

**Informational**

# Analyze Arguments

**Clear Thinking  
and Writing**

**What Are the Issues with  
Genetic Technology?**

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

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

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# Analyze Arguments

## Clear Thinking and Writing

### What Are the Issues with Genetic Technology?

## The Lightning Round

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

### Strategy Use

The Random Reporter:

<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>

### Word Power

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>

### Summary

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>

### Team Talk (oral and written)

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>

### Fluency

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>

### Graphic Organizer/Notes

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

### Cycle 1

**Reading:** Support a point with relevant evidence.

**Writing:** Use words and phrases that help a reader see how the reasons are related to the claim.

### Cycle 2

**Reading:** Trace and evaluate the argument and specific claims in the text.

**Writing:** Support a claim with clear reasons organized so a reader can follow your thinking.

## Unit Overview

In cycle 1, students will learn how to clearly state their point and provide relevant support. This is an important speaking and writing skill that students will need for their continued schooling.

In cycle 2, students will learn to analyze arguments—identifying claim (point) and support (evidence).

### Unit Topic/Content

In cycle 1, students will read *Clear Thinking and Writing* by John Langan. This text provides direct instruction for writing to make a point and support it and the whole writing process.

In cycle 2, students will read *What Are the Issues with Genetic Technology?* by Eve Hartman and Wendy Meshbesh. This book describes the role of genes in life, gives examples of genetic technology (techniques to change or use genes in ways that do not naturally occur) such as pest-resistant crops and health products made from genes such as insulin, and discusses controversies surrounding genetic technology.

## 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

Clear Thinking  
and Writing

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–6	
Lesson 2	pages 7–16	
Lesson 3	pages 17–23	(Embedded) “Team Talk Response”
Lesson 4	pages 24–34	
Lesson 5	writing in response to reading	
Lesson 6	page 41	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

What Are  
the Issues  
with Genetic  
Technology?

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 4–11	
Lesson 2	pages 12–21	
Lesson 3	pages 22–29	
Lesson 4	pages 30–37	
Lesson 5	writing in response to reading	
Lesson 6	pages 38–41	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	



Cycle 1:

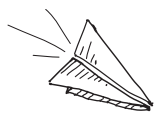
# Analyze Arguments

## Lesson 1

**Reading Objective:** Support a point with relevant evidence.

### Teacher Background

In today’s reading, students will learn about points and relevant support. Students will use cartoons and activities to build an understanding of point and support.



## 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:** How much evidence does it take for you to believe something?

### Set the Stage

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

**How much evidence does it take for you to believe something?**

*(Answers may vary.) It depends on what it is and who wants me to believe it. If it is someone I trust, I will probably believe what is said. If it is someone I don’t know, I will probably ask where the information was obtained; it would probably take a lot of evidence if I don’t know or trust the person.*

**What kinds of follow-up questions do you ask when you are trying to assess the information?** Write responses on the board.

*(Answers will vary.) Where did you get that information? Is the source trustworthy? Why? How do you know? Why do you believe that? What is the source not telling you? What is the other side of the story?*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them they earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Students identify the strategies that they use to prepare to read informational text.



Build background about reasoning and logic.

4. Have teams discuss the strategies that they use when they first pick up a text. Use **Random Reporter** to share team responses.

*For example, I scan the text to see if it is informational or literature; look for clues to predict the topic and the author's intent; figure out how the text is set up so I can choose a graphic organizer for notes.*

- T:** Thinking and writing clearly
- I:** To instruct the reader on how to think and write clearly
- G:** Outline or T-chart

Point out that this unit is about thinking clearly about a point, giving support for your points, and thinking about how others make their points and support them.

Explain that to do this well requires reason and logic. Define these words:

- Reason = capacity for making good judgments
- Logic = the application of reasoning; reasoned thought (as opposed to irrational thought); seeing true relationships among events, facts, etc.

Display the following steps, and ask students to put them in a logical order:

- A. Squeeze toothpaste onto toothbrush.
- B. Rinse mouth.
- C. Brush teeth.
- D. Open tube of toothpaste.

Ask:

**Which is the correct order of these events?**

*The correct order of events is D, A, C, B.*

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

**How did you figure out the correct order?**

*Answers may vary. For example, I thought about how the events related to each other and used my prior knowledge to determine what made sense.*

Point out that students used logic and reasoning to put the events in the correct order.

### Interactive Read Aloud

1. This cycle our reading objective is to support a point with relevant evidence.

Introduce the idea of point and support by asking an unbelievable question. Choose an example that would be known to your students; see the following example.



Ask:

**Suppose someone told you that next year school would be in session seven days a week. Would you believe that person? Why or why not?**

*(Answers may vary.) No, I wouldn't believe that person because he or she probably wouldn't have any evidence to support such a statement. Also, I know that schools have never run seven days a week.*

Point out that everyone makes statements all the time, but to have people seriously consider statements, the statements must be supported with evidence. Tell students that they will learn about identifying point and support and also about using point and support in their writing in this cycle.

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

**Why do you think it is important for you to be able to write and talk about your own points or statements?**

*(Answers will vary.) If I can make a point and support it clearly, I might be able to convince someone of my idea and explain my point of view.*

**When would being able to present a clear, supported point in a speech be important?**

*(Answers may vary.) It would be important to give a clear, supported point when giving a speech when running for a class office or student council or giving an oral presentation to a boss or to co-workers. Lawyers present statements in court.*

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

**Students:** Actively listen.

2. Read page 1 of *Clear Thinking and Writing* aloud. A sample Think Aloud follows.

#### Sample Think Aloud

Okay. I get what the author means by point and support. I think Snoopy is biased or slanted in his opinion because he is a dog. His point and the fact that he doesn't give any support is one way of determining he is biased. Empty words like Snoopy's should not convince anyone of his point; Snoopy's support is not reasonable or logical. The author says you must give "real support." I wonder what that means.

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

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

**If you were Snoopy, what support would you give?**

*(Answers may vary.) If I were Snoopy, I would have said that dogs are more trainable than cats. Dogs have an excellent sense of smell. Dogs are very protective of their families.*

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



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

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 2 and answer the questions for Activity 3 on page 2. Use **Random Reporter** to debrief.

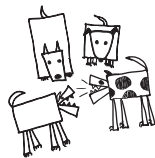
*The point is that the dog has had a bad day and is stressed. His support is that he lost his ball under the sofa, his water was warm, and the squeaker in his toy broke.*

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

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

A sample graphic organizer follows.

Sample Graphic Organizer	
Term	Definition/Example/Details
point	an idea or opinion usually stated in one sentence
support	evidence that supports the idea or opinion support includes reasons, facts, and examples



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: **sr**  
**pages 3–6 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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

### Team Discussion

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

#### Team Talk Questions

1. What are the points made in the cartoons in Activity 3 on page 3? Give the support for each point. **(Write) [AA, MI]** (Team Talk rubric)

**100** = *The point for the first cartoon is that the couple's marriage is in trouble. The point for the second cartoon is that the girl thinks she will break up with her boyfriend. Support for the first point is that the husband and wife are opposites—one likes to spend, one likes to save; one likes sports, one doesn't; one is a night person, and one is a day person. Support for the second point is that the boyfriend hasn't called her or talked to her, and he is dating one of her friends. In these cartoons, the points are **connected to the support.***

**90** = *The point for the first cartoon is that the couple's marriage is in trouble. The point for the second cartoon is that the girl thinks she will break up with her boyfriend. Support for the first point is that the husband and wife are opposites—one likes to spend, one likes to save; one likes sports, one doesn't; one is a night person, and one is a day person. Support for the second point is that the boyfriend hasn't called her or talked to her, and he is dating one of her friends.*

**80** = *The point for the first cartoon is that the couple's marriage is in trouble. The point for the second cartoon is that the girl thinks she will break up with her boyfriend.*

*continued*

Team Talk Questions *continued*

2. What is an opinion? Describe how you can tell the difference between an opinion and a fact in the text. **[RE]** (Team Talk rubric)

100 = *An opinion is an idea someone has about a topic or a feeling a person has. Opinions often are judgments about something, such as "My sister is an ambitious woman." Opinions need support. Facts are facts and usually don't need support. Facts describe just what something is, such as "My sister works two jobs during the day and then goes to school at night." According to the text, opinions need to be supported, but facts usually do not. Facts can support opinions.*

90 = *An opinion is an idea someone has about a topic or a feeling a person has. Opinions often are judgments about something, such as "My sister is an ambitious woman." Opinions need support. Facts are facts and usually don't need support. Facts describe just what something is, such as "My sister works two jobs during the day and then goes to school at night."*

80 = *An opinion is an idea someone has about a topic or a feeling a person has.*

3. What is the point in #5 on page 6? Explain how the other sentences support the point. **[AA]** (Team Talk rubric)

100 = *The point is answer choice C, "It's more fun to watch movies at home than in a theater." The other statements support the point because each one is related to the point of it being fun to watch movies at home. For example, sometimes you have to put up with rude people or crying children at the theater, which is no fun. Points and support should be connected.*

90 = *The point is answer choice C, "It's more fun to watch movies at home than in a theater." The other statements support the point because each one is related to the point of it being fun to watch movies at home. You don't have to put up with rude people or crying children at home.*

80 = *The point is answer choice C, "It's more fun to watch movies at home than in a theater."*

4. What is the point the author makes in chapters 1 and 2? Explain how he supports his point. **[AA]** (Team Talk rubric)

100 = *The author's point is that statements, opinions, and points should be supported. The author uses cartoons, examples, and quizzes to support his point. The author does what he says the reader should do. Consequently, readers can learn by his example.*

90 = *The author's point is that statements, opinions, and points should be supported. The author uses cartoons, examples, and quizzes to support his point.*

80 = *The author's point is that statements, opinions, and points should be supported.*

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

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

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

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



## Class Discussion tp

(18 minutes)

### Lightning Round

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

### Celebrate

1. Tally the team scores on the poster, and celebrate teams 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:** Support a point with relevant evidence.

### Teacher Background

Today’s lesson provides instruction on using an outline to compose a paragraph and the need to stay on point, using relevant support. Students will do activities to expand their understanding.

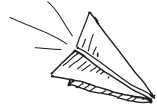
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
<b>relevant</b> (adjective) page 10	rel-e-vant (REL-ih-vant)	connected to, related to	Your response about Tom is not <i>relevant</i> because I was speaking about Mary.
<b>logically</b> (adverb) page 11	log-i-cal-ly (LOJ-ih-kee)	in a manner of valid reasoning	<i>Logically</i> , we can expect rain because the clouds are dark and the air pressure has dropped.
<b>analytical</b> (adjective) page 11	an-a-lyt-ical (an-ah-LIT-ih-cul)	skilled at breaking into parts	Juan’s <i>analytical</i> mind was perfect for taking the math problem apart step by step to solve it.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>economize</b> (verb) page 15	e-con-o-mize (ee-KON-ih-mize)	avoid waste and spending	I haven't had many lawn mowing jobs this month, so I need to <i>economize</i> or I will not have any money saved for my new bike.
<b>humiliate</b> (verb) page 24	hu-mil-i-ate (hew-MIL-ee-ate)	embarrass, put down	I don't want to <i>humiliate</i> myself in front of the audience, so I will practice my lines in the play every day.
<b>intimidate</b> (verb) page 25	in-tim-i-date (in-TIM-ih-date)	frighten, pressure	Even though my cat Sadie is smaller than my dog, she can <i>intimidate</i> him into leaving his food bowl so she can eat his food.
<b>immune</b> (adjective) page 25	im-mune (ih-MYOON)	not affected, able to resist	I got a shot for measles, so I am <i>immune</i> to it.
<b>concisely</b> (adverb) page 32	con-cise-ly (kon-SICE-lee)	clearly and briefly	I don't have much time, so please tell me <i>concisely</i> what your plan is.

Review Vocabulary Vault.

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

**Set the Stage**

Teams review their cycle goal.

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today's reading, pages 7–16 in *Clear Thinking and Writing*.
5. Continue building background on reasoning and logic by asking:

Post and present the reading objective.

Refer students to pages 7–16 in the text.

Build background about logic and reasoning.

**How often do people ask you to explain why you made a certain decision or stated a certain opinion?**

*(Answers will vary.) My mother always asks me to give reasons for my decisions.*

Review the skill as necessary.

