



Literature

Reading a Play

Novio Boy

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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The Lightning Round

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

Strategy Use

The Random Reporter:

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

Word Power

The Random Reporter:

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

Summary

The Random Reporter:

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

Team Talk (oral and written)

The Random Reporter:

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

Fluency

The Random Reporter:

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

Graphic Organizer/Notes

The Random Reporter:

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

Unit Objectives

Reading: Analyze setting, characters, language, action, and stage directions in a play.

Writing: Choose and quote dialogue from the text to support your point.

Unit Overview

This unit focuses on analyzing the setting, characters, language, action, and stage directions in a play. Specifically, the unit focuses on how the elements of a drama interact and how the drama's format and structure contribute to the meaning of the story. This skill will enable students to make deeper connections to the text and will allow them to have a better understanding of the story itself. Additionally, students will have an opportunity to experience drama and will better understand the function and format of plays.

To reinforce the writing objective, choose and quote dialogue from the text to support your point, and provide opportunities for students to draw dialogue and quotes from the text to answer questions. Encourage students to use direct quotes from the text in their Team Talk answers and in their discussions of the story.

Unit Topic/Content

The title of the text for this unit is *Novio Boy* by Gary Soto. This play revolves around Rudy, a ninth-grade Mexican American, who is anxiously preparing for a date with Patricia, an eleventh grader. Rudy's family consists of his comical Uncle Juan, a musician and former hippie, and his mother, who is a hairstylist. Rudy's friend Alex and his family try to give him advice as the big date approaches. The climax of the story occurs during Rudy and Patricia's date when Rudy's mother, her friend Estela, Uncle Juan, Alex, and an Old Man to whom Rudy sold apples, all appear at the restaurant during the date.

Teacher's Note:

Be aware that the character of Uncle Juan is not a role model-type character. He refers to "a hippie lifestyle" during his interview with the radio announcer and talks about "sitting in the backyard drinking a couple of cold ones" on page 32. Uncle Juan makes another reference to drinking on page 33 when he says, "Like menudo and a crudo," which translates to "Like tripe soup and a hangover." These references add to the impression that Uncle Juan is a "loafer"—as Soto describes him in the cast of characters—who sometimes drinks too much.

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

Novio Boy

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–4	(Embedded) “Fluency”
Lesson 2	pages 5–8	
Lesson 3	pages 9–16	
Lesson 4	pages 17–22	
Lesson 5	writing in response to reading	
Lesson 6	pages 23–25	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Novio Boy

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 27–34	
Lesson 2	pages 35–44	
Lesson 3	pages 45–52	
Lesson 4	pages 53–63	
Lesson 5	writing in response to reading	
Lesson 6	pages 64–71	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Reading
a Play

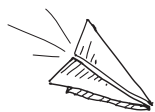
Lesson 1

Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

Teacher Background

In today's reading, Rudy and Alex, two Mexican-American teenage boys, are discussing Rudy's upcoming date with Patricia, an eleventh grader.

The Big Question for this cycle focuses on the author's purpose of writing a play versus a novel. The Big Question is designed to get students involved in a discussion about their knowledge and experience with dramas, which can be revisited throughout the cycle.

**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 would an author choose to write a play versus a novel? What are the differences between the two, and why might these differences be significant to the writer?

Set the Stage

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

Why would an author choose to write a play versus a novel? What are the differences between the two, and why might these differences be significant to the writer?

The author may choose to write a play instead of a novel so that the work can be acted out on stage and the audience can experience the emotions better than if they just read it. There are no paragraphs or chapters in a play like there are in a novel. A play has dialogue, a narrator, stage directions, and characters.

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

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Reading a Play

Post and present the reading objective.

Build background about dramas.

Review the skill as necessary.

Refer students to the performance notes, Characters page, and pages 1–4 in the text.

3. Introduce the text, author, and reading objective.
4. Distribute copies of the book. Have students preview the text. Use **Think-Pair-Share** to ask:

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

The text is literature. Students will cite evidence that the text is literature, such as the use of the words novel, stories, the story of, etc., in the subtitle or blurb on the back of the book.

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

Accept reasonable responses. For example, the book will be about a boy who is going on his first date.

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

Have you ever seen a play performed?

Yes, we went on a field trip to see a play performed at a college.

5. Explain to students that this text is a drama, also called a play, which is intended to be acted out on a stage with actors portraying the characters. Tell students that they will learn more about the differences between dramas, or plays, and other types of stories, called narratives, as they progress in the unit.

Interactive Read Aloud

1. This cycle our reading objective is to analyze setting, characters, language, action, and stage directions in a play. This will assist us in developing a better understanding of the drama and will help us develop deeper connections with the text.
2. Introduce the format of a play by reading the performance notes, the Characters page, and page 1 aloud. A sample Think Aloud follows.

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

Students: Actively listen.

Sample Think Aloud

OK, the first thing I notice as I read this text is that it is very different from other stories that we have read together. Let me think about how this drama differs from other stories.

First, I see that there are **performance notes**. I know that dramas are meant to be acted out on stage, or performed, so these performance notes are designed for the actors and for the director of the play. These notes show me that the author has very specific ideas about how the drama should be performed. The notes will help guide the play. (Read the performance notes aloud.)

Next, there is a **list of characters** that will appear in the drama. I know that in stories, the characters are introduced as the story unfolds, but in dramas, the characters are introduced in the very beginning of the text before any reading of the text occurs. This allows the reader, or audience, to understand important information about each character, such as his or her age, appearance, and/or background. (Read the Characters page and page 1 aloud.)

So, what do we know so far about Rudy and Alex? Well, we know that they are Mexican-American teenagers who are close friends. We also know that they are interested in girls and that they joke with one another, as most friends do! I want to be sure to record this on my story map to help me organize the elements of the drama, such as the setting, characters, problem, and solution.

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

What does the description of the scene tell us? Why is this important in a play?

The description of the scene tells us that Rudy and Alex are in the backyard. On the other side of the stage, two girls sit on a couch. The scene description is important to the play because it tells us the setting and explains where the actors are on stage.

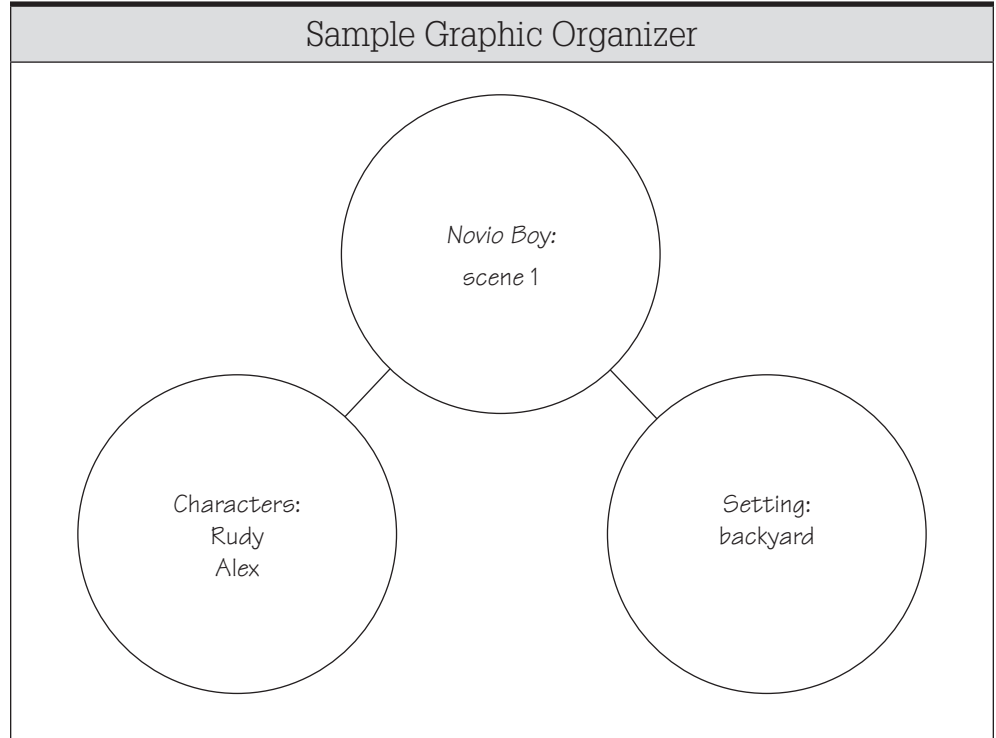
What information is included in parentheses? How does this help us understand the characters and action in a play?

