.

Teacher’s Note:

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

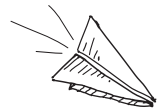
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.



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. 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.

Analyze Events

Teams review their cycle goal.

Post and present the reading objective.



Teacher: Read aloud.

Students: Practice the skill or strategy.

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



Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.

Interactive Read Aloud

1. Read pages 98–100 (stopping at paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

What conclusion can you draw about where Lambert and his men landed?

I can draw the conclusion that it was hard to know what to do since they did not land in the right place. If they had landed in the correct place, they would have seen landmarks and known where they were. This would have made their job easier.

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

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

A sample graphic organizer follows.

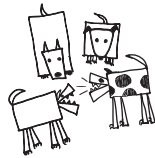
Sample Graphic Organizer				
Omaha				
The 1st wave of troops led the way for two divisions.	Guns in position at cliff between Utah & Omaha	Germans shot down men.	1 hr after H-Hour → standstill	Lambert & his men weren't sure where they had landed.
↓	↓			
The men needed courage.	Troops in danger.			

3. Refer to the reread and review step of the TIGRRS process. Reread page 99 (paragraph 1) aloud. Model this step with the text. A sample Think Aloud follows.

Teacher: Reread to clarify, and review notes.

Sample Think Aloud

I think I'll reread the first paragraph on page 99. The author just described all the problems that Lambert and his men had because they landed so far off course. But then he writes, "On the other hand, being in the wrong place had its advantages." I'm not completely clear about what these advantages are. He shared so much information that I want to make sure I understand what the advantages were. (Reread.) OK, now I better understand what the author means. If they had landed in the correct place, there would have been a lot of gunfire. They actually avoided that because of the wrong landing. That was a good thing. This probably gave them a little time to think about what their next steps would be. If there had been gunfire, they would have had to react immediately, without much time to think. Even though things didn't go according to plan, it was a good thing. In some of the other situations, it was a disaster when things didn't go according to plan.



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 100 (paragraph 1)–104 aloud with partners.
(if skipping Interactive Read Aloud, pages 98–104)
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. What 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 pages 95–97. I reread this section because it described what was happening as Moody and his men got closer to the top of the cliff. Since there was so much action, I wanted to make sure I understood what was happening and how they got to the top. By rereading, I saw that what Lambert did was similar to Moody. They both didn't let themselves be stopped by difficult circumstances.

90 = I reread pages 95–97. I reread this section because it described what was happening as Moody and his men got closer to the top of the cliff. Since there was so much action, I wanted to make sure I understood what was happening. By rereading, I saw that what Lambert did was similar to Moody.

80 = I reread pages 95–97. I reread this section because it described what was happening as Moody and his men got closer to the top of the cliff. I saw that what Lambert did was similar to Moody.

2. Write a summary of the section of text that you reread. **(Write) [MI]**
(summary rubric)

100 = The cliff that Moody and his men were climbing got less steep and should have been easy to climb. However, there were land mines that could be easily set off. The men climbed carefully and used ladders that they created out of wood and rope. Although there were shots while they climbed, they weren't hit. The remaining men in C Company made it to the top and became the first group in Omaha to make it to high ground.

90 = The cliff that Moody and his men were climbing got less steep and should have been easy to climb. There were land mines that could be easily set off. The men climbed carefully and used ladders that they created. The men left in C Company made it to the top.

80 = The cliff that Moody and his men were climbing got less steep. There were land mines. The men climbed carefully and used ladders. The men left in C Company made it to the top.

3. What were Lambert and the other men in his company counting on from the preliminary air bombardment? **[DC]** (Team Talk rubric)

100 = Private Lambert and the other men in his company **expected to find places to take cover from enemy fire on the beach. Planes were supposed to drop bombs on the beach that would leave shallow craters that would allow them to move across the beach a little at a time, out of view of the enemy. Lambert and his men expected that the bombardment would have an important result for them.**

90 = Private Lambert and the other men in his company thought they would find places to take cover from enemy fire on the beach. Planes were supposed to drop bombs that would leave shallow craters that would let them move across the beach, out of view of the enemy.

80 = They thought they would find places to take cover from enemy fire on the beach.

continued

Team Talk Questions *continued*

4. The author writes that “They felt as if the great assault had been called off and someone had forgotten to tell them.” What does this quote tell you about the men? **(Write) [AP, DC, SA]** (Team Talk rubric)

*100 = This quote describes how the C Company men felt when they did not see anyone around them when they hit the beach and moved to the sea wall. The quote tells me that the men were inexperienced. They **expected** to see the support men who had landed before them somewhere up ahead. They were not experienced soldiers, and they did not realize that if there were other soldiers in position ahead of them, it was **unlikely** that they would **reveal** their position to anyone. The way these men felt showed their inexperience.*

90 = This quote describes how the C Company men felt when they did not see anyone around them when they hit the beach. The quote tells me that the men were inexperienced. They thought they would see the support men who had landed before them. They were not experienced soldiers, and they did not know that if there were other soldiers in position ahead of them, they probably would not show their position.