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

**Students:** Actively listen.

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



**Do you find it difficult to explain your reasoning? If so, why?**

*(Answers will vary.) Yes, I do find it difficult sometimes because it is hard to put my reasons and feelings into words.*

**How do you use reasoning and logic in your daily life?**

*(Answers will vary.) I use reasoning and logic to solve problems in daily life and to make decisions. For example, I use logic when shopping to make reasonable choices about what to buy. I try to ignore the advertising and just evaluate the qualities of the product that are important to me.*

**Interactive Read Aloud**

1. Refer students to the reading objective. Tell students that there are synonyms for the words *point* and *support* that people frequently use. Write the following on the board:

- Point
  - claim
  - position
  - conclusion
  - statement
  - assertion
  - thesis
  - proposition
- Support
  - evidence
  - proof
  - data
  - justification

2. Read page 7 aloud. A sample Think Aloud follows.

<b>Sample Think Aloud</b>
<p>The author uses a visual metaphor for point and support—the table and its four legs. I think I can remember this to help me provide support for the points I want to make. I can use all kinds of clues to help me remember something.</p>

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

**What is the value of an outline in writing a point and support paragraph?**

*An outline would be useful because you could see at a glance if each supporting detail gives relevant support for your point. It is also a good way to organize your supporting details.*

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



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

- 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. Read page 8. Use **Think-Pair-Share** to have students give the point and supporting details for #3 on page 8.

*Point: “High schools should require all students to wear uniforms.”*

*Support #1: Parents would save money not buying a lot of clothes, especially designer clothes.*

*Support #2: Students would have an easier time getting ready for school because they wouldn’t have to decide what to wear.*

*Support #3: Students would get along better. Everyone would look the same in a school uniform, so students wouldn’t be jealous of each other or treat each other differently because they wore certain clothes.*

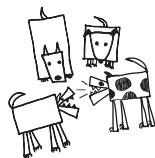
Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.

Sample Graphic Organizer	
Term	Definition/Example/Details
paragraph	point (topic sentence) with supports
paragraph outline	helps identify & organize point & supports in a paragraph



## Teamwork tp

(20 minutes)

### Partner Prep

- Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: **sr**

**pages 9–16 aloud with partners.**

Remind students to write the answers to the questions in the text on a sheet of loose leaf or in a notebook; remind students NOT to write in the book.

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

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

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

**Team Discussion**

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

Team Talk Questions
<p>1. What are three support signal words? Explain the role of support signal words. <b>(Write) [AA, MI]</b> (Team Talk rubric)</p> <p><i>100 = Three support signal words are first, also, and finally. Support signal words alert the reader that the author is giving specific supports for the point he or she is trying to make. Therefore, using support signal words helps you convey your point (message) clearly.</i></p> <p><i>90 = Three support signal words are first, also, and finally. Support signal words tell the reader that the author is giving specific supports for the point he or she is trying to make.</i></p> <p><i>80 = Three support signal words are first, also, and finally.</i></p> <p>2. What do you think is the meaning of the commonly used statement “That’s beside the point”? Explain why being off point is a problem. <b>[DC, RE]</b> (Team Talk rubric)</p> <p><i>100 = “That’s beside the point” means that a person is not sticking to the point he or she is trying to make. Off-point statements are distracting. They may confuse a reader or listener as to your actual point. According to the author, information in paragraphs and conversations should stick to the point if you want someone to really understand your point.</i></p> <p><i>90 = “That’s beside the point” means that a person is not sticking to the point he or she is trying to make. Off-point statements are distracting. They may confuse a reader or listener as to your actual point.</i></p> <p><i>80 = “That’s beside the point” means that a person is not sticking to the point he or she is trying to make.</i></p>

*continued*

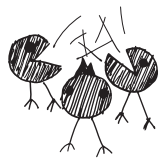
Team Talk Questions *continued*

3. Answer question 3 on page 12. Explain why these answers support the point. **[AA, DC, RE]** (Team Talk rubric)
- 100 = *Statements B, D, and E support the point. The point is that coffee can be bad for people. Statements B, D, and E support the point because they are the bad effects that coffee can have on people. The other statements are **unrelated** to coffee being bad. To make a point, you should only use statements that support the point.*
- 90 = *Statements B, D, and E support the point. The point is that coffee can be bad for people. Statements B, D, and E support the point because they are the bad effects that coffee can have on people. The other statements don't say drinking coffee is bad for you.*
- 80 = *Statements B, D, and E support the point.*
4. What is the value of using specific details to support a point? Give one example of a specific detail that would support the statement "Summer is fun." **[MI, RE]** (Team Talk rubric)
- (Answers will vary.)
- 100 = *Specific details **provide** strong support for points. A specific detail that supports the statement "Summer is fun" is we play baseball at the park from morning to night. Specific details **create** interest for readers and provide readers with a clear idea about why you are making the point.*
- 90 = *Specific details give strong support for points. A specific detail that supports the statement "Summer is fun" is we play baseball at the park from morning to night.*
- 80 = *Specific details give strong support for points.*
5. What is a synonym for the word *relevant*? What is an antonym for the word *relevant*? (Remember: an antonym is a word meaning the opposite.) **[CV]**
- The word relevant means connected or related to, so a synonym is the word significant. An antonym for relevant is unrelated.*
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

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

Randomly select team representatives who will share:

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



# 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.

Word	Pronunciation	Definition	Sample Sentence
<b>relevant</b> (adjective) page 10	rel-e-vant (REL-ih-vant)	connected to, related to	Your response about Tom is not <i>relevant</i> because I was speaking about Mary.
<b>logically</b> (adverb) page 11	log-i-cal-ly (LOJ-ih-lee)	in a manner of valid reasoning	<i>Logically</i> , we can expect rain because the clouds are dark and the air pressure has dropped.
<b>analytical</b> (adjective) page 11	an-a-lyt-ical (an-ah-LIT-ih-cul)	skilled at breaking into parts	Juan's <i>analytical</i> mind was perfect for taking the math problem apart step by step to solve it.
<b>economize</b> (verb) page 15	e-con-o-mize (ee-KON-ih-mize)	avoid waste and spending	I haven't had many lawn mowing jobs this month, so I need to <i>economize</i> or I will not have any money saved for my new bike.
<b>humiliate</b> (verb) page 24	hu-mil-i-ate (hew-MIL-ee-ate)	embarrass, put down	I don't want to <i>humiliate</i> myself in front of the audience, so I will practice my lines in the play every day.
<b>intimidate</b> (verb) page 25	in-tim-i-date (in-TIM-ih-date)	frighten, pressure	Even though my cat Sadie is smaller than my dog, she can <i>intimidate</i> him into leaving his food bowl so she can eat his food.
<b>immune</b> (adjective) page 25	im-mune (ih-MYOON)	not affected, able to resist	I got a shot for measles, so I am <i>immune</i> to it.
<b>concisely</b> (adverb) page 32	con-cise-ly (kon-SICE-lee)	clearly and briefly	I don't have much time, so please tell me <i>concisely</i> what your plan is.

## Lesson 3

**Reading Objective:** Support a point with relevant evidence.

### Teacher Background

In this lesson, students will learn about transition words.

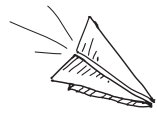
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

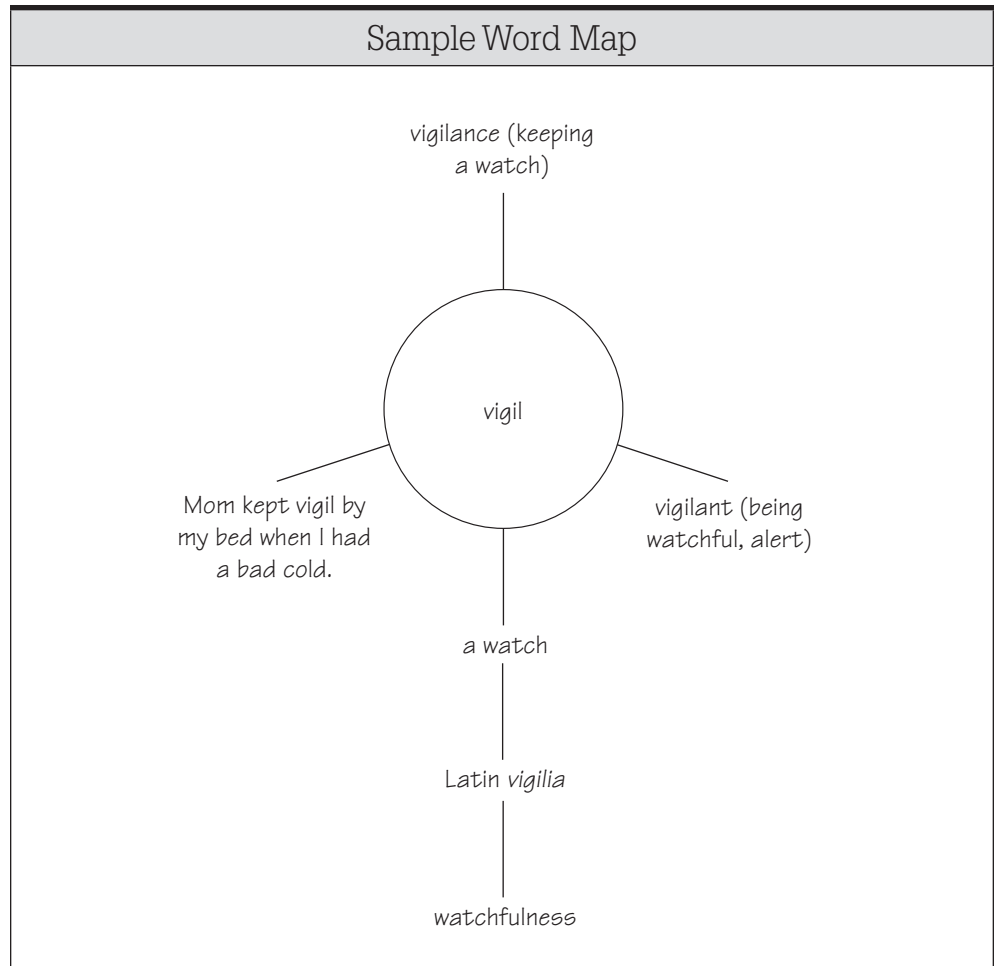
1. Display the vocabulary words. Have students use the vocabulary study routine as they reread their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

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

#### Sample Think Aloud

I had to clarify the word *vigil* on page 11. (Model looking up the word.) *Vigil* means to keep a watch; it comes from the Latin *vigilia*, which means watchfulness. A vigil is keeping watch, often when you should be sleeping. Oh, like when my mother stayed by my bed when I had a bad cold and could hardly breathe; she kept a vigil, watching over me.



Review Vocabulary Vault.

Teams review their cycle goals.

Post and present the reading objective.

Refer students to pages 17–23 in the text.

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

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 17–23 in *Clear Thinking and Writing*.

**Teacher:**  
Read aloud.

**Students:** Practice the skill or strategy.



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



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

**Interactive Read Aloud**

1. Read page 17 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**If the goal of clear writing is to communicate clearly, how do transition words help?**

*Transition words help the author communicate his or her point to the reader by signaling when supports are discussed.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 18 and answer #5 in Activity 9 on page 18.

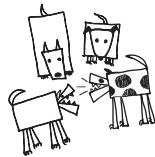
*I would use the transition word finally.*

Use **Random Reporter** to debrief.

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

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

Sample Graphic Organizer	
Term	Definition/Example/Detail
transition words	signal words help readers follow the supports



**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: **pages 19–23 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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

### Team Discussion

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

#### Team Talk Questions

1. What are the two types of transition words mentioned in the text? Explain which type of transition words you would use to make the point that preparing for a party is hard work. **(Write) [AA, MI, RE]** (Team Talk rubric)
 

100 = *The two types of transition words are time words and list words. I would use time transition words to link support to the point that preparing for a party is hard work. Preparations would follow a sequence; you need to do some things first and then do other things. According to the author, the point you are trying to make determines which type of transition words to use.*

90 = *The two types of transition words are time words and list words. I would use time transition words to link support to the point that preparing for a party is hard work. Preparations would follow a sequence; you need to do some things first and then do other things.*

80 = *The two types of transition words are time words and list words.*
2. Which type of transition words would you use in answer choice B of question 7 on page 15? Explain. **[DC, SA]** (Team Talk rubric)
 

100 = *I would use list transition words. The events described would not occur in a time sequence, so list transition words are the logical choice. If a series of statements does not depend on a time sequence, then list transition words should be used.*

90 = *I would use list transition words. The events described would not occur in a time sequence, so list transition words are the best choice.*

80 = *I would use list transition words.*

*continued*

Team Talk Questions *continued*

3. What is the point the author makes in chapter 5? Explain how you can use this point. **[AA, MI, SA]** (Team Talk rubric)

*100 = The point the author makes is that good writing has organized support. Once I know the point I want to make, then I can choose the type of transition words that will link the support to my point. If my writing is clear, and if everything is **connected** properly, then readers will understand the point I am trying to make.*

*90 = The point the author makes is that good writing has organized support. Once I know the point I want to make, then I can choose the type of transition words that will link the support to my point.*

*80 = The point the author makes is that good writing has organized support.*

4. Answer question 5 on page 23. Explain why the author chose the particular organization for the paragraph. **[MI, SA]** (Team Talk rubric)

*100 = The point of the paragraph is that babysitting is frustrating. The author uses time order organization. The author describes a series of frustrating events during babysitting. Since these events occurred over time and were in a sequence, using time transition words makes the most sense. Using a time order organization **illustrates** that the events occurred in a sequence, one after another.*

*90 = The point of the paragraph is that babysitting is frustrating. The author uses time order organization. The author describes a series of frustrating events during babysitting. Since these events occurred over time and were in a sequence, using time transition words makes the most sense.*

*80 = The point of the paragraph is that babysitting is frustrating. The author uses time order organization.*

5. “When money gets tight, our family finds ways to economize.” In this sentence, *economize* most nearly means— **[CV]**

- A. spend.
- B. save.
- C. clean.
- D. cool.