Directions for how the actors should act are in parentheses. These are called stage directions. The stage directions tell us that Alex is giggling, so we know he is joking. Stage directions help us understand how actors should behave on stage and give us more information about the characters.

4. Point out that stage directions are often included in parentheses within the character's lines to ensure that the actor delivers the dialogue with the author's intended tones or actions.

Teacher: Model making notes on a graphic organizer.

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



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

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

Assign partner 1 to Rudy and partner 2 to Alex. Tell them to use the stage directions to help them understand how they should read the lines. Use **Think-Pair-Share** to ask:

What further information is revealed about Alex and Rudy on this page?

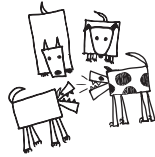
Alex gets romance advice from Mama Rosa, a lady on a Spanish radio station.

How do the stage directions on this page help you understand how Rudy is feeling? Explain.

I think Rudy is feeling nervous because the stage directions say that he is pacing, and I know that when I am nervous, I pace around too.

Use **Random Reporter** to debrief.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF
pages 3 and 4 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. What do you learn about Rudy and Alex from their lines of dialogue regarding their favorite colors? Support your answer with information from the text.
[DC, SA] (Team Talk rubric)
*100 = From Rudy's and Alex's lines of dialogue regarding their favorite colors, we learn more about them. **For example**, Rudy guesses that Alex's favorite colors are black and silver, like the Raiders, or blue and gold, like the Chargers. This tells me that they like football, since Rudy is **relating** Alex's favorite colors to football teams. **In this way**, the lines of dialogue help me learn more about Rudy and Alex.*
90 = From Rudy's and Alex's lines of dialogue regarding their favorite colors, we learn more about them. Rudy guesses that Alex's favorite colors are black and silver, like the Raiders, or blue and gold, like the Chargers. This tells me that they like football, since Rudy thinks Alex's favorite colors are the same as certain football teams.
80 = From Rudy's and Alex's lines of dialogue regarding their favorite colors, we learn more about them.

continued

Team Talk Questions *continued*

2. Based on the stage directions and dialogue up to this point, how would you describe Rudy? Use details from the text to support your answer. **[DC, SA]** (Team Talk rubric)

100 = *From the stage directions and dialogue, I would describe Rudy as funny, playful, and brave. **For example**, Rudy jokes around with Alex, telling him that he looks like Tom Cruise, and also says he was playing with G.I. JOEs the day before, so I know that Rudy is funny and playful. Also, Rudy is brave because he is only in ninth grade, but he asks an eleventh grader out on a date. That takes guts, so I know that Rudy is brave. From the stage directions and dialogue, I think Rudy is funny, playful, and brave.*

90 = *From the stage directions and dialogue, I would describe Rudy as funny, playful, and brave. Rudy jokes around with Alex, telling him that he looks like Tom Cruise, and also says he was playing with G.I. JOEs the day before, so I know that Rudy is funny and playful. Also, Rudy is brave because he is only in ninth grade, but he asks an eleventh grader out on a date. That takes guts, so I know that Rudy is brave.*

80 = *From the stage directions and dialogue, I would describe Rudy as funny, playful, and brave.*

3. How do the stage directions help you better understand Rudy's feelings about sharing what he did yesterday with Alex? Support your answer with information from the text. **(Write) [RE, AC, SA]** (Team Talk rubric)

100 = *The stage directions help me better understand how Rudy feels about sharing what he was doing yesterday because they **indicate** that he hesitates and pauses before sharing. When I hesitate and take a long pause, it is usually because I feel **insecure** about sharing, and I am embarrassed. So, the stage directions help me understand that Rudy is a little embarrassed and unsure about sharing this information.*

90 = *The stage directions help me better understand how Rudy feels about sharing what he was doing yesterday because he hesitates and pauses before sharing. When I hesitate and take a long pause, it is usually because I am scared to share, and I am embarrassed.*

80 = *The stage directions help me better understand how Rudy feels about sharing what he was doing yesterday because he is scared to share.*

continued

Team Talk Questions *continued*

4. Do you think Rudy has put much thought into his decision to ask Patricia out? Why or why not? Support your answer with information from the text.

[DC, RE, SA] (Team Talk rubric)

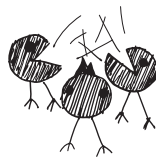
100 = *No, I don't think Rudy put much thought into his decision to ask Patricia out for a few reasons. **First**, Rudy doesn't know what to talk about on his date, and he is asking Alex what he should talk about. **Also**, Rudy invited her to a fancy steak restaurant, which Alex says is expensive. **In addition**, Rudy has no money. **For these reasons**, I don't think Rudy put much thought into his date with Patricia.*

90 = *No, I don't think Rudy put much thought into his decision to ask Patricia out because he doesn't know what to talk about on his date, he invited her to a fancy steak restaurant, and he has no money.*

80 = *No, I don't think Rudy put much thought into his decision to ask Patricia out for a few reasons.*

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

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



Class Discussion tp

(18 minutes)

Randomly select team representatives who will share:

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



Show the video.



Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

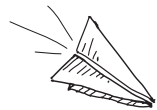
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

Teacher Background

In today’s reading, students will finish scene 1. Alex shares a love letter that he received with Rudy to help Rudy get ideas for his date with Patricia. Alex also tells Rudy about his date with a girl at the playground when he was nine.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

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

Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
dilemma (noun) page 5	di-lem-ma (dih-LEM-uh)	problem; difficult choice	I had a <i>dilemma</i> when I couldn't choose between the two punishments my mother offered me for breaking my curfew.
suave (adjective) page 5	suave (swahv)	sophisticated	My brother looked very <i>suave</i> in his tuxedo when he was dressed up for the prom.

continued

Word	Pronunciation	Definition	Sample Sentence
dedication (noun) page 14	ded-i-ca-tion (ded-i-KAY-shuhn)	a formal offer of affection or respect to a person	During the <i>dedication</i> hour, the radio host read letters and played music that people had requested for friends, family, or loved ones serving in the military.
mascot (noun) page 16	mas-cot (MAS-kot)	an animal, person, or thing adopted by a group to be its representative and symbol	Our high school <i>mascot</i> was an eagle, and different people would dress up in the eagle costume for each football game at our school.
comical (adjective) page 17	com-i-cal (KOM-i-kuhl)	funny, laughable	The TV game show was very <i>comical</i> because the contestants were dressed up as chickens.
conjugates (verb) page 19	con-ju-gates (KON-juh-gaytz)	joins together	My English teacher showed us how he <i>conjugates</i> the verbs "allow" and "present."
reflects (verb) page 20	re-flects (ri-FLEKTS)	thinks, ponders	My sister listens to music, writes down the lyrics, and then <i>reflects</i> on the ideas that the artist is communicating.
alienation (noun) page 24	a-li-en-a-tion (ey-lee-uh-NEY-shuhn)	a feeling of being unwelcome or no longer a part of a group	The principal's strict rules have caused the <i>alienation</i> of teachers and students from the administration of the school.

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

Set the Stage

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

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

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



Review the skill as necessary.

Refer students to pages 5–8 in the text.

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

Students: Actively listen.

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

Interactive Read Aloud

1. Refer students to the reading objective to analyze the setting, characters, language, action, and stage directions in a play. Tell students that this will help them better understand drama as a literary form and will assist them in making deeper, more meaningful connections across all forms of literary texts.
2. Read both characters' lines on page 5 aloud, and stop after the stage direction "(hooks a thumb at himself)." A sample Think Aloud follows.

Sample Think Aloud

As I read the text, I see that the author uses the characters' dialogue and the stage directions to give me information about the characters. In order to understand the characters in a drama, I need to pay careful attention to what the characters say, along with the stage directions given for each character.

So, what do the dialogue and stage directions in this section tell me about Alex and Rudy? Well, the stage directions tell me that Alex hooks a thumb at himself, after he tells Rudy to "be suave, kind of like—pues, like me." This tells me that Alex is confident and sees himself as smooth and romantic.

What can I tell about Rudy from the dialogue and stage directions? I can tell that Rudy is sarcastic, because he speaks sarcastically to Alex and says, "You're cool, Alex. This quarter might get me a piece of gum." So, obviously, Rudy has a sense of humor and is teasing Alex. Alex and Rudy seem to tease each other a lot and enjoy joking around together.

I will add these ideas to my graphic organizer to help me analyze the characters and organize my notes from the text.

As I continue reading, I will be sure to pay attention to the stage directions and dialogue for each character, which will help me better understand the characters in this play.

tps

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

What questions did I ask myself as I was reading aloud?