80 = It describes how the C Company men felt when they did not see anyone around them when they hit the beach. It shows they were inexperienced.

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

(Accept reasonable responses.) A synonym for the word plodded is dragged. An antonym for plodded is hurried.

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

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

Randomly select team representatives who will share:

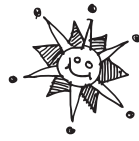
- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

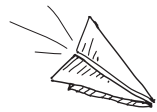
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use words and phrases that help the reader understand how the events are related.

Teacher Background

Before this lesson, you may want to take notes about the author's interpretation of the events described on pages 91–104. You may also want to make a list of some different words and phrases that connect events.



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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. **Today you will reread an important section of the text to connect the author's viewpoint with some of the events happening. You will describe the author's interpretation of events in your response, so it will be important to use words that show connections between events.**

Read the prompt aloud.



Students identify the purpose for writing.

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

Highlight the writing objective.

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

Writing Prompt
Reread page 90 and the first sentence at the top of page 91. What does the author believe is the most miraculous part of the D-Day story? Using information on pages 91–104, describe an example that supports the author's interpretation of these events.

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

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

The prompt is asking me to explain information on a topic. The prompt asks me to identify what the author thinks is the most miraculous part of D-Day and then explain the events that support his idea.

- 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.

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

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

Which guideline relates to our writing objective: use words and phrases that help the reader understand how the events are related?

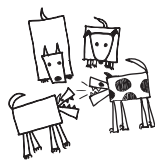
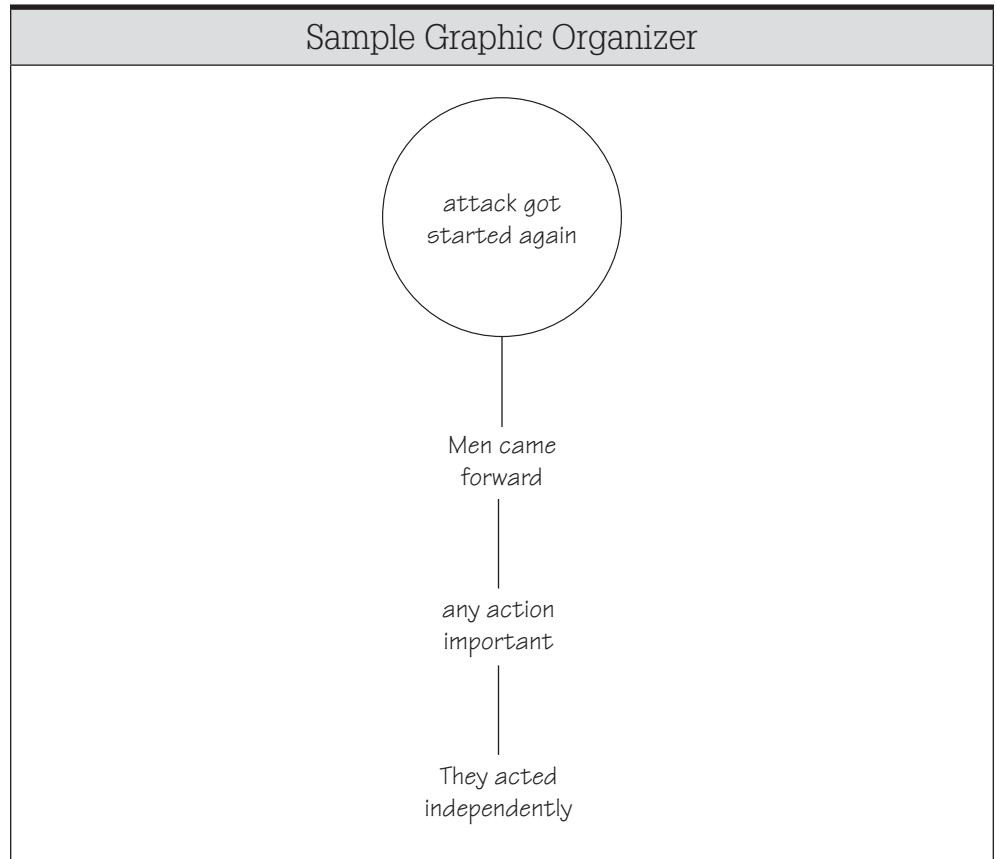
The style guideline that says, "Use words and phrases that help a reader understand how the facts or events are related."

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

Model planning using a graphic organizer.

Model a Skill

Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer’s guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.



Teamwork tp

(20 minutes)

Independent Work

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

Students write for 10 minutes.

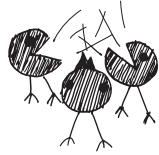
Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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

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—using words and phrases that help the reader understand how the events are related.

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 words and phrases to show how events are related?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Did you use new words and phrases to show how the events were related, or did you find yourself using the same words repeatedly?

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

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

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

The top team chooses a cheer.

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

Remind students of the Read and Respond homework assignment.

Writing Prompt

Reread page 90 and the first sentence at the top of page 91. What does the author believe is the most miraculous part of the D-Day story? Using information on pages 91–104, describe an example that supports the author’s interpretation of these events.

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

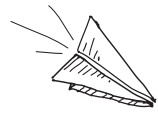
Reading Objective: Analyze and draw conclusions about historical events and the author’s viewpoint.

Writing Objective: Use words and phrases that help the reader understand how the events are related.

Teacher Background

Today’s cycle test challenges students to think about how events they’ve already read about and recorded on their timeline might relate to events in today’s reading.

The assessment reading is chapter 14, which focuses on the actions of Major Bingham and Colonel Mullins. Major Bingham’s troops were scattered, but he still led a small group off the beach. Given the circumstances, this was a significant effort. Colonel Mullins saw the difficulty that Major Bingham’s troops were having and decided that he and his men would assist Bingham. Colonel Mullins and his men adjusted their plans and became infantrymen.



Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing drawing conclusions about historical events and the author's viewpoint and using words and phrases that help the reader understand how events are related. Use **Think-Pair-Share** to ask:

What conclusions did you draw about the author's viewpoint this cycle?

I drew the conclusion that the author felt that the men were very brave for starting the attack again after so much had gone wrong and they had gotten off to such a rough start. They were really determined to keep fighting.

How did you know when you were reading about the author's viewpoint and not an event?

I could tell by the language that the author used. If he was stating an opinion, he used opinion words. When he was describing events, he used different language that told me that these were the things that happened.

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 #3, #4, and #5 ask about drawing conclusions about historical events.
4. Ask students to identify key words or phrases in question #4.

4. Why do you think the author describes the man who was hit in his cheeks by a shell fragment? **[AP, DC, SA]**

- A. to show that war is bloody
- B. to show the damage that a shell can do
- C. to show the determination of an officer
- D. to show that injuries happen in war

Explain your answer.

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

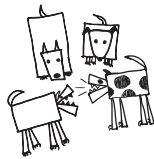
Today you will read about the actions of two brave men: Major Bingham and Colonel Mullins.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.

Did you make connections between what you just read for the assessment and what you read earlier in the cycle?

(Answers may vary.) Yes, I made a connection between the way Colonel Mullins changed his plans to help the other men to the way Private Lambert kept fighting despite landing in the wrong place. This is also similar to how Moody kept fighting despite the rough start. All three of these men were determined even in tough circumstances.

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

Random Reporters share team discussion of a test question.



Analyze Events

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 2 Test

Analyze Events

Directions: Read *Invasion: The Story of D-Day*, pages 105–111. 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 connections between the text that you read today and 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 activity in Les Moulins. This name is repeated throughout this chapter.

What is the author’s intent?

5 points = The author’s intent is to inform the reader about what is happening in Les Moulins.

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 = Germans had prepared Les Moulins for battle and were ready to prevent invaders from using the road that ran from the beach to this town. Several boats landed near Les Moulins. Only half of the infantrymen made it to the sea wall. Major Bingham encouraged his men to keep fighting and also tried to find out what happened to the men who were missing. He led a small group into German trenches. Their weapons didn’t have much power though.

2. On page 105, what does the word *fortified* tell you about the Germans in Les Moulins? **[CV, DC, SA]**

*20 points = Fortified tells me that the Germans had already set up their arms and taken position in Les Moulins. They were ready to stop anyone who invaded and tried to move down the road from the beach into the town and **beyond**. They must have been **expecting** invaders to land near this town because it had a road that connected the beach area to the rest of France. Fortified tells me that the Germans were **prepared** for battle.*

15 points = Fortified tells me that the Germans had already set up their arms and taken position in this town. They were ready to stop anyone who invaded and tried to move down the road from the beach into the town. They must have been waiting for invaders to land near this town because it had a road.

10 points = It tells me that the Germans had already set up their arms and taken position in this town.

3. What were two of Major Bingham's first tasks when he arrived on the beach near Les Moulins? **[DC, SA]**

20 points = **First**, Major Bingham had to revive a fighting spirit in the shaken and discouraged men. The men who were on the beach before Major Bingham got there took heavy fire from the Germans. Many of the men on the beach were dazed and unsure about what to do next. Many of the officers had been killed and the men who were still there were scattered. **Second**, Major Bingham had to **determine** what had happened to the men in his battalion, and where they were. The radios weren't working so it was **difficult** for him to get information. Major Bingham had to complete these tasks before they could move **forward**.

15 points = Major Bingham had to revive a fighting spirit in the shaken and discouraged men. The men who were on the beach before Major Bingham got there took heavy fire from the Germans. Many of the men on the beach were dazed and unsure about what to do next. Many of the officers had been killed, and the men who were still there were scattered. Major Bingham had to figure out what had happened to the men in his battalion and where they were. This was hard to do.

10 points = He had to make the men want to fight and figure out what happened to the men in his group.

4. Why do you think the author describes the man who was hit in his cheeks by a shell fragment? **[AP, DC, SA]**
- A. to show that war is bloody
 - B. to show the damage that a shell can do
 - C. to show the determination of an officer
 - D. to show that injuries happen in war

Explain your answer.

20 points = I think the author describes this man because it shows the **determination** of an officer. **Although** he was bleeding from his mouth, he was still **encouraging** soldiers to fight. He ignored the bleeding, and this fact made his **suggestions** even more powerful. **Despite** his injury, he did not let himself be stopped. The description of this man shows the **bravery** of an officer involved in the attack.

15 points = I think the author describes this man because it shows how an officer didn't stop because he was hurt, but kept on going. He was bleeding from his mouth, but he was still telling soldiers to fight. He ignored the bleeding and didn't let himself be stopped.

10 points = It shows how an officer didn't stop because he was hurt, but kept going.

5. What did Colonel Mullins have to do when he realized that his battalion arrived before the artillery? What conclusion can you draw about war from this event? **[DC, SA]**

*20 points = When Colonel Mullins realized his battalion arrived before the artillery, he changed his plan so they could become infantrymen. As Colonel Mullins's landing craft **neared** the shore, he could see that Bingham's battalion was in trouble. Things were not going **according to plan**. He decided to change the plans. He quickly **communicated** the new plan to everyone and made a new plan to fight **alongside** the men left on the beach. This event shows that even when you have a plan, things can go wrong, and plans may need to change. Colonel Mullins's new plan shows that war can be unpredictable.*

15 points = When Colonel Mullins realized his battalion arrived before the artillery, he changed his plan so they could become infantrymen. As Colonel Mullins's landing craft got close to the shore, he could see that Bingham's battalion was in trouble. Things were not following the plan. He decided to change the plans. He quickly told everyone and made a new plan to help the remaining men. This event shows that even when you have a plan, plans may need to change.

10 points = They became infantrymen. Plans may need to change.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Based on your reading this cycle, how would you describe the author's feelings about the men involved in D-Day? Include different events and examples to support your response.

I would describe the author as impressed. He discusses the soldiers' actions under tough circumstances and seems to really admire how brave the men were. There are many examples that the author includes to reflect his feelings. For instance, he explains in great detail the importance that Omaha Beach had and the high expectations for the men fighting there. Everyone was depending on the men there, and Omaha Beach was difficult to travel on. These men gave their best effort despite the situation. He also explains how the attack started again even though it got off to a rough start. Men decided that they would continue trying to fight because they thought that was better than giving up. They didn't know if continuing would have any effect in the end, but decided that they would still do their best to move forward. From the author's descriptions of the different events and how the soldiers reacted, it is obvious that the author feels a great deal of respect for the men involved in D-Day and all that they went through.

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 words and phrases that help the reader understand how the events are related. 	0–15 pts.

Part III. Vocabulary (100 points)

1. What is a synonym for *peril*? What is an antonym for *peril*? **[CV]**

A synonym for peril is danger and an antonym is safety.

2. Since the store would be opening in less than an hour, Sara worked _____ to get it cleaned up.

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

- A. plodded
 B. revive
 C. hollowed
 D. *doggedly*
3. In which of the following sentences is *plodded* used incorrectly? **[CV]**
- A. Kara was tired after jumping on the trampoline, so she plodded back inside her house.
 B. *Steven plodded to class after having an energy drink with lunch.*
 C. Carlee plodded through the mud that came up to her ankles.
 D. Travis felt like he would never be done as he plodded through his homework.
4. In which of the following examples would you need to revive your energy? **[CV]**
- A. after a long nap
 B. after three cups of coffee
 C. *after running a marathon*
 D. after a day at a spa

5. "Since you don't like heights, don't go near the _____," Jamar's mother warned.

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

- A. peril
 - B. bluffs
 - C. gallantry
 - D. hollowed
6. Which of the following sentences uses *gallantry* incorrectly? **[CV]**
- A. The medal was awarded to the soldier who showed gallantry in battle.
 - B. Princess Harriet found the prince's gallantry charming.
 - C. *Troy's gallantry showed when he left the wounded soldier alone.*
 - D. Jim's gallantry showed in the way that he stood up for his friends.
7. The children _____ a place in the sand where they could sit.

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

- A. hollowed
 - B. reconnoitered
 - C. gallantry
 - D. bluffs
8. What is a synonym for *reconnoitered*? What is an antonym for *reconnoitered*? **[CV]**
- (Accept reasonable responses.) A synonym for reconnoitered is examined, and an antonym is overlooked.*

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]**

A word that we explored was feeble. It is used on page 107 in the sentence, "It was a feeble effort compared to the attack that had been rehearsed..." Feeble means weak. A sentence using feeble is "Jamie was so tired by the end of the game that he could only give the ball a feeble kick."

10. As used in the sentence, "Others, who had been shaken by the preliminary bombings and shelling, had recovered their senses" on page 83, *preliminary* most nearly means— **[CV]**

- A. last.
- B. first.
- C. awful.
- D. simple.

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

Students will explain their thinking. For example: I used the context. At this point in the text, the attack is actually happening. However, there were practice attacks that took place before the actual attack. The practice ones happened first.

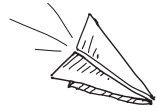
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Analyze and draw conclusions about historical events and the author's viewpoint.

Teacher Background

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



Active Instruction

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that during this cycle in class they have been drawing conclusions about historical events and the author's viewpoint.

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.

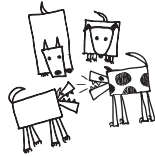
Two-Minute Edit



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 tp

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

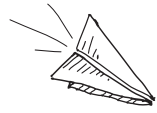
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

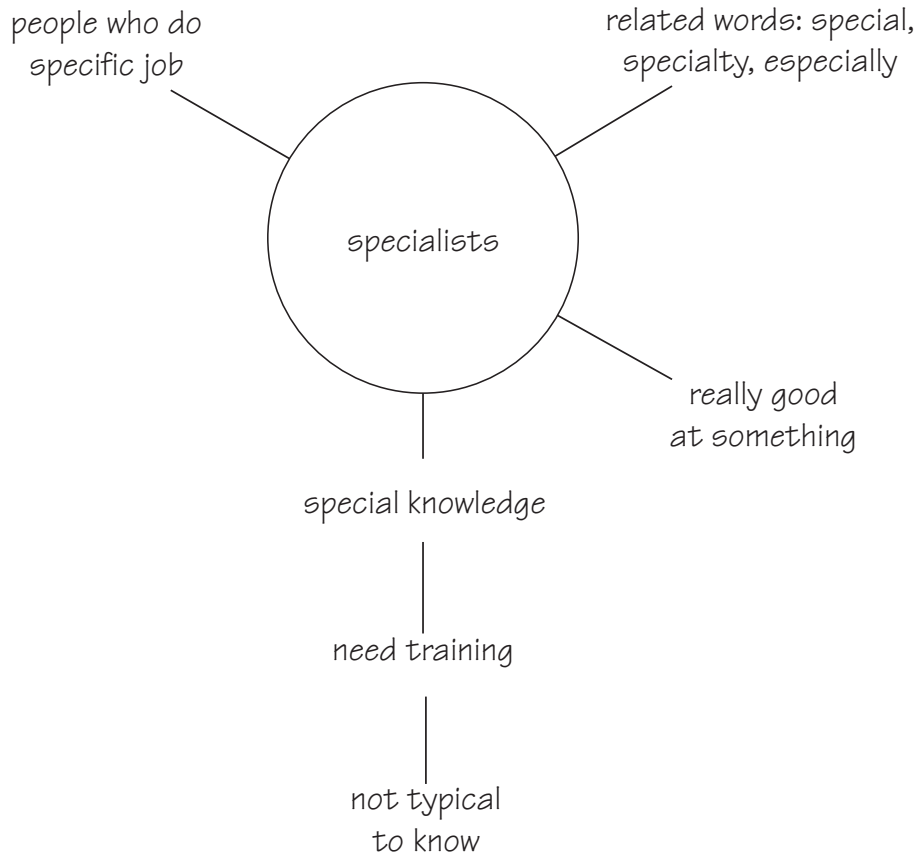
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

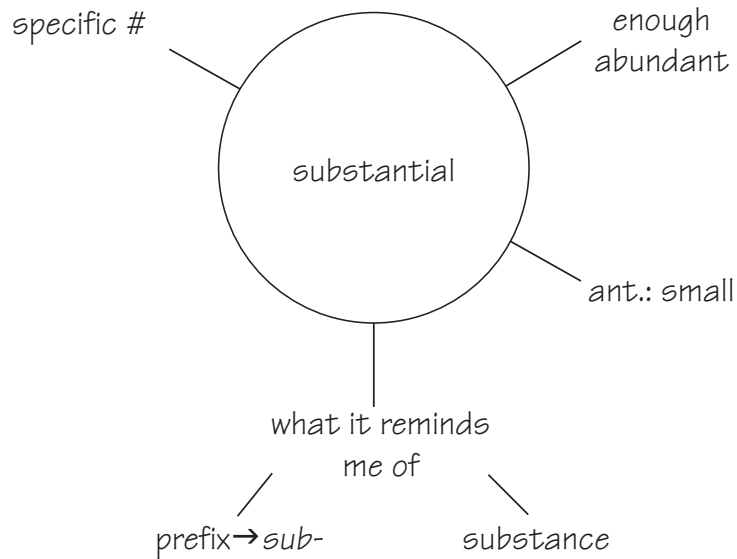
How will use of this skill improve your success in other classes?

Word Power Journal Sample Entries

**Sample Word Map
Cycle 1**



**Sample Word Map
Cycle 2**



To earn full credit for your essay, you should support your answer with substantial evidence.

Step Up to Research

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

Unit Overview

This research unit follows the level 7 unit Analyze Events: *Invasion: The Story of D-Day*.

The focus for this unit is technology in war. This focus provides the motivation for students to generate questions and to stimulate new thinking about the books they read in the previous unit.

In this unit, you will present a mini-lesson on doing Internet research.

Lesson 1

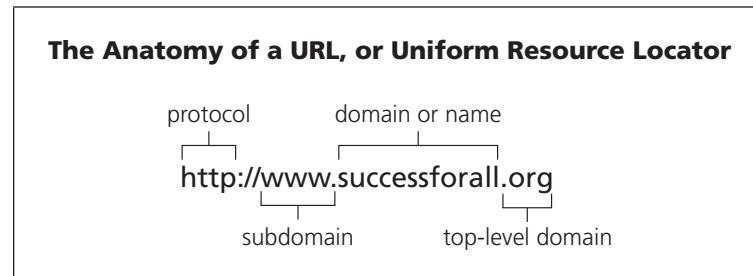
Teacher Background

1. This unit's focus is technology in war. If necessary, define the term *technology* for students (the use of science and engineering to reach a commercial or industrial objective, or in this case a military objective).

Many students have experience using Internet for socializing or entertainment but are less experienced with using it for academic research. This mini-lesson introduces how to do digital research and evaluate the credibility of sources.

Determine how students will access the Internet. If possible, arrange time with a librarian who has expertise in using library resources such as databases, online books and journals, and primary sources for academic research by students.

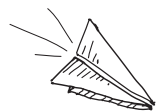
2. Review your school's policies on using the Internet, and review it with your students. Adjust instruction based on the skill level of your students.
3. Use the following information as needed.



The top-level domain may be:

- **.org** (usually a not-for-profit organization)
- **.edu** (usually an educational institution such as a university)
- **.com** or **.net** (usually a commercial or for-profit organization)
- **.gov** (usually a government organization or agency)
- **.mil** (usually a military organization or branch of the armed forces)

In addition, letters may be added to indicate the location of the site's publisher. For example, uk.co indicates a company in the United Kingdom, and .md.us.edu indicates an educational organization in Maryland in the United States.



Active Instruction tp

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: technology in war

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 Internet searches.

Using Thumbs Up or Down, ask students:

Have you ever started searching on the Internet for something, and before you knew it, time passed and you were looking at something else? There is so much information available online that it is very easy to get distracted.

Explain that when you use the Internet for academic research, the first and most important step is to have a plan. A search is only as good as the thinking you do beforehand.

2. Refer students to the following steps in An Internet Research Plan in their student editions. Review and discuss each of the steps. Have partners work together on step 2 to identify key terms and phrases that they will use to research their questions, and to identify + terms and – terms that will help them narrow their searches.

Blackline master provided.

Step Up to Research

An Internet Research Plan

Step 1: Think about your questions. Are they closed-ended or open-ended? Are you looking for a specific answer, or are you trying to find evidence to connect several ideas?

For example:

- Closed-ended: What year did the Americans enter World War II?
- Open-ended: Why did the Americans enter World War II?

Step 2: Narrow your search. Write your query (question) or the keywords that you will enter in the search box. For a closed-ended question, you can use natural language to find an answer. Just enter "What year did the Americans enter World War II?"

- For an open-ended question, you may also use precise, natural language, but sometimes that will yield too much information or not enough reliable sites.
- You may need to use key terms or phrases. To search with keywords, there are a few tricks that are useful to know. First, make two lists of words that *Must Appear* and *Must Not Appear*.
- Putting words in quotation marks will find sites that use those words together in that exact order, for example, "The Three Musketeers."
- Putting a minus sign (not a hyphen) in front of a word or several words in quotation marks will exclude those words from the search results. For example, "The Three Musketeers"-"candy bar" will eliminate information about the treat and find information about the historical figures.
- Another way to narrow a search is to connect two ideas. For example, to find out what President Kennedy said in speeches about going to the moon, try: "President Kennedy" + "moon"

Step 3: Use all the help you can get. Your librarian is an expert on how to find information. You can go to the library and get help from the librarian there, or you can go online to get help. You can use your school, community, or university libraries to get help.

- If you find a URL (the Internet address for a site) that you like but need more information, try the home page of the site, review the site map (there is usually a clickable button on the bottom of the home page), or try trimming the URL back to get to more general information. For example, www.jfklibrary.org/JFK/JFK-in-History will bring you to President Kennedy's speech about going to the moon. To know more about him, try just www.jfklibrary.org/JFK.
- Use search engines that are designed for students. Search engines are computer programs that use huge clusters of computers to search the web. Each search engine is a little different. There are some, such as Sweet Search, that are designed to be student friendly.
- Search engines cannot find information that must be paid for or information in databases. However, your library will have subscriptions to very useful databases that contain the kind of information that students often need.

Step Up to Research

Step 4: Check your sites for credibility. Think like a detective. Be skeptical.

Always check your answers at more than one site.

- Primary sources, databases, and books online can be accessed through your school or library and are usually more trustworthy than commercial sites (these have URLs that end in .com or .net). Librarians can teach you how to use these databases, for example, the American Revolution Reference Library or American Decades: Primary Sources. The information that you find here has been checked by experts in the field.
- Know how the information got to a site. Wiki sites can be useful, but they are open to anyone to post information. You must check who put it there and if others have verified the information.
- Do not assume that the first several sites that come up are the best or the most accurate. There are many reasons besides quality that a site is on the first page. Always dig deeper.
- If you suspect that a site is not original but is just copied from another site, search with some key phrases or sentences from the site and see if they come up on other sites. Then check the reliability of those sites. (By the way, this is also how your teacher can tell if you stole someone else's words.)
- To decide if a site is reliable, ask these questions:
 - Are the author and publisher of the site well-respected authorities? You can search their names to find out more about their backgrounds.
 - Why did the writer create this site? Be very critical of sites that blend information and advertisements.
 - Is the writer asking you to buy anything or give information about yourself? Don't do it!
 - Does the site have a social or political bias? For example, whitehouse.gov is not neutral on presidents. Is the information current? Check when the information was published or last updated.
- Remember that blogs (short for web logs) are logs, journals, diaries, or editorials that people keep online to spread information or exchange thoughts with others. They are informal and may spark ideas, but information must be verified elsewhere.

Step 5: Keep track of the sites that you visit. Keep a written record of what you use. Use bookmarks to save time.

3. Use **Random Reporter** to share team practice answers, and then award team celebration points.
4. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.

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Step Up to Research

Step 4: Check your sites for credibility. Think like a detective. Be skeptical.

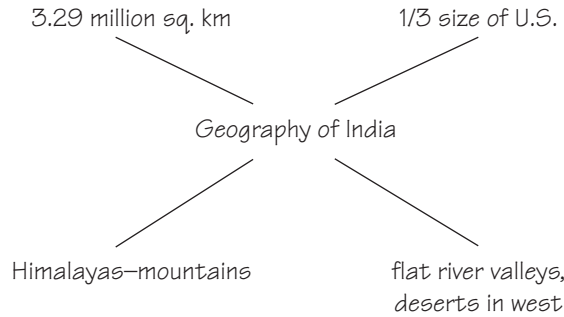
Always check your answers at more than one site.

- Primary sources, databases, and books online can be accessed through your school or library and are usually more trustworthy than commercial sites (these have URLs that end in .com or .net). Librarians can teach you how to use these databases, for example, the American Revolution Reference Library or American Decades: Primary Sources. The information that you find here has been checked by experts in the field.
- Know how the information got to a site. Wiki sites can be useful, but they are open to anyone to post information. You must check who put it there and if others have verified the information.
- Do not assume that the first several sites that come up are the best or the most accurate. There are many reasons besides quality that a site is on the first page. Always dig deeper.
- If you suspect that a site is not original but is just copied from another site, search with some key phrases or sentences from the site and see if they come up on other sites. Then check the reliability of those sites. (By the way, this is also how your teacher can tell if you stole someone else's words.)
- To decide if a site is reliable, ask these questions:
 - Are the author and publisher of the site well-respected authorities? You can search their names to find out more about their backgrounds.
 - Why did the writer create this site? Be very critical of sites that blend information and advertisements.
 - Is the writer asking you to buy anything or give information about yourself? Don't do it!
 - Does the site have a social or political bias? For example, whitehouse.gov is not neutral on presidents. Is the information current? Check when the information was published or last updated.
- Remember that blogs (short for web logs) are logs, journals, diaries, or editorials that people keep online to spread information or exchange thoughts with others. They are informal and may spark ideas, but information must be verified elsewhere.

Step 5: Keep track of the sites that you visit. Keep a written record of what you use. Use bookmarks to save time.

Step Up to Research

Sample Notes



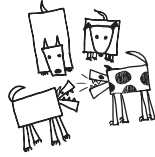
(Source: Background Note: India. U.S. Department of State. April 17, 2012. www.state.gov)

Sample Note Cards

Country – Republic of India
Capital – New Delhi
Geography – 3.29 million sq. km., about 1/3 U.S.
Mountainous (Himalayas), West – flat river valleys and deserts

Source:
Background Note: India. U.S. Department of State.
April 17, 2012. www.state.gov

Lesson 2



Teamwork

Keep Digging: Search and Process (50 minutes)

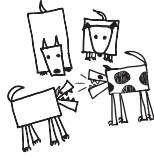
1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Have students continue to use the research materials 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 research product. Have students record the type of writing (writing to support a claim with reasons or writing to inform or explain) at the top of the page.

Team Feedback (20 minutes)

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

Class Discussion (10 minutes)

1. Award team celebration points to Random Reporters who can report a strength that teammates shared with them about their presentations.
2. Award extra team celebration points to volunteers who share what they have learned about the research, writing, and presentation process.
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.



Remind students of the Read and Respond homework assignment.

Lesson 4



Present and Evaluate

In this lesson, students will present their research to groups other than their own teams, and students will use the evaluation form to provide a written evaluation of each presentation that they hear. There will be four rounds of presentations, during which each student will have three minutes to present.

Choose group assignments in advance, or use the following process:

- Count the number of teams.
- Have students count off from 1 to the number of teams. There will be four or five students with each number.
- Have the students who counted off as 1s go to table 1, 2s go to table 2, and so on.

Allow a volunteer to give the first presentation, or designate an individual within each group. Presentations then proceed to the right until everyone has presented. As each presentation concludes, the evaluators complete the evaluation sheets and give them to the presenter.

Present (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Review the criteria for evaluating a presentation, and demonstrate how to complete the evaluation. Remind students that you will collect the evaluation forms.
3. Designate group assignments, and pass out evaluation forms.
4. Have students move to their designated groups. Begin the presentations.
5. Make sure that each student presents and receives evaluations after the presentation.

Team Discussion (20 minutes)

1. When all presentations are finished, have students return to their teams to review the feedback that they received.
2. Ask team members to share their strengths and suggestions in each category.

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

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Remind students of the Read and Respond homework assignment.

Class Discussion (10 minutes)

1. Review each target, and ask for a show of hands indicating areas of strength and areas that need improvement.
2. Use **Random Reporter** to hold a discussion during which students reflect on the research process and the products that they produced and draw conclusions about successes and areas in need of improvement. Award team celebration points.
3. Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next unit. Award up to 100 points for evidence that the chosen targets were met.
4. Review the total number of team celebration points earned by each team. Use the poster overlay to determine team status (super, great, or good) for this unit.
5. Enter the writing, Read and Respond, and team celebration points scores into the Member Center.
6. Generate the teacher cycle record results report to review team and class averages for the unit.

Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To inform or explain To support a claim with reasons

Writing Quality: Note one area of strength, and give evidence to support your choice.

Ideas	
Organization	
Style	
Mechanics	

Make a suggestion for improvement and a reason for your suggestion.

Research Skills (Note one or two strengths.)

Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	

Presentation Skills (Note one or two strengths.)

Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

Research Evaluation

Presenter _____ Evaluator _____ Date _____

Writing Purpose (circle one): To inform or explain To support a claim with reasons

Writing Quality: Note one area of strength, and give evidence to support your choice.

Ideas	
Organization	
Style	
Mechanics	

Make a suggestion for improvement and a reason for your suggestion.

Research Skills (Note one or two strengths.)

Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	

Presentation Skills (Note one or two strengths.)

Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

Common Core State Standards

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

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

Contact your SFA coach for more information.

Level 7 Analyze Events

English Language Arts Standards: History/Social Studies

Key Ideas and Details

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

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Integration of Knowledge and Ideas

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

English Language Arts Standards: Writing

Text Types and Purposes

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.

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WNET

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