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

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

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

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



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion tp

(15 minutes)

## Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show 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 4

**Reading Objective:** Support a point with relevant evidence.

### Teacher Background

In this lesson, students will learn the difference between a paragraph and an essay and will learn about steps in the writing process.

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

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

Teams discuss their vocabulary ratings.

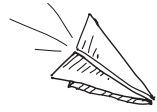


Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 24–34 in the text.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 24–34 in *Clear Thinking and Writing*.

**Teacher:**  
Read aloud.

**Students:** Practice the skill or strategy.



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



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

**Interactive Read Aloud**

1. Read page 24 (ending after the boxed text) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**What is the point in the paragraph “Three Kinds of Bullies”?**

*The point is that schools have three kinds of bullies.*

Continue reading aloud through the end of the page.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 25 and 26 (ending at “The Parts of an Essay”). Have students answer the points at the top of page 26.

*The last sentence in the first paragraph states the point of the essay. There are three support paragraphs.*

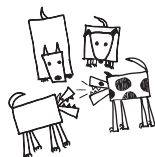
Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.

Sample Graphic Organizer	
Term	Definition/Example/Detail
paragraph	series of sentences about a topic or point must use specific evidence



**Teamwork**

(20 minutes)

**Partner Prep**

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

**pages 26 (starting with “The Parts of an Essay”)–34 aloud with partners.**

Remind students to write the answers to the questions in the text on a sheet of loose leaf or in a notebook; remind students NOT to write in the book.

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

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

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

**Team Discussion**

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

Team Talk Questions
<p>1. What section of text did you choose to reread, and why? What new connection did you make by rereading and reviewing your notes?  <i>(Answers will vary.) I reread pages 10 and 11 because I wanted to make sure I understood the part about staying on point and using relevant support. I tend to wander when I am trying to make a point, and this gives good examples of how to stay on point.</i></p> <p>2. What is the author’s advice for writing an essay? <b>[MI]</b> (Team Talk rubric)</p> <p><i>100 = The author says that essays should have three parts: an introductory paragraph, supporting paragraphs, and a concluding paragraph. Common introductory paragraphs can tell stories, ask a question or two, start with the general and narrow it down, or use opposites. Supporting paragraphs should use transitional sentences to connect the paragraphs to each other and to the point in the essay. A concluding paragraph restates the point and may <b>provide</b> a few final thoughts. Good essays have a specific structure that clearly <b>conveys</b> a message.</i></p> <p><i>90 = The author says that essays should have three parts: an introductory paragraph, supporting paragraphs, and a concluding paragraph. Common introductory paragraphs can tell stories, ask a question or two, start with the general and narrow it down, or use opposites. Supporting paragraphs should use transitional sentences to connect the paragraphs to each other and to the point in the essay. A concluding paragraph restates the point and may give a few final thoughts.</i></p> <p><i>80 = The author says that essays should have three parts: an introductory paragraph, supporting paragraphs, and a concluding paragraph.</i></p>

*continued*

Team Talk Questions *continued*

3. Which method of prewriting do you use to organize your ideas? Explain why. **(Write) [AA, SA]** (Team Talk rubric)

*(Answers will vary.)*

*100 = I make lists. As I think about a topic, I jot down things in a list. Then, I go through the list to weed out items and organize the remaining items. Prewriting provides a chance to think through the topic and the point I want to make.*

*90 = I make lists. As I think about a topic, I jot down things in a list. Then, I go through the list to weed out items and organize the remaining items.*

*80 = I make lists.*

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

*100 = A paragraph is a topic or point sentence and several sentences that support it. An essay is longer and includes the point given in the first paragraph, several support paragraphs, and a concluding paragraph. There are several kinds of introductory paragraphs: story, asking a question, shifting to the opposite, and going from general to specific. Paragraphs and essays use transitional words and sentences. The concluding paragraph often summarizes or restates the point in the essay. There are five steps to the writing process: prewriting, making an outline, first draft, revising, and editing.*

*90 = A paragraph is a topic or point sentence and several sentences that support it. An essay is longer and includes the point given in the first paragraph, several support paragraphs, and a concluding paragraph. There are several kinds of introductory paragraphs. Paragraphs and essays use transitional words and sentences. The concluding paragraph summarizes the point in the essay. There are five steps to the writing process: prewriting, making an outline, first draft, revising, and editing.*

*80 = A paragraph is a topic or point sentence and several sentences that support it. An essay is longer and includes the point given in the first paragraph, several support paragraphs, and a concluding paragraph. There are five steps to the writing process: prewriting, making an outline, first draft, revising, and editing.*

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

*Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: Joe took an analytical approach and picked apart the situation to understand what was going on.*

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

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

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

Randomly select team representatives who will share:

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



## 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.

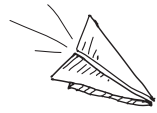
Remind students of the Read and Respond homework assignment.

## Lesson 5

**Writing Objective:** Use words and phrases that help a reader see how the reasons are related to the claim.

### Teacher Background

In this lesson, students will apply what they have learned about transition words and list and time order to their own paragraphs.



## Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Tell students that chapter 5 in *Clear Thinking and Writing* gives good advice for meeting the writing objective.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.



Students identify the purpose for writing.

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

Highlight the writing objective.

Model using transition words.

Writing Prompt
What do you think is the best book or the best sport? Support your claim with reasons.

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 support a claim with reasons because it uses the words support, claim, and reasons.*

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

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

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

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

**Which guidelines relate to our writing objective: use words and phrases that help a reader see how the reasons are related to the claim?**

*The guidelines for ideas and style relate to the objective.*

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

**Model a Skill**

- Have students review chapter 5 in *Clear Thinking and Writing*. Remind students of the role of transition words:
  - help readers understand the text
  - show the direction of the author's thoughts
  - link the ideas in the text
  - show relationship between ideas in the text

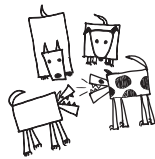
2. Refer students to page 17, and have them identify more addition transition words. Record responses on the board, and add words from the following list as necessary.

- as well as
- actually
- again
- as a matter of fact
- additionally
- besides
- coupled with
- further
- indeed
- in fact
- likewise
- not to mention
- on the other hand
- too
- to say nothing of
- what is more

3. Refer students to page 20, and have them identify more time and sequence words. Record responses on the board, and add words from the following list as necessary.

- afterwards
- at first
- at the same time
- earlier
- first of all
- for a start
- in the (first, second, etc.) place
- initially
- later on
- meanwhile
- to begin with
- to start with
- subsequently

Remind students to decide whether they will use a time sequence or a list sequence in providing supports for their point.



## Teamwork tp

(20 minutes)

### Independent Work

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

### Team Discussion

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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



# Class Discussion tp

(30 minutes)

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

## Lightning Round

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

Refer students to the writer's guide for writing to support a claim with reasons and the writing objective—use words and phrases that help a reader see how the reasons are related to the claim.

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

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer include transition words and list or time order to help a reader understand the information?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

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

## Reflection on Writing

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find it easy or difficult to include transition words in your writing? Do you think the words were effective?**

*Answers will vary.*

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

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

## Writing Prompt

What do you think is the best book or the best sport? Support your claim with reasons.

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

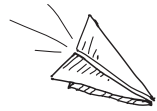
## Lesson 6

**Reading Objective:** Support a point with relevant evidence.

**Writing Objective:** Use words and phrases that help a reader see how the reasons are related to the claim.

### Teacher Background

In today's reading, Langan tries to persuade people to read. He uses a point and support format, although it is not quite in an essay form.



## Active Instruction tp

(5 minutes)

### Partner Vocabulary Study

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

### Set the Stage

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



## Prepare Students for the Test tp

(5 minutes)

### Partner Review

1. Remind students that they have been practicing supporting a point with relevant evidence. Use **Think-Pair-Share** to ask:

**What parts of the book helped you the most in understanding point and relevant evidence?**

*(Answers may vary.) The book has a lot of short activities where I had to examine and think logically to find point and support.*

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

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

**tps**

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

**Test Directions**

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

3. What is the author’s point on page 41? Explain where the author states his point and the function of the first paragraph. **[AA, MI]**

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

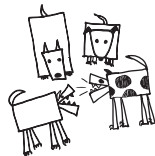
**Today you will read a point and support essay.**



**Test** tp

(30 minutes)

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



**Teamwork** tp

(10 minutes)

**Team Discussion**

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

Teams discuss the answers to the test questions.



# Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



## Lightning Round

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

**Does the author follow his own advice in the piece on page 41? Explain.**

*Yes. The author follows his own advice—he states his point and gives relevant supporting paragraphs. In the introductory paragraphs, he tells an interesting story. Instead of transition words, he starts each of the supporting paragraphs with “Reason 1,” etc.*

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

## Celebrate

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 1 Test

# Analyze Arguments

**Directions:** Read *Clear Thinking and Writing*, page 41. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

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

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

1. What is the topic?

*5 points = The topic is that reading is important.*

What is the author’s intent?

*5 points = To persuade people to read more.*

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

*10 points = Reading is one of the best things you can do to prepare for college. Reading gives you better writing, vocabulary, spelling, reading speed, and comprehension skills. Reading can be very entertaining. Reading will help you when you get a job because you will have a better command of language. Reading helps us to connect with others—it gives you the ability to see things from other points of view.*

2. What is the value of using transition words in a paragraph? **[MI]**

*20 points = Transition words **connect** support to the point an author is making in a paragraph. Transition words such as another, also, and moreover are useful for listing support items. Transition words such as first, then, second, and last are useful when the support items are in a time sequence. Transition words help writers build effective paragraphs that are clearly understandable.*

*15 points = Transition words link support to the point an author is making in a paragraph. Transition words such as another, also, and moreover are useful for listing support items. Transition words such as first, then, second, and last are useful when the support items are in a time sequence.*

*10 points = Transition words link support to the point an author is making in a paragraph.*

3. What is the author's point on page 41? Explain where the author states his point and the function of the first paragraph. **[AA, MI]**

20 points = *The author's point is that people should read **regularly**. He states his point in the second paragraph. The **function** of the first paragraph is to introduce the topic. He tells a personal experience that relates to his point and then goes on to state his point. The author seems to be following his own advice in terms of writing clearly to make points and support them.*

15 points = *The author's point is that people should read often. He states his point in the second paragraph. The purpose of the first paragraph is to introduce the topic. He tells a personal experience that relates to his point and then goes on to state his point.*

10 points = *The author's point is that people should read often.*

4. Does the author provide support for each of the supports (reasons) for his point? Pick one of the reasons, and identify the point and support. **[MI, RE]**

(Answers may vary.)

20 points = *Yes, each reason has its own support. The point for Reason 4 is "reading enlarges the mind and the heart." The support for this point includes that reading helps us: connect with others, know how others see important ideas and clarify how we think about the same ideas, increase our sympathy for and understanding of others, makes us feel less **isolated** because we are just like other people. The author **provides** good examples that support his point. I clearly understand what his point is by thinking about the supports he offers.*

15 points = *Yes, each reason has its own support. The point for Reason 4 is "reading enlarges the mind and the heart." The support for this point includes that reading helps us: connect with others, know how others see important ideas and clarify how we think about the same ideas, increase our sympathy for and understanding of others, makes us feel less alone because we are just like other people.*

10 points = *Yes, each reason has its own support.*

5. Does the information in *Clear Thinking and Writing* relate to writing answers to Team Talk and test questions? Explain the relationship. **[MI, RE]**

20 points = *Yes, the book has a direct relationship to how we are supposed to write answers to Team Talk and test questions. The rubric says to answer the question clearly, **provide** supporting examples, and **connect** the answer to the **evidence**. The book says the same thing about writing paragraphs: state your point and provide supporting evidence. The structure of a good paragraph will make a good answer.*

15 points = *Yes, the book has a direct relationship to how we are supposed to write answers to Team Talk and test questions. The rubric says to answer the question clearly, give supporting examples, and link the answer to the support. The book says the same thing about writing paragraphs: state your point and give supporting examples.*

10 points = *Yes, the book has a direct relationship to how we are supposed to write answers to Team Talk and test questions.*

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

Write at least one paragraph to answer the following question:

Pick one of the writing assignments on page 35, and write a paragraph for it.