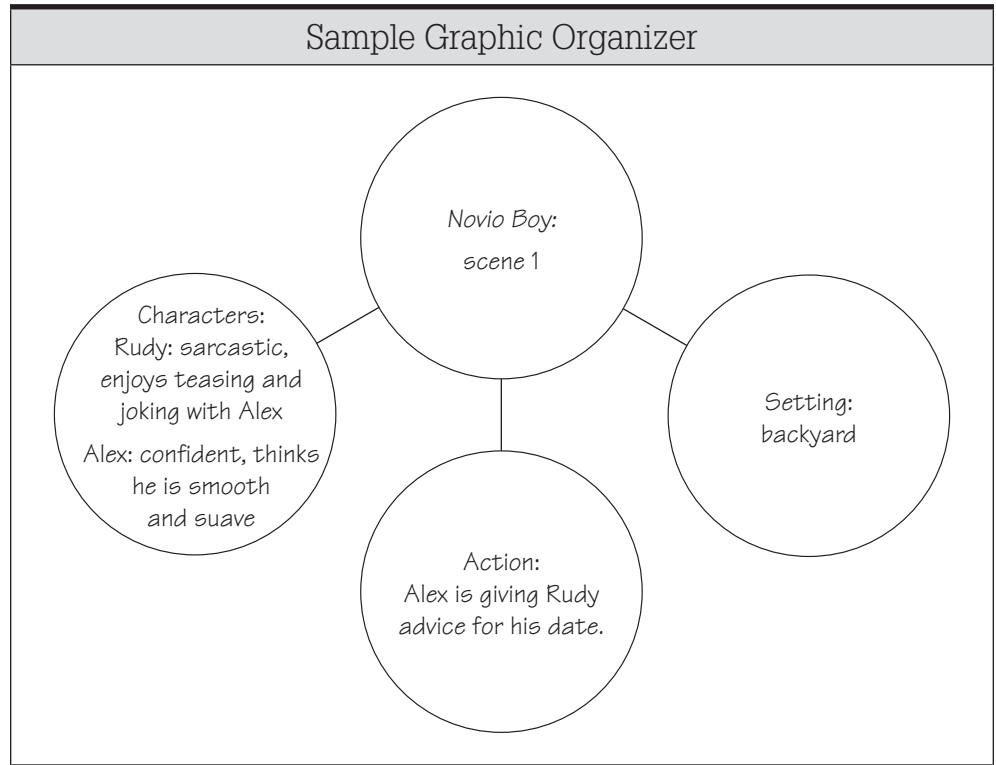
You asked yourself what the dialogue and stage directions in the section were telling you about the characters.

Why is it important to pay close attention to the dialogue and stage directions in a play?

They help you better understand the characters, how they are feeling, what their personalities are like, and how they look and act.

Teacher: Model making notes on a graphic organizer.

4. Model making notes. Following is a sample graphic organizer.



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

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

Have students continue reading page 5. Stop to point out the skill, ask questions, or focus student attention as necessary.

What further information do we learn about Alex?

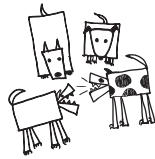
That he saved a love letter from Sylvia Hernandez and carries it in his pocket.

Why do you think Alex carries the letter around, and what does this show you about him?

I think he carries it around because it makes him feel good. It shows me that Alex likes the fact that Sylvia likes him, and he thinks he's cool.

Use **Random Reporter** to debrief.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sf
pages 6–8 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. On page 6, the stage directions state that Alex gives Rudy “a look.” Based on the dialogue between Rudy and Alex, what kind of look do you think the author has in mind when he gives this stage direction? Why? Support your answer with information from the text. **(Write) [RE, AC, AP]**

*100 = I think the author has an irritated look in mind when he gives this stage direction. In the previous dialogue exchange between Rudy and Alex, Alex is trying to help Rudy know what to say to Patricia on their date. Alex is reading a love letter that he **received** to give Rudy some romantic tips. While Alex is reading the letter, Rudy makes rude comments to him, like “you got a fat huango nose” and “what kind of a name is Kendall?” So, I think the author wants Alex to give Rudy an irritated look to show Rudy that his comments are getting on his nerves.*

90 = I think the author has an irritated look in mind when he gives this stage direction. Alex is trying to help Rudy know what to say to Patricia on their date. Alex is reading a love letter that he got to give Rudy some romantic tips. While Alex is reading the letter, Rudy makes rude comments to him, like “you got a fat huango nose” and “what kind of a name is Kendall?”

80 = I think the author has an irritated look in mind when he gives this stage direction because Rudy is getting on Alex’s nerves.

2. On page 7, why does the author give the stage direction for Rudy to take out a notebook? **[AP, DC, SA]** (Team Talk rubric)

- A. so he can write down Sylvia Hernandez’s phone number
- B. so he can list the places he will take Patricia on their date
- C. so he can write down Alex’s advice and tips for his date
- D. so he can list what Alex did on his first date at the playground

Support your answer with information from the text.

*100 = I know the author gives the stage direction for Rudy to take out a notebook so he can write down Alex’s advice and tips for his date because right after the author gives that stage direction, Rudy says, “I better write some of this stuff down so I don’t forget.” **For this reason, I know the author gave the stage direction for Rudy to take out a notebook so he can write down Alex’s advice and tips for his date.***

90 = I know the author gives the stage direction for Rudy to take out a notebook so he can write down Alex’s advice and tips for his date because right after the author gives that stage direction, Rudy says, “I better write some of this stuff down so I don’t forget.”

80 = I know the author gives the stage direction for Rudy to take out a notebook so Rudy can write down Alex’s advice and tips for his date.

continued

Team Talk Questions *continued*

3. In Alex's dialogue describing his first date, why does Alex say Frankie Torres teased him and called him a girl? Use evidence from the text to support your answer. **[DC, SA]** (Team Talk rubric)

100 = In Alex's dialogue describing his first date, Alex says Frankie Torres teased him and called him a girl because he was dressed up and had the girl's purse on his shoulder. In the dialogue, Alex states that he was dressed up in a pink shirt, a bow tie, and had on buckets of his dad's Aqua Velva. Also, Alex says Frankie started calling him a girl when he saw Alex with the girl's purse on his shoulder. So, that is why Frankie Torres teased Alex and called him a girl.

90 = Alex says Frankie Torres teased him and called him a girl because he was dressed up and had the girl's purse on his shoulder. Alex says that he was dressed up in a pink shirt, a bow tie, and had on buckets of his dad's Aqua Velva. Also, Alex says Frankie started calling him a girl when he saw Alex with the girl's purse on his shoulder.

80 = Alex says Frankie Torres teased him and called him a girl because he was dressed fancy, and he was holding a purse.

4. Based on their dialogue and interactions in this section of the text, how would you describe Rudy and Alex's friendship? Use support from the text in your answer. **[DC, RE, SA]** (Team Talk rubric)

100 = Based on their dialogue and interactions in this section of the text, I would describe Rudy and Alex's friendship as very close and supportive. For instance, on page 7, Rudy says to Alex, "Why would I laugh at my best friend?" Also, Alex is being supportive of Rudy by reading him a love letter that he received and by sharing tips and advice for Rudy's upcoming date with Patricia. These examples illustrate that Rudy and Alex's friendship is very close and supportive.

90 = Based on their dialogue and interactions in this section of text, I would describe Rudy and Alex's friendship as very close and supportive. On page 7, Rudy says to Alex, "Why would I laugh at my best friend?" Also, Alex is supporting Rudy by reading him a love letter that he got and by sharing tips and advice for Rudy's date with Patricia.

80 = Based on their dialogue and interactions in this section of text, I would describe Rudy and Alex's friendship as very close and supportive.

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

A synonym for the word dilemma is problem. An antonym for the word dilemma is solution.

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

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

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



Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

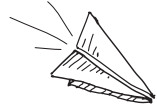
Word	Pronunciation	Definition	Sample Sentence
dilemma (noun) page 5	di-lem-ma (dih-LEM-uh)	problem; difficult choice	I had a <i>dilemma</i> when I couldn't choose between the two punishments my mother offered me for breaking my curfew.
suave (adjective) page 5	suave (swahv)	sophisticated	My brother looked very <i>suave</i> in his tuxedo when he was dressed up for the prom.
dedication (noun) page 14	ded-i-ca-tion (ded-i-KAY-shuhn)	a formal offer of affection or respect to a person	During the <i>dedication</i> hour, the radio host read letters and played music that people had requested for friends, family, or loved ones serving in the military.
mascot (noun) page 16	mas-cot (MAS-kot)	an animal, person, or thing adopted by a group to be its representative and symbol	Our high school <i>mascot</i> was an eagle, and different people would dress up in the eagle costume for each football game at our school.
comical (adjective) page 17	com-i-cal (KOM-i-kuhl)	funny, laughable	The TV game show was very <i>comical</i> because the contestants were dressed up as chickens.
conjugates (verb) page 19	con-ju-gates (KON-juh-gaytz)	joins together	My English teacher showed us how he <i>conjugates</i> the verbs "allow" and "present."
reflects (verb) page 20	re-flects (ri-FLEKTS)	thinks, ponders	My sister listens to music, writes down the lyrics, and then <i>reflects</i> on the ideas that the artist is communicating.
alienation (noun) page 24	a-li-en-a-tion (ey-lee-uh-NEY-shuhn)	a feeling of being unwelcome or no longer a part of a group	The principal's strict rules have caused the <i>alienation</i> of teachers and students from the administration of the school.

Lesson 3

Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

Teacher Background

Today students will read scene 2 in *Novio Boy*, in which Patricia and her friend Alicia are discussing Patricia's upcoming date with Rudy.

**Active Instruction** 

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

Partner Vocabulary Study

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

Vocabulary

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

Sample Think Aloud

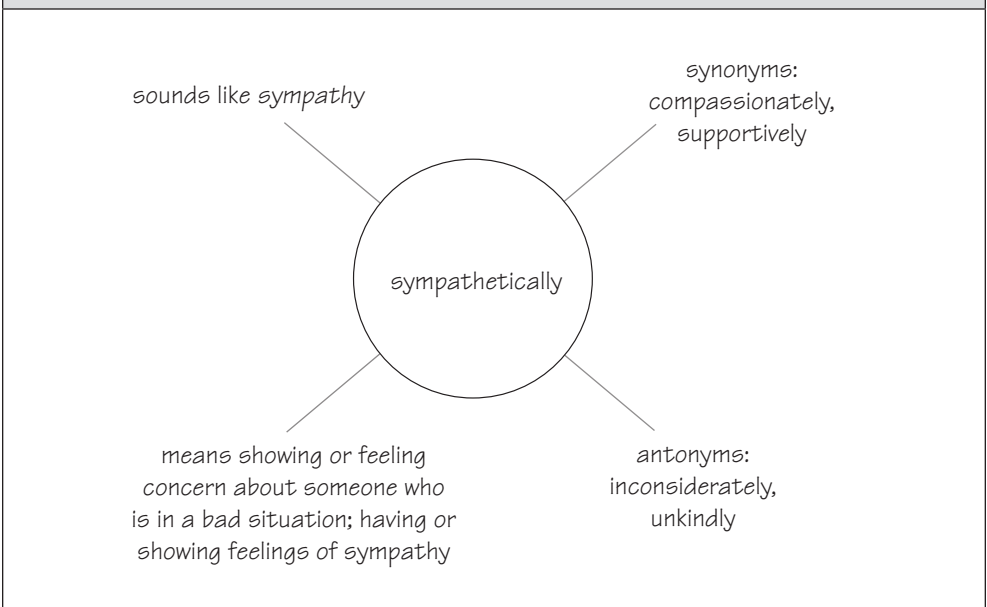
I chose to examine the word *sympathetically* in more depth. I see the word on page 8 in the stage direction at the end of the page. The stage direction says, "Rudy shakes his head sympathetically." I notice that this word sounds like *sympathy*. I think that this word has something to do with sympathy, like showing sympathy, but I want to be sure that I am interpreting the word's meaning correctly. I will verify the meaning of the word *sympathetically* in the dictionary. (Model verifying the meaning of *sympathetically* in the dictionary.)

The dictionary tells me that *sympathetically* means showing or feeling concern about someone who is in a bad situation; having or showing feelings of sympathy. So, this verifies my thinking that the word is related to *sympathy*. This helps me better understand the stage direction as the author intended it. Now I see that Rudy is showing sympathy for Alex and is nodding his head in support of Alex's story about his first date.

Some synonyms of *sympathetically* would be *compassionately* and *supportively*. Some antonyms of this word would be *inconsiderately* and *unkindly*.

My sentence for this word is, "My mother listened *sympathetically* and gave me a hug as I told her about my horrible and embarrassing day at school."

Sample Word Map



Review Vocabulary Vault.

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

Teams review their cycle goals.

Post and present the reading objective.



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

Review the skill as necessary.

Refer students to pages 9–16 in the text.

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

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

Set the Stage

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

Interactive Read Aloud

1. This cycle our reading objective is to analyze setting, characters, language, action, and stage directions in a play.
2. Read page 9 aloud. A sample Think Aloud follows.

Sample Think Aloud
I see that we are now getting Patricia’s viewpoint. What can I tell about Patricia from the dialogue and stage directions here? The stage directions tell me that Patricia and Alicia are looking at a magazine and picking out the best-looking guys.
I can also tell that Patricia and Alicia are funny and a little silly, because in their dialogue, they are comparing the good-looking guys to Mexican food like enchiladas and tacos. I also think they are romantic and dreamy since they are thinking about boys.

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

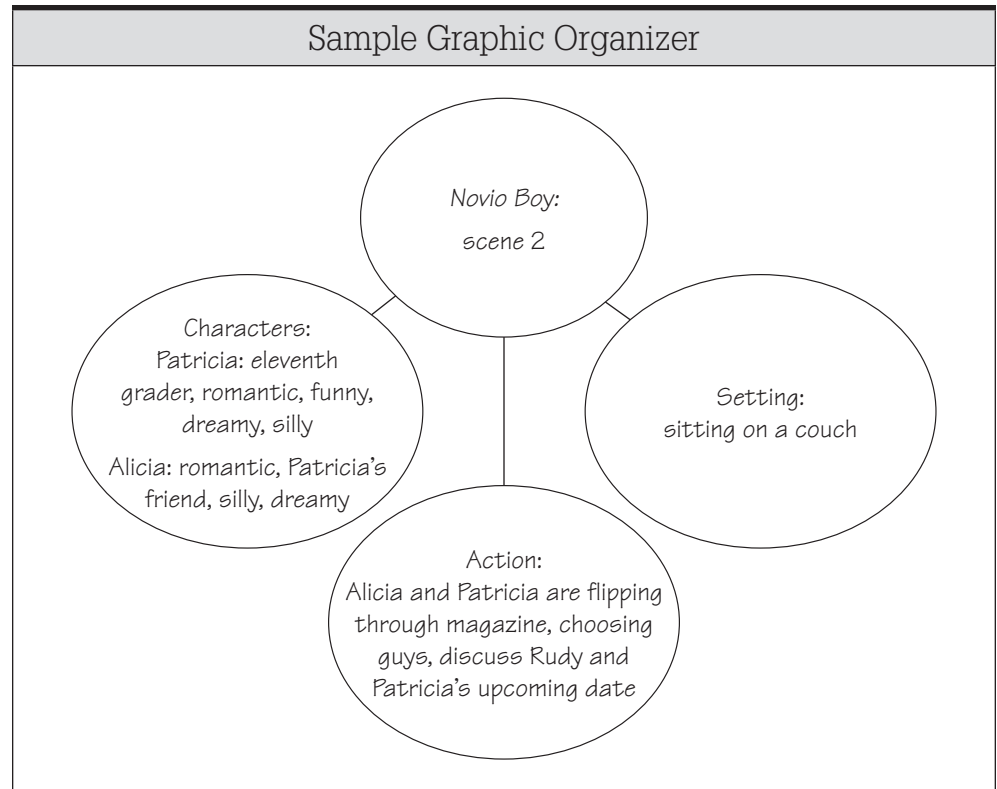
What did I do to monitor my understanding of the text as I was reading?

You stopped and thought about the characters’ stage directions and dialogue.

How does the author help to develop the characters in the play?

The author helps to develop the characters by using their dialogue and stage directions to tell us how the characters act, what they say, and how they think.

4. Model making notes. Following is a sample graphic organizer.



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

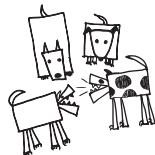
5. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 10. Use **Think-Pair-Share** to have students discuss how Patricia feels about Rudy's age.

How does Patricia feel about Rudy being a ninth grader? How do you know?

Patricia does not care that Rudy is a ninth grader. When Alicia asks, "Isn't he just in ninth grade?" Patricia says, "So?"

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Partner Prep

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

pages 11–16 aloud with partners.

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

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

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

Team Discussion

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

Team Talk Questions
<p>1. Why do you think the author includes El Gato in this scene? Use the stage directions and dialogue from the text to support your answer. (Write) [RE, AC, AP] (Team Talk rubric)</p> <p><i>100 = I think the author includes El Gato because his dialogue adds to the romantic nature of the scene. For example, in the text, the stage directions say that El Gato is a suave Chicano disc jockey. Reading on, El Gato’s dialogue says that it is dedication time, and he says, “Time for some love notes from you lovebirds.” Then, El Gato reads the dedications that people have written for their sweethearts. In this way, the character of El Gato adds to the romantic tone of the scene.</i></p> <p><i>90 = I think the author includes El Gato in this scene because what he says adds to the romantic nature of the scene. The stage directions say that El Gato is a suave Chicano disc jockey, and he says, “Time for some love notes from you lovebirds.” Then, El Gato reads the dedications that people have written for their sweethearts.</i></p> <p><i>80 = I think the author includes El Gato in this scene because what he says and the music that he plays add to the romantic nature of the scene.</i></p>

continued

Team Talk Questions *continued*

2. What similarities do you see in the characters' dialogues and interactions in scene 1 and scene 2? Use support from the text in your answer. **[DC, RE, SA]** (Team Talk rubric)

100 = *There are a few similarities in the characters' dialogues and interactions in scene 1 and scene 2. For example, in both scenes, two best friends are talking about love and romance. In scene 1, Rudy and Alex are talking about Rudy's upcoming date with Patricia, and in scene 2, Patricia and Alicia are talking about the date that Rudy and Patricia will go on. Also, in both scenes, the characters talk about how they used to play with G.I. JOE and Barbie. In addition, Patricia and Alicia joke and tease each other in scene 2, just as Rudy and Alex did in scene 1. For these reasons, the characters' interactions and dialogues in scene 1 and scene 2 are similar.*

90 = *There are a few things that are the same in scene 1 and scene 2. In both scenes, two best friends are talking about love and romance. In scene 1, Rudy and Alex are talking about Rudy's upcoming date with Patricia, and in scene 2, Patricia and Alicia are talking about the date that Rudy and Patricia will go on. Also, in both scenes, the characters talk about how they used to play with G.I. JOE and Barbie.*

80 = *They both talk about love, romance, and toys in scene 1 and scene 2.*

3. On page 16, why does the author give the stage direction "Alicia crosses her heart," and how does this gesture support the dialogue in the characters' interactions? Use quotes from the dialogue of the play to support your answer. **[RE, AC, AP]** (Team Talk rubric)

100 = *The author gives the stage direction for Alicia to cross her heart because it means that she is making a promise to Patricia. For example, just before the author gives that stage direction, Patricia says in her dialogue, "Promise you won't laugh?" So, Alicia is promising Patricia that she won't laugh, and she crosses her heart to demonstrate her promise.*

90 = *The author gives the stage direction for Alicia to cross her heart because it means that she is making a promise to Patricia, since Patricia says, "Promise you won't laugh?"*

80 = *The author gives the stage direction for Alicia to cross her heart because it means that she is making a promise to Patricia.*

continued

Team Talk Questions *continued*

4. Using the stage directions, describe how the author envisions scene 2 ending. What additional insights do these stage directions give you about the characters? Support your answer. **[RE, DC, AP]** (Team Talk rubric)

100 = *The author envisions scene 2 ending in a **dramatic fashion**, and the stage directions help me understand more about Patricia and Alicia. **For example**, the stage directions say that Patricia and Alicia end the scene by burying their heads and pretending to cry, as music plays, then fades, and the lights darken. That is a pretty **dramatic ending**, and it also shows that Patricia and Alicia are dramatic and a little over the top, since they are pretending to cry about boys.*

90 = *The author ends scene 2 dramatically, and the stage directions help me understand more about Patricia and Alicia. The stage directions say that Patricia and Alicia end the scene by burying their heads and pretending to cry, as music plays, then fades, and the lights darken.*

80 = *The author ends scene 2 dramatically, and the stage directions help me understand that Patricia and Alicia are boy-crazy and dramatic.*

5. Which Hollywood actor would you describe as *suave*? Why? **[CV]**

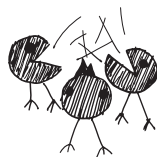
I would describe Ryan Gosling as suave because he is sophisticated and polite in interviews, and he is usually dressed up, with his hair slicked back, looking very handsome and sophisticated.

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

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

Randomly select team representatives who will share:

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



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

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

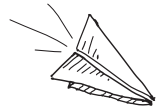
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

Teacher Background

Today students will read the beginning of scene 3, in which Rudy and his mother discuss his approaching date with Patricia. Rudy learns more about his mother's past boyfriends, and Uncle Juan offers some dating advice for Rudy.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

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



Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Refer students to pages 17–22 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

Interactive Read Aloud

1. Read page 17 (the stage directions only) aloud.
2. Use **Think-Pair-Share** to ask:

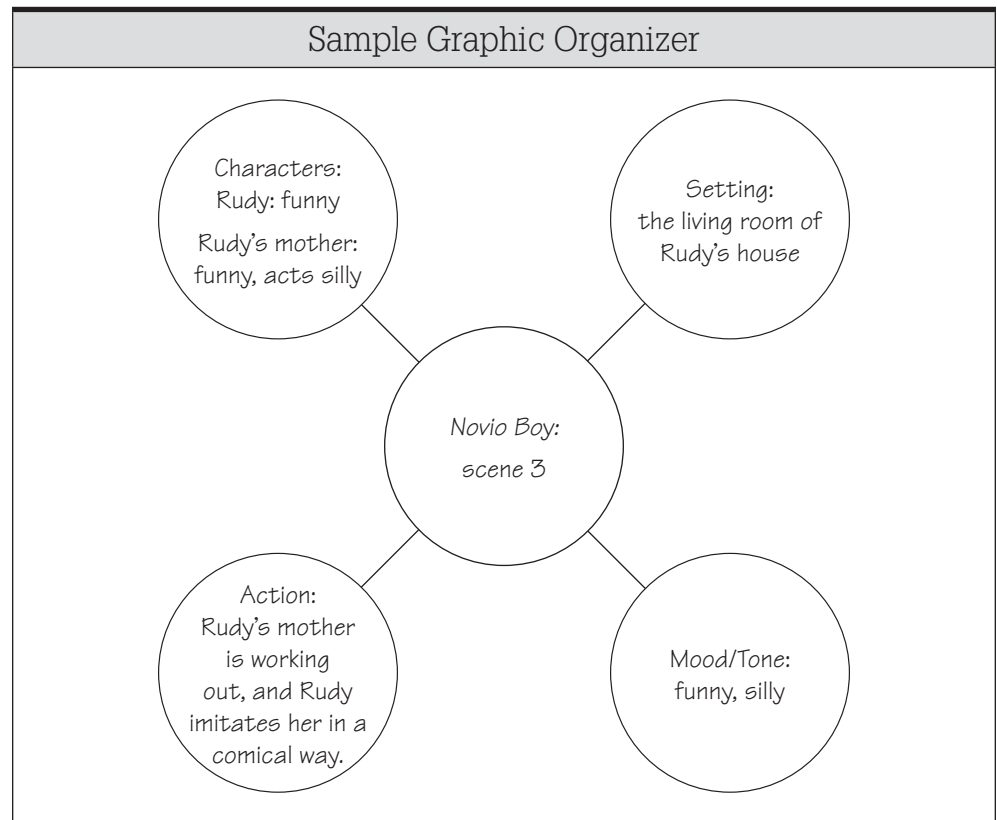
What do the stage directions show you about Rudy’s mother?

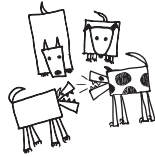
They show me that she is funny, because she does one “rep,” then jumps rope, and then drops on the ground, drinking from her water bottle.

What do you think is the author’s goal for the audience in this play? How do you know?

I think the author wants the audience to laugh and have fun because he adds silly stage directions like this to the play. And the characters, like Uncle Juan, Alex, and Rudy, are funny.

3. Point out to students that a play is a performance and that an author, also known as a playwright, has a particular mood or tone that he or she tries to create for the audience. Encourage students to stop and reflect on the author’s intended mood or tone throughout the scenes.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF
the rest of pages 17–22 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions
<p>1. How does the author involve the audience in Rudy’s dialogue by using the stage directions at the top of page 19? Support with evidence from the text. [RE, AC, SA] (Team Talk rubric)</p> <p><i>100 = Using the stage directions, the author involves the audience in Rudy’s dialogue by instructing Rudy to interact with the audience in the stage directions. For example, the author gives the stage direction for Rudy to look at the audience, step forward, and conjugate the verbs “to remember” and “to give.” So, the author involves the audience by having Rudy look at, step toward, and speak to the audience.</i></p> <p><i>90 = Rudy engages the audience because the author gives the stage direction for Rudy to look at the audience, step forward, and conjugate the verbs “to remember” and “to give.”</i></p> <p><i>80 = Rudy looks at, and talks to, the audience.</i></p>

continued

Team Talk Questions *continued*

2. Why does the author have Rudy conjugate verbs, and what does Rudy intend to illustrate to his mother and the audience? Use support from the text in your answer. **[AP, DC, SA]** (Team Talk rubric)

100 = *The author has Rudy conjugate verbs to illustrate to his mother how smart Patricia is. For example, Rudy tells his mother that Patricia is very smart, and that she is also president of the Spanish club. So, to illustrate Patricia's intelligence, Rudy conjugates Spanish verbs for his mother and the audience.*

90 = *The author has Rudy conjugate verbs to show how smart Patricia is, after he tells his mother that Patricia is smart and that she is the president of the Spanish club.*

80 = *The author has Rudy conjugate verbs to show how smart Patricia is.*

3. Based on their interactions on pages 17–22, how would you describe Rudy's relationship with his mother? **[RE, DC]** (Team Talk rubric)

100 = *Based on their interactions, I would describe Rudy's relationship with his mother as close, honest, and supportive. For example, Rudy shares with his mother that he has a date but reassures her that the girl is just a friend. This shows that they are honest and close to each other, or he wouldn't have shared that he has a date. Also, the stage directions say that Rudy holds his mother's face. If they were not open with and supportive of each other, he wouldn't do that. Rudy also comforts his mother and tries to reassure her so she isn't worried. So, the stage directions, dialogue, and their interactions show me that Rudy and his mother are close, honest, and supportive of each other.*

90 = *Based on these pages, I would say Rudy's relationship with his mother is close, honest, and supportive. Rudy shares with his mother that he has a date, but tells her that the girl is just a friend. This shows that they are honest and close to each other, or he wouldn't have shared that he has a date. Also, Rudy holds his mother's face, and tries to relieve her so she isn't worried.*

80 = *Based on these pages, I think Rudy's relationship with his mother is close, honest, and supportive.*

continued

Team Talk Questions *continued*

4. How do the stage directions and dialogue show that Rudy's mood changes when Uncle Juan enters? Support your answer with information from the text. **(Write) [RE, AC, SA]** (Team Talk rubric)

*100 = The stage direction and dialogue show that Rudy's mood changes when Uncle Juan enters the room because he says, "Hey, Uncle," in a **downcast** way, even though he had been happy when his mother was in the room. Rudy tells Uncle Juan that he is upset that he doesn't have money for his date. So, Rudy becomes downcast and sad when Uncle Juan enters the room because he **realizes** that he has no money for his date.*

90 = The text shows that Rudy's mood changes when Uncle Juan enters the room because the stage directions state that he says, "Hey, Uncle," in a sad way, even though he had been happy when his mother was in the room. Rudy tells Uncle Juan that his problem is that he doesn't have money for his date.

80 = Rudy's mood changes because he is sad, even though he had been happy when his mother was in the room.

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

The mascot of the football team is a bird named Felix.

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

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



Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 5

Writing Objective: Choose and quote dialogue from the text to support your answer.

Teacher Background

Students will choose and quote dialogue from the text to support their point.

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

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

Teams discuss their vocabulary ratings.

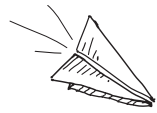


Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.



Active Instruction

(10 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. In this writing project, students will choose and quote dialogue from the text to support their point. They will use what they have learned about stage directions and dialogue in a play in their answers.

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

Read the prompt aloud.

Writing Prompt
Describe the relationship between Rudy and his Uncle Juan. How does the author use the characters' dialogue, their interactions, and the stage directions to help the reader better understand their relationship? Use specific evidence from the text in your answer.



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?

Write a literary response, because it is asking us to describe a relationship between two characters from the text.

Students identify the purpose for writing.

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

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

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

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

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

Which guideline relates to our writing objective: choose and quote dialogue from the text to support your point?

The Style guideline, because we are quoting words, phrases, and dialogue from the text to support the point.

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.

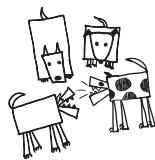
Model planning using a graphic organizer.

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. Use the following graphic organizer to model the relationship that Cinderella’s stepmother has with Cinderella.

Sample Graphic Organizer	
Words to Describe Relationship	Based on... (evidence including words or actions that support relationship description)
Unloving	Stepmother forces Cinderella to work, telling her, “Mop this floor! What a lazy girl you are!”
Unkind	Stepmother talks rudely to Cinderella, calls her “silly and poor”
Disrespectful	Stepmother destroys Cinderella’s dress, telling her, “You will never need this.”

3. Explain to students that they can use a graphic organizer, similar to this one, to help them organize their prewriting and to ensure that they have sufficient evidence (specifically dialogue and quotes from the text) to support their description of the relationship between Rudy and Uncle Juan.



Teamwork 

(20 minutes)

Independent Work

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

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.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



Class Discussion tp

(30 minutes)

Lightning Round

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

Refer students to the writer's guide for Writing a Literary Response and the writing objective—choose and quote dialogue from the text to support your point.

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

For example, ask:

- **Does the writer make a clear point about an aspect of the literary work?**
- **Does the writer support his or her point with evidence from the text?**
- **Does the writer include a closing statement?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer choose and quote dialogue from the text to support his or her point?**

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 choose and quote dialogue from the text to support your point?

Answers will vary.

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

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

Describe the relationship between Rudy and his Uncle Juan. How does the author use the characters' dialogue, their interactions, and the stage directions to help the reader better understand their relationship? Use specific evidence from the text in your answer.

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

Lesson 6

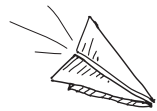
Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

Writing Objective: Choose and quote dialogue from the text to support your point.

Teacher Background

Today's cycle test will challenge students to analyze elements of *Novio Boy*, including the setting, characters, language, action, and stage directions in the play.

In today's reading, we learn more about Uncle Juan and his relationship with his sister, Rudy's mother. Uncle Juan is a former hippie and a free spirit who avoids work so he can play guitar.



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 analyzing setting, characters, language, action, and stage directions in a play, as well as choosing and quoting dialogue from the text to support a point.

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

In a play, what does an author use to help you better understand the story's setting, characters, and events?

An author of a play uses the dialogue, interactions of the characters, and stage directions to help me better understand the story's setting, characters, and events.

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

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

Test Directions

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

2. How do the stage directions and dialogue in this section of text help you better understand Uncle Juan as a character? Support your answer with information from the text. **[RE, AC, SA]**

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

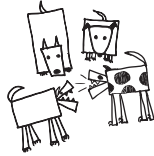
Today you will read more about the background of some of the characters in the play.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

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

Why is it important for an author of a play to carefully choose the language and dialogue of the characters and to provide stage directions?

It is important for an author of a play to carefully choose the language and dialogue of the characters because that is how the reader or audience gets to know the characters—from their words and actions. Stage directions are important too because the actors need to know how to portray the characters. The actors need to know what tone and gestures to use to show the audience what the author intended. With no stage directions, the actors wouldn't know what to do on stage.

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

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 1 Test

Reading a Play

Directions: Read *Novio Boy*, pages 23–25, 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. Based on their dialogue and interactions in this section of text, how would you describe the relationship between Rudy’s mother and Uncle Juan? Use specific evidence from the text to support your answer. **[RE, AC, SA]**

20 points = Based on this section of text, I would describe the relationship between Rudy’s mother and Uncle Juan as caring and jovial.

For example,** Uncle Juan calls Rudy’s mother a money tree and says she looks like a model for Kmart. Also, Uncle Juan **compares** Rudy’s mother to a dependable five-year battery and then asks her for money. Rudy’s mother cares about Uncle Juan, because when she asks Uncle Juan about getting a job, the stage directions say that she softens after he answers her. So I know that she cares about Uncle Juan. **From this, I can tell that Rudy’s mother and Uncle Juan care about each other, joke around a lot, and have fun together.

15 points = Based on this section of text, I would describe the relationship between Rudy’s mother and Uncle Juan as caring and fun because Uncle Juan calls Rudy’s mother a money tree, says she looks like a model for Kmart, and tells her she is dependable, like a five-year battery. Rudy’s mother cares about Uncle Juan, because when she asks Uncle Juan about getting a job, the stage directions say that she softens after he answers her. So I know that she cares about Uncle Juan.

10 points = Based on this section of text, I would describe the relationship between Rudy’s mother and Uncle Juan as caring and fun.

2. How do the stage directions and dialogue in this section of text help you better understand Uncle Juan as a character? Support your answer with information from the text. **[RE, AC, SA]**

20 points = The dialogue and stage directions in this section of text help me better understand Uncle Juan because I learn more about him.

For instance,** I can see from this section that Uncle Juan has not had a real job in a long time and that he just wants to play guitar. So I know that he is a musician, that he used to be a hippie, and that he says funny things. I **also learned** that Uncle Juan borrows money from Rudy’s mother a lot, because he calls her a money tree. And he says that he has gotten a part-time job playing guitar at a restaurant. **So, from this scene, I know more about Uncle Juan as a character.

15 points = *The dialogue and stage direction in this section of text help me better understand Uncle Juan because I learn more about him. Uncle Juan has not had a real job in a long time, and he just wants to play guitar. So I know that he is a musician, that he used to be a hippie, and that he says funny things. I learned that Uncle Juan borrows money from Rudy's mother a lot, because he calls her a money tree. And he says that he has gotten a part-time job playing guitar at a restaurant.*

10 points = *The dialogue and stage direction in this section of text help me better understand Uncle Juan because I learn more about his history and what he is like.*

3. Why do you think the author gives the stage direction for Rudy to run off stage before Uncle Juan shares the location of his new part-time job? Explain. **[RE, AC, AP]**

20 points = *I think the author gives the stage direction for Rudy to run off stage because the author doesn't want Rudy to know that Uncle Juan will be playing at the restaurant where he is taking his date. **Earlier in the text**, Rudy tells Alex that he is taking Patricia to Steaks, Steaks, y Más Steaks, and then Uncle Juan tells Rudy's mother that he got a part-time job playing guitar at the same restaurant. I think the author wants the reader to know that Uncle Juan will be there, but he doesn't want Rudy to know. Then, he will be surprised and embarrassed. **So, that is why the author has Rudy run off stage before Uncle Juan shares the location of his new job.***

15 points = *I think the author gives the stage direction for Rudy to run off stage because the author doesn't want Rudy to know that Uncle Juan will be playing at the restaurant where he is taking his date. Rudy tells Alex that he is taking Patricia to Steaks, Steaks, y Más Steaks, and then Uncle Juan tells Rudy's mother that he got a part-time job playing guitar at the same restaurant. I think the author wants the reader to know that Uncle Juan will be there, but he doesn't want Rudy to know. Then he will be surprised and embarrassed.*

10 points = *I think the author gives the stage direction for Rudy to run off stage because the author doesn't want Rudy to know that Uncle Juan will be playing at the restaurant where he is taking his date, so he will be surprised.*

4. In the following stage direction, "(MOTHER gives him a stern look, hands on hips.)" the word *stern* most nearly means— **[CV]**
- A. serious.
 - B. sorry.
 - C. subtle.
 - D. shamed.

How do you know? Use support from the text. **[SA]**

20 points = *I know that stern most nearly means serious here because **in the text**, Rudy's mother is talking to Uncle Juan and he has just asked her for money. So, I know that Rudy's mother is not happy and that she is giving Uncle Juan a stern, or serious, look, like my mother gives me when she is angry.*

15 points = *I know that stern most nearly means serious here because Rudy's mother is talking to Uncle Juan and he has just asked her for money, so she probably isn't happy about that. My mother gives me a serious look like that when I ask her for money.*

10 points = *I know that stern most nearly means serious here because asking for money is serious.*

5. Why is it important for actors to pay careful attention to the stage directions when they are portraying a character in a play? Explain. **[DC, SA]**

20 points = *It is important for actors to pay careful attention to the stage directions when they are portraying a character because the stage directions explain what the characters are doing, how they are talking, and how they are behaving. **For example, in the text**, one of the stage directions says that Rudy's mother goes through her purse for money and gives it to Rudy. If the actor didn't pay attention to that stage direction, then Rudy wouldn't get the money. Then the next dialogue, where Rudy says, "Thanks, Mom," wouldn't make any sense. Also, the stage directions tell the actor what tone to use, so if the actors didn't pay attention to them, there wouldn't be much **emotion** or **drama** in the play. **For these reasons**, stage directions are important to the actors.*

15 points = *It is important for actors to pay careful attention to the stage directions when they are portraying characters because the stage directions explain what the characters are doing and how they are acting. So if the actor didn't pay attention to the stage direction when it says that Rudy's mother goes through her purse for money and gives it to Rudy, then Rudy wouldn't get the money. Then the next dialogue, where Rudy says, "Thanks, Mom," wouldn't make any sense. Also, the stage directions tell the actors what tone to use. If the actors didn't pay attention to them, the play would be boring.*

10 points = *It is important for actors to pay careful attention to the stage directions when they are portraying characters because the stage directions explain what the characters are doing, how they are talking, and how they are acting.*

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

How does the author develop the idea of young love through the characters, dialogue, scenes, and stage directions in this play? Use specific examples from the text to support your point.

In this play, the author uses the characters, their interactions in the scenes, and their dialogue to develop the theme of young love. For example, on page 1 in the text, Rudy is talking to his friend Alex about the big date he has coming up with Patricia. Rudy says, "What am I gonna talk about? She's older than me and good-looking." This shows the reader that the book will be about young love. Later, on page 10, Patricia and her friend Alicia are talking about Patricia's upcoming date with Rudy. Alicia says, "You're lucky, Pat. You get a hamburger, and you get to fall in love, too." In the next scene, on page 17, Rudy wants to know about his mother's first love. Rudy says, "Mom, who was your first boyfriend?" On page 22, Uncle Juan calls Rudy "Little Romeo." In the next scene, on page 27, El Gato, the radio DJ, calls his guest, Mama Rosa, the "Doctor of Love." El Gato also says that Mama Rosa has a "special on broken hearts this week." These lines all help to develop the theme of young love.

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

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

Part III. Vocabulary (100 points)

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

When my friend and I expressed that we wanted to play a different game than the group, we felt alienation from them.

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

- A. *I felt uncomfortable and suave in my new clothes.*
- B. My dad looked very suave in his business suit.
- C. My brother tries to look suave, but he really looks awkward.
- D. The suave lawyer carried a briefcase to the courthouse.

3. Use two vocabulary words in a question. **[CV]**

Did you see the mascot do a comical routine on the sidelines of the football game?

4. What is a synonym for the word *comical*? What is an antonym for the word *comical*? **[CV]**

A synonym for the word comical is funny, and an antonym for the word comical is serious.

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

In reading class, our teacher reads poems aloud to us, and then the class reflects on the author's word choice and tone.

6. We faced a _____ when our class could not decide which research project to do, so our teacher picked for us.

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

- A. dedication
- B. dilemma
- C. device
- D. declaration

7. Use two vocabulary words in a question. **[CV]**

Did the class feel alienation based on the decision they made about the dilemma facing the school?

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

- A. The DJ played the dedication song to the couple who had just gotten married.
- B. The police made sure that there was adequate security at the statue's dedication.
- C. *When my brother graduated from elementary school, we went to the dedication.*
- D. Our calendar showed that the dedication for the new monument would be Tuesday.

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 swig from the stage directions on page 17. The text says that Rudy’s mother drops to the floor and takes a swig from her squeeze bottle. According to the dictionary, swig means to drink quickly, in large amounts. Our sentence is: When we were riding our bikes on the trail, we stopped to take a swig from our water bottles.

10. As used in the sentence on page 17, “Mom, level with me,” *level* most nearly means— **[CV]**
- A. measure.
 - B. share.
 - C. build.
 - D. dance.

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

Students will explain their thinking. For example, I used the context. In the passage of text where this sentence appears, Rudy is asking his mother about her boyfriends before she met his father. His mother says she only had one boyfriend, Rudy’s father. Rudy says, “Mom, level with me,” as in, share with me. Rudy wants his mother to share some information with him.

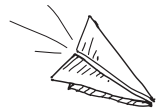
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

Teacher Background

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

**Active Instruction** 

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

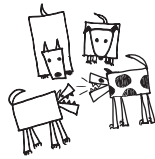
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

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

Give students feedback on classwork.

Teacher's Note:

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

Read and Respond Questions

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



Class Discussion

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

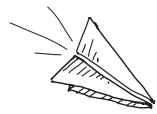
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

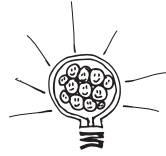
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)



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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

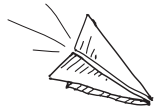
Reading
a Play

Lesson 1

Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

Teacher Background

Today students will read scene 4, in which El Gato and Mama Rosa discuss romantic advice. Uncle Juan shows up as a guest on El Gato's show and sings his hit song from the seventies.

**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: Has your family ever surprised or embarrassed you at an important event? How did you react to the situation?

Set the Stage tp

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

Has your family ever surprised or embarrassed you at an important event? How did you react to the situation?

Yes, my mom embarrassed me by crying and giving me a big hug at my fifth-grade graduation. She was also jumping up and down, yelling my name. I just waved at her and gave her the "shhhh" sign to be quiet.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 27–34 in the text.



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

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

Interactive Read Aloud

1. Read page 27 aloud.
2. Use **Think-Pair-Share** to ask:

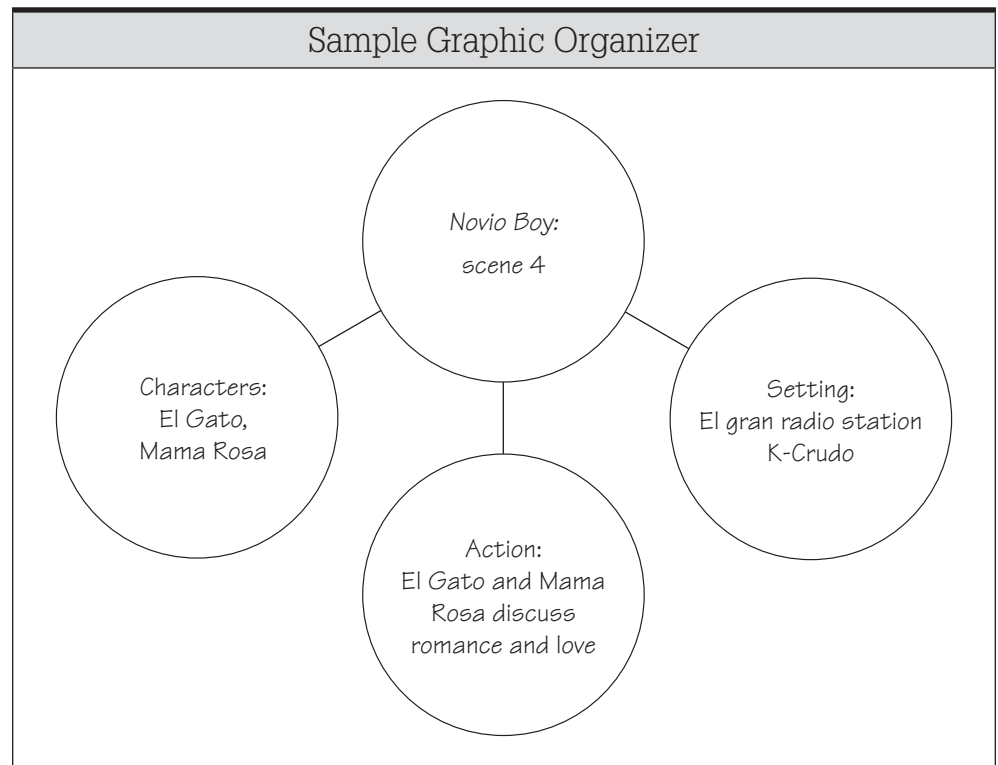
How does an author of a play develop the story?

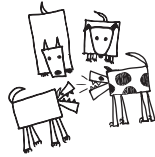
Through the characters, the dialogue they use, and their actions from the stage directions.

Why do you think the author includes the characters El Gato and Mama Rosa in this play?

I think he includes them because they are funny, and they contribute to the plot of the story, which revolves around romance and young love.

3. Have partners read pages 28 and 29, adding information from the scene onto their graphic organizers.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF
pages 30–34 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. Why do you think the author included this scene in the drama? Use information from the text to support your answer. **[AP, RE, SA]** (Team Talk rubric)
 - 100 = *I think the author included this scene in the drama to add to the humor of the story and to allow us to learn more about Uncle Juan. **For instance, in this scene,** El Gato and Mama Rosa are talking about romance advice, and Mama Rosa shares her weird love potions and tests, which are funny and ridiculous. Also, Uncle Juan shows up, and we learn that he had a hit song back in the seventies, which is pretty **hilarious**. So, I think the author included this section to add humor and to give more information about Uncle Juan.*
 - 90 = *I think the author included this scene in the drama to add to the humor of the story and to allow us to learn more about Uncle Juan. El Gato and Mama Rosa are talking about romance advice, and Mama Rosa shares her love potions and tests, which are funny and ridiculous. Then Uncle Juan shows up, and we learn that he had a hit song back in the seventies, which is pretty funny.*
 - 80 = *I think the author included this scene in the drama to add to the humor of the story and to allow us to learn more about Uncle Juan.*

continued

Team Talk Questions *continued*

2. How does the author use the dialogue exchanges between El Gato and Uncle Juan in this scene to further develop Uncle Juan as a character? Support your answer with information from the text. **(Write) [RE, AC, SA]** (Team Talk rubric)

100 = *The author uses the dialogue exchanges between El Gato and Uncle Juan in this scene to tell more about Uncle Juan and his background. For example, we learn from El Gato's discussion with Uncle Juan that he used to be a successful musician who had a hit record in the seventies. Also, we learn that Uncle Juan has been a guest on El Gato's radio show before and that he used to play guitar on the streets and at swap meets. In these ways, the author uses the interactions and dialogue exchanges between the characters in this scene to help us learn more about Uncle Juan.*

90 = *The author uses the dialogue exchanges between El Gato and Uncle Juan in this scene to tell more about Uncle Juan and his background. We learn from El Gato that Uncle Juan used to be a successful musician who had a hit record in the seventies. Also, we learn that Uncle Juan has been a guest on El Gato's radio show before and that he used to play guitar on the streets and at swap meets.*

80 = *The author uses the dialogue exchanges between El Gato and Uncle Juan in this scene to tell more about Uncle Juan and his background.*

3. Would this scene be as comical if it were written as a story? Support your thinking. **[RE, DC, SA]** (Team Talk rubric)

100 = *This scene would not be as comical if it were written as a story. For example, Mama Rosa tells El Gato about different tests that women can do to see if they have a good guy, like rubbing an egg on his forehead and then cracking the egg to see if there is hair in it. Also, she gives directions for a love potion that is completely ridiculous. Writing the scene as a play allows the characters to seem more real and plays up the humor in their interactions as they talk back and forth in the scene.*

90 = *This scene would not be as comical if it were written as a story because the characters' conversations are what makes it so funny. In the play, Mama Rosa tells El Gato about different tests that women can do to see if they have a good guy, like rubbing an egg on his forehead and then cracking the egg to see if there is hair in it. Also, she gives directions for a love potion that is completely ridiculous.*

80 = *This scene would not be as comical if it were written as a story because the characters talking back and forth is what makes it so funny.*

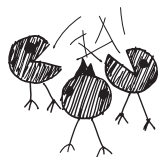
continued

Team Talk Questions *continued*

4. If you were casting a famous actor to play Uncle Juan, whom would you choose and why? Explain using support from the text. **[RE, DC, SA]** (Team Talk rubric)
- 100 = *If I were casting a famous actor to play Uncle Juan, I would choose Johnny Depp. In the text, Uncle Juan is a guitar player who used to be a hippie. He acts silly and sings ridiculous songs. I can envision Johnny Depp playing Uncle Juan since he is kind of weird and funny, just like Uncle Juan. When Johnny Depp played in that pirate movie, he was strange and bizarre, just like I picture Uncle Juan. Also, Johnny Depp is similar to Uncle Juan because he plays guitar. For these reasons, I would choose Johnny Depp to play Uncle Juan.*
- 90 = *If I were casting a famous actor to play Uncle Juan, I would choose Johnny Depp. Uncle Juan is a guitar player who used to be a hippie. He acts silly and sings ridiculous songs. I can picture Johnny Depp playing Uncle Juan, