



**Literature**

# Word Choice

**Neighborhood Odes:  
A Poetry Collection**

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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# Word Choice

## Neighborhood Odes: A Poetry Collection

### The Lightning Round

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

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

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

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

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

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

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

## Unit Objectives

**Reading:** Analyze the impact of specific word choice on meaning and tone.

**Writing:** Analyze and cite examples of the author’s word choice to support your point.

## Unit Overview

The focus of this unit is on analyzing the impact of word choice on meaning and tone. Students will learn that they can analyze word choice for different purposes. Not only can they figure out meaning that an author conveys through word choice, they can also look at an author’s word choice to figure out what the author’s feeling is about what he or she writes. Analyzing word choice is especially important when reading poetry or odes because things are often not stated directly. Figurative language may be used to communicate a feeling, so it is important for students to understand what it might be saying.

For the writing objective, students will analyze and cite examples of the author’s word choice to support their point. There is a plethora of examples of word choice for students to choose from. For instance, figurative language, such as metaphors, similes, and personification, is often used in the odes.

### Unit Topic/Content

The text used for this unit is *Neighborhood Odes: A Poetry Collection* by Gary Soto. The text is composed of twenty-one odes that celebrate everyday people, places, and objects. Some examples are the mayor, tennis shoes, snow cones, the park, and fireworks.

#### Teacher’s Note:

Gary Soto uses a lot of Spanish words in the verses and titles of his odes. The following web site has audio pronunciation: [www.forvo.com/languages/es](http://www.forvo.com/languages/es). You may want to listen to the pronunciation of Spanish words ahead of time, particularly those that you will run across during Interactive Read Alouds.

## 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

Neighborhood  
Odes: A Poetry  
Collection

Cycle 1		
Lesson	Text	Media
Lesson 1	"Ode to the Sprinkler," pages 6–9; "Ode to La Tortilla," pages 4 and 5; and "Ode to Los Chicharrones," pages 17–19	(Embedded) Background video: "The Gift of Poetry" (Embedded) "Fluency"
Lesson 2	"Ode to a Day in the Country," pages 39–41 and "Ode to El Guitarrón," pages 42–45	
Lesson 3	"Ode to Los Raspados," pages 1–3; "Ode to Mi Perrito," pages 14–16; and "Ode to Mi Gato," pages 30–32	
Lesson 4	"Ode to Fireworks," pages 46 and 47 and "Ode to Señor Leal's Goat," pages 10–13	
Lesson 5	writing in response to reading	
Lesson 6	"Ode to Pomegranates," pages 55–58	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

**Neighborhood  
Odes: A Poetry  
Collection**

Cycle 2		
Lesson	Text	Media
Lesson 1	"Ode to Family Photographs," page 63 and "Ode to Weddings," pages 50–54	(Embedded) "Team Talk Response"
Lesson 2	"Ode to La Piñata," pages 37 and 38 and "Ode to Mi Parque," pages 26–29	
Lesson 3	"Ode to Pablo's Tennis Shoes," pages 20–22; "Ode to La Llorona," pages 23–25; and "Ode to the Mayor," pages 64–66	
Lesson 4	"Ode to Weight Lifting," pages 48 and 49 and "Ode to El Molcajete," pages 59–62	
Lesson 5	writing in response to reading	
Lesson 6	"Ode to My Library," pages 33–36	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:  
Word  
Choice

# Lesson 1

**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

## Teacher Background

For today’s Interactive Read Aloud, you will read the first half of “Ode to the Sprinkler” to students. They will finish reading this ode for partner practice. This ode describes the sprinkler used in the author’s neighborhood and its importance since there is no pool on the street.

For partner reading, students will read “Ode to La Tortilla.” Soto gives a mouthwatering description of the warm, buttery treat known as a tortilla. They will also read “Ode to Los Chicharrones,” which describes how delicious fried pork rinds are. This snack is not only tasty to humans such as the speaker in the poem, but also to ants and animals such as dogs.

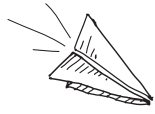
This cycle’s Big Question asks students if there is an object, person, or place that means a lot to them. This relates to the text used during both cycles since it is composed of odes about everyday objects and places. The Big Question will allow students to make connections to the odes in their text and think about what is meaningful to them and why.

During Set the Stage, you may wish to share the following facts about Gary Soto:

- He was born to Mexican American parents on April 12, 1952, and raised in Fresno, California.
- While growing up, he and his siblings had a lot of chores and jobs that included picking grapes and hoeing cotton.
- Everything he writes—books, poems, short stories—focuses on Chicano characters. *Chicano* refers to Mexican Americans.
- He has received many awards, including the Literature Award from the Hispanic Heritage Foundation.
- Except for his siblings, everyone in his family is illiterate. Although they can’t read what he writes, they display his book jackets in their homes.
- When he is not writing poetry, he enjoys playing tennis and basketball, traveling, and baking cookies. He has a black belt in tae kwon do.

Sources: [www.garysoto.com](http://www.garysoto.com)

Orr, Tamra (2005). *Gary Soto*. New York: The Rosen Publishing Group, Inc.



# 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.

Students write responses to the Big Question.

**The Big Question:** Is there an object, person, or place that means a lot to you? Why does it mean a lot?

## Set the Stage

Discuss the Big Question.



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

**Is there an object, person, or place that means a lot to you? Why does it mean a lot?**

*(Answers may vary.) I have a basketball that I scored a winning basket with against my team’s biggest rival. Whenever I look at the basketball, I remember scoring that basket and my teammates being so proud of me.*

**What words or phrases would you use to describe the object, person, or place that means a lot to you?**

*(Answers may vary.) The basketball is round, solid, and orange. It feels smooth to the touch. It was also signed by my favorite basketball player, which is why I used it in a big game. I thought it might bring me luck.*

Teams review their cycle goal.

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 *Neighborhood Odes*. Explain what an ode is to students.

**This cycle we will read odes. An ode is a poem about a person, place, or thing that the author really likes. There is not a specific format that an ode must follow. An ode can be short or long and does not have to have a certain number of stanzas.**

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

*Accept reasonable responses. For example, the odes will be about a lot of different things, people, and places. There are odes about food such as tortillas and pomegranates, and odes about places such as the park and the library.*

Post and present the reading objective.

Show the video.



5. Show the video “The Gift of Poetry.” Use **Think-Pair-Share** to ask:

**Do you think poetry is just about love and nature? Why or why not?**

*(Answers may vary.) No, I do not think poetry is just about love and nature. It can be about anything, as the poet in the video shows.*

**What do you think the “gift of poetry” is? Explain.**

*(Answers may vary.) I think the “gift of poetry” is something that anyone can do. There aren’t rules about who can be a poet or topics for poems. Poetry can be written and read in many ways.*

### Interactive Read Aloud

1. This cycle our reading objective is to analyze the impact of specific word choice on meaning and tone.

**Since we are reading odes, there will probably be some figurative language. Instead of just saying that something is big, for instance, the poet might use figurative language to express this. Therefore, figurative language can help us understand the meaning of the text. Remember that tone is the feeling or attitude that an author has toward what he or she writes about. Thinking about the words that an author chose to use will help us understand how the author feels. Let’s take a look at some words that can describe an author’s tone. Think about other words that we can add.**

Display the following list.

#### Words That Describe Tone

unhappy	relaxed	impatient	helpless
disgusted	apologetic	nervous	afraid
angry	enthusiastic	humorous	neutral

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

**What other words can you think of to describe tone?**

*(Answers may vary.) Some other words that describe tone are confident, confused, and interested.*

**Since an ode is a type of poem about something or someone that an author likes, there will probably be a lot of words that tell us how the author feels. When we are trying to identify examples of word choice, we can look for repeated words or examples of figurative language, such as similes and metaphors.**

2. Read page 6 aloud. A sample Think Aloud follows.

Review the skill as necessary.

Blackline master provided.



Refer students to page 6 in the text.

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

**Students:** Actively listen.

**Sample Think Aloud**

After reading the first half of "Ode to The Sprinkler," I can tell that the sprinkler is really important to the author. He writes that there is no swimming pool on the street where he lives. There is only a sprinkler. The word *only* makes me think that the sprinkler must be important. If there's no pool, this is the way that children on the street play in water. He also uses figurative language about the sprinkler. For instance, he refers to a sprinkler as a helicopter of water. I know that a helicopter is a vehicle that flies with blades that spin at the top. From this metaphor, I can picture the water from the sprinkler spinning and slicing the air. He also writes that the water is like fat raindrops and the grass is mushy. I can picture a sprinkler giving off a lot of water from this description. Notice that the author never says, "The sprinkler gives off a lot of water." Rather, he uses words and phrases that help me picture the sprinkler and figure this out.

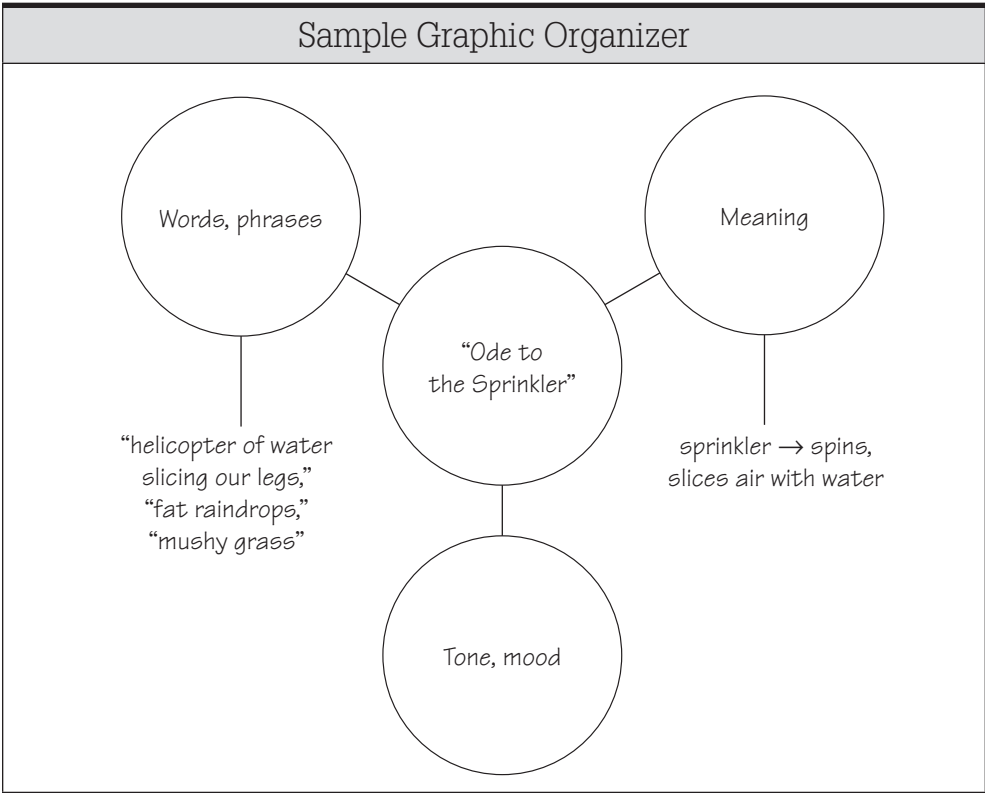
3. Use **Think-Pair-Share** to ask:

**How did I use our skill of analyzing word choice? Did analyzing word choice help me identify meaning or tone?**

*You thought about what the figurative language was telling you; for example, the helicopter of water meant that the sprinkler spins and slices the air with water. You also identified words and phrases that refer to water. Analyzing word choice helped you identify the meaning that the author communicated through figurative language and his description of the sprinkler.*

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

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



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

- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the second half of “Ode to the Sprinkler” on pages 8 and 9.

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

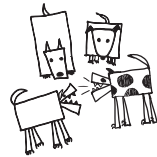
**How does the author’s word choice help a reader understand the bee sting?**

*The author doesn’t just write that the toe that is bitten gets swollen. Rather, he writes that the toe got as big as a balloon. This helps a reader make a mind movie of how much swelling there must be.*

**Why does the author refer to Kool-Aid as medicine?**

*The author refers to Kool-Aid as medicine because when the speaker gets a bee sting, he presses the icy glass with this drink inside against his toe. As a result, the swelling goes down and his toe feels better. After that experience, he doesn’t think of Kool-Aid as just a sweet drink but as something that can make him feel better.*

Use **Random Reporter** to debrief.



## Teamwork tp

(20 minutes)

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

### Partner Prep

- Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 4 and 5 and 17–19 aloud with partners.**
- Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

- Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sf
- 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.
- 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. Is a tortilla neat or messy to eat, and how do you know? Do you think it bothers the speaker? **[DC, SA]** (Team Talk rubric)

100 = *I think a tortilla is messy to eat because of the **descriptive language** that the speaker uses to describe it. **For example**, the speaker says that butter from the tortilla drips down his elbow as he eats. After he eats his tortilla, his hands are oily and need to be wiped. **Although** eating a tortilla **creates** a mess, it doesn't seem to bother the speaker. When he **returns** inside, he takes another tortilla from the pan and smears it with butter that he knows will drip down his arm. **Since** he knows that the tortilla will create a mess, but smears the butter anyway, it **appears** that the mess is worth it.*

90 = *I think a tortilla is messy to eat because of the words that the speaker uses to describe it. The speaker says that butter from it drips down his elbow. After he eats his tortilla, his hands are oily. Eating a tortilla makes a mess, but it doesn't seem to bother the speaker. When he goes back inside, he takes another tortilla and smears it with butter that will drip.*

80 = *It's messy to eat because of the words that the speaker uses to describe it. It doesn't seem to bother the speaker.*

2. Compare and contrast the speaker in "Ode to La Tortilla" with the speaker in "Ode to Los Chicharrones." **[DC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *There are both **similarities** and **differences** between the speaker in "Ode to La Tortilla" and the speaker in "Ode to Los Chicharrones." They both have a food that not only do they **enjoy** eating, but animals enjoy. A sparrow eats some of the speaker's tortilla in "Ode to La Tortilla," and a dog follows the speaker in "Ode to Los Chicharrones," hoping for a piece of chicharrón. **However**, the speaker in "Ode to Los Chicharrones" gets his food in secret when his mother is busy. **On the other hand**, the speaker in "Ode to La Tortilla" helps his mother make tortillas so he doesn't have to **sneak** them. The speakers in these odes have differences but have some things in common.*

90 = *There are things that are the same and different about the speaker in "Ode to La Tortilla" and the speaker in "Ode to Los Chicharrones." They both have a food that not only do they like eating, but animals like. A sparrow eats some of the speaker's tortilla in "Ode to La Tortilla," and a dog follows the speaker in "Ode to Los Chicharrones." The speaker in "Ode to Los Chicharrones" gets his food in secret when his mother is busy. The speaker in "Ode to La Tortilla" helps his mother make tortillas.*

80 = *Both have a food that they like and that animals like. Something different is that the speaker in "Ode to Los Chicharrones" gets his food in secret.*

continued

Team Talk Questions *continued*

3. What do you think the speaker means when he says, “Salt for football, Salt for the hoe, and Salt for the bike race”? Explain. **[DC, SA]** (Team Talk rubric)

100 = *I think that the speaker means the chicharrones give him energy. Football is a sport that you need energy to play. When you work in a garden and clear a flower bed using a hoe, you need energy. Also, you need energy for a bike race. Sometimes people eat salty foods when they need energy to do an activity. The speaker appears to eat chicharrones often before doing certain activities. Chicharrones provide the speaker with energy.*

90 = *I think that the speaker means the chicharrones give him energy. Football is a sport that you need energy to play. When you clear a flower bed, you need energy. You also need energy for a bike race. Sometimes people eat salty foods when they need energy to do something. The speaker seems to eat chicharrones a lot.*

80 = *I think that he means the chicharrones give him energy.*

4. How do the words that the author uses to describe the ants show how delicious chicharrones are? **(Write) [AC, DC, SA]** (Team Talk rubric)

100 = *The words that the author uses to describe the ants show how delicious the chicharrones are. For example, he writes that “even the ants raised their heads.” The word even shows that it may be unusual for the ants to raise their heads. Also, the author writes that they dropped their bread crumbs just so they could have a single flake of chicharrón. I know that ants like bread crumbs a lot, so if they dropped them to have one piece of another food, it must be good. The word single shows a contrast between the amount of crumbs and the amount of chicharrón. The words that the author uses in the description of ants show that chicharrones are delicious.*

90 = *The words that the author uses to describe the ants show how delicious the chicharrones are. He writes that “even the ants raised their heads.” The word even shows that it may be strange for the ants to raise their heads. They dropped their bread crumbs just so they could have a single flake of chicharrón. The word single shows how the amount of crumbs and the amount of chicharrón are different.*

80 = *He writes that “even the ants raised their heads.” He writes that they dropped their bread crumbs for a single flake of chicharrón.*

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

Randomly select team representatives who will share:

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



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



## 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.
3. Show video “Fluency.”

### 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.

## Words That Describe Tone

unhappy

relaxed

impatient

helpless

disgusted

apologetic

nervous

afraid

angry

enthusiastic

humorous

neutral

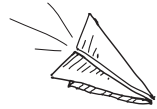
# Lesson 2

**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

### Teacher Background

For today’s Interactive Read Aloud, students will read “Ode to a Day in the Country,” which emphasizes the importance of sheep since they give us wool, which is made into garments such as socks, coats, and hats.

For partner reading, students will read “Ode to El Guitarrón.” In this ode, the speaker is not the best guitar player but does not let that prevent him from practicing. Soto uses an abundance of humorous figurative language to communicate that the speaker is not a great guitar player. For instance, he describes how the speaker’s cat jumps from the couch onto the windowsill upon hearing the noise from the guitar.



## Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

### Partner Vocabulary Study

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

### Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
<b>gargle</b> (verb) page 5	gar-gle (GAHR-guhl)	to move liquid around in your mouth to clean your throat	“If your throat is sore, you may want to <i>gargle</i> with warm salt water,” Dr. Sheldon suggested.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>strut</b> (verb) page 10	(struht)	to walk proudly	When Jeremy's teammates saw him <i>strut</i> off the field after the soccer game, they could tell that he thought he was really cool since he scored a goal.
<b>lurked</b> (verb) page 15	(lurkd)	hid behind something; existed without being known	During the game of hide-and-seek, Cara looked everywhere but the large bushes where Renee <i>lurked</i> .
<b>puckered</b> (adjective) page 17	puck-ered (PUHK-erd)	full of folds or creases	Since Juan's forehead looked <i>puckered</i> , his teacher could tell that he did not understand her directions.
<b>devoured</b> (verb) page 18	de-vour-ed (dih-VOURD)	ate very quickly	Since Miranda had skipped breakfast, she was very hungry by noon and <i>devoured</i> her lunch.
<b>slink</b> (verb) page 32	(slingk)	to move in a sneaky way	Evan arrived late to school but tried to <i>slink</i> into his classroom without being noticed.
<b>frayed</b> (adjective) page 41	(freyd)	worn out; falling apart	Aidan's mom prefers that he wears his <i>frayed</i> jeans at home and not to school.
<b>staggers</b> (verb) page 44	stag-gers (STAG-erz)	moves in an unsteady way	Graham is not a morning person, so he always <i>staggers</i> into work looking very tired.

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

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, tell about an ode, ask questions, and make predictions.



Review the skill as necessary.

Refer students to pages 39–41 in the text.

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

**Students:** Actively listen.



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

### Set the Stage

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

### Interactive Read Aloud

1. **This cycle our reading objective is to analyze word choice as we read to determine if it contributes to meaning or if it tells us about the author’s tone. Since we are reading odes, the author does not always directly state his feelings. Rather, he might use figurative language or certain words to communicate how he feels.**
2. Read page 39 (stopping after the lines “So child slips on a hat, And this is sheep.”) aloud. A sample Think Aloud follows.

Sample Think Aloud
I know that I need to look at word choice as I read these odes. The author starts out talking about sheep eating grass on a hill. Then he describes people putting on different pieces of clothing. After he names the piece of clothing, he says, “And this is sheep.” Hmmm. Let me think about this for a minute. A sock is sheep? That sounds confusing to me. Let me go back earlier in the ode. Oh! He talks about wool, which I know comes from sheep. Now this makes sense. Some socks are made of wool. A coat and a hat can also be made of wool. So what he means is that the piece of clothing comes from sheep. The line “And this is sheep” seems important because it is repeated three times. I think the author uses this line to emphasize that a lot comes from sheep. He must think that sheep are important.

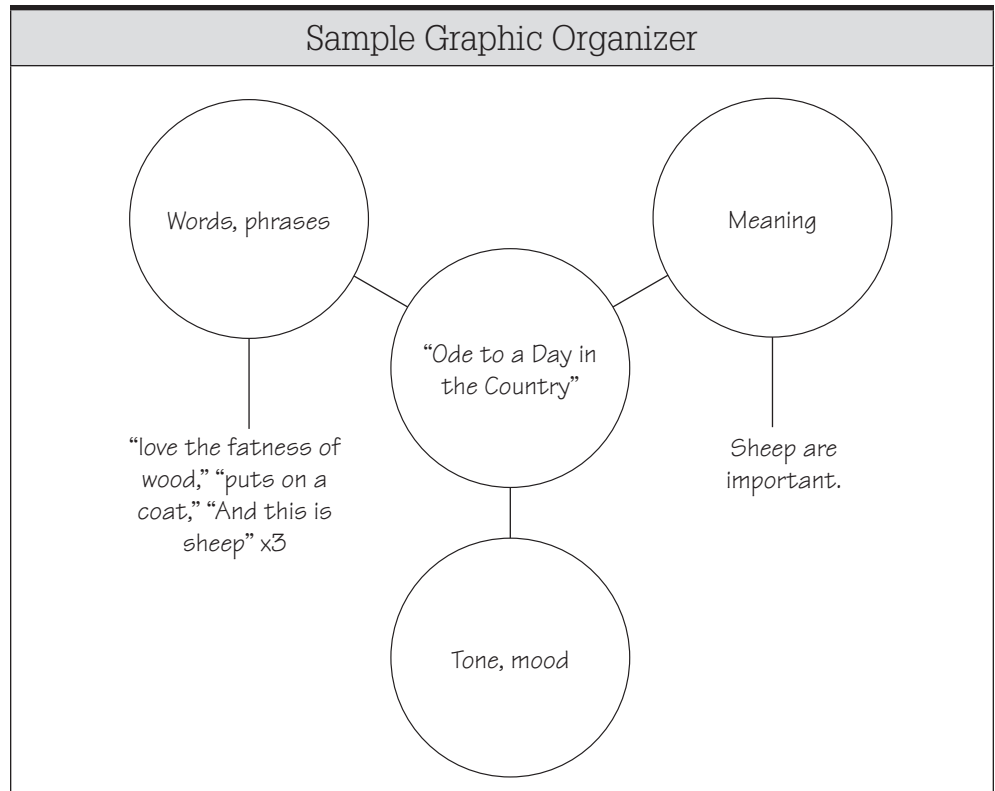
3. Use **Think-Pair-Share** to ask:

**How did I use the skill, and what did it help you understand?**

*You used the skill by looking at a phrase that was repeated three times and figuring out what it means. It helped me understand that clothing comes from sheep and that the author probably thinks sheep are important. If he didn’t think sheep were important, he probably wouldn’t repeat “And this is sheep.”*

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

**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill or 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 39 (“We’re closer to the country...”)—41. Use **Think-Pair-Share** to ask:

**What do you think the author means by “snowy fingertip of glove”?**

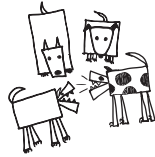
*I think the author means that the glove is made of wool. The gloves protect people’s hands during the winter when it is snowing. The fingertip part of the glove is covered in snow.*

**After reading the entire ode, how would you describe its tone?**

*I would describe this ode’s tone as thankful. The author mentions various examples of items that are made from wool. At the end, he says, “We love these sheep,” which shows appreciation for the wool that people get from sheep.*

Use **Random Reporter** to debrief.





# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 42–45 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

## Team Talk Questions

1. As used on page 42 in the verses “And thump the strings,” *thump* most nearly means— **[CV, SA]** (Team Talk rubric)

- A. bang.
- B. tap.
- C. sing.
- D. create.

Explain how you figured out the meaning.

**100** = *I figured out that thump means bang by using context clues. For example, the speaker describes how after he thumps the strings, dust comes off the lamp and the model airplane on the TV. Also, dust falls from the ceiling. If you bang something near an object that has dust on it, it will probably loosen all the dust. The description of dust falling helped me figure out the meaning of thump.*

**90** = *I figured out that thump means bang by using context clues. The speaker says that after he thumps the strings, dust comes off the lamp. If you bang something near dust, the dust will probably come off.*

**80** = *I figured out that it means bang by using context clues.*

2. Is the speaker in the poem good at playing the guitar? How does word choice help you determine this? **(Write) [AC, DC, SA]** (Team Talk rubric)

**100** = *There are various examples in the ode that show that the speaker is not a good guitar player. For example, the speaker waits to play until he is alone. The guitarrón has been in the closet all summer, and he doesn't take it out until his parents are gone. When he plays, his cat jumps over to the windowsill from the couch. It seems like the cat is scared by the sound. Also, the speaker's deaf neighbor Señor Martínez plays the guitar, and the speaker refers to it as “real music.” If the speaker were a good guitar player, he probably wouldn't say this. These examples show that the sound coming from the speaker's guitar is not pleasant.*

**90** = *There are many examples in the ode that show that the speaker is not a good guitar player. The speaker waits to play until he is alone. He doesn't take it out until his parents are gone. When he plays, his cat jumps over to the windowsill. It seems like the cat is scared. Señor Martínez plays the guitar, and the speaker calls it “real music.” The speaker plays worse than a deaf man.*

**80** = *No, because he waits to play until he is alone, when he plays, his cat jumps over to the windowsill, and a deaf man plays “real music.”*

*continued*

Team Talk Questions *continued*

3. How do the neighbor kids react differently when Señor Martínez plays the *guitarrón* than when the speaker plays? How do their reactions affect Señor Martínez and the speaker? **[DC, SA]** (Team Talk rubric)

100 = *The neighbor kids enjoy hearing Señor Martínez play the guitarrón, but they aren't sure what exactly they are hearing when the speaker plays. When the speaker thumps his guitarrón, the kids ask, "What is it?" and the speaker has to tell them that they're hearing music. On the other hand, when Señor Martínez plays, the kids say, "How good." Although the kids don't know that the speaker is playing music, he is still proud and wants to play them another song. After Señor Martínez plays, he just goes back to sleep. It seems like maybe he just wanted them to hear music that sounded pleasant. The neighbor kids feel differently about what they hear when Señor Martínez plays the guitarrón, and Señor Martínez and the speaker react differently to the kids.*

90 = *The neighbor kids like hearing Señor Martínez play the guitarrón, but they aren't sure what they are hearing when the speaker plays. When the speaker thumps his guitarrón, the kids ask, "What is it?" When Señor Martínez plays, the kids say, "How good." The kids don't know that the speaker is playing music, but he is still proud and wants to play more. After Señor Martínez plays, he just goes back to sleep.*

80 = *The kids like hearing Señor Martínez play. They don't know what they are hearing when the speaker plays, but the speaker is still proud.*

4. At the end of the ode, the speaker says, "I think it was his ninth life" when talking about his cat. What do you think this means? **[DC, RE, SA]** (Team Talk rubric)

100 = *By saying, "I think it was his ninth life," I think the speaker means that the cat has died and come back to life several times. Earlier in the ode, the speaker scared the cat out of one of his lives when he played the guitarrón. The cat fell from the fence when he heard the noise. Even before that, the cat had fallen from the windowsill. At the end of the ode, the cat falls off the fence yet again. This quote shows that the cat has fallen in fear often.*

90 = *By saying, "I think it was his ninth life," I think the speaker means that the cat has died and come back to life many times. Earlier in the ode, the speaker scared the cat out of one of his lives when he played the guitarrón. Even before that, the cat had fallen from the windowsill. At the end of the ode, the cat falls off the fence.*

80 = *I think the speaker means that the cat has died and come back to life many times.*

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

Deniece had a solo in the chorus performance, so she made sure to \_\_\_\_\_ every night so her throat would not hurt.

Gargle belongs in the blank. Throat is a clue because if you gargle, you do it to clean your throat.

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.

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



## Class Discussion tp

(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 that are accumulating points. Have teams reflect on the following questions:

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

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

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

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

**Word Choice**

Word	Pronunciation	Definition	Sample Sentence
<b>gargle</b> (verb) page 5	gar-gle (GAHR-guhl)	to move liquid around in your mouth to clean your throat	"If your throat is sore, you may want to <i>gargle</i> with warm salt water," Dr. Sheldon suggested.
<b>strut</b> (verb) page 10	(struht)	to walk proudly	When Jeremy's teammates saw him <i>strut</i> off the field after the soccer game, they could tell that he thought he was really cool since he scored a goal.
<b>lurked</b> (verb) page 15	(lurkd)	hid behind something; existed without being known	During the game of hide-and-seek, Cara looked everywhere but the large bushes where Renee <i>lurked</i> .
<b>puckered</b> (adjective) page 17	puck-ered (PUHK-erd)	full of folds or creases	Since Juan's forehead looked <i>puckered</i> , his teacher could tell that he did not understand her directions.
<b>devoured</b> (verb) page 18	de-vour-ed (dih-VOURD)	ate very quickly	Since Miranda had skipped breakfast, she was very hungry by noon and <i>devoured</i> her lunch.
<b>slink</b> (verb) page 32	(slingk)	to move in a sneaky way	Evan arrived late to school but tried to <i>slink</i> into his classroom without being noticed.
<b>frayed</b> (adjective) page 41	(freyd)	worn out; falling apart	Aidan's mom prefers that he wears his <i>frayed</i> jeans at home and not to school.
<b>staggers</b> (verb) page 44	stag-gers (STAG-erz)	moves in an unsteady way	Graham is not a morning person, so he always <i>staggers</i> into work looking very tired.

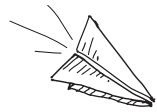
## Lesson 3

**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

### Teacher Background

For the Interactive Read Aloud, students will read “Ode to Los Raspados.” *Raspado* is the Spanish word for snow cone. In this ode, the speaker is lucky enough to get her snow cones for free since her father drives a snow cone truck. The speaker mentions the different flavors of snow cones and how all the neighborhood kids enjoy this summer treat.

For partner reading, students will read two odes. “Ode to Mi Gato” is about a cat that was rescued from an abandoned car. The cat has a loving home and is fed well with milk, tuna, and cheese. In “Ode to Mi Perrito,” the speaker describes what he loves about his dog. He also describes how his dog hunts for other animals, yet he is afraid when approached by other dogs.



## Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

### Partner Vocabulary Study

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

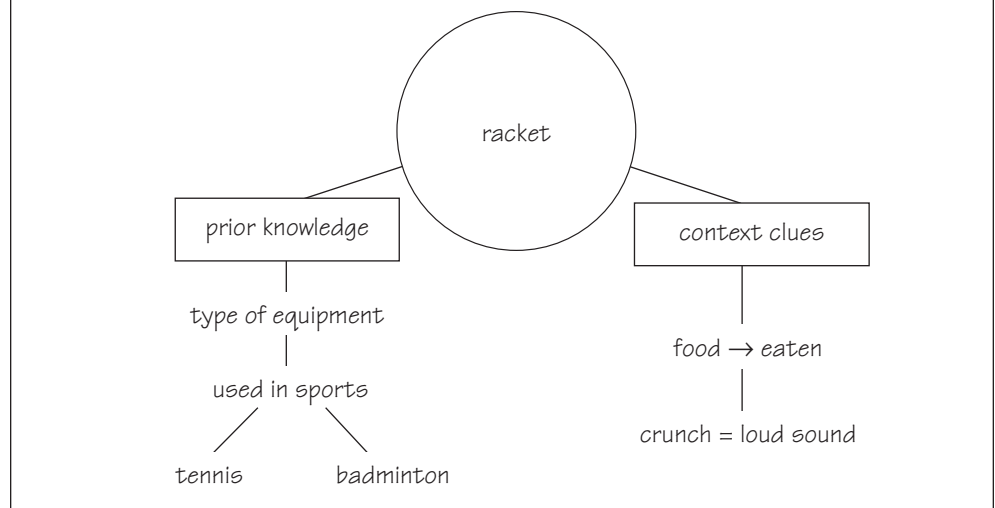
### Vocabulary

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

Sample Think Aloud

A word that I wasn't sure about was *racket*. This word was used in "Ode to Los Chicharrones." Remember that this ode is about fried pork rinds. I know that a racket is a type of equipment that you use in some sports. If you play tennis, you need a racket to hit the tennis ball. You also use a racket to hit the shuttle when you play badminton. I have a clear picture of a racket in my mind, but it doesn't seem like this ode has anything to do with tennis. Hmm. I used my prior knowledge about rackets, but it doesn't seem like it's helping me figure out this word. Maybe I should use context clues to determine the meaning. The verses where *racket* is used say, "To the racket of *chicharrón* being devoured by adult teeth." I know that if the teeth are devouring this food, it's being eaten. Earlier in the ode, the author described the hard crunch that occurs when this food is eaten. I'm starting to get an idea. Maybe *racket* means a loud sound. Let me check to find out for sure. (Model looking up the word *racket* in a dictionary.) There are a few definitions for *racket*. I see one that says, "implement with netting." That's what you use in sports. Another says, "dishonest business." Here's a definition similar to what I thought of: a loud noise. That makes sense. I think an antonym for *racket* would be *silence*.

Sample Word Map



Review Vocabulary Vault.

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

**Set the Stage**

Teams review their cycle goal.

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

Post and present the reading objective.

Teams review notes, tell about an ode, ask questions, and make predictions.



Build background about summertime foods.



Review the skill as necessary.

Refer students to pages 1 and 2 in the text.

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

**Students:** Actively listen.



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

4. Have teams review their notes, tell about one of the odes they read, make predictions about other odes they might read, and ask questions. Use **Random Reporter** to have teams share their discussions.
5. **Today we will read about snow cones, a treat that is typically eaten in the summer.** Use **Think-Pair-Share** to ask:

**Are there any foods that you like to eat especially in the summer, or activities that you typically do in the summer?**

*(Answers may vary.) I eat a lot of hot dogs and hamburgers in the summer because my family has cookouts every weekend. I also get ice cream cones a lot. I usually go to amusement parks in the summer with my friends, and we eat cotton candy.*

### Interactive Read Aloud

1. **This cycle our reading objective is to analyze the impact of specific word choice on meaning and tone.**
2. Read pages 1 and 2 (stopping at line 5) aloud. A sample Think Aloud follows.

#### Sample Think Aloud

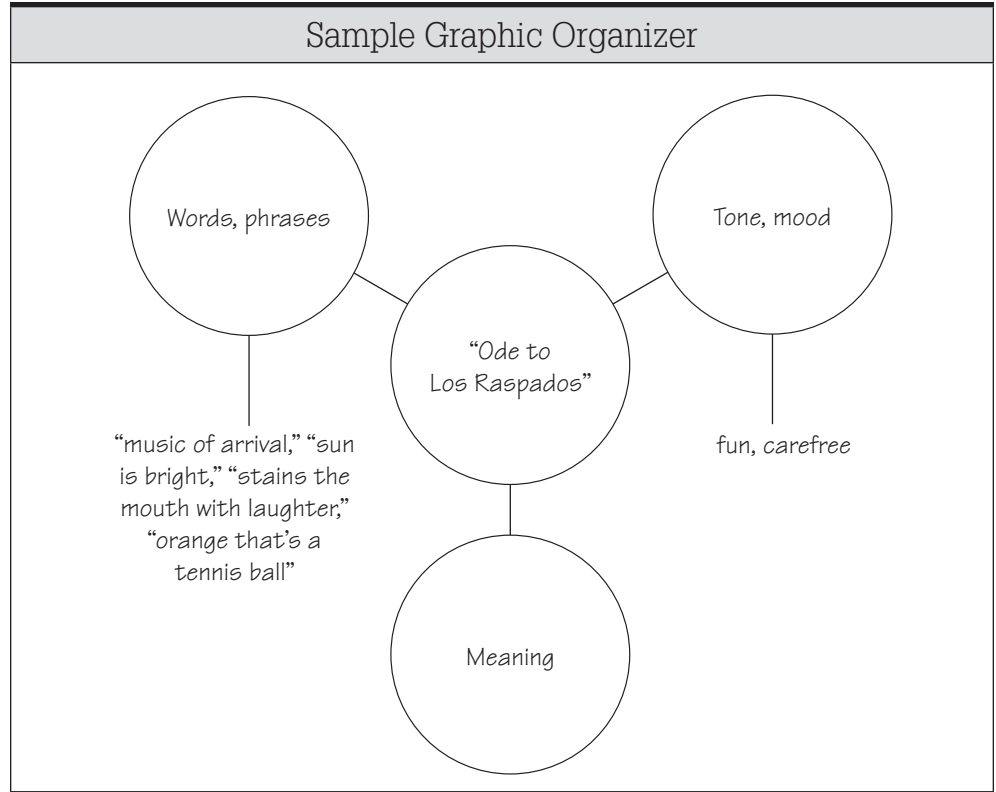
The author used a lot of figurative language so far in this ode. He says that the sun is as bright as a hot dime. I know that a dime is very shiny. So it's a very sunny day. He also talks about the different flavors of snow cones. The grape flavor stains the mouth with laughter. Grape flavor is usually purple. The people eating the snow cones might be laughing. He also talks about an orange-flavored snow cone and says that it's a tennis ball of snow. This gives me an idea of the size of a snow cone and how round it is. Even though I haven't read the entire ode yet, the tone is fun and carefree. The author also writes about the "music of arrival," and this sounds very cheerful.

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

**How did I analyze word choice, and what did it help you understand?**

*You analyzed word choice by looking at the different examples of figurative language and thinking about what they meant. It helped me understand that a snow cone is small and round and comes in different flavors such as grape and orange. The figurative language helped me make a mind movie of snow cones.*

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



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

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

Have students read pages 2 (starting at “When the truck stops...”) and 3. Use **Think-Pair-Share** to ask:

**How can you tell that snow cones are important to the kids?**

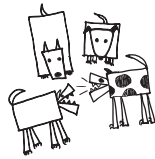
*I can tell that snow cones are important to the kids because the author writes that they “come running” when they see the truck. He repeats this same idea later when he says the kids in the neighborhood are “all running.”*

**How are snow cones made?**

*The author says that snow cones are packed with the flat of a hand. This refers to someone’s palm. A palm is probably used to get a lot of the treat into a container.*

Use **Random Reporter** to debrief.





# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 14–16 and 30–32 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. 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. In “Ode to Mi Perrito,” what do you think the author is trying to tell a reader by writing “his days are yellow as the sun at noon”? **(Write) [AC, DC, SA]**  
(Team Talk rubric)

*100 = By writing “his days are yellow as the sun at noon,” I think the author is trying to tell a reader that the dog has **wonderful** days. **Usually** the color yellow is **associated** with happiness **since** it is such a bright color. At noon, the sun shines **especially** bright. The author could also be referring to the fact that the dog rides in the speaker’s father’s car. Dogs **often** stick their head out a car window and probably get a lot of sun this way. **By** using a **simile** to describe the dog’s days, the author tells a reader what kind of days the dog has.*

*90 = By writing “his days are yellow as the sun at noon,” I think the author is trying to tell a reader that the dog has great days. The color yellow is thought of as being happy because it is so bright. At noon, the sun is really bright. Dogs sometimes stick their head out a car window and get sun.*

*80 = By writing this, I think he is trying to tell a reader that the dog has great days.*

*continued*

Team Talk Questions *continued*

2. Did the end of “Ode to Mi Perrito” surprise you? Why or why not? **[DC, RE, SA]**  
(Team Talk rubric)

(Answers may vary.)

100 = *Yes, the end of this ode surprised me because I thought the dog was **fearless and a little scary**. For example, the dog hunts animals and insects. He hunts for crickets, and when he finds one, he barks and scares the cricket. The cricket jumps away. The dog bares his teeth at a cow that moos. While I read this, I **imagined** that the dog was **huge**. However, he is **actually** very small and is afraid of larger dogs. The dog’s fear and size is surprising because of his **actions** throughout the ode.*

90 = *Yes, the end of this ode surprised me because I thought the dog wasn’t afraid of anything. The dog hunts animals and insects. He hunts for crickets, and when he finds one, he barks and scares the cricket. The dog bares his teeth at a cow. I thought that the dog was big. He is small and afraid of larger dogs.*

80 = *Yes, it surprised me because I thought the dog wasn’t afraid of anything.*

3. Which of the following best describes a similarity between the dog and the cat? **[DC, SA]** (Team Talk rubric)

- A. Both the dog and the cat like to eat.
- B. Both the dog and the cat like chicken.
- C. Both the dog and the cat get dressed up.
- D. Both the dog and the cat drink milk.

Explain your answer.

100 = *Both the dog and the cat like to eat because “Ode to Mi Perrito” and “Ode to Mi Gato” **describe** the foods they eat, and you can tell that they like food. In “Ode to Mi Perrito,” the dog tries to get a taste of chicharrón and a jawbreaker that falls from the speaker’s pocket. If he didn’t like food, he probably wouldn’t be **interested** in getting a taste of it. In “Ode to Mi Gato,” the speaker **explains** that his cat loves tuna and milk. **Also**, he licks cheese from the speaker’s hands. **Although** cats and dogs are very different animals, the cat and dog in these odes have a love of food in common.*

90 = *Both the dog and the cat like to eat because “Ode to Mi Perrito” and “Ode to Mi Gato” talk about the foods they eat, and you can tell that they like food. In “Ode to Mi Perrito,” the dog tries to get a taste of chicharrón and a jawbreaker. In “Ode to Mi Gato,” the speaker says that his cat loves tuna and milk. He licks cheese from the speaker’s hands.*

80 = *Both the dog and the cat like to eat because the odes talk about the foods they eat, and you can tell that they like food.*

*continued*

Team Talk Questions *continued*

4. Which animal do you think is more active: the dog or the cat? Explain your answer. **[DC, RE, SA]** (Team Talk rubric)

100 = *I think the dog is more active because he is always chasing animals, but the cat just sleeps. In "Ode to Mi Perrito," the dog **appears** very active. **For example**, he jumps in and out of the river and walks along the river, looking for birds and mice. He always keeps an eye out for any danger, **prepared** to bark. **On the other hand**, the cat in "Ode to Mi Gato" is a good sleeper and not a good hunter. **Also**, he appears **spoiled** by his owners. **Since** the cat loves to sleep, the dog is much more active.*

90 = *I think the dog is more active because he is always chasing animals, but the cat just sleeps. In "Ode to Mi Perrito," the dog seems very active. He walks along the river, looking for birds. He always keeps an eye out for any danger. The cat in "Ode to Mi Gato" is a good sleeper and not a good hunter.*

80 = *I think the dog is more active because he is always chasing animals, but the cat just sleeps.*

5. In which of the following sentences is *devoured* used incorrectly? Explain. **[CV]**
- Sheryl did not have much time to eat breakfast after she overslept, so she devoured her cereal.
  - Derrick devoured his snack because he was hungry after running several laps around the field.
  - Kimora's bowl of soup was steaming hot, so she grabbed a spoon and devoured it.
  - Burton's mom was strict and didn't like him to eat candy, so he devoured his chocolate bar before she saw it.

*In choice C, devoured is used incorrectly because it says that the soup was steaming hot and Kimora devoured it. Devoured means ate quickly. If something is really hot, you don't want to eat it quickly because you could burn your mouth. Rather, the food should cool down, and you should eat it slowly.*

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

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

(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 that are accumulating points. Have teams reflect on the following questions:

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

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

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

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

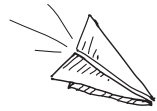
## Lesson 4

**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

### Teacher Background

For the Interactive Read Aloud, students will read “Ode to Fireworks,” which includes many examples of figurative language to describe firecrackers.

For partner reading, students will read “Ode to Señor Leal’s Goat,” which describes what happens when a goat gets ahold of a pipe that his owner smokes.



## Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, tell about an ode, ask questions, and make predictions.



### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

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

Build background about the Fourth of July.



Refer students to pages 46 and 47 in the text.

**Teacher:** Read aloud.

**Students:** Actively listen.



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

5. Today we will read about two brothers celebrating the Fourth of July. Use **Think-Pair-Share** to ask:

**Do you celebrate the Fourth of July? If so, what do you do?**

*(Answers may vary.) I celebrate the Fourth of July by going on a picnic in a park with my family. We watch the fireworks, and they are really bright and pretty. Last year we didn't have our picnic, though, so I had to watch the fireworks from my window, and I could only see them from a distance. My mom always puts an American flag outside our house on the Fourth of July.*

**Interactive Read Aloud**

1. Read pages 46 and 47 aloud.
2. Use **Think-Pair-Share** to ask:

**What impact did the author's word choice have as you read "Ode to Fireworks"?**

*The author's word choice helped me understand the fireworks. He used a lot of figurative language that helped me visualize the firecrackers. He called firecrackers a paper log cabin. I know what a log cabin looks like. He also said that they "shower sparks." I know that in a shower, water comes down quickly. The sparks must be quick. He refers to the ash as "snakes."*

**How do you think the brothers feel about using up all their fireworks before nighttime?**

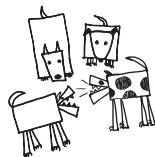
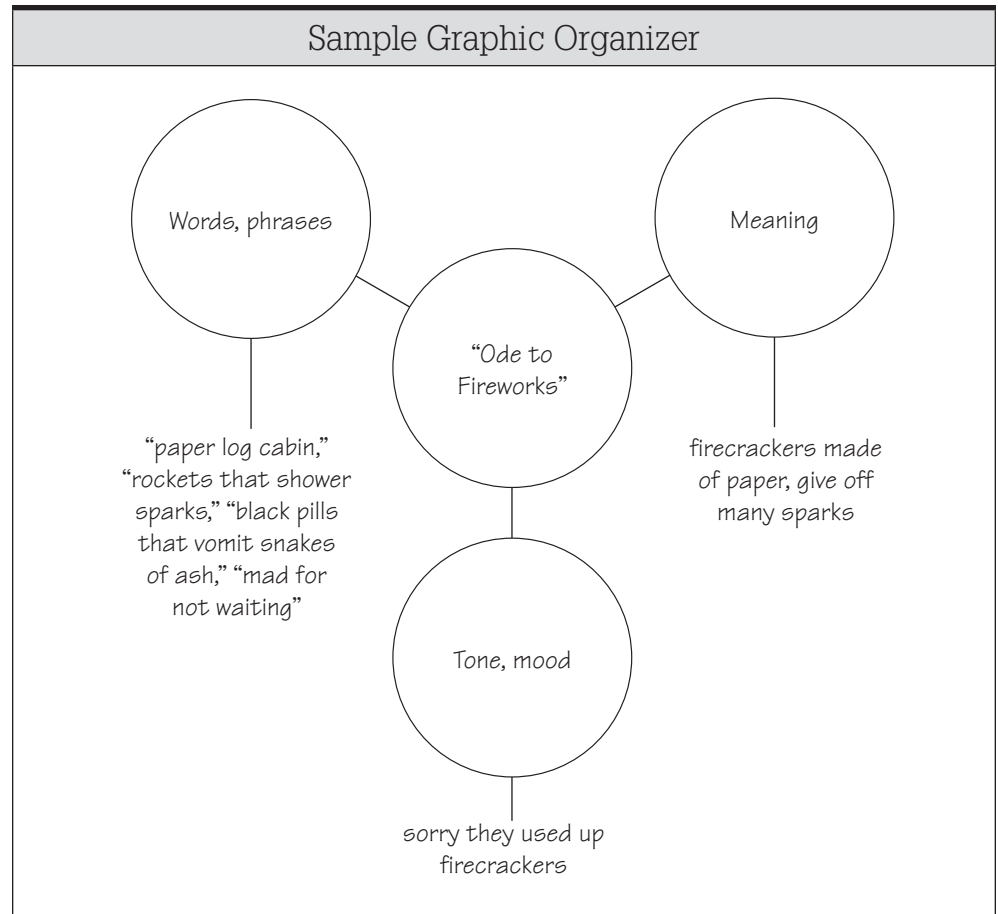
*I think the brothers feel sorry that they used up all their fireworks because they punch each other in the arm, and they watch the sky. The end of the ode says that they finally see fireworks from kids who did wait until nighttime to set them off.*

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

**What should we add to our webs?**

*We can add the different examples of figurative language used to describe fireworks such as "paper log cabin," "shower sparks," "black pills," and "vomit snakes." We can add brief notes about what the figurative language tells us about fireworks.*

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



## Teamwork tp

(20 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 10–13 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

**Team Discussion**

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

Team Talk Questions
<p>1. Are the chickens bothered when Señor Leal doesn’t feed them? Explain. <b>[DC, RE, SA]</b> (Team Talk rubric)</p> <p><i>100 = The chickens aren’t bothered when Señor Leal doesn’t feed them because they <b>continue</b> on their way. When Señor Leal <b>enters</b> the backyard, the chickens follow the goat. <b>Although</b> the goat gets a carrot, Señor Leal doesn’t feed them. <b>Instead</b>, he claps his hands and scares the chickens away. <b>However</b>, the chickens go back to pecking at the ground. If they were bothered, they probably would have tried harder to get some food. It seems like the chickens <b>accept</b> the fact that they didn’t get any food.</i></p> <p><i>90 = The chickens aren’t bothered when Señor Leal doesn’t feed them because they move along. When Señor Leal goes to the backyard, the chickens follow the goat. The goat gets a carrot, but Señor Leal doesn’t feed them. He scares the chickens away, but they go back to pecking at the ground.</i></p> <p><i>80 = They aren’t bothered when Señor Leal doesn’t feed them because they move along.</i></p> <p>2. Do you think it is easy or difficult for a reader to picture Señor Leal’s backyard? Explain. <b>[DC, SA]</b> (Team Talk rubric) (Answers may vary.)</p> <p><i>100 = I think it is easy for a reader to picture Señor Leal’s backyard because the author <b>provides several</b> details about it. <b>For example</b>, the author <b>describes</b> the rain puddle and how it reflects the sky and some clouds. The author <b>mentions</b> that the ground is sandy. <b>Also</b>, there are several <b>types</b> of vegetables grown in the backyard, such as tomatoes. <b>As a result of the</b> details about the ground, the animals, and the vegetables, a reader can easily make a mind movie of Señor Leal’s backyard.</i></p> <p><i>90 = I think it is easy for a reader to picture Señor Leal’s backyard because the author gives a lot of details about it. The author talks about the rain puddle and how it reflects the sky. The author says that the ground is sandy. There are different vegetables grown in the backyard.</i></p> <p><i>80 = I think it is easy to picture his backyard because the author gives a lot of details about it.</i></p>

*continued*

Team Talk Questions *continued*

3. How do the chickens react differently from Señor Leal when the goat takes the pipe? **[DC, RE, SA]** (Team Talk rubric)

100 = *When the goat takes the pipe, the chickens think it's funny, but Señor Leal is angry. Señor Leal is **extremely** surprised when the goat takes his pipe and yells, "What happened?" He can't believe what his goat has done. The goat runs around, and Señor Leal yells, "Hey," to get the goat's attention. **On the other hand**, the chickens think it's funny that the goat has the pipe. **However**, they know that Señor Leal is angry so they stay clear of him. **Since** it's Señor Leal's pipe that the goat took, Señor Leal is upset by the **situation**.*

90 = *When the goat takes the pipe, the chickens think it's funny, but Señor Leal is angry. Señor Leal is very surprised when the goat takes his pipe and yells, "What happened?" The goat runs around, and Señor Leal yells, "Hey," to get the goat's attention. The chickens think it's funny, but they know that Señor Leal is angry.*

80 = *When the goat takes the pipe, the chickens think it's funny, but Señor Leal is angry.*

4. What is the tone of "Ode to Señor Leal's Goat"? **(Write) [AC, DC, SA]** (Team Talk rubric)

100 = *I think the tone is silly because the goat takes the pipe. The author uses **language** that make a reader laugh, such as "grabs the pipe," "with pipe hanging from his mouth," "runs around the yard," "can't baa," and "goat's eyes are spinning." These words and phrases help a reader **imagine** how funny the goat must look. **The author's descriptive language helped me determine the tone.***

90 = *I think the tone is silly because the goat takes the pipe. The author uses words that make a reader laugh, such as "grabs the pipe," "with pipe hanging from his mouth," and "runs around the yard."*

80 = *I think the tone is silly because the goat takes the pipe.*

5. What is a synonym for *frayed*? What is an antonym for *frayed*? (Remember that an antonym is the opposite.) **[CV]**

*(Accept reasonable responses.) A synonym for frayed is worn out. An antonym is new.*

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

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

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

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 that are accumulating points. Have teams reflect on the following questions:

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

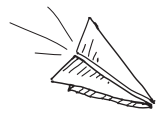
Remind students of the Read and Respond homework assignment.

## Lesson 5

**Writing Objective:** Analyze and cite examples of the author’s word choice to support your point.

### Teacher Background

Since students will need to cite examples of the author’s word choice to support their point, you may want to remind them to use their notes in addition to the graphic organizers they created throughout the cycle. On their webs, they made notes about different examples of word choice and what certain examples meant. Remind students that word choice includes figurative language such as simile and metaphors but also repeated words or words that indicate how the author feels.



## Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

### Partner Vocabulary Study

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

### Vocabulary

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

Highlight the writing objective.

4. **Today you will respond to a prompt that asks about the relationship between theme and author's word choice. Throughout this cycle you have examined the words that the author used in his odes. For example, you looked at figurative language such as similes and metaphors to determine what the author described. You have also looked at instances where words were repeated to identify the author's tone, or how the author felt about what he wrote.**
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt
Select one of the odes that you read this cycle. What is the theme, and how does the author's word choice support this theme?

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 write a literary response because I have to make a point about word choice and theme, which are aspects of a literary work.*

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

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

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

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

**Which guidelines relate to our writing objective: analyze and cite examples of the author's word choice to support your point?**

*The Ideas guideline that says to use evidence to support the point, and the Organization guideline that says to support the point with examples and evidence from the text. Also, the Style guideline that says to choose words from the text to support your point.*

- 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

Model using examples from the text.

- Remember that you will support your point with examples of the author’s word choice. Let’s take a look at a sample paragraph that I wrote. I need your help identifying whether I effectively used examples of word choice to support my point about theme.**

Display the following blackline master. Either you or a student may read the sample aloud.

Blackline master provided.

### Sample Paragraph

The theme of “Ode to La Tortilla” is that even if a food is messy, it won’t stop someone from eating it. The author used several words and phrases that support this theme. For example, he wrote, “Mamá is rolling them out.” He also wrote, “with a bubble of air rising” and “I carry it to the drainboard.”



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

**Did the examples of word choice that I gave effectively support my point? Why or why not?**

*No, the examples of word choice did not effectively support your point. The point was that the theme of “Ode to La Tortilla” is that a messy food doesn’t stop people from eating it. The examples of word choice that you gave are about tortillas, but they don’t reflect the theme.*

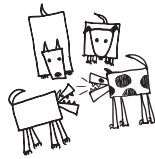
**How can I improve this paragraph?**

*You can improve it by adding examples of word choice that support the theme.*

**What are some examples of word choice that support the theme?**

*(Answers may vary.) For example, “butter dripping down my elbow, As I stand on the front lawn, just eating,” “I smear it with butter... that will drip slowly down my arm when I eat on the front lawn.”*

**Those are great ideas! These examples of word choice would help someone reading my response understand how I determined the theme. These examples show that even though eating a tortilla is messy, the narrator still eats tortillas.**



## 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 a literary response and the writing objective—analyze the impact of specific word choice on meaning and tone.

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

For example, ask:

- **Does the writer make a clear point about an aspect of the literary work?**
- **Does the writer use examples from the text to support his or her point?**
- **Does the writer analyze examples of word choice, not just cite examples?**
- **Does the writer end with a closing statement?**
- **Does the writer use correct punctuation, spelling, and grammar?**

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

### Reflection on Writing

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find it easy or difficult to include examples of the author's word choice? Do you think the examples were effective?**

*Answers will vary.*

### Celebrate

Celebrate team successes!

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

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

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

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

## Writing Prompt

Select one of the odes that you read this cycle. What is the theme, and how does the author’s word choice support this theme?

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

## Sample Paragraph

The theme of “Ode to La Tortilla” is that even if a food is messy, it won’t stop someone from eating it. The author used several words and phrases that support this theme. For example, he wrote, “Mamá is rolling them out.” He also wrote, “with a bubble of air rising” and “I carry it to the drainboard.”

## Lesson 6

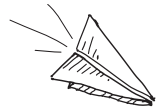
**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

**Writing Objective:** Analyze and cite examples of the author’s word choice to support your point.

### Teacher Background

Today’s cycle test challenges students to continue identifying examples of word choice in the odes that they read and determine how that affects the meaning and reflects the author’s tone.

For the assessment reading, students will read “Ode to Pomegranates.” This ode focuses on how delicious this fruit is—so delicious that it drives the García brothers to steal pomegranates from their neighbor Mrs. López’s tree. In the end, they get caught and the fruit does not seem quite as sweet anymore.



## Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

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

### Set the Stage

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



# Prepare Students for the Test tp

(5 minutes)

tps

## Partner Review

1. Remind students that they have been practicing analyzing the impact of specific word choice on meaning and tone and analyzing examples of the author's word choice to support their point.

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

### When you want to identify word choice, what might you look for?

*(Answers may vary.) You can look for figurative language such as similes and metaphors or repeated words. You might look for words that show a certain tone such as happy or sad.*

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

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

## Test Directions

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

1. How do you think the author feels about the García brothers picking pomegranates from Mrs. López's tree? **[AC, DC, SA]**

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

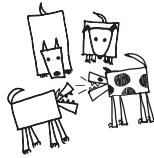
**Today you will read about pomegranates.**



## 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

Teams discuss the answers to the test questions.

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



## Class Discussion tp

(10 minutes)

### Lightning Round

Random Reporters share team discussion of a test question.



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

**How does the tone of “Ode to Pomegranates” change at the end? How does word choice support the change in tone?**

*The tone is happy and carefree at the beginning. Some examples of word choice that show this tone are “Have been waiting all summer,” “bright Saturday,” and “love that treasure.” However, once the Garcías steal the pomegranates and get caught, the tone becomes more serious. Some phrases that support this change in tone are “they are clowns,” “hurls a pomegranate,” and “shame smeared on their dirty faces.”*

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

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

## Cycle 1 Test

## Word Choice

**Directions:** Read “Ode to Pomegranates,” pages 55–58, and answer the following questions on a separate piece of paper.

Some questions ask about the ode you read today, and others ask about odes read earlier in the cycle.

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

1. How do you think the author feels about the García brothers picking pomegranates from Mrs. López’s tree? **[AC, DC, SA]**

*20 points = I think the author feels that pomegranates are so **delicious** that if you want one, you will go to any **lengths** to eat one. The author writes that “It’s six sins against them” to show that it’s not right for the García brothers to take fruit that is not theirs from Mrs. López. **However**, he uses a lot of words and phrases that show how **delicious** pomegranates are. **For example**, he writes that they have waited “all summer” for this fruit. **Also**, he writes that “they just can’t help themselves.” **The words that the author uses reflect that the brothers steal the fruit because it is too delicious to resist.***

*15 points = I think the author feels that pomegranates are so good that if you want one, you will do anything to eat one. The author writes that “It’s six sins against them” to show that it’s not right for the García brothers to take fruit that is not theirs. He uses a lot of words that show how good pomegranates are. He writes that they have waited “all summer” for this fruit.*

*10 points = Pomegranates are so good that if you want one, you will do anything to eat one.*

2. Do you think the author makes it easy for a reader to picture the juice of the pomegranate? Why or why not? **[AP, AC, DC, SA]**

*20 points = Yes, I think the author makes it easy for a reader to picture the juice of the pomegranate because he **includes several** details about the juice. The author **refers** to the juice as the blood of the fruit. He also writes three lines to **describe** the juice running. **For example**, he writes that the juice runs down the boys’ elbows like a red river and like a trail of red ants. These similes help a reader **visualize** that there is a lot of juice and that it is probably running without stopping. **The language the author uses helps a reader visualize the juice of the pomegranate.***

*15 points = Yes, I think the author makes it easy for a reader to picture the juice of the pomegranate because he uses a lot of details about the juice. The author calls the juice the blood of the fruit. He also writes three lines about the juice running. He writes that the juice runs like a red river. This helps a reader picture that there is a lot of juice.*

10 points = *Yes, I think he makes it easy for a reader to picture the juice because he uses a lot of details about it.*

3. At the end of the ode, do you think the García brothers feel the same about pomegranates as they did at the beginning? Explain. **[DC, RE, SA]**

20 points = *No, the García brothers don't feel the same about pomegranates at the end of the ode because they got caught stealing the fruit. At the **beginning** of the ode, the brothers **enjoyed** eating the fruit and ate it **silently**. The fruit tasted **delicious**. **However**, Mrs. López saw them steal the fruit from her tree, and she is angry. She throws a pomegranate at them, which **results** in juice hitting the boys in their faces once it lands in the street. The author writes that they run with "shame smeared on their dirty faces." It doesn't seem like the pomegranates are as sweet anymore. The **description** of the boys' faces shows that their feelings about pomegranates have changed.*

15 points = *No, the García brothers don't feel the same about pomegranates at the end of the ode because they got caught stealing the fruit. At first, the brothers liked eating the fruit. The fruit tasted good. Mrs. López saw them steal the fruit, and she is angry. She throws a pomegranate, and juice hits the boys in their faces. The author writes that they have shame on their faces.*

10 points = *No, they don't feel the same at the end of the ode because they got caught stealing the fruit.*

4. In "Ode to El Guitarrón," how can you tell that the speaker is not a good guitar player? **[AC, DC, SA]**

20 points = *There are **various** examples in the ode that show the speaker is not a good guitar player. **For example**, he waits to play the guitarrón until his parents have left the house. If he were good at playing, he probably wouldn't have waited for them to leave. When the neighbor kids hear him playing, they ask, "What is it?" They don't **recognize** the sound as music. Señor Martínez, the speaker's deaf neighbor, plays the guitarrón and his playing is **referred** to as "real music." **Although** the speaker never states that he is not a good guitar player, these examples show a reader that a **pleasant** sound doesn't come from his instrument.*

15 points = *There are many examples in the ode that show the speaker is not a good guitar player. He waits to play the guitarrón until his parents have left. If he were good at playing, he probably wouldn't have waited. When the neighbor kids hear him playing, they ask, "What is it?" They don't know it's music. Señor Martínez's playing is called "real music." He is deaf, and he plays better than the speaker.*

10 points = *He waits to play until his parents have left, the kids ask, "What is it?," and his deaf neighbor plays better than him.*

5. Which of the following is a similarity between the brothers in “Ode to Pomegranates” and the chihuahua in “Ode to Mi Perrito”? [DC, RE, SA]
- A. They seem the same throughout the odes.
  - B. They both like to eat a lot of food.
  - C. *They seem different at the end of the odes.*
  - D. They both like to do things outside.

Explain your answer choice.

20 points = *I selected C because the brothers and the chihuahua both appear a certain way throughout the ode but appear different at the end. In “Ode to Pomegranates,” the García brothers steal pomegranates from their neighbor’s tree. When their neighbor catches them, she throws a pomegranate at them and they are very ashamed. Previously they were carefree. In “Ode to Mi Perrito,” the dog appears fearless and like he protects his family. At the end of the ode, the speaker says that his dog is a chihuahua that hides from larger dogs. The dog doesn’t seem fearless anymore. Both the brothers and the dog appear differently at the end of the odes.*

15 points = *I selected C because the brothers and the chihuahua both seem a certain way throughout the ode but appear different at the end. In “Ode to Pomegranates,” the García brothers steal pomegranates. When their neighbor catches them, she throws a pomegranate at them and they feel very bad. In “Ode to Mi Perrito,” the dog seems tough. At the end of the ode, the speaker says that his dog is afraid of larger dogs.*

10 points = *They both seem a certain way throughout the ode but seem different at the end.*

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

Write at least one paragraph to answer the following question:

After reading several odes this cycle, what do you think a possible theme is that the author tries to communicate through his odes? Use examples of the author’s word choice to support your point.

*I think a possible theme that the author tries to communicate is that everyday objects, foods, and animals can be very special and have important meaning. The author uses a lot of figurative and descriptive language that helped me determine this theme. For example, in “Ode to los Chicharrones,” the author talks about fried pork rinds. He describes sneaking into the kitchen to get this food when his mother isn’t looking. He discusses how dogs are eager to have a bite of this snack. In “Ode to La Tortilla,” he uses descriptive language to show how delicious this treat is. He describes the butter as a yellow ribbon that drips a lot. He also says that the tortilla “dances.” Not only can food be special, so can animals. In “Ode to Mi Gato,” the author describes the love a family pet has for its owners and the love they have for their pet. The author writes, “We lap up his love and he laps up his welcome.” Usually people think*

*of cats as lapping up milk. Since the family laps up the cat's love, the cat must be very special. By using certain words and phrases, the author shows how important things in our everyday lives can be.*

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

Writing a Literary Response		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</li> <li>Supports the point with evidence from the text</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by making a clear point about an aspect of the literary work</li> <li>In the middle, supports the point with examples and evidence from the text</li> <li>Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Quotes words, phrases, and dialogue from the text to support the point</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>Analyze and cite examples of the author's word choice to support your point.</li> </ul>	<b>0–15 pts.</b>

### Part III. Vocabulary (100 points)

- Which of the following is NOT an example of something that could be frayed? **[CV]**
  - an old catcher's mitt
  - a pair of shoelaces
  - a new pair of pants*
  - a book with yellowed pages
- In which of the following sentences is *lurked* used incorrectly? **[CV]**
  - Elaine didn't want her dad to see that she was watching him wrap her birthday gift, so she lurked behind the kitchen door.
  - "I can't believe you lurked in the shadows and scared your sister like that!" Mrs. Kramer scolded George.
  - Jerry lurked in the front yard so his mom would see him when she parked in the driveway next to the front door.*
  - Jackie watched a movie where an evil character lurked in street corners, spying on everyone.

3. Raelynn was so embarrassed after she called her teacher the wrong name that all she wanted to do was \_\_\_\_\_ away.

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

- A. *slink*
- B. lurked
- C. gargle
- D. strut

4. What is a synonym for *devoured*? What is an antonym for *devoured*? **[CV]**

(Accept reasonable responses.) A synonym for *devoured* is *gobbled*. An antonym for *devoured* is *nibbled*.

5. "Please do not \_\_\_\_\_ when you are at the dinner table since it makes a very loud sound," Mr. Rossi said to his son.

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

- A. staggers
- B. *slink*
- C. strut
- D. *gargle*

6. In which of the following sentences is *staggers* used incorrectly? **[CV]**

- A. *Everyone can tell that Jamison is very confident because of how he staggers around the school.*
- B. Tamar has a hard time holding her crutches, so she staggers into class ready to sit down.
- C. Whenever there are sudden waves in the ocean, the small boat staggers and begins to rock.
- D. Mrs. Lee can always tell when Chung has had a tiring soccer practice because he staggers to her car.

7. Which of the following is NOT an example of something that could be puckered? **[CV]**

- A. a napkin
- B. a dress
- C. *a floor*
- D. a tent

8. I watched Makayla \_\_\_\_\_ across the stage after she recited her lines in the play and could tell that she thought she did the best job in the class.

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

- A. lurked
- B. frayed
- C. staggers
- D. *strut*

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 darting. It means moving very quickly. A sentence using darting is "Mrs. Zarin looked out her window and saw Kelly darting across the courtyard to get to class on time."*

10. As used on page 57 in the sentence "Of jewels glistening through cracked husks," *glistening* most nearly means— **[CV]**
- A. hiding.
  - B. *sparkling*.
  - C. opening.
  - D. decreasing.

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

*Students will explain their thinking. For example, I used the context. The verse talks about jewels, which I know are usually very bright and shiny. It makes sense that something shiny would be sparkling.*

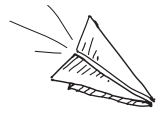
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

# Lesson 7

**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

## Teacher Background

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



## Active Instruction tp

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

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

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

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

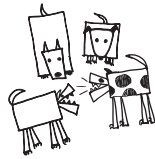
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students’ homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

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

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

Give students feedback on classwork.

### Teacher's Note:

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

### Read and Respond Questions

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



# Class Discussion

(15 minutes)

Team responses and feedback



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

Celebrate team successes!  
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

## Lightning Round

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

## Celebrate

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

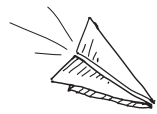
# Lesson 8

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

## Teacher Background

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

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



## Active Instruction tp

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

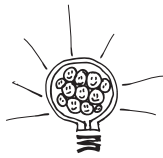


Use **Random Reporter** to ask:

**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:

Word  
Choice

## Lesson 1

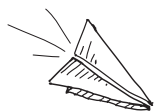
**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

**Teacher Background**

For the Interactive Read Aloud, students will read “Ode to Family Photographs.” Although Mamá, the main character described in this ode, is not the best photographer, her children have a lot of fun doing different activities and don’t mind that the photos don’t turn out well.

For partner reading, students will read “Ode to Weddings.” Soto’s repetition of “It’s the” to start verses shows what weddings mean to different people such as the mother, the father, and the brother of the bride. The younger brother is impatient to eat, while the father enjoys celebrating with his friends.

This cycle’s Big Question asks students if they think that people have different ideas about what is meaningful. This connects to the reading in this cycle and the entire unit, because some of the odes may be based on objects or people that students would not expect to find in an ode.

**Active Instruction** tp

(22 minutes)

**Big Question**

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

**The Big Question:** Do you think that people have different ideas about what is meaningful? Explain.

**Set the Stage** tp

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

**Do you think that people have different ideas about what is meaningful? Explain.**

*(Answers may vary.) Yes, I think that people have different ideas about what is meaningful. One person might think that a certain object is meaningful but another person might not understand its meaning at all. Also, people have different experiences in life. This is a reason that people have different ideas about what is meaningful.*

Students write responses to the Big Question.

Discuss the Big Question.



**Think back to the object, person, or place from last cycle that you identified as being meaningful. Does everyone think it’s meaningful? Why or why not?**

*(Answers may vary.) Not everyone thinks my basketball is meaningful. One of my friends thinks that I could have scored a winning basket with any basketball even if it wasn’t signed by my favorite basketball player.*

Teams review their cycle goal.

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.

Post and present the reading objective.

3. Introduce the text, author, and reading objective.

Teams review notes, tell about an ode, ask questions, and make predictions.



4. Have teams review their notes, tell about one of the odes they read, make predictions about other odes they might read, and ask questions. Use **Random Reporter** to have teams share their discussions.

Build background about taking pictures.

5. Generate interest in the topic of the ode you will read aloud by asking:

**Do you think taking pictures is easy or hard? Explain.**

*(Answers may vary.) I think taking pictures is hard. If you take the picture too fast, someone might not be ready and might not be smiling in the picture. If you wait too long to take the picture, people might get tired of holding their smile. Also, if someone bumps into you when you are taking a picture, the camera can move and the picture won’t turn out right.*

Refer students to page 63 in the text.



**Interactive Read Aloud**

1. Read page 63 aloud.

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

**How does the speaker in the poem feel about the fact that Mamá doesn’t take good pictures? Explain.**

*The speaker feels that even though Mamá doesn’t take good pictures, it was still fun to be photographed. Although the narrator gives a lot of examples of pictures that haven’t turned out well, he says that “we had fun when Mamá picked up the camera.” The speaker also explains that he and his siblings were laughing in the pictures. It seems like the speaker and his family enjoyed doing things together even if the photos weren’t the best. Having fun was more important than how the pictures looked.*

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

**The author includes a line that says, “Mamá was never good at pictures.” What words does he use to support this idea?**

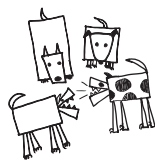
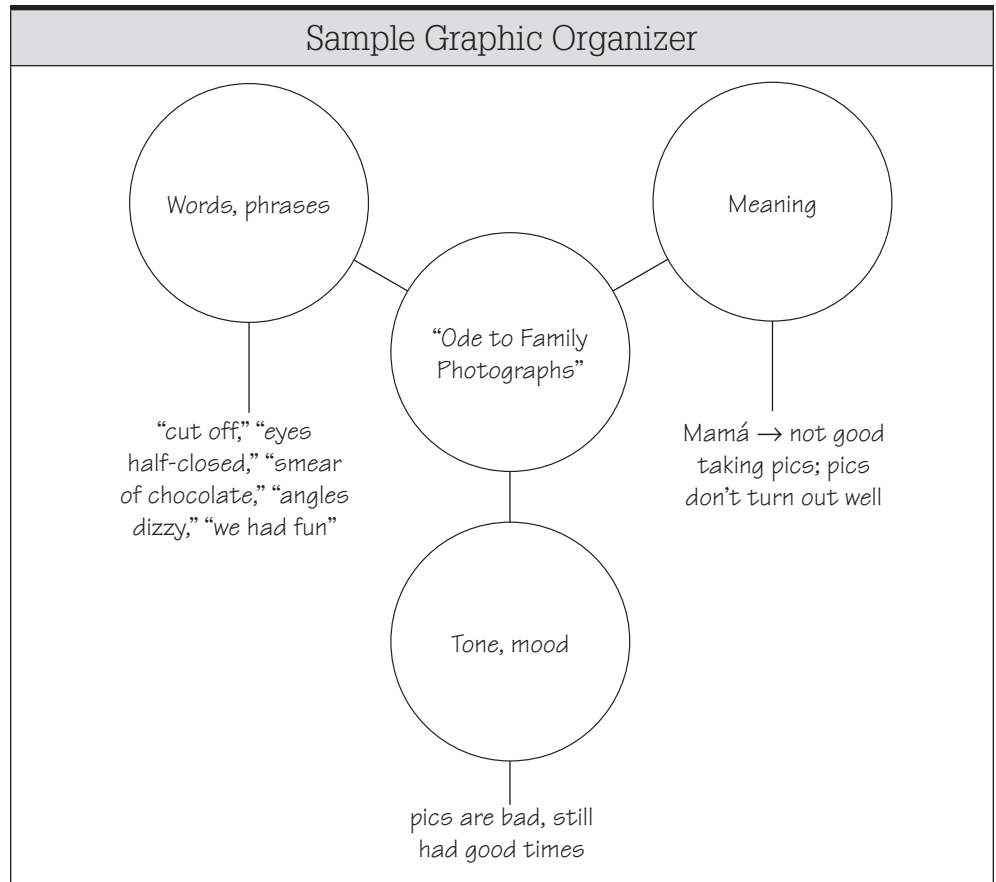
*“Cut off,” “trash can,” “half-closed,” “pretzel in its beak,” “blurry,” “smear of chocolate,” and “angles dizzy.”*

**Teacher:** Read aloud.

**Students:** Actively listen.

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

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



## Teamwork tp

(20 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 50–54 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

**Team Discussion**

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

Team Talk Questions
<p>1. Why do you think the author started many lines with “It’s the”? <b>(Write)</b>  <b>[AC, AP, DC]</b> (Team Talk rubric)</p> <p><i>100 = I think the author started many lines with “It’s the” to show what weddings mean to different people. Each time a line starts with “It’s the,” it is followed by a <b>detail</b> about a wedding. <b>For example</b>, after the author <b>mentions</b> María, he writes, “It’s the lace dress.” For María’s mother, he writes that “It’s the music” and names <b>several</b> examples of different instruments such as guitar and trumpets. <b>The repetition</b> of “It’s the” tells a reader that weddings can have <b>various</b> meanings to different people.</i></p> <p><i>90 = I think the author started many lines with “It’s the” to show what weddings mean to different people. Each time a line starts with “It’s the,” it is followed by something about a wedding. After the author names María, he writes, “It’s the lace dress.” For María’s mother, he writes that “It’s the music” and names a lot of examples of different instruments.</i></p> <p><i>80 = I think he started many lines with “It’s the” to show what weddings mean to different people.</i></p> <p>2. How does Pedro feel about weddings? Explain. <b>[DC, RE, SA]</b> (Team Talk rubric)</p> <p><i>100 = Pedro dislikes weddings for <b>several</b> reasons. <b>First</b>, he has to put his grandfather’s pomade on his hair. The pomade makes his hair smell. <b>Second</b>, he has to wear <b>uncomfortable</b> shoes. The author writes that his feet are “squeezed into shoes.” <b>Finally</b>, Pedro has to wait a very long time for the cake <b>since</b> the bride and groom are the first people to cut it. <b>However</b>, he is ready for an hour. <b>Although</b> the author never says that Pedro dislikes weddings, it is clear from his description of Pedro’s experience.</i></p> <p><i>90 = Pedro dislikes weddings for a lot of reasons. He has to put his grandfather’s pomade on his hair. The pomade makes his hair smell. He has to wear shoes that hurt. His feet are “squeezed into shoes.” Pedro has to wait a very long time for the cake. The bride and groom are the first people to cut it.</i></p> <p><i>80 = Pedro dislikes weddings. He has to put pomade on his hair, wear shoes that hurt, and wait for the cake.</i></p>

continued

Team Talk Questions *continued*

3. Which of the following statements best describes what family means to the father and his friends? **[DC, SA]** (Team Talk rubric)

- A. Family means nothing to them.
- B. Family means a lot to them.
- C. Family means people they see at weddings.
- D. Family means Belinda and Rudolfo.

Use evidence from the ode to support why you think the father and his friends feel this way.

100 = Family is important to the father and his friends because **although** they are worried about a lot, they are happy because of pay raises and their children **attending** college. The author **describes** how the father and his friends are worried about **issues** such as changing tires on their cars. **However**, the author says that they are still happy. **Since** their children attending college makes them happy, it seems like they really care about their children. **Also**, pay raises probably help them **support** their families. **Despite** worrying about so much, it seems family means a lot to the father and his friends.

90 = Family is important to the father and his friends because they are worried about a lot, but they are happy because of pay raises and their children going to college. The author talks about how the father and his friends are worried about things such as changing tires on their cars. The author says that they are still happy. Their children going to college makes them happy.

80 = They are worried about a lot, but they are happy because of pay raises and their children going to college.

4. Does the mood in the last stanza stay the same throughout or change? **[AC, DC, SA]** (Team Talk rubric)

100 = The mood in the last stanza changes throughout because it is calm in the beginning but becomes more excited **toward** the end. At the **beginning** of the last stanza, the author **describes** the sky that is almost blue and the “blessed” wind that has made it cooler in the hallway. Belinda and Rudolfo are married, and it seems like they are very happy. Then the music starts. **Although** it is slow at first, it becomes wild, and a lot of guests are dancing. **As a result** of the author’s word choice, the mood in the last stanza changes throughout.

90 = The mood in the last stanza changes throughout because it is calm in the beginning but becomes more excited at the end. At first, the author writes about the “blessed” wind that has made it cooler in the hallway. Belinda and Rudolfo are married. Then the music starts. It is slow at first, but becomes wild.

80 = It changes throughout because it is calm in the beginning but becomes more excited toward the end.

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

Randomly select team representatives who will share:

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



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



## 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.
3. Show video, “Team Talk Response.”

### Celebrate

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

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

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

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

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

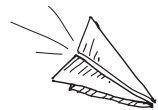
# Lesson 2

**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

## Teacher Background

For the Interactive Read Aloud, students will read “Ode to La Piñata.” The speaker in this ode is Rachel, who is celebrating her sixth birthday. She describes how the piñata looks and how she is turned several times before finally taking a swing at the piñata. Once she swings, it breaks open and scatters candy everywhere.

For partner reading, students will read “Ode to Mi Parque,” which focuses on a fun day that a family spends in a park. They cook out, play games, and the speaker also reminisces about some memories of other times spent in the park.



## Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

## Partner Vocabulary Study

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

## Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
<b>smothered</b> (adjective) page 23	smoth-ered (SMUHth-erd)	completely covered	Madelyn's pizza was so <i>smothered</i> in pepperoni that I could not see the cheese underneath.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>plunge</b> (verb) page 29	(pluhnj)	to throw into	It was such a hot day that Alessandro was glad the water was cold and decided to <i>plunge</i> right into the pool.
<b>boulder</b> (noun) page 35	boul-der (BOHL-der)	a piece of rock that has separated from a larger rock	Jessalyn wanted to take a break during the hike and sit on the <i>boulder</i> , but Lionel thought it looked too sharp to sit on.
<b>bloated</b> (adjective) page 37	bloat-ed (BLOH-tid)	very full; stuffed	Noelle felt <i>bloated</i> after she had a huge cheeseburger and French fries for lunch and an ice cream sundae for dessert.
<b>dazed</b> (adjective) page 38	(deyzd)	shocked or surprised	Since he didn't realize that Bryan had just taken his serve, Luke was <i>dazed</i> by the tennis ball that flew right past his face.
<b>grunts</b> (verb) page 48	(gruhntz)	makes a sound with the throat	Johnny always <i>grunts</i> when he lifts heavy furniture from his truck and carries it upstairs.
<b>tiers</b> (noun) page 50	(teerz)	layers or levels	There were five <i>tiers</i> of seating in the auditorium, and Della was sitting at the top, which made it hard to see.
<b>plastered</b> (verb) page 52	plas-tered (PLAS-terd)	lay flat against something	Keiri's hair was <i>plastered</i> to her head since she had forgotten her umbrella, and it rained the entire time she walked to school.

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

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, tell about an ode, ask questions, and make predictions.



Refer students to pages 37 and 38 in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

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

### Set the Stage

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

### Interactive Read Aloud

1. Read pages 37 and 38 aloud.
2. Use **Think-Pair-Share** to ask:

**How does the speaker's mention of a merry-go-round help you understand how she feels?**

*When Rachel talks about Mom turning her, she compares feeling sick to having a merry-go-round of food in her stomach. I know that a merry-go-round has animals that you can ride as it circles around several times. This tells me that she feels like the food is moving around in her stomach, which does not make her feel very well.*

**Does the author make it easy for you to visualize what he describes in "Ode to La Piñata"? Explain.**

*(Answers may vary.) Yes, the author makes this easy for me to visualize. For example, he says that the candy "rains" to the ground. It can't really rain candy, but this metaphor shows how fast the candy is coming out of the piñata. It also makes me think that there's probably a lot of candy coming out. Also, he says that Tootsie Rolls are like "chocolate worms." A worm is long and thin. If a reader hasn't seen a Tootsie Roll before, this simile helps a reader picture what it might look like.*

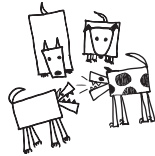
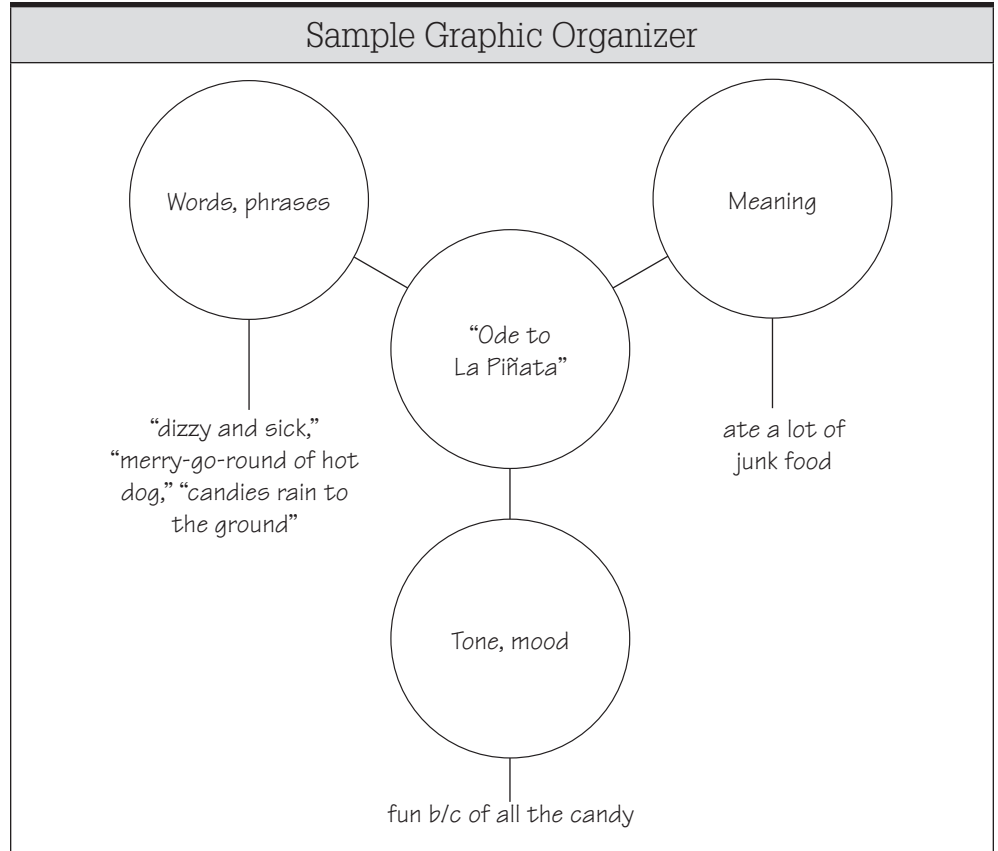
3. Use **Think-Pair-Share** to ask:

**What should we add to our web?**

*We can add examples of figurative language such as "merry-go-round," "rain of candies," "candies rain," and "Tootsie Rolls like chocolate worms." We can add brief notes about what we learn from these examples—if they impact meaning or tone.*

## Word Choice

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



## Teamwork tp

(20 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **sr**  
**pages 26–29 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

### Team Discussion

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

#### Team Talk Questions

1. How do you think the speaker feels about other families arriving at the park before his family? **[DC, SA]** (Team Talk rubric)

*100 = I think the speaker feels **envious** that other families arrived at the park before his family. The speaker **mentions** that his father has to tap on the car's horn when he sees friends and their families. He probably does this to get their attention. The speaker says, "I often think, they're drinking sodas and eating chips without us." The **phrase** "without us" shows that the author might wish his family was included. **Since** the speaker is so **aware** of his family arriving last, it **appears** that he feels envious.*

*90 = I think the speaker feels jealous that other families arrived at the park before his family. The speaker says that his father has to tap on the car's horn when he sees friends and their families. The speaker says, "I often think, they're drinking sodas and eating chips without us." He might wish his family was included.*

*80 = I think the speaker feels jealous that other families arrived at the park before his family.*

2. What do you think a hibachi is, and how did you figure it out? **[CV, DC, SA]** (Team Talk rubric)

*100 = I think a hibachi is a grill, and I figured it out by using context clues. Before Papá starts the hibachi, the speaker **comments** that he likes looking at fire. When a grill is in **use**, flames shoot up from the grill to heat the food. Then the speaker **describes** the smoke in his face. Smoke can also come from a grill. **Also**, the family is at a park, and people often have cookouts in parks. **Although** I had not heard of a hibachi before, using context clues helped me figure out that it is a grill.*

*90 = I think a hibachi is a grill, and I figured it out by using context clues. Before Papá starts the hibachi, the speaker says that he likes looking at fire. When you use a grill, flames shoot up to heat the food. Then the speaker talks about the smoke in his face. Smoke can also come from a grill.*

*80 = I think it is a grill, and I figured it out by using context clues.*

*continued*

Team Talk Questions *continued*

3. Which of the following words best describes the tone of "Ode to Mi Parque"? **(Write) [AC, DC, SA]** (Team Talk rubric)

- A. depressing
- B. thoughtful
- C. hilarious
- D. serious

Explain your choice.

100 = *I think thoughtful best describes the tone of "Ode to Mi Parque" because the speaker **reflects** on what the park is like. **For example, he mentions the aluminum chairs, the hibachi, and the ice chest. He says, "I like walking alone." Also, he lists several sights at the park such as the monkey bars and train tracks. Since the speaker includes various details, it appears that he is thinking a lot about his time at the park. "Ode to Mi Parque" has a very thoughtful tone based on the speaker's reflection.***

90 = *I think thoughtful best describes the tone of "Ode to Mi Parque" because the speaker thinks about what the park is like. He talks about the aluminum chairs, the hibachi, and the ice chest. He says, "I like walking alone." He lists several things he sees at the park. It seems that he is thinking a lot about his time at the park.*

80 = *I think thoughtful best describes the tone because the speaker thinks about what the park is like.*

4. The speaker pulls his hand out of the ice chest first but says that he's "a winner after all." What do you think he means? Explain. **[AC, DC, SA]** (Team Talk rubric)

100 = *When the speaker says that he's "a winner after all," I think he means that getting a cream soda is what matters most. The speaker and his sister Lourdes have a contest to see who can keep their hand in the ice longest. The speaker takes his hand out first. **However, he reaches back in for a cream soda and refers to himself as a winner. This is probably because having a refreshing drink is important to the speaker since he feels so hot. Although the speaker doesn't win the contest, he feels like a winner because he gets a delicious treat.***

90 = *When the speaker says that he's "a winner after all," I think he means that getting a cream soda is what matters most. The speaker and his sister have a contest to see who can keep their hand in the ice longest. The speaker takes his hand out first. He reaches back in for a cream soda and calls himself a winner. Having a cool drink is important to him.*

80 = *I think he means that getting a cream soda is what matters most.*

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

*Accept a sentence that shows that students know the meaning of the word and can use it correctly. For example: Sean was dazed by the bright light given off by the fireworks at the celebration.*

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

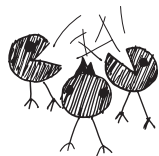


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



## 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 that are accumulating points. Have teams reflect on the following questions:

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

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

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

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

**Word Choice**

Word	Pronunciation	Definition	Sample Sentence
<b>smothered</b> (adjective) page 23	smoth-ered (SMUHth-erd)	completely covered	Madelyn’s pizza was so <i>smothered</i> in pepperoni that I could not see the cheese underneath.
<b>plunge</b> (verb) page 29	(pluhnj)	to throw into	It was such a hot day that Alessandro was glad the water was cold and decided to <i>plunge</i> right into the pool.
<b>boulder</b> (noun) page 35	boul-der (BOHL-der)	a piece of rock that has separated from a larger rock	Jessalyn wanted to take a break during the hike and sit on the <i>boulder</i> , but Lionel thought it looked too sharp to sit on.
<b>bloated</b> (adjective) page 37	bloat-ed (BLOH-tid)	very full; stuffed	Noelle felt <i>bloated</i> after she had a huge cheeseburger and French fries for lunch and an ice cream sundae for dessert.
<b>dazed</b> (adjective) page 38	(deyzd)	shocked or surprised	Since he didn’t realize that Bryan had just taken his serve, Luke was <i>dazed</i> by the tennis ball that flew right past his face.
<b>grunts</b> (verb) page 48	(gruhntz)	makes a sound with the throat	Johnny always <i>grunts</i> when he lifts heavy furniture from his truck and carries it upstairs.
<b>tiers</b> (noun) page 50	(teerz)	layers or levels	There were five <i>tiers</i> of seating in the auditorium, and Della was sitting at the top, which made it hard to see.
<b>plastered</b> (verb) page 52	plas-tered (PLAS-terd)	lay flat against something	Keiri’s hair was <i>plastered</i> to her head since she had forgotten her umbrella, and it rained the entire time she walked to school.

## Lesson 3

**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

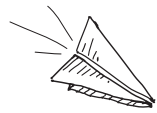
### Teacher Background

For the Interactive Read Aloud, students will read “Ode to Pablo’s Tennis Shoes,” in which Soto communicates through descriptive and figurative language that Pablo is a very active boy involved in sports.

For partner reading, students will read “Ode to La Llorona” and “Ode to the Mayor.” “Ode to La Llorona” has a mythical quality and warns children about an evil, weeping ghost who lures children to the dangerous water. “Ode to the Mayor” is a humorous ode in which a child writes a letter to his mayor to detail his complaints about his younger brother. This ode’s speaker asks if there’s a law against someone like his brother.

### Teacher’s Note:

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



## Active Instruction tp

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

### Partner Vocabulary Study

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

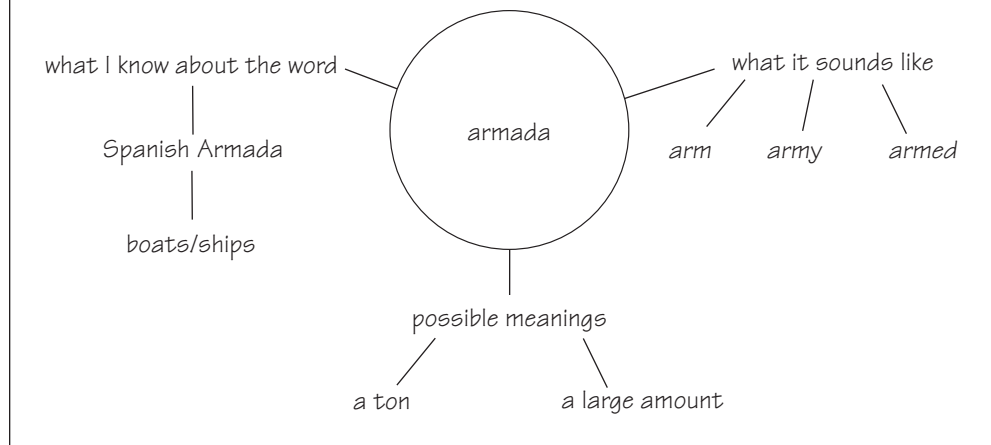
### Vocabulary

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

Sample Think Aloud

When I read "Ode to Weddings," a word I was not very familiar with was *armada*. A verse in this ode said, "its armada of ice cubes." I've heard of something called the Spanish Armada. I'm not exactly sure what that was, but I think it has something to do with boats. This ode is about weddings, and there's no mention of boats. Let me see if I can break the word up or find familiar words. *Armada* has the word *arm* in it. That's a body part. It also sounds like the word *army*, or people who fight for their country. This reminds me of the word *armed* too. That can also relate to the military, as in the armed forces. It doesn't seem like related words are helping me though. Maybe I should look at the context. The armada of ice cubes is in the punch. The punch is being served at a wedding, and it seems like there are a lot of guests. There is probably a lot of punch and therefore, a lot of ice to keep the punch cold. Hmm. Maybe *armada* can mean a large amount or a ton. It would make sense that the punch has a large amount of ice cubes. Let me check and see if I'm on the right track. (Model looking up *armada* in a dictionary.) The dictionary has a few definitions. The first one is "fleet of warships." The second one is "a large group, usually of moving things." That is similar to what I thought. The ice could be moving because people are reaching into the bowl to get the ice out, so it doesn't stay in one place.

Sample Word Map



Review Vocabulary Vault.

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

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, tell about an ode, ask questions, and make predictions.



Refer students to pages 20–22 in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

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

### Set the Stage

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

### Interactive Read Aloud

1. Read pages 20–22 aloud.
2. Use **Think-Pair-Share** to ask:

**How does the author’s word choice help you understand what Pablo is like?**

*The author’s word choice helps me understand that Pablo is active because the author writes that his shoes are “rain-beaten” and “sun-beaten.” It seems like he’s outside a lot, no matter what the weather is. The author also writes that he was “leaping for a football.” Also, the author describes the dirt on his hand and the grass in his hair. If Pablo wasn’t active, he probably wouldn’t be outside much or have shoes that are so beat up.*

**Do you think that the author feels that having dirty shoes is a bad thing? Why or why not?**

*I don’t think that the author feels that having dirty shoes is a bad thing. The author writes that Pablo wants to be like his shoes and doesn’t mind being dirty. If the author thought dirty shoes were a bad thing, he probably wouldn’t have made Pablo feel this way.*

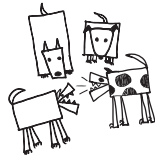
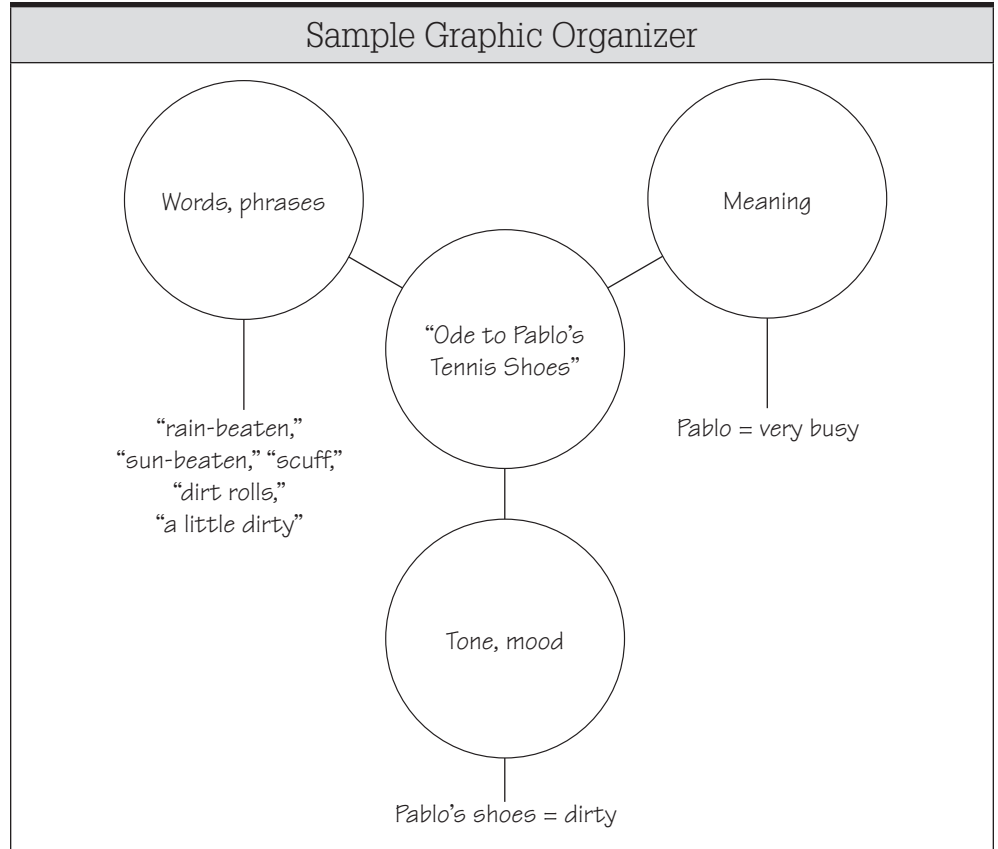
3. Use **Think-Pair-Share** to ask:

**What should we add to our web for “Ode to Pablo’s Tennis Shoes”?**

*We can add that the author feels that dirty shoes are OK. We can add what we learned about Pablo—he is very active and plays football and races to the drinking fountain. We can also add that Pablo’s shoes are worn, sun-beaten, and rain-beaten, and that they are made of cloth and rubber.*

## Word Choice

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



## Teamwork tp

(20–30 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 23–25 and 64–66 aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 20–22, 23–25, 64–66)**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr

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

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. In “Ode to La Llorona,” why do you think the author repeated letters in the children’s names so many times? **[AP, DC, SA]** (Team Talk rubric)

*100 = I think the author repeated letters in the children’s names so many times to show that La Llorona is a ghost. People often think of ghosts saying, “Ooooooo,” which is a creepy sound. It is not **immediately** clear that La Llorona is a ghost. **However**, when the author **describes** how she calls children’s names and writes a **certain** letter **several** times, it sounds like an echo. **For example**, the author writes, “Mariooooo.” **Repeating letters shows how La Llorona speaks and is a clue she’s a ghost.***

*90 = I think the author repeated letters in the children’s names so many times to show that La Llorona is a ghost. People often think of ghosts saying, “Ooooooo.” It is not clear right away that La Llorona is a ghost. When the author writes a letter many times, it sounds like an echo.*

*80 = I think he repeated letters to show that La Llorona is a ghost.*

2. Which of the following words best describes La Llorona? **[DC, SA]** (Team Talk rubric)

- A. sweet
- B. funny
- C. evil
- D. fancy

Explain your answer.

*100 = The word evil best describes La Llorona because she draws children to the water, which is dangerous. La Llorona offers children candy to get them to come with her. The speaker **refers to** her finger as the “root of evilness.” **According to** the speaker, children should ride faster if they’re on a bike and run if they’re on foot. The speaker calls La Llorona the mother of drowned children. **Since** La Llorona kidnaps children and the speaker **suggests** that people get away from her quickly, she **appears** very evil.*

*90 = The word evil best describes La Llorona because she draws children to the water, which is dangerous. La Llorona offers children candy to get them to come with her. The speaker calls her finger the “root of evilness.” The speaker says that children should ride faster if they’re on a bike.*

*80 = Evil best describes La Llorona because she draws children to the water.*

*continued*

Team Talk Questions *continued*

3. How is the language used in “Ode to La Llorona” different from the language in “Ode to the Mayor”? How does the language affect the author’s tone? **(Write) [AC, DC, SA]** (Team Talk rubric)

100 = *The language used in “Ode to La Llorona” is **composed** of words and phrases to describe an evil woman, so the tone is scary. “Ode to the Mayor” is about someone annoyed by his younger brother, so the tone is silly. In “Ode to La Llorona,” the author uses words and phrases such as “root of evilness,” “child she took away,” and “drowned children.” These words and phrases **contribute** to a scary tone. In “Ode to the Mayor,” the author uses words and phrases such as “wiggling like a worm,” “sticky with ice cream,” and “bald as a fist.” These **create a funny description** of Danny. **Since** one ode is about an evil woman and another is about a younger brother, different language is used.*

90 = *The language used in “Ode to La Llorona” has words and phrases that describe an evil woman, so the tone is scary. “Ode to the Mayor” is about someone annoyed by his younger brother, so the tone is silly. In “Ode to La Llorona,” the author uses words and phrases such as “root of evilness,” and “child she took away.” In “Ode to the Mayor,” the author uses words and phrases such as “wiggling like a worm” and “sticky with ice cream.”*

80 = *“Ode to La Llorona” has words that describe an evil woman, so the tone is scary. “Ode to the Mayor” is about someone’s younger brother, so the tone is silly.*

4. After reading the letters that the speaker writes in “Ode to The Mayor,” how do you think the author feels about younger siblings? Explain. **[AC, DC, SA]** (Team Talk rubric)

100 = *I think the author feels that kids sometimes wish someone important, such as a mayor, could do something about annoying younger **siblings**. In the letters that the speaker writes, he **describes** how embarrassing his little brother Danny is because of his chipped tooth and sticky face. He asks if there’s a law against a boy who looks like Danny. It seems like the author understands that kids are sometimes annoyed by their younger siblings. **Although** the author never states this, the words and phrases he uses in the letters **demonstrate** this idea.*

90 = *I think the author feels that kids sometimes wish someone important, such as a mayor, could do something about annoying younger brothers and sisters. In the letters that the speaker writes, he talks about how embarrassing his little brother Danny is because of his chipped tooth. He asks if there’s a law against a boy who looks like Danny.*

80 = *I think he feels that kids sometimes wish someone important could do something about annoying younger brothers and sisters.*

5. Which of the following is NOT an example of something that is bloated? **[CV]**
- A. cheeks after putting a lot of food in your mouth
  - B. a balloon that hasn’t been blown up
  - C. a person in a pie-eating contest
  - D. boxes filled with packing peanuts

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.

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



## Class Discussion tp

(20 minutes)

### Lightning Round

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

### Celebrate

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

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

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

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

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

## Lesson 4

**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

**Teacher Background**

For the Interactive Read Aloud, students will read “Ode to Weight Lifting.” The speaker in this ode really loves apples. He also thinks he is much stronger than he is in reality.

For partner reading, students will read “Ode to El Molcajete,” in which the speaker explains how his grandmother uses mortar to grind chiles. This results in her crying because the fumes are so strong. The speaker also admires how easily his grandfather can eat spicy chiles when the speaker finds them difficult to eat.

**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.

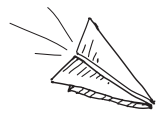
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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.

Teams review their cycle goal.

Post and present the reading objective.



Teams review notes, tell about an ode, ask questions, and make predictions.

Refer students to pages 48 and 49 in the text.



### Set the Stage

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

### Interactive Read Aloud

1. Read pages 48 and 49 aloud.
2. Use **Think-Pair-Share** to ask:

#### What words does the author use to express how he feels about Tony?

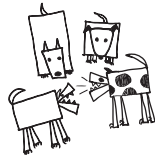
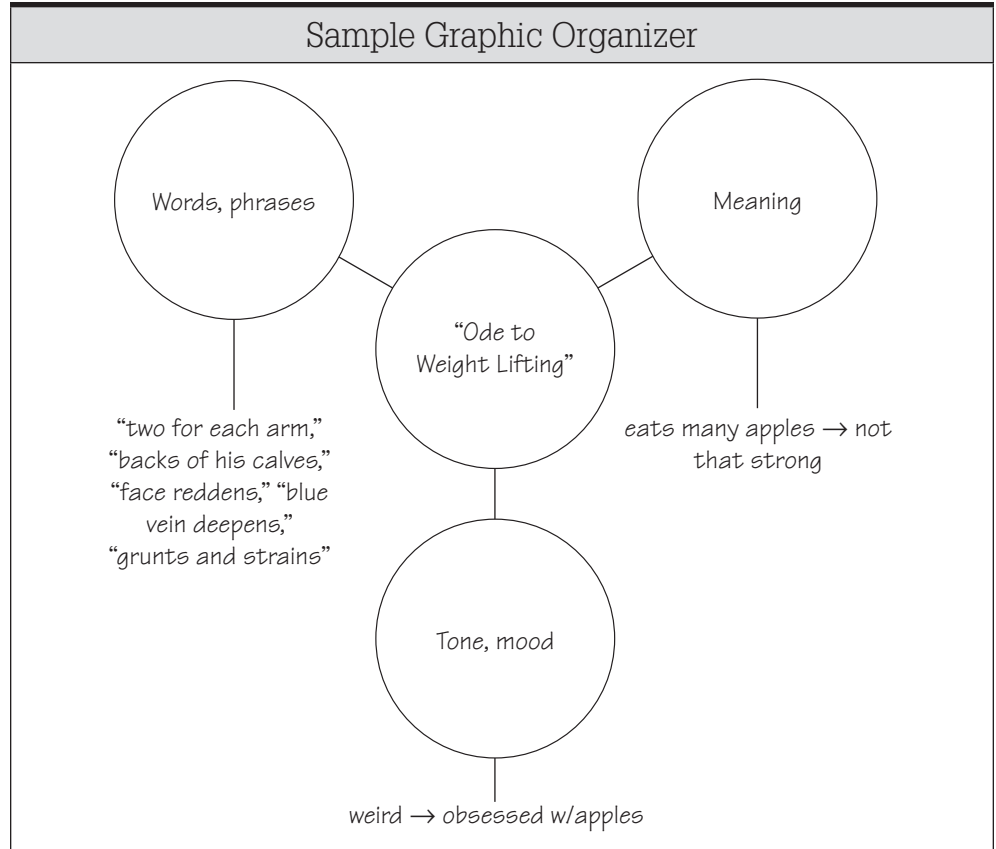
*The author thinks that Tony tries to act stronger than he is. When Tony curls weights, he writes that his face “reddens” and a “blue vein deepens.” He says that Tony would curl his weight but if he did he “would pull a muscle.” This shows that maybe he’s not as strong as he thinks. He also seems to think Tony’s obsessed with apples. He eats “two for each arm.” He eats so many that they “show up in his arms.” The author even writes that he “bites the apples in his biceps.”*

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

#### What should we add to our web?

*We should add words and phrases that show that Tony is obsessed with apples: “two for each arm,” “backs of his calves,” “show up in his arms,” and “bites the apples in his biceps.” We can also add that he seems to think he’s stronger than he actually is. We can add that he would pull a muscle if he curled his weight and that when he curls weights, his face gets red, a blue vein deepens, and he sweats and grunts.*

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



## Teamwork tp

(20–30 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 59–62 aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 48 and 49 and 59–62)**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

### Team Discussion

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

#### Team Talk Questions

1. How do the speaker's and his grandmother's reasons for crying differ? Explain. **[DC, SA]** (Team Talk rubric)
 

100 = *The speaker's grandmother cries because of how **strong** the smell of the onion is, but the speaker cries because he knows he is in trouble. When the speaker's grandmother is grinding onions in her stone, tears fall from her eyes and she has to wipe them away with tissues. **On the other hand**, the speaker cries because after he fills the molcajete with dirt, his mother catches him and is very angry. The molcajete is used for cooking, and it needs to be clean. **Although** both the speaker and his grandmother cry, the speaker brought on the crying by getting the molcajete dirty.*

90 = *The speaker's grandmother cries because of the smell of the onion, but the speaker cries because he knows he is in trouble. When the speaker's grandmother is grinding onions in her stone, tears fall from her eyes and she has to wipe them away. The speaker cries because after he fills the molcajete with dirt, his mother catches him and is very angry.*

80 = *The speaker's grandmother cries because of the smell of the onion, but the speaker cries because he is in trouble.*
2. What does the metaphor "a gas station of water" help you understand? **[AC, DC, SA]** (Team Talk rubric)
 

100 = *The metaphor "a gas station of water" helps me understand that the **remains** of chiles on the spoon were **extremely** spicy. The speaker once licked a spoon left in the mortar. **Although** he just licked it, he needed to drink a lot of water to get rid of the spicy taste. A gas station usually has gallons of gas to fill up a car. **However**, the speaker says that he has a "one-gallon stomach." It **appears** that he is drinking more water than his stomach can **even** hold. **Therefore**, "a gas station of water" shows me that he is drinking a huge **amount** of water.*

90 = *The metaphor "a gas station of water" helps me understand that what was left of the chiles on the spoon was very spicy. The speaker once licked a spoon left in the mortar. He needed to drink a lot of water to get rid of the spicy taste. A gas station usually has gallons of gas.*

80 = *It helps me understand that what was left on the spoon was very spicy.*

continued

Team Talk Questions *continued*

3. How does the speaker let a reader know that a chile is hot? **[AC, DC, SA]**  
(Team Talk rubric)

100 = *Although the speaker never says that a chile is hot, he uses figurative language to communicate that it is hot. For example, he says that his grandfather “spoons the fire of chile.” I know that fire is extremely hot. Also, the speaker compares chile to lava. This is another metaphor that shows how hot a chile is. I know that lava is what comes out a volcano, and lava is hot. The speaker’s metaphors help a reader understand that a chile is not a mild food at all.*

90 = *The speaker never says that a chile is hot, but he uses figurative language to show that it is hot. He says that his grandfather “spoons the fire of chile.” I know that fire is very hot. The speaker compares chile to lava. This is another metaphor that shows how hot a chile is.*

80 = *The speaker uses figurative language to show that it is hot.*

4. Why do you think the author chose to end “Ode to El Molcajete” with the last five verses? **(Write) [AC, DC, SA]** (Team Talk rubric)

100 = *I think the author chose to end this ode with the last five verses because they summarize what has been described in great detail throughout the ode. For example, the speaker has described how much water he needed to drink after just licking a spoon left in the molcajete. He has also described how hot the chiles are. By saying that the stone could “snap your tongue and make it wag crowns of fire,” the author is reminding the reader that even though the molcajete grinds up spicy foods, it doesn’t mean they are less spicy. These last five verses summarize earlier verses in the ode.*

90 = *I think the author chose to end this ode with the last five verses because they wrap up what has been talked about a lot in the ode. The speaker has talked about how hot chiles are. By saying that the stone could “snap your tongue,” the author is reminding the reader that just because the molcajete grinds up spicy foods, it doesn’t mean they are less spicy.*

80 = *I think he chose to end this ode with the last five verses because they wrap up what has been talked about a lot.*

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

After slipping in the mud puddle, Jack’s pants were \_\_\_\_\_ to his legs.

*Plastered belongs in the blank because it means to lay something flat. If he slipped in a mud puddle, his pants were probably not hanging loosely, but right against his legs.*

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

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

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



## Class Discussion tp

(20 minutes)

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

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



### Lightning Round

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

### Celebrate

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Lesson 5

**Writing Objective:** Analyze and cite examples of the author’s word choice to support your point.

### Teacher Background

Students will respond to a prompt that asks them how the author’s choice made a character realistic in one of the odes they read this cycle. Remind them to use their graphic organizers as a reference since they made notes about the author’s tone and the meaning conveyed through figurative language.

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.

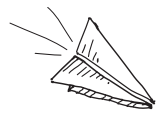


Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.



## Active Instruction tp

(10 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. **Today you will write about the different speakers in the odes. Remember that your writing objective is to analyze and cite examples of the author’s word choice to support your point. To write an effective response, make sure that you explain what the word choice means and**

**why it is important. Ask yourself, “What did this help me understand about a speaker?”**

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

Read the prompt aloud.

Writing Prompt
Select one of the odes that you read this cycle. How does the author make the speaker seem realistic, or believable? Use specific examples of word choice to support your point.



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 write a literary response because I have to make a point about a character.*

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

**Which guidelines relate to our writing objective: analyze and cite examples of the author’s word choice to support your point?**

*The Ideas guideline that says to support your point with evidence from the text and the Organization guideline that says to support your point with examples from the text. Also, the Style guideline that says to choose words from the text to support your point.*

Model selecting examples of word choice.

Blackline master provided.

- 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**

- To effectively support your point, it is important to include examples from the text. Let’s take a look at a few examples of word choice to determine which seems most relevant to describing speakers and making them seem realistic.**

Display the following blackline master. Either you or a student may read it aloud.

**Examples of Word Choice**

- “...a blessed wind has cooled the hallway.” (from “Ode to Weddings”)
- “...I hit it again, the first rain of candies.” (from “Ode to La Piñata”)
- “blades of grass standing up in salute” (from “Ode to Mi Parque”)
- “Is there a law against a boy with glasses,...” (from “Ode to the Mayor”)



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

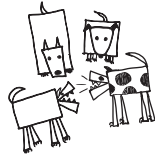
**Which of these examples is most relevant to describing a speaker and making him or her seem realistic, and why?**

*Example #4 is most relevant to making a speaker seem realistic because it shows that someone is frustrated with his younger brother. Asking the mayor if there is a law against someone like that shows that the speaker does not want to deal with his younger brother any longer. The word choice in this example describes the speaker and helps us understand his feelings.*

**Why are the other examples not relevant to describing a speaker and making him or her seem realistic?**

*The other examples are good examples of word choice, but they don’t have anything to do with a character being realistic. For instance, #1 just describes the wind where people are standing. And #3 just describes the grass on the speaker’s front lawn but doesn’t tell you anything about the speaker himself.*

**Make sure to choose examples of word choice that clearly support your point when you write your response.**



## 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 a literary response and the writing objective—analyze and cite examples of the author's word choice to support your point.

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

For example, ask:

- **Does the writer clearly state his or her point?**
- **Does the writer include examples from the text to support his or her point?**
- **Does the writer end with a closing statement?**
- **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 examples from the text? Do you think they were effective?**

*Answers will vary.*

### Celebrate

Celebrate team successes!

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

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

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

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

## Writing Prompt

Select one of the odes that you read this cycle. How does the author make the speaker seem realistic, or believable? Use specific examples of word choice to support your point.

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

## Examples of Word Choice

1. "...a blessed wind has cooled the hallway." (from "Ode to Weddings")
2. "...I hit it again, the first rain of candies." (from "Ode to La Piñata")
3. "blades of grass standing up in salute" (from "Ode to Mi Parque")
4. "Is there a law against a boy with glasses,..." (from "Ode to the Mayor")

## Lesson 6

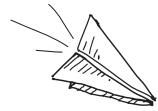
**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

**Writing Objective:** Analyze and cite examples of the author’s word choice to support your point.

### Teacher Background

Today’s cycle test challenges students to continue identifying examples of word choice and how that impacts meaning and tone.

For the assessment reading, students will read “Ode to My Library.” In this ode, the speaker describes his library and talks about all the features he would share with his grandparents if he could fly them to see it. Some features that he emphasizes are the globe he once dropped, the thirty books that he read during the summer, and the fish with the pouting face.



## Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

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

### Set the Stage

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



# Prepare Students for the Test tp

(5 minutes)

tps

## Partner Review

1. Remind students that they have been practicing analyzing the impact of specific word choice on meaning and tone and analyzing and citing examples of the author's word choice to support their point. Use **Think-Pair-Share** to ask:

### What is the difference between meaning and tone?

*Meaning helps you understand something that you read. For example, a simile might help you understand how something looks. On the other hand, tone is how the author feels about what he writes; for example, happy.*

### Give an example of word choice from this cycle that impacted meaning and an example of word choice that impacted tone.

*(Answers may vary.) An example of word choice that impacted meaning is "the chile is a gush of lava," from "Ode to El Molcajete." This metaphor compares a chile to lava to show how hot the chile is. An example of word choice that impacted tone was in "Ode to Weddings." The author started many verses with "It's the," and followed it up with a detail about a wedding. This shows that he believes weddings mean different things to different people.*

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

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

## Test Directions

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

- |  |
|--|
| <ol style="list-style-type: none"> <li>3. How does the author communicate the idea that an Aztec warrior is strong? <b>[AC, DC, SA]</b></li> </ol> |
|--|

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

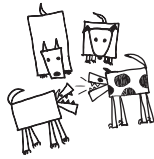
**Today you will read about why a library means a lot to someone.**



## Test tp

(30 minutes)

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



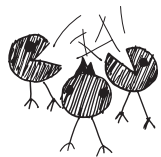
## Teamwork tp

(10 minutes)

### Team Discussion

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

Teams discuss the answers to the test questions.



## Class Discussion tp

(10 minutes)

### Lightning Round

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

**What are some examples of word choice from “Ode to My Library”?  
What did these examples help you understand?**

*(Answers may vary.) Some examples of word choice are “boulder of strength,” “slice open a mountain,” and “with the wave...send our enemies tumbling.” These examples helped me understand that the Aztec warrior painted by the speaker is very strong. A boulder is a huge rock, so a boulder of strength must mean that the warrior is strong. Slicing open a mountain doesn’t even seem possible, so the author’s word choice shows that the warrior is unbelievably strong.*

- Award team celebration points.

Random Reporters share team discussion of a test question.



3. Collect test answers. Score original answers, and add extra points for improved answers.

**Celebrate**

Celebrate team successes!

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

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

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

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

## Cycle 2 Test

## Word Choice

**Directions:** Read “Ode to My Library,” pages 33–36, and answer the following questions on a separate piece of paper.

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

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

1. How does the author use humor in his description of the library? Why do you think he uses humor? **[AP, DC, SA]**

*20 points = The author uses humor in his description of the library by mentioning several examples of what has happened there. For example, he says that the library has a globe that he once dropped. Globes are often big and can be hard to carry. Also, the author talks about the crayon stuck in the pencil sharpener. He says, “I didn’t do it.” This makes a reader think that maybe it is his fault. I think the author uses humor because it makes the description more interesting. If he just listed the objects in a library, the description would be boring. The author’s humor helps a reader better understand and visualize the library.*

*15 points = The author uses humor in his description of the library by giving a lot of examples of what has happened there. He says that the library has a globe that he once dropped. The author talks about the crayon stuck in the pencil sharpener. I think the author uses humor because it makes the description more interesting. If he just listed the objects, the description would be boring.*

*10 points = He uses humor in his description by giving a lot of examples of what has happened there. Humor makes the description more interesting.*

2. Which of the following best describes how the author feels about the librarian? **[AC, DC, SA]**

- A. The librarian should study the Incas.
- B. The librarian should sharpen the pencils.
- C. The librarian should pay more attention.
- D. The librarian should keep reading books.

Explain why you think the author feels this way.

*20 points = I think the author feels that the librarian should pay more attention so she can see the students learning. The author describes how the librarian reads books and does not wear her glasses. Instead, her glasses hang from her neck. However, the speaker in the poem is studying the Incas and learning a lot. The author writes, “If she put them on, she would see me.” It seems like the author wishes the librarian could see the speaker learning*

*so much. The words and phrases that the author uses to describe the librarian show that she is not paying much attention to what happens in the library.*

*15 points = I think the author feels that the librarian should pay more attention so she can see the students learning. The author writes about how the librarian does not wear her glasses. Her glasses hang from her neck. The speaker in the poem is studying and learning a lot. The author writes, "If she put them on, she would see me."*

*10 points = I think the author wants the librarian to see the students learning.*

3. How does the author communicate the idea that an Aztec warrior is strong? [AC, DC, SA]

*20 points = The author communicates the idea that an Aztec warrior is strong by using words and **phrases** that **reflect** strength. **For example**, the narrator says that he "put a boulder of strength in each arm." I know that a boulder is a large rock. The narrator wants the warrior that he drew to look very strong. The author also writes that the warrior could "slice open a mountain" with his machete. It doesn't seem like a mountain could easily be opened. **Finally**, the author writes that if the warrior just waved his arm, all the enemies would fall. **Although** the author never states that an Aztec warrior is strong, the **descriptive** words and phrases that he uses show what the warrior is like.*

*15 points = The author communicates the idea that an Aztec warrior is strong by using words that show strength. The narrator says that he "put a boulder of strength in each arm." The narrator wants the warrior to look very strong. The author also writes that the warrior could "slice open a mountain" with his machete. It doesn't seem like a mountain could easily be opened.*

*10 points = He communicates this idea by using words that show strength. The narrator says that he "put a boulder of strength in each arm" and that the warrior could "slice open a mountain."*

4. Contrast the speaker in "Ode to My Library" with the speaker in "Ode to the Mayor." [DC, SA]

*20 points = The speaker in "Ode to My Library" **differs** from the speaker in "Ode to the Mayor" because he really loves his grandparents and **wishes** they could come see his library. **On the other hand**, the speaker in "Ode to the Mayor" is annoyed by his younger brother. In "Ode to My Library," the speaker **describes** how if he could fly his grandparents to California, he would show them all the books he read and the mural he helped paint. It **appears** that he loves his family and wants to spend time with them. In "Ode to the Mayor," the speaker writes a letter to the mayor complaining about his younger brother and how embarrassing he is. He asks if there's a law against a boy like his brother. **The speakers differ because of their feelings about their family.***

15 points = *The speaker in "Ode to My Library" is different from the speaker in "Ode to the Mayor" because he really loves his grandparents and wants them to see his library. The speaker in "Ode to the Mayor" is annoyed by his younger brother. In "Ode to My Library," the speaker writes that if he could fly his grandparents to California, he would show them all the books he read. It seems that he loves his family. In "Ode to the Mayor," the speaker writes a letter to the mayor complaining about his younger brother and how embarrassing he is.*

10 points = *The speaker in "Ode to My Library" is different from the speaker in "Ode to the Mayor" because he really loves his family. The speaker in "Ode to the Mayor" is annoyed by his family.*

5. In "Ode to Weddings," why do you think the author started many lines with "It's the"? [AC, AP, DC, SA]

20 points = *I think the author started many lines with "It's the" to show what weddings mean to different people. Each time a line starts with "It's the," it is followed by a **detail** about a wedding. **For example**, after the author **mentions** María, he writes, "It's the lace dress." After Pedro is named, the author writes, "It's the chicken mole." It seems like the food is important to Pedro. **The repetition** of "It's the" tells a reader that weddings can have **various meanings** to different people.*

15 points = *I think the author started many lines with "It's the" to show what weddings mean to different people. Each time a line starts with "It's the," it is followed by something about a wedding. After the author names María, he writes, "It's the lace dress." After Pedro is named, the author writes, "It's the chicken mole."*

10 points = *I think he started many lines with "It's the" to show what weddings mean to different people.*

## Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Based on the odes that you read this cycle, do you think that family is important to the speakers in the odes? Use examples of the author's word choice to support your point.

*Based on the odes that I read this cycle, I think that family is very important to the speakers. In "Ode to Weddings," the author describes what weddings mean to different family members. He says that it's been a good year because of children in college. It seems important to the parents that their children get a good education. The speaker in "Ode to My Library" is very proud of his library and wishes that he could fly his grandparents to see it. He is proud of the different objects in the library, especially the books he read during the summer. Several verses begin with "I want to show them." "Ode to Mi Parque" is about a family spending a day in the park. The speaker also plays soccer with his sister. The speaker in "Ode to El Molcajete" admires his grandfather because he can eat a chile pepper easily without the hotness burning his mouth, like it does to the speaker. If family weren't important to*

*the speakers in these odes, they probably wouldn't be spending so much time together or wishing they could be together.*

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

Writing a Literary Response		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Makes a clear point about an aspect of the literary work such as characters, setting, plot, theme, style</li> <li>• Supports the point with evidence from the text</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begins by making a clear point about an aspect of the literary work</li> <li>• In the middle, supports the point with examples and evidence from the text</li> <li>• Ends with a closing statement</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Quotes words, phrases, and dialogue from the text to support the point</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing Objective</b>	<ul style="list-style-type: none"> <li>• Analyze and cite examples of the author's word choice to support your point.</li> </ul>	<b>0–15 pts.</b>

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

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

*Accept responses that show that students know the meaning of the word and can use it correctly. For example: Jeana's bulldog is very heavy, so Jeana always grunts when she tries to lift him off her lap.*

2. Which of the following is NOT an example of something that has tiers? **[CV]**
  - A. a two-story school
  - B. a set of bleachers
  - C. a wedding cake
  - D. a painting

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

*Accept responses that show that students know the meaning of the word and can use it correctly. For example: Henry had a lot of homework, so he thought it was best to plunge right in as soon as he arrived home from school.*

4. Although Amelia was excited about rock climbing at first, her mood changed when she saw the huge size of the \_\_\_\_\_.

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

- A. tiers
  - B. plunge
  - C. *boulder*
  - D. plastered
5. Which of the following is NOT an example of a time when you would feel dazed? **[CV]**
- A. when you step outside after being in a dark movie theater
  - B. *when you are eating a delicious lunch with your friends*
  - C. when you have bumped into a wall as you're walking
  - D. when you finish a very difficult math exam
6. The \_\_\_\_\_ cupcake had so many sprinkles that you could hardly see the icing.

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

- A. *smothered*
  - B. plastered
  - C. bloated
  - D. dazed
7. In which of the following sentences is *plastered* used incorrectly? **[CV]**
- A. Carson used a lot of glue to make sure the animal cutouts were plastered to his paper.
  - B. *"Your hair looks funny plastered to your head since it's sticking up in every direction," Leila teased her brother.*
  - C. After DeAnna's friend dunked her in the pool, her clothes were plastered to her body.
  - D. It was so hot outside that Andrew's shorts and T-shirt were plastered to him after lacrosse practice.
8. "I know it is tempting to eat all your candy in one sitting, but you don't want to feel \_\_\_\_\_," Molly's mother warned her after she went trick or treating.

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

- A. tiers
- B. dazed
- C. *bloated*
- D. grunts

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]**

*We explored the word gush. It was used on page 62 in the verse “The chile is a gush of lava.” It means a sudden rush of something coming out. A sentence using gush is “The paramedic saw a gush of blood coming from the patient and knew he had to stop the bleeding.”*

10. As used on page 53 in the verses “And the bicycle snatched from someone’s boy,” *snatched* most nearly means— **[CV]**
- A. stolen.
  - B. given.
  - C. painted.
  - D. borrowed.

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

*Students will explain their thinking. For example, I used the context. The ode talks about a burglary and then mentions a bike being snatched. I know that a burglary is when items are stolen.*

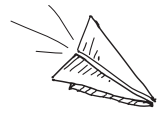
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author’s intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

# Lesson 7

**Reading Objective:** Analyze the impact of specific word choice on meaning and tone.

## Teacher Background

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



## Active Instruction

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

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

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

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

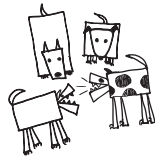
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

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

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

Give students feedback on classwork.

### Teacher's Note:

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

### Read and Respond Questions

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



# Class Discussion tp

(15 minutes)

Team responses  
and feedback



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

Celebrate team successes!

Final tally for this cycle

Record team celebration  
points on the teacher cycle  
record form.

Collect Read and Respond  
forms for this cycle.

## Lightning Round

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

## Celebrate

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

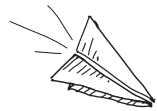
# Lesson 8

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

## Teacher Background

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

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

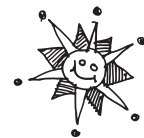


## Active Instruction tp

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

Use **Random Reporter** to ask:

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

*Accept supported answers.*

Two-Minute Edit



Distribute scored cycle tests.

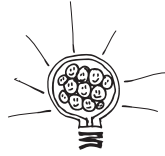
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



## Class Council

(30 minutes)

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



## Brain Game

(5 minutes)

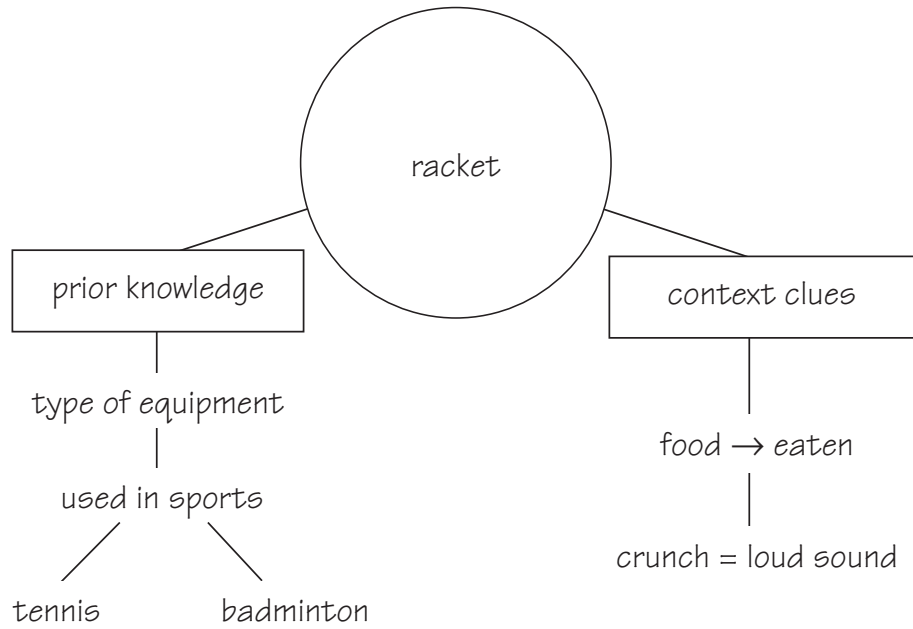
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

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

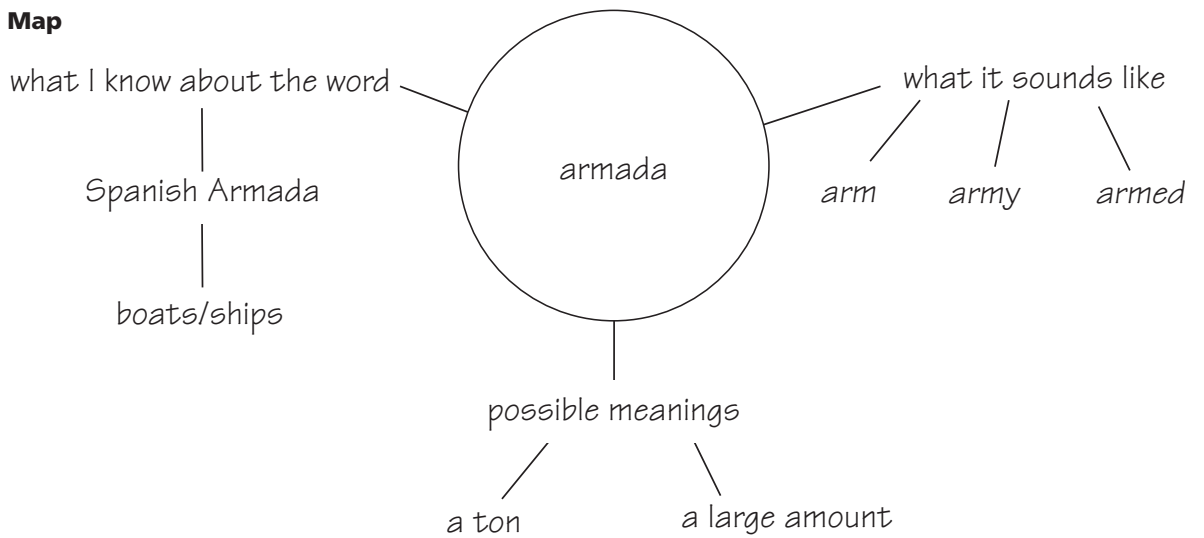
**How will use of this skill improve your success in other classes?**

Word Power Journal Sample Entries

Sample Word Map  
Cycle 1



Sample Word Map  
Cycle 2



## 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 Word Choice

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

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

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

W.7.2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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