*Most kids my age like to go to the beach in the summer, but not me. Going to the Scottish games is much more interesting to me than going to the beach. There are several reasons I prefer to go to the Scottish games. First, my very favorite event is the bagpipe bands with their lively and haunting music. Everyone loves it when they play “Scotland the Brave.” I also enjoy seeing everyone dressed in tartan plaid—it is like having rainbows walking around you. Next are the games themselves. Men toss telephone poles (cabers), heavy stones, and hammers. The competition can be fierce, and the crowd has their favorites. And I can’t forget the food—from shortbread to oatmeal ice cream—it’s all delicious. If you get a chance, you should go to a Scottish games event; you’ll have a lot of fun, and you won’t miss the beach!*

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

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

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

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

*Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: I've just eaten, so I'm immune to the temptation of chocolate ice cream.*

2. In the phrase, "Items that logically support the point," *logically* most nearly means— **[CV]**

- A. crazily.
- B. hardly.
- C. widely.
- D. reasonably.

3. Ava's writing skills are excellent, and she is always able to write \_\_\_\_\_, giving a clear picture with few words.

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

- A. lazily
- B. concisely
- C. finally
- D. broadly

4. Write a meaningful sentence using the word *relevant*. **[CV]**

*Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: The book Clear Thinking and Writing advises that people include only relevant support in their paragraphs, so in my paragraph about my dog Spot, I'll leave out what I wore to school yesterday.*

5. What is a synonym for *economize*? What is an antonym for *economize*? **[CV]**

*A synonym for economize is save. An antonym for economize is spend.*

6. "In the classroom, bullies might kick the back of the chair or step on the foot of the kids they want to intimidate." In this sentence, *intimidate* most nearly means— **[CV]**

- A. scare.
- B. honor.
- C. praise.
- D. befriend.

7. A(n) \_\_\_\_\_ approach to problem solving is a good one because when you understand all the parts and what they do, you may find a solution.

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

- A. happy
- B. unfocused
- C. scattered
- D. analytical

8. What is a synonym for *humiliate*? What is an antonym for *humiliate*? **[CV]**  
*A synonym for humiliate is shame. An antonym for humiliate is honor.*
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 clarified the word recede. Recede means move away or fade. In the hot sun, the water level in the small pool will recede.*
10. As used in the sentence, “These techniques will help you think on paper” on page 29, *techniques* most nearly means— **[CV]**
- A. pencils.
  - B. *methods*.
  - C. keyboards.
  - D. times.

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

*Students will explain their thinking. For example, I used the context. The passage talks about methods that will help in a writing assignment, so techniques must mean methods.*

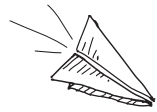
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author’s intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

# Lesson 7

**Reading Objective:** Support a point with relevant evidence.

## Teacher Background

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



## Active Instruction tp

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

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

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

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

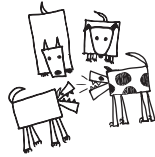
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

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

### Teacher's Note:

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

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

Give students feedback on classwork.

## Read and Respond Questions

<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.

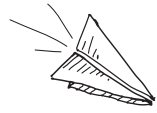
# Lesson 8

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

## 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:

Analyze  
Arguments

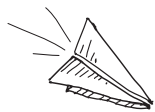
## Lesson 1

**Reading Objective:** Trace and evaluate the argument and specific claims in the text.

**Teacher Background**

During this cycle, students will apply what they have learned in cycle 1 to analyze arguments in *What Are the Issues with Genetic Technology?* Being able to analyze arguments—look for points and relevant support—is an important thinking skill. The book describes various kinds of genetic technology, and presents the controversies associated with these different ways to use genes in ways that do not occur in nature, and students will have the opportunity to analyze the arguments presented by the authors and the arguments presented by different sides of some of the controversies.

Today's reading introduces genetic technology and some initial questions that highlight controversies, discusses the role of genes in determining traits of organisms, and provides detail about what genes control and what they do not.

**Active Instruction** 

(22 minutes)

**Big Question**

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

**The Big Question:** Why should people be skeptical about information that they see and hear?

**Set the Stage**

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

**Why should people be skeptical about information that they see and hear?**

*(Answers may vary.) You can't believe everything you see or hear because not everyone tells the truth and may be trying to manipulate people.*

**Do you feel that television infomercials or advertisements give you accurate information?**

*(Answers may vary.) Encourage students to share examples.*

**What is the main goal of infomercials or advertisements?**

*The main goal is to get me to buy something.*

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Students identify the strategies that they use to prepare to read informational text.



Build background about the topic.



**How can you judge whether the sales pitch is legitimate?**

*(Answers will vary.) I can use my common sense and experience. I can ask others if they have used the product and how good it was.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them they earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Have teams discuss the strategies that they use when they first pick up a text. Use **Random Reporter** to share team responses.

*For example, I scan the text to see if it is informational or literature; look for clues to predict the topic and the author’s intent; figure out how the text is set up so I can choose a graphic organizer for notes.*

- T:** Issues with genetic technology
- I:** To inform the reader about issues with genetic technology
- G:** Outline or T-chart

5. Remind students that scientists work to accumulate knowledge about the natural world. As scientists discover how things work, different actions become possible. For example, the amazing array of consumer goods, foodstuffs, and other resources from around the world available to all of us today is partly thanks to the development of the internal combustion engine, which revolutionized land and air transportation. However, many scientists today are studying the unintended consequences of internal combustion engines and the pollution they cause. In many cases like this, technology advances through the hard work of scientists, and only later does society consider the benefits, consequences, and potential ethical concerns of that technology.

**Interactive Read Aloud**

1. This cycle our reading objective is to trace and evaluate the argument and specific claims in the text.

Use **Think-Pair-Share** to introduce the word *argument*.

**What is an argument? What are some synonyms for *argument*?**

*(Answers may vary.) An argument is a disagreement between people. Synonyms for argument include quarrel, dispute, fight, and conflict.*

Point out that the everyday use of the word *argument* is a quarrel or fight. Explain that students will use a different definition: *argument* as a process of reasoning in this cycle.

Explain that an argument is also a set of statements in which one statement follows logically as a conclusion from the previous statements.

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

**When you are arguing with someone, what are you trying to do?**

*(Answers may vary.) When I am arguing with someone, I am trying to convince him or her of my point of view or defend myself and my point of view.*

**How do you think an argument relates to what we learned in the last cycle?**

*In the last cycle, we learned how to write paragraphs with point and support. If I am trying to convince someone of my point, I need to state my point clearly and give strong, relevant support.*

Tell students that many writers, especially writers of nonfiction, use argument to inform their readers.

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

**Should you believe everything that you read? How do you know whether to believe a writer’s argument?**

*(Answers may vary.) No, I can’t believe everything that I read. Sometimes people write things that aren’t true. I can believe an argument when it is supported by good, relevant reasons.*

**What questions can you “ask” an author to help you understand his or her argument? Write responses on the board.**

*Answers will vary, but they should include sample questions, such as:*

- *What is the author trying to prove?*
- *Do I agree with the author?*
- *Does the author make a good case for his or her point?*
- *What evidence or proof does the author give?*
- *Does the author consider all the evidence available?*

Point out that a common way of trying to win an argument is to give only the evidence that supports the claim. Also point out that science is supposed to consider all the evidence to see what point is supported.

Tell students that they will examine scientific arguments to see if they are properly supported and decide which side of a scientific controversy offers the best support.

2. Read pages 4 and 5 of *What Are the Issues with Genetic Technology?* aloud. A sample Think Aloud follows.

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

**Students:** Actively listen.

Sample Think Aloud

There are some words that clue me in to the fact that I am going to be reading about arguments. The word *controversy* is like an argument. The authors say that in the past twenty years, scientists have discovered ways to change and alter genes, and this has made lots of new choices possible, like choosing the gender of your baby or its eye color. The authors point out that even though these are technological advances, not everyone thinks having these choices is a good thing. Some people think altering genes can be dangerous, or is simply wrong on moral grounds. So, I can see that people on both sides of this issue make arguments to support their point of view.

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

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

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

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

**The authors note that skin color is a trait that is determined by genes passed down from birth parents to their children. Do you think that parents being able to choose the skin color of their babies would be controversial? Why or why not?**

*Yes, I think it would be very controversial if birth parents are given choices about the skin color of their babies. I think people in this country are still discriminated against because of their skin color, and so there is a danger that parents who were given a choice, and the choices they make would reinforce to society that certain skin colors are better than others.*

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 6 and 7, and use **Think-Pair-Share** to ask:

**Look at the text box titled “Chromosome number” on page 7. In it, there is a question about a claim or point: “Do large, advanced species have more chromosomes per cell than simple species?” Does the evidence presented in the table support this claim or not?**

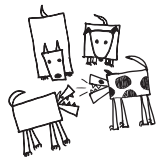
*The evidence in the table does not support this point. It is true that the two plant species listed, green algae and corn, have only twenty chromosomes per cell. But of the other species listed, it isn't true that the largest and most advanced one, humans, has more chromosomes per cell than the other, smaller species. Goldfish have more than twice as many chromosomes as humans.*

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

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

A sample graphic organizer follows.

Sample Graphic Organizer	
Term	Definition/Example/Details
<i>genes</i>	units that pass from parents to offspring and that determine traits; they are present in all kinds of organisms
<i>traits</i>	a clear feature of an organism, dependent on the genes within its chromosomes, such as height or eye color of humans
<i>genetic technology</i>	changing or using genes in ways that do not occur in nature
<i>chromosome</i>	the location of genes within cells; when cells divide, the chromosomes in the original cell are models for the new, identical chromosomes within the new cells



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 8–11 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

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

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

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

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

Team Talk Questions
<p>1. What is it about DNA that leads to the presence of different traits in organisms? <b>[MI]</b> (Team Talk rubric)</p> <p>100 = <i>The order of the bases of DNA is what controls whether certain <b>traits</b> appear or not. All DNA contains four different parts, or bases, and how these are put together creates a code for traits. The codes control traits such as eye color, height, and the age of teenage growth spurts. If the order or <b>sequence</b> of the bases in the DNA is changed, then the traits of that organism will be different.</i></p> <p>90 = <i>The order of the bases of DNA is what controls whether certain characteristics appear or not. All DNA contains four different parts, and how these are put together creates a code for characteristics. The codes control characteristics such as eye color, height, and the age of teenage growth spurts.</i></p> <p>80 = <i>The order of the bases of DNA is what controls whether certain characteristics appear or not.</i></p> <p>2. In the text box at the top of page 9, the authors state that subtle differences in DNA affect the ear shape of different people. Is the use of the word <i>subtle</i> here appropriate? Why or why not? <b>[DC, AP]</b> (Team Talk rubric)</p> <p>100 = <i>Yes, subtle makes sense here because it means that there are very few or minor differences in DNA that lead to differences in ear shape. <b>The text states</b> that the genetic code for all living organisms is nearly the same. <b>Additionally</b>, many regions of DNA code are identical between plants and animals. <b>For example</b>, humans and mice have ninety-nine percent of their DNA in common. <b>However</b>, humans and mice look nothing alike. <b>So</b>, the changes in human DNA that results in one particular ear shape versus another must be <b>miniscule</b>.</i></p> <p>90 = <i>Yes, subtle makes sense here because it means that there are very few or minor differences in DNA that lead to differences in ear shape. The genetic code for all living things is nearly the same. Many regions of DNA code are also the same between plants and animals. Humans and mice have ninety-nine percent of their DNA in common, but humans and mice look nothing alike.</i></p> <p>80 = <i>Yes, subtle makes sense here because it means that there are very few or minor differences in DNA that lead to differences in ear shape.</i></p>

continued

Team Talk Questions *continued*

3. Why do you think the authors included the photographs at the top of page 9? **[AP, DC, SA]** (Team Talk rubric)

100 = I think the authors included the photographs at the top of page 9 because they provide a visual of a range for one **trait** from person to person: ear shape. **The authors state** that ear shape is a trait that is **determined** by genes from birth parents, and seeing the photographs helps the reader better understand the variations that can occur. **For example**, the photographs show very tall ears, very compact ears, ones that are very angular, ones that are very curvy, ones with long, well-defined lobes, and others with lobes that are barely separate from the facial skin. **If the photographs were not included, it would be hard to visualize the range of differences in ear shape.**

90 = I think the authors included the photographs at the top of page 9 because they provide a visual of a range for one characteristic from person to person: ear shape. Ear shape is a characteristic that is decided by genes from birth parents, and the photographs help the reader better understand the variations that can occur. The photographs show very tall ears, very compact ears, ones that are very angular, ones that are very curvy, ones with long, well-defined lobes, and others with lobes that are barely separate from the facial skin.

80 = I think the authors included the photographs at the top of page 9 because they provide a visual of a range for one characteristic from person to person: ear shape.

4. In addition to physical traits, what else do the authors claim genes affect in humans? Evaluate the support the authors provide for this claim. **(Write)** **[AA, DC]** (Team Talk rubric)

100 = The authors claim that there is evidence that genes affect personality and intelligence. They note that math, music, and artistic talents can run in families. **According to the claim**, even when children were separated from their biological parents, these talents were still observed to run in families. The authors also **provide** an example of identical twins, which have exactly the same DNA. Identical twins can help scientists understand how much genes affect life. Twins Paula Bernstein and Elyse Schein were adopted separately as babies, but discovered they had similar tastes in music, books, and similar personalities when they met at age thirty-five. **However**, they had different values based on their **upbringing**. **This shows that genes may affect some things a person likes or how they behave, but may not affect how someone forms opinions or morals.**

90 = The authors claim that there is evidence that genes affect personality and intelligence. They note that math, music, and artistic talents can run in families. Even when children were separated from their biological parents, these talents were still observed to run in families. The authors also give an example of identical twins, which have exactly the same DNA. Identical twins can help scientists understand how much genes affect life. Twins Paula Bernstein and Elyse Schein were adopted separately as babies, but discovered they had similar tastes in music, books, and similar personalities when they met at age thirty-five. They still had different values based on how they were raised.

80 = The authors claim that there is evidence that genes affect personality and intelligence. They note that math, music, and artistic talents can run in families.

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



## Class Discussion tp

(18 minutes)

### Lightning Round

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

### Celebrate

1. Tally the team scores on the poster, and celebrate teams 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:** Trace and evaluate the argument and specific claims in the text.

## Teacher Background

Today you will provide instruction about or review fact and opinion.

A fact is a statement that can be proven to be true. An opinion is a feeling or judgment about something; opinions cannot be proven true or false. Differentiating between facts and opinions is an important life skill that is essential to critical thinking.

Today’s reading covers how genetic technology is done, gives some examples of genetically altered products, and discusses how genetic technology can and cannot affect the process of parents having children, and what laws currently allow.

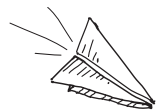
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
<b>drastic</b> (adjective) page 13	dras-tic (DRAS-tik)	extremely severe	After reading a newspaper article on it, Marcelo decided to investigate the <i>drastic</i> reduction in population of honeybees in his area for his science project.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>conventional</b> (adjective) page 14	con-ven-tion-al (kuhn-VEN-shuh-nl)	conforming to accepted standards	The <i>conventional</i> choice for this position is someone with more than ten years of experience, but I was very impressed by this younger applicant's interview.
<b>improper</b> (adjective) page 14	im-prop-er (im-PROP-er)	inappropriate, unacceptable	Standards for women's attire have changed a lot over time; at one point, clothing that showed bare ankles was considered <i>improper</i> .
<b>isolated</b> (adjective) page 15	i-sol-ated (AHY-suh-ley-tid)	separated from other things, solitary	That <i>isolated</i> pear tree may never bear fruit because producing fruit requires pollen from another pear tree nearby.
<b>complex</b> (adjective) page 15	com-plex (kuhm-PLEKS)	characterized by a very complicated arrangement of parts	The brain is a very <i>complex</i> organ in the body, with different sections controlling different aspects of your behavior, thoughts, and movements.
<b>amassed</b> (verb) page 18	a-massed (ah-MAST)	gathered, collected	Gracie has <i>amassed</i> a large collection of seashells from her yearly trips to the beach with her family.
<b>function</b> (verb) page 28	func-tion (FUHNGK-shuhn)	operate, perform	Adequate amounts of sleep, exercise, water, and healthy food can help your body to <i>function</i> well.
<b>defective</b> (adjective) page 28	de-fec-tive (dih-FEK-tiv)	having a flaw, faulty	After changing the light bulb and testing the outlet, I deduced that the wiring in the lamp itself must be <i>defective</i> .

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

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 12–21 in the text.

Review the skill as necessary.



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

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 12–21 in *What Are the Issues with Genetic Technology?*.

**Interactive Read Aloud**

1. Refer students to the reading objective. Provide instruction about or review facts and opinions.

Present the following statement: Children of athletes will always be good at sports.

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

**Is this statement fact or opinion? How do you know?**

*(Answers may vary.) This is an opinion. I know because the statement includes the word always, and it is not reasonable to think that ALL children of athletes are good at sports.*

**What is the difference between a fact and an opinion?**

*A fact is something that can be proven to be true. An opinion is how someone feels about something.*

Remind students that facts can be proven with evidence.

Point out that opinions express judgments or ideas and can be well thought out or based on facts, but they cannot be proven. Explain that one way to differentiate between facts and opinions is to ask “Can it be proved?”

2. Tell students that there are some words that signal when someone is giving an opinion. Display the following list.

Opinion Signal Words			
think	believe	pretty	sad
marginal	eloquent	happily	feel
outrageous	incredible	best	worst
angry	angrily	most	least
expectantly	critical	always	never

Display the following blackline master.

Point out that many descriptive words also indicate an opinion because the descriptive words are subjective, for example,

- pretty
- sad
- marginal
- eloquent
- outrageous

Tell students to also pay attention to words that writers use to convey tone, for example,

- angrily
- expectantly
- critical
- happily

Explain that people use both facts and opinions to support an argument, but that it is important to be able to distinguish which are the facts that can be proven and which are opinions. Point out that people:

- can support their opinions with facts,
- can have different opinions about facts, and
- often present their opinions as if they were facts.

Also, explain that being able to distinguish facts from opinions helps students think more clearly when they form their own opinions.

**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.

3. Read pages 12 and 13 aloud. A sample Think Aloud follows.

Sample Think Aloud
In this passage, the authors discuss genetic technology and how this branch of science has developed quickly. Many scientists see genetic research as useful to develop foods, drugs, and medical treatments. One process using genetic technology is creating transgenic organisms. That happens when a gene from one organism is transferred to a different organism. Another process is creating knockout organisms, where they remove a gene from an organism to see what happens.

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

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

**Identify a fact from this passage. How do you know it is a fact?**

*(Answers will vary.) Most of the information in this passage contains facts, such as “Genes from bacteria have been transferred to plants and to animals.” You could prove this fact by looking up transgenic research projects and probably find out different experiments that scientists have tried and what they have learned.*

Point out that while the authors probably think the information in this passage is good, they do not give their opinion; they just describe the facts. Explain that the authors do hint that people have different opinions about the use of genetic technology that student will read about later.

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

- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 14 aloud, and use **Think-Pair-Share** to ask:

**What are some examples of transgenic organisms that scientists have created?**

*(Answers will vary.) Scientists have given crop plants genes that make them resistant to pests or drought..*

**Are there any examples of opinions in this passage? How do you know they are opinions**

*The authors point out that some people believe that blue roses or fish that glow in the dark are improper uses of genetic technology. The text states that blue roses and glow-in-the-dark fish or mice, like the one pictured, do not occur in nature. The word improper is a clue, because it expresses how someone feels about something. It means that someone thinks it is wrong. Right and wrong can be subjective.*

Use **Random Reporter** to debrief.

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

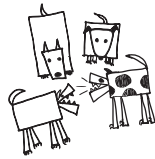
Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.



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

Sample Graphic Organizer	
Term	Definition/Example/Detail
genetic technology	technology that uses genes to develop foods, drugs, or medical treatments
ethics	the study of right and wrong
transgenic organism	taking a useful gene from one organism and transferring it to another organism blue roses and glow-in-the-dark fish and mice are transgenic and do not occur in nature
knockout organism	an organism that has had a gene removed, or “knocked out,” to see the affect the gene has on the body
genetically modified crops	food crop plants that are transgenic have had genes transferred into them to make the pest or drought resistant



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 15–21 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

## Team Talk Questions

1. Is the statement “Genetic technology is not likely to create monsters because the genes for such creatures do not exist” on page 15 a fact or an opinion? Support your claim. **[DC, SA]** (Team Talk rubric)

100 = *It is an opinion. The authors use the word likely, which makes it sound like it isn't as impossible as the authors say. Genetic technology is still relatively new, so it is possible that scientists have not figured out everything they can do with genes. Although the text says that only isolated genes can be transferred between organisms and not large sets of genes responsible for more complex traits, we don't know what advances scientists will make in the future. It is difficult to say something is impossible in science before you have finished learning everything about the science itself.*

90 = *It is an opinion. The authors use the word likely, which makes it sound like it isn't as impossible as the authors say. Genetic technology is still new, so it is possible that scientists have not figured out everything they can do with genes. The text says that only single genes can be transferred between organisms and not large sets of genes responsible for more complicated characteristics, we don't know what advances scientists will make in the future.*

80 = *It is an opinion. The authors use the word likely, which makes it sound like it isn't as impossible as the authors say.*

2. What evidence do the authors give to indicate that pharming is a controversial genetic technology? Do you think the authors provide enough support for the controversy? Explain. **[RE]** (Team Talk rubric)

100 = *The authors state that pharming uses transgenic plants and animals to create pharmaceuticals. I know from previous reading that some people think it is improper to change genes, even when it will help people survive, as with genetically modified crops. However, pharming allows scientists to create effective, low-cost medications, such as insulin, to treat millions of people with diabetes. No, I don't think the authors provide enough support for the controversy. They do not specify what people have problems with, or any arguments that have stopped a pharmaceutical from being created to save lives. There may be groups of people who oppose pharming, but more people may support it to keep it from being a large controversy.*

90 = *The authors say that pharming uses transgenic plants and animals to create medicines. I know from previous reading that some people think it is improper to change genes, even when it will help people survive, as with genetically modified crops. Pharming allows scientists to create working, low-cost medications like insulin to treat millions of people with diabetes. No, I don't think the authors provide enough support for the controversy. They do not say exactly what people have problems with, or any arguments that have stopped a pharmaceutical from being created to save lives.*

80 = *The authors say that pharming uses transgenic plants and animals to create medicines. No, I don't think the authors provide enough support for the controversy.*

*continued*

Team Talk Questions *continued*

3. What claims do the authors make on pages 18 and 19? What evidence do the authors provide to support these claims? **(Write) [AA, MI]** (Team Talk rubric)

100 = *The authors claim that genetic testing can provide useful information, but this testing can also give us too much information. One reason parents might get genetic testing is to find out if there are any genetic diseases they will pass onto their children that could be a problem. That might help a couple decide whether to have children. People can also find out whether they are at risk for developing diseases such as Huntington's disease, Alzheimer's, or certain cancers. On the other hand, having the tests can increase people's fears and anxieties, preventing them from living a healthy, normal life. An increased risk due to genetics does not necessarily mean it will absolutely happen in all cases, so people may make poor or overly cautious life choices.*

90 = *The authors claim that genetic testing can provide useful information, but this testing can also give us too much information. Parents might get genetic testing is to find out if there are any genetic diseases they will pass onto their children that could be a problem. That might help a couple decide whether to have children. People can also find out whether they are at risk for developing diseases such as Huntington's disease, Alzheimer's, or certain cancers. Having the tests can increase people's fears and worries, keeping them from living a healthy, normal life.*

80 = *The authors claim that genetic testing can provide useful information, but this testing can also give us too much information.*

4. On page 21, why do the authors ask questions about whether genetic testing and selection should be allowed when it comes to babies? Explain the support for each side of the controversy. **[RE]** (Team Talk rubric)

100 = *The authors ask this question because it is an example of a current scientific debate. Many couples, especially those using in vitro fertilization, could want to choose their baby's gender to avoid gender specific genetic diseases. However, it seems like the public is afraid of giving people that choice. For example, in 2009, a fertility clinic said it would allow parents to choose the gender and eye color of their babies. The clinic abandoned the idea after a lot of public outcry. There are also laws to prevent scientists from doing the same kinds of genetic experiments on humans as they do on other organisms. There are legitimate reasons that people could use to select genetic traits for their babies, but there is more fear that people will abuse it to have their idea of a perfect baby.*

90 = *The authors ask this question because it is an example of a current scientific argument. Many couples using in vitro fertilization could want to choose their baby's gender to avoid gender specific genetic diseases. But it seems like the public is afraid of giving people that choice. In 2009, a fertility clinic said it would allow parents to choose the gender and eye color of their babies. The clinic stopped the idea after a lot of public anger. There are also laws to prevent scientists from doing the same kinds of genetic experiments on humans as they do on other organisms.*

80 = *The authors claim that genetic testing can provide useful information, but this testing can also give us too much information.*

*continued*

Team Talk Questions *continued*

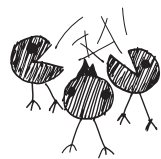
5. What are examples of being *isolated*? Explain your answer. **[CV]**  
*(Answers may vary.) Examples of being isolated are being stranded on an island in the ocean, being alone in the woods or wilderness, or being alone on a stage to perform a solo.*

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

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

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

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



## Class Discussion tp

(15 minutes)

### Lightning Round

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

### Celebrate

1. Tally the team scores on the poster, and celebrate teams 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.

Analyze Arguments

Word	Pronunciation	Definition	Sample Sentence
<b>drastic</b> (adjective) page 13	dras-tic (DRAS-tik)	extremely severe	After reading a newspaper article on it, Marcelo decided to investigate the <i>drastic</i> reduction in population of honeybees in his area for his science project.
<b>conventional</b> (adjective) page 14	con-ven-tion-al (kuhn-VEN-shuh-nl)	conforming to accepted standards	The <i>conventional</i> choice for this position is someone with more than ten years of experience, but I was very impressed by this younger applicant's interview.
<b>improper</b> (adjective) page 14	im-prop-er (im-PROP-er)	inappropriate, unacceptable	Standards for women's attire have changed a lot over time; at one point, clothing that showed bare ankles was considered <i>improper</i> .
<b>isolated</b> (adjective) page 15	i-sol-ated (AHY-suh-ley-tid)	separated from other things, solitary	That <i>isolated</i> pear tree may never bear fruit because producing fruit requires pollen from another pear tree nearby.
<b>complex</b> (adjective) page 15	com-plex (kuhm-PLEKS)	characterized by a very complicated arrangement of parts	The brain is a very <i>complex</i> organ in the body, with different sections controlling different aspects of your behavior, thoughts, and movements.
<b>amassed</b> (verb) page 18	a-massed (ah-MAST)	gathered, collected	Gracie has <i>amassed</i> a large collection of seashells from her yearly trips to the beach with her family.
<b>function</b> (verb) page 28	func-tion (FUHNGK-shuhn)	operate, perform	Adequate amounts of sleep, exercise, water, and healthy food can help your body to <i>function</i> well.
<b>defective</b> (adjective) page 28	de-fec-tive (dih-FEK-tiv)	having a flaw, faulty	After changing the light bulb and testing the outlet, I deduced that the wiring in the lamp itself must be <i>defective</i> .

## Opinion Signal Words

think

believe

pretty

sad

marginal

eloquent

happily

feel

outrageous

incredible

best

worst

angry

angrily

most

least

expectantly

critical

always

never

## Lesson 3

**Reading Objective:** Trace and evaluate the argument and specific claims in the text.

### Teacher Background

Today's lesson provides instruction on evaluating evidence.

### Evaluating references:

People are inundated with information and persuasions—in books, newspapers, magazines, radio, television, text messaging, and the Internet with its blogs, Tweets, social networking sites, instant messaging, and podcasts.

Much of this information and communication comes in the form of an argument, with the goal of selling products or convincing people of certain ideas. Sometimes the argument is presented in a scientific manner or claims to include or be based on scientific information. Students need to think critically and be able to analyze these kinds of arguments.

Today's reading discusses technological controversies and ethics in genetic science.

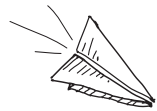
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



## Active Instruction

(25 minutes)

### Partner Vocabulary Study

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

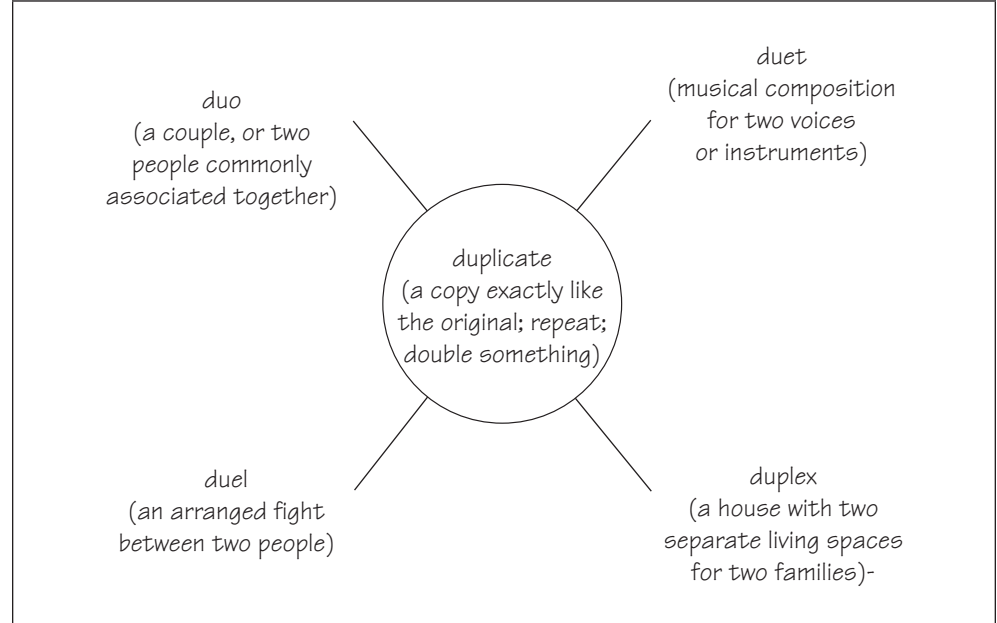
### Vocabulary

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

Sample Think Aloud

I want to explore the word *duplicate*. (Model looking up the word.) *Duplicate* means a copy exactly like the original, to perform again or repeat, or to double something. It goes back to the Latin word *duplicāre*, to make double, and the Latin root *du*, or *duo*, which means two. So duplicating is making two of something. There are a lot of words that share this root.

Sample Word Map



Review Vocabulary Vault.

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

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 22–29 in *What Are the Issues with Genetic Technology?*.
5. Tell students that according to the American Heritage dictionary, the word *ethics* means a system of moral values, a set of principles for right conduct. Give the related words: *ethic*, *ethical*, and *ethically*.

Point out that ethics gives us a sense of what is right and wrong.

Teams review their cycle goals.

Post and present the reading objective.

Refer students to pages 22–29 in the text.

Build background about ethics.

**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.



### Interactive Read Aloud

1. Tell students that they can ask themselves several questions to determine if the argument they hear or read is a good one. Review the questions below with students:
  - Does the argument come from a reliable source? Is the author an expert in the field? What is the motivation of the author—to persuade someone of something or to sell something?
  - In science, does the researcher have good credentials? Does he or she work at an established institution?

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

**Do you think the primary author has the qualifications for you to accept the arguments in the book? (Hint: See the back cover.)**

*Yes. She has a Ph.D. and is a biochemist, so she is a scientist and is probably qualified to write a book about science. She has written and edited science textbooks.*

2. Read page 22 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**How could science provide information to help with the argument over whether genetically modified crops are effectively identical to unmodified crops?**

*(Answers may vary.) Scientific experiments and research can be done to compare GM crops to unmodified crops. People must think there are dangerous or bad differences between the products. If people had more evidence, it would help them make up their minds.*

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 23, and ask them to describe how science could identify if GM crops are “dangerous to both the environment and human health.”

*(Answers may vary.) You could compare how much water or how much pesticide is used on GM crops compared to regular crops, and whether GM crops can really pollinate with other crops. You could also compare the nutritional values of these crops.*

Use **Random Reporter** to debrief.

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

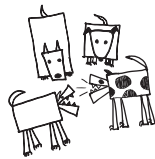
**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



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

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

Sample Graphic Organizer	
Term	Definition/Example/Detail
groups have different interests and opinions	<p>pro GM crops: resist pests, drought, herbicides; more economically friendly; made to produce vitamins</p> <p>against GM crops: dangerous to environment &amp; human health; damage could take generations to appear; cause allergic reactions; less nutritious; cross breed with other crops and change them</p>



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 24–29 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

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

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

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

## Team Talk Questions

1. Read the first sentence in paragraph 1 on page 25. What should the pro-GM crops side of the debate do? **(Write) [AA, DC, RE]** (Team Talk rubric)
- 100 = *The pro-GM crops side should work on creating research that addresses the concerns of people who are against GM crops. For example, one of the biggest concerns is that pollen from GM crops can travel with **pollinators** or the wind to pollinate nearby unmodified crops, changing the genes of the next round of plants. **The authors describe** this as a gene escaping into the wild. Scientists should research how to keep this from happening and describe that to people who are afraid of that scenario. Research into whether GM crops can breed with other crops, or whether any new crops would be dangerous would **counter** these arguments.*
- 90 = *The pro-GM crops side should work on creating research that addresses the concerns of people who are against GM crops. One of the biggest concerns is that pollen from GM crops can travel with bees or the wind to pollinate nearby unmodified crops, changing the genes of the next round of plants. This is a gene escaping into the wild. Scientists should research how to keep this from happening and describe that to people who are afraid of that scenario.*
- 80 = *The pro-GM crops side should work on creating research that addresses the concerns of people who are against GM crops.*
2. In the section titled “The Ethical Difference” on page 27, do you think there is enough evidence mentioned to support either point? Explain. **[DC, RE, SA]** (Team Talk rubric)
- 100 = *No. I don’t think the section **provides** enough support for either claim. I would not be able to make a decision based on this section. The section does not say why it is bad or what harm it will cause for the genes of a fish and a plant to **minge**, just that it would not **occur** naturally. The section does not **elaborate** on why selective breeding is better, other than it relies on chance and produces little changes. It also does not explain why it is better to select genetic changes rather than letting them happen by chance. I would want to do more research on each claim before I chose a side to support.*
- 90 = *No. I don’t think the section gives enough support for either claim. I would not be able to make a decision based on this section. The section does not say why it is bad or what harm it will cause for the genes of a fish and a plant to mix, just that it would not happen naturally. The section does not explain why selective breeding is better, other than it relies on chance and produces little changes. It also does not explain why it is better to select genetic changes rather than letting them happen by chance.*
- 80 = *No. I don’t think the section gives enough support for either claim. I would not be able to make a decision based on this section.*

continued

Team Talk Questions *continued*

3. Why do you think people would question the ethics of creating blue roses? **[DC, SA]** (Team Talk rubric)

100 = *I think people would be **concerned** that the same technology used to create blue roses could be used to do more dangerous things. **Earlier in the text**, the authors mentioned that blue is not a naturally occurring color in roses, so there is no way to selectively breed for that color flower. That means that people can use genes from another source to create whatever they want. **For example**, scientists could create blue cats or dogs, or do something more dangerous and make a rose that is poisonous. People don't like the idea of using genes to design something "better" than nature designed it in the first place.*

90 = *I think people would be worried that the same technology used to create blue roses could be used to do more dangerous things. The authors mentioned that blue is not a naturally occurring color in roses, so there is no way to selectively breed for that color flower. That means that people can use genes from another source to create whatever they want. Scientists could create blue cats or dogs, or do something more dangerous and make a rose that is poisonous.*

80 = *I think people would be worried that the same technology used to create blue roses could be used to do more dangerous things.*

4. What advantage does gene therapy have over other types of medicine? **[RE, SA]** (Team Talk rubric)

100 = *Gene therapy uses genes to **directly** treat the disorder **rather than** medicines to **alleviate** symptoms. Doctors and scientists want to use gene therapy to insert normal genes from a **donor** into cells to fix the damaged genes of the **recipient**. **In the case of** cystic fibrosis, the disease is caused by a single **defective** gene that causes mucus to clog the lungs. By fixing the gene, doctors would cure the disease rather than treat the symptoms. Gene therapy could **prevent** patients from needing expensive or life-long treatments.*

90 = *Gene therapy uses genes to treat the disorder instead of medicines to help symptoms. Doctors and scientists want to use gene therapy to insert normal genes from one person into cells to fix the damaged genes of another person. Cystic fibrosis is caused by a single broken gene that causes mucus to clog the lungs. By fixing the gene, doctors would cure the disease rather than treat the symptoms.*

80 = *Gene therapy uses genes to treat the disorder instead of medicines to help symptoms.*

5. "A genetic disorder is a condition in which genes cause the body to function poorly." In this sentence, *function* most nearly means— **[CV]**

- A. operate.
- B. collect.
- C. appear.
- D. breathe.

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



## 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.

## Lesson 4

**Reading Objective:** Trace and evaluate the argument and specific claims in the text.

### Teacher Background

Today's reading discusses cloning using DNA during court cases, laws regulating genetic technology, and the future of genetic technologies.

The text mentions that companies are not required to label their products as containing genetically modified foods. As of July 1, 2016, the state of Vermont enacted a law that requires companies to label GM foods. Because most companies do not want to create a special label for products sold in one state, they will begin labeling all products.

The text also mentions that individual genes continue to be patented in the United States. As of June 13, 2013, The Supreme Court has ruled that individual genes cannot be patented because DNA is a product of nature, and there is nothing new created when a gene is isolated or discovered. However, DNA that has been altered in a lab can be patented because it does not occur naturally.

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

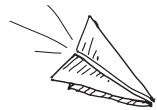
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

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

### 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.

Post and present the reading objective.

Refer students to pages 30–37 in the text.

**Teacher:**  
Read aloud.

**Students:** Practice the skill or strategy.



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



**Teacher:** Reread to clarify, and review notes..

3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 30–37 in *What Are the Issues with Genetic Technology?*.

**Interactive Read Aloud**

1. Read pages 30 and 31 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**Do people opposed to cloning currently have to worry about massive amounts of cloned animals? Why or why not?**

*No. Currently, cloning is still an experimental science and is not practical. Scientists probably can’t reliably clone a lot of animals at once. It took more than 200 attempts to clone one sheep. That’s a lot of effort to put into an animal that can be easily bred.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 31, and use **Think-Pair-Share** to ask:

**Do the authors provide enough evidence for you to support opposition to cloning? Why or why not?**

*(Answers may vary.) No. The authors explain why scientists are interested in cloning. If they can clone human cells, it may be possible to repair damaged body parts, such as a damaged spinal cord. That would help someone who was paralyzed move again. But there is very little evidence about why cloning is bad. The authors explain that it is difficult, and that animals sometimes died during experiments, but that is not necessarily a reason to make it illegal.*

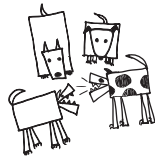
Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.

Sample Graphic Organizer	
Term	Definition/Example/Detail
clone	<p>an exact genetic duplicate made by taking cells from the animal to be cloned, combining them with an embryo of another adult animal, then implanting it in a surrogate mother</p> <p>Dolly was the first cloned adult mammal</p> <p>cloned cells could heal damaged bodies</p> <p>cloning is difficult and experimental</p>



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 32–37 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

### Team Talk Questions

1. What section of text did you choose to reread and why? What new connection did you make by rereading and reviewing your notes?  
*100 = I reread the section about genetically modified crops to compare the issues with GM plants with the issues of GM food animals. Scientists have developed transgenic plants to make them resistant to pests or drought, but many people fear the effect these plants could have on the environment or unmodified plants. This is a similar argument to GM food animals. Scientists created a salmon that grows larger faster than regular salmon, but many people fear that these salmon could affect natural salmon. People fear that GM plants and animals could breed with regular plants and animals to produce something new.*  
*90 = I reread the section about genetically modified crops to compare the issues with GM plants with the issues of GM food animals. Scientists have developed transgenic plants to make them resistant to pests or drought, but many people fear the effect these plants could have on the environment or unmodified plants. This is a similar argument to GM food animals.*  
*80 = I reread the section about genetically modified crops to compare the issues with GM plants with the issues of GM food animals.*

*continued*

Team Talk Questions *continued*

2. The authors pose a question about whether DNA should be considered private property. Do the authors provide you with enough information to make a decision for or against DNA registering? Support your thinking. **(Write) [AA, RE]**  
(Team Talk rubric)

*(Answers may vary.)*

100 = *The authors provide evidence for why DNA fingerprinting and registering are a positive thing, but not for why it might be negative. **For example**, the authors discuss how DNA fingerprinting has helped criminal cases. Since humans all have individual markers in their DNA, blood or skin tissues can be tested and matched to criminals in a database. This has not only led to guilty **verdicts** for criminals, but proven the innocence of wrongly accused people. I would need examples of how this technology could be **abused** or misused to harm the public to **determine** whether the positives for DNA registering outweigh the negatives.*

90 = *The authors provide evidence for why DNA fingerprinting and registering are a positive thing, but not for why it might be negative. They discuss how DNA fingerprinting has helped criminal cases. Since humans all have individual markers in their DNA, blood or skin tissues can be tested and matched to criminals in a database. This has not only led to guilty decisions for criminals, but proven the innocence of wrongly accused people.*

80 = *The authors provide evidence for why DNA fingerprinting and registering are a positive thing, but not for why it might be negative.*

3. What claim do the authors make about courts and laws regarding genetic technologies? What evidence supports their claims? **[AA, MI]**

100 = *The authors claim that the courts are behind the times when it comes to laws regarding genetic technologies. **As an example**, they discuss patent for genes. In 1980, the Supreme Court allowed a scientist to receive a patent for a genetically modified organism he created to clean oil from oil spills. Their **ruling** was based on the idea that genes had predictable effects, and these effects were consistent no matter where they were applied. **However**, genes do not act predictably, and when they are placed in another organism, they may have a different effect. **Patenting an individual gene is therefore unnecessary because it will not always do the action it was patented for.***

90 = *The authors claim that the courts are behind the times when it comes to laws about genetic technologies. They discuss patent for genes. In 1980, the Supreme Court allowed a scientist to receive a patent for a genetically modified organism he created to clean oil from oil spills. Their decision was based on the idea that genes had predictable effects, and these effects were consistent no matter where they were applied. Genes do not act predictably, and when they are placed in another organism, they may have a different effect.*

80 = *The authors claim that the courts are behind the times when it comes to laws about genetic technologies.*

*continued*

Team Talk Questions *continued*

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

*100 = Genetic technology has helped us learn that every human has individual regions in their DNA that can help identify them. This has been used in criminal cases and has sometimes set people free from prison. Genetic technology is developing quickly, and the courts are figuring out when genes can be patented. In the future, genetic technology could provide GM food animals, but also discrimination based on genetic diseases.*

*90 = Genetic technology has helped us learn that every human has individual regions in their DNA that can help identify them. This has been used in criminal cases. The courts are figuring out when genes can be patented. In the future, genetic technology could provide GM food animals, but also discrimination.*

*80 = Every human has individual regions in their DNA that can help identify them. The courts are figuring out when genes can be patented. Genetic technology could provide GM food animals, but also discrimination.*

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

My dog Spot took every bone we gave him and buried them in the backyard, so soon he had \_\_\_\_\_ a large number of them.

*Amassed. The clues are "every bone" and "large number." Amassed means to have gathered items, so Spot has gathered bones.*

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

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



# 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.

Celebrate team successes!

The top team chooses a cheer.

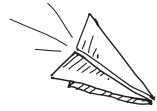
Remind students of the Read and Respond homework assignment.

## Lesson 5

**Writing Objective:** Support a claim with clear reasons organized so a reader can follow your thinking.

### Teacher Background

In today's writing activity, students will write an argument.



## Active Instruction tp

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that they have been analyzing arguments during this cycle, and that last cycle they learned how to write point and support paragraphs and essays. Tell students that a point and support paragraph is like an argument—you make a point or claim and then support it with evidence.

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

Read the prompt aloud.



Writing Prompt
Choose one type of genetic technology and create an argument for or against using the technology. State your claim, and support it with clear reasons.

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 support a claim with reasons. The prompt uses the word claim and says “support it with clear reasons.”*

Students identify the purpose for writing.

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

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

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

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

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

**Which guidelines relate to our writing objective: support a claim with clear reasons organized so a reader can follow your thinking?**

*The guidelines for ideas and organization relate to the writing objective.*

Highlight the writing objective.

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

Model planning using a graphic organizer.

### Model a Skill

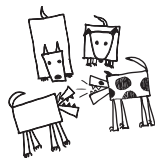
1. Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer's guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.
2. Remind students that Langan suggested using an outline for writing a point and support paragraph. If necessary, refer students to chapter 3 in *Clear Thinking and Writing* (pages 7–9).

Model using a graphic organizer.

Sample Graphic Organizer
<p>Point/Claim: Wheelbarrows are very useful.</p> <ol style="list-style-type: none"> <li>1. Support/evidence: Inexpensive to buy. Less expensive than a tractor or other motorized vehicle.</li> <li>2. Support/evidence: Don't make any pollution. Since it is person-powered, doesn't use a motor, so no exhaust gases.</li> <li>3. Support/evidence: Easy to use. Almost anyone can use it. Holds a lot of materials Wheel allows for easy transport.</li> </ol>

3. Model organizing your paragraph. A sample Think Aloud follows.

Sample Think Aloud
<p>I think I will put support #3 first in my paragraph because I think that is what people would be most interested in. Then I'll put support #2 because it is somewhat related to #3. Lastly, I'll give support #1. I think this is the most logical order for my supports: #3, #2, then #1.</p>



## Teamwork tp

(20 minutes)

### Independent Work

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

Students write for 10 minutes.

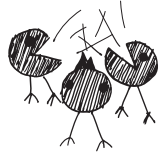
Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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

### Team Discussion

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



## Class Discussion

(30 minutes)

### Lightning Round

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

Refer students to the writer's guide for writing to support a claim with reasons and the writing objective—support a claim with clear reasons organized so a reader can follow your thinking.

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

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer include reasons that support the claim?**
- **Does the writer organize the reasons so the reader can follow the thinking?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

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

### Reflection on Writing

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find it easy or difficult to organize your supports so a reader could follow your thinking?**

*Answers will vary.*

### Celebrate

Celebrate team successes!

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

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

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

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

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

The top team chooses a cheer.

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

Remind students of the Read and Respond homework assignment.

## Writing Prompt

Choose one type of genetic technology, and create an argument for or against using the technology. State your claim, and support it with clear reasons.

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

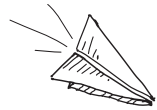
## Lesson 6

**Reading Objective:** Trace and evaluate the argument and specific claims in the text.

**Writing Objective:** Support a claim with clear reasons organized so a reader can follow your thinking.

### Teacher Background

Today's reading discusses a current science controversy: global climate change.



## Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

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

### Set the Stage

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



## Prepare Students for the Test tp

(5 minutes)

**tps**

### Partner Review

1. Remind students that they have been practicing tracing and evaluating the argument and specific claims in the text and supporting a claim with clear reasons organized so a reader can follow their thinking. Use **Think-Pair-Share** to ask:

**How do you analyze an argument?**

*First you identify the point or claim of the argument. Then you look for factual evidence that supports the claim—how much evidence is given in support? You also consider the person making the argument—is he or she qualified to make the claim? Mostly you look for relevant evidence that supports a claim.*

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 tracing and evaluating the argument and specific claims in the text.
4. Ask students to identify key words or phrases in question #3.

3. What is the authors' point or claim in today's reading about stem cell research? Do you think they have made a good enough argument for their claim? Describe the evidence they provide. **[AA]**

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

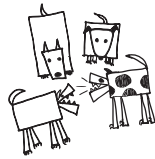
**Today you will read about more future genetic technologies that are still being developed.**



## Test tp

(30 minutes)

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



## Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

### Team Discussion

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



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



### Lightning Round

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

### Celebrate

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Cycle 2 Test

## Analyze Arguments

**Directions:** Read *What Are the Issues with Genetic Technology?*, pages 38–41. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

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

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

1. What is the topic?

*5 points = Future genetic technologies.*

What is the author’s intent?

*5 points = To present new ideas that are being developed using genes.*

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

*10 points = Epigenetics are an area of study where scientists are examining how environmental factors or things people do to themselves affect genes. When the environment, our diet, or stress affects genes, they can cause diseases. These genes can also be passed on to our children. Scientists also want to study stem cells and how they could help repair damaged parts of the body. However, the use of stem cells is controversial because they come from the early stages of human life.*

2. Compared to pharming and gene therapy, does the study of epigenetics seem to be as controversial with the public? Why do you think this is? **[DC, RE]**

*(Answers may vary.)*

*20 points = Epigenetics seems to be less **controversial** because the authors do not mention anything that people find **unethical** about this type of medicine. Pharming, **for example**, is controversial because it requires using transgenic plants and animals to develop human medicines. Gene therapy has many risks involved in delivering healthy genes into the body, **as explained by** the story of the patient who died during a gene therapy test. **However**, epigenetics involves fixing or turning off your own genes to cure a disease, rather than using genes from another organism. **People may have fewer problems with using medicine to **manipulate** your own genes rather than manipulating other organisms to solve human problems.***

*15 points = Epigenetics seems to be less problematic because the authors do not mention anything that people find wrong about this type of medicine. Pharming is controversial because it requires using transgenic plants and animals to develop human medicines.*

*Gene therapy has many risks involved in delivering healthy genes into the body. They tell a story about a patient who died during a gene therapy test. Epigenetics involves fixing or turning off your own genes to cure a disease, rather than using genes from another organism.*

*10 points = Epigenetics seems to be less problematic because the authors do not mention anything that people find wrong about this type of medicine.*

3. What is the authors' point or claim in today's reading about stem cell research? Do you think they have made a good enough argument for their claim? Describe the evidence they provide. **[AA]**

*20 points = The authors claim that stem cell research is **controversial**. No. I don't think they have made a good enough argument to convince me of the problem. The authors explain that stem cells could help regrow or repair lost or damaged cells in the body. The cells in our bodies are **specialized** for different **functions**, but stem cells are our earliest cells, and they have not yet specialized. They can be turned into anything. As an example, they show a basketball player in a wheelchair who could walk again with the help of stem cells. The only argument that stem cells are controversial is the claim that **since** stem cells come from the earliest stages of human life, some people find the research **unethical**. The evidence the authors provide is **lopsided**, since there is more explanation of the good that stem cells can do than explanation of why people oppose it.*

*15 points = The authors claim that stem cell research is arguable. No. I don't think they have made a good enough argument to convince me of the problem. The authors explain that stem cells could help regrow or repair lost or damaged cells in the body. The cells in our bodies are specific for different jobs, but stem cells are our earliest cells, and they have not yet become specific. They can be turned into anything. As an example, they show a basketball player in a wheelchair who could walk again with the help of stem cells. The only argument that stem cells are arguable is the claim that because stem cells come from the earliest stages of human life, some people find the research wrong.*

*10 points = The authors claim that stem cell research is arguable. No. I don't think they have made a good enough argument to convince me of the problem.*

4. How do the authors illustrate how subtle differences in DNA affect how humans appear? **[AP, MI]**

*20 points = The authors **illustrate** how **subtle** the differences in DNA that affect appearance are by first comparing human DNA to mouse DNA, and then showing pictures of ears. **According to the text**, humans share ninety-nine percent of their DNA with mice. That one percent of DNA is enough to create the huge difference in appearance between a mouse and a human. This is **further***

*illustrated by the difference in human ear shape. Humans share 100% of their DNA, so it must be a **miniscule** number of genes that control smaller features, such as ear shape. **Minor changes in genetic code make humans individuals both among humans, and in the animal kingdom.***

*15 points = The authors show how small the differences in DNA that affect appearance are by first comparing human DNA to mouse DNA, and then showing pictures of ears. Humans share ninety-nine percent of their DNA with mice. That one percent of DNA is enough to create the huge difference in appearance between a mouse and a human. This is also shown by the difference in human ear shape. Humans share 100% of their DNA, so it must be a tiny number of genes that control smaller features, such as ear shape.*

*10 points = The authors show how small the differences in DNA that affect appearance are by first comparing human DNA to mouse DNA, and then showing pictures of ears.*

5. What claim do the authors make about the safety of genetically modified crops? What is the best way for supporters of these crops to counter this claim? **[AA, SA]**

*20 points = Genetically modified crops can spread their genes into other organisms through genetic pollution. **According to the authors,** people are afraid that GM crops could spread their genes when the crops are eaten by birds and other animals. **Additionally,** pollinators or the wind could carry their pollen to unmodified plants, causing them to reproduce. The new plants could have the new genes in them, and that could cause problems. Supporters of GM crops should provide evidence and research that these crops will not spread through pollen, or that the genes in them cannot hard wildlife. **Providing enough relevant support or evidence is critical to getting your claims and points across.***

*15 points = Genetically modified crops can spread their genes into other organisms through genetic pollution. People are afraid that GM crops could spread their genes when the crops are eaten by birds and other animals. Pollinators or the wind could carry their pollen to unmodified plants, causing them to reproduce. The new plants could have the new genes in them, and that could cause problems. Supporters of GM crops should provide evidence and research that these crops will not spread through pollen, or that the genes in them cannot hard wildlife.*

*10 points = Genetically modified crops can spread their genes into other organisms through genetic pollution. Supporters of GM crops should provide evidence and research that these crops will not spread through pollen, or that the genes in them cannot hard wildlife.*

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

Write at least one paragraph to answer the following question:

On page 41, the authors discuss artificial limbs and advances in genetic technology. Create an argument for why research and development of the genetic technologies needed to help people who have lost limbs should be allowed. Support your argument with clear reasons.

*Imagine you have had a terrible accident or sickness, and had to lose one or more of your limbs. Doctors can give you an artificial limb. Modern artificial limbs are much more advanced than ones from long ago. They can be attached to your nervous system, where nerves can control the mechanics of the limb, allowing it to move. However, what if the nerves are too damaged to control a prosthetic? What if an artificial limb is still not functional enough for the user to do their job or resume their hobbies? Stem cell research can help both of these problems. The genes in stem cells could be manipulated to create new nerve cells to repair the damaged ones, making a mechanical limb possible for someone who could not have one before. With even more research, stem cells could help grow replacement limbs. A new limb that functions exactly the same as the old one would be the ultimate replacement. It would likely be more comfortable than artificial limbs, which are made from plastic, rubber, and metal. It would also move and look natural, helping people resume their normal lives more effectively. Stem cells are important to these developments since they are young and can turn into any tissue needed. Opposition to this research would prevent thousands of children, accident victims, and soldiers from repairing their bodies and returning to a normal life. Stem cell research is vital to medical breakthroughs that will improve lives around the world.*

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

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

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

1. Which of the following is NOT an example of something that is *complex*? Explain why. **[CV]**

- A. a mobile phone
- B. a seesaw
- C. an electric car
- D. a laptop

*Something that is complex is made of a lot of parts or is put together in a difficult way. Answer choices A, C, and D are things that have a lot of parts or things that are connected in difficult ways. A seesaw is a simple device that works by balancing.*

2. “If I hear any more \_\_\_\_\_ language out of your mouth, you will be scrubbing dishes after dinner every night this month,” Kylo’s mom declared.

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

- A. defective
- B. isolated
- C. drastic
- D. improper

3. “Cystic fibrosis is an inherited disorder that is caused by a single defective gene.” In this sentence, *defective* most nearly means— **[CV]**

- A. damaged.
- B. perfect.
- C. responsible.
- D. blameless.

4. Write a meaningful sentence using the word *drastic*. **[CV]**

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The drastic change in the weather from sunny and seventy degrees to windy and snowing over the course of an hour was shocking.*

5. “So although an isolated gene can be transferred to a new organism, a large set of genes for a complex trait, such as a head or limb, cannot.” In this sentence, *isolated* most nearly means— **[CV]**

- A. popular.
- B. single.
- C. corrupt.
- D. beloved.

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

*Accept responses that show the student know the meaning of the word and can use it correctly. For example: Because we had not practiced enough, our team unfortunately amassed a large number of errors in the game.*

7. Which of the following is NOT an example of something that will help your brain *function* for a test? Explain why. **[CV]**
- A. eating a good meal.
  - B. going to bed on time.
  - C. *cramming all night.*
  - D. studying each night.

*When something functions properly, it works. Answer choices A, B, and D are things that would help you do well on a test because you would be well rested, fed, and calm. Cramming all night would make you tired and probably nervous.*

8. \_\_\_\_\_ manners say that it is polite to remain quiet during a speech, and then to cheer or applaud at the end. **[CV]**
- A. improper
  - B. complex
  - C. defective
  - D. *conventional*
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 mingle. Mingle means mixing together or combining. After the game, our team went to mingle with the other team and congratulate them on their win.*

10. As used in the sentence "These tests also help detect genetic disorders that affect whole chromosomes, such as Down syndrome," *detect* most nearly means— **[CV]**
- A. *discover.*
  - B. eliminate.
  - C. surprise.
  - D. conceal.

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

*Students will explain their thinking. For example, I used the context. The passage talks about a test and disorders such as Down syndrome. I know that you use testing to find out information. Medical tests are used to discover the source of a problem.*

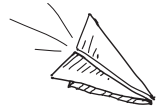
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

# Lesson 7

**Reading Objective:** Trace and evaluate the argument and specific claims in the text.

## Teacher Background

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



## Active Instruction

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

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

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

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

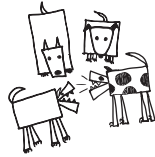
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

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

### Teacher's Note:

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

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

Give students feedback on classwork.

## Read and Respond Questions

<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.

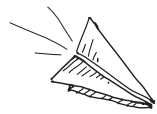
## Lesson 8

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

**Teacher Background**

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

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

**Active Instruction** tp

(2 minutes)

**Two-Minute Edit**

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

**Celebrate/Set Goals**

(20 minutes)

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

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

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

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

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

*Accept supported answers.*

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



## Class Council

(30 minutes)

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



## Brain Game

(5 minutes)

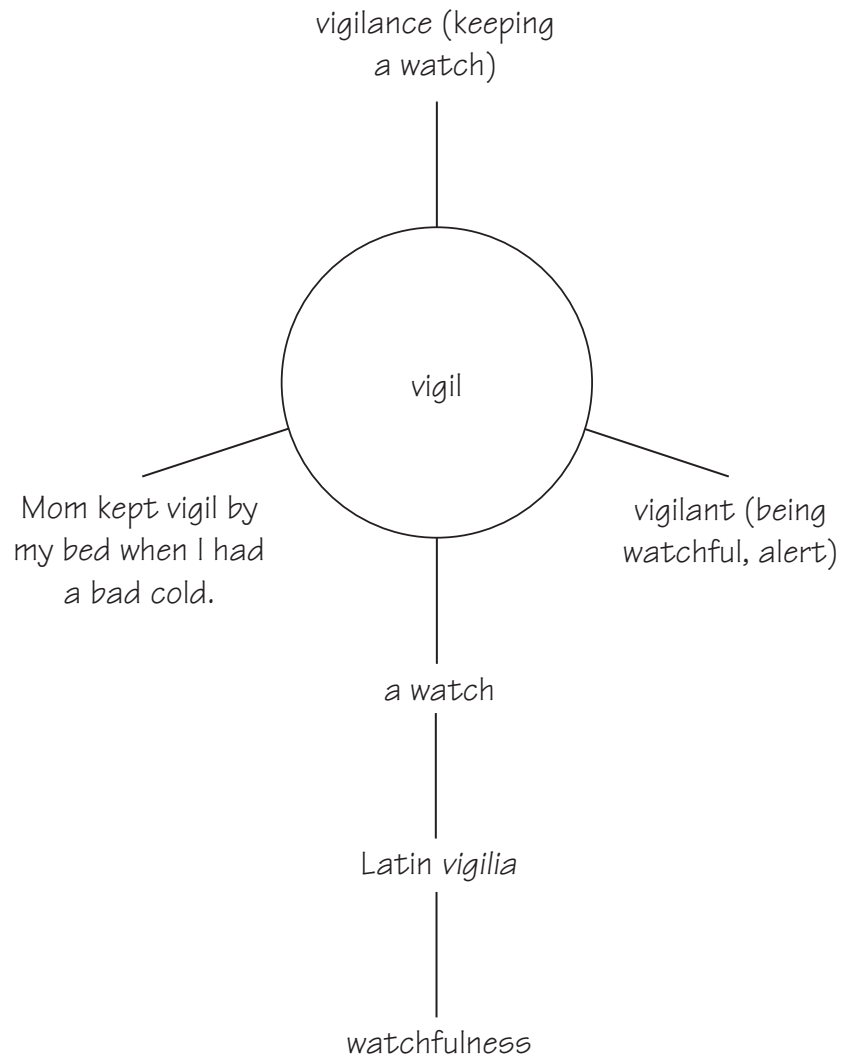
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

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

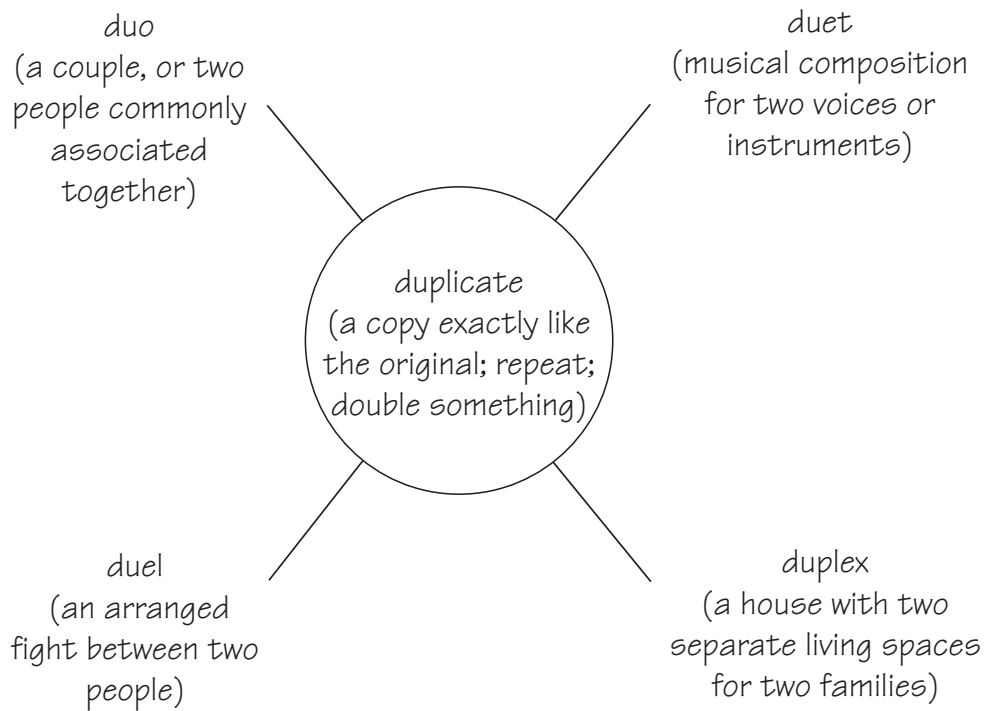
**How will use of this skill improve your success in other classes?**

Word Power Journal Sample Entries

Sample Word Map  
Cycle 1



Sample Word Map  
Cycle 2



## Common Core State Standards

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

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

Contact your SFA coach for more information.

### Level 7 Analyze Arguments

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

##### **Integration of Knowledge and Ideas**

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

#### **English Language Arts Standards: Science and Technical Subjects**

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

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

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

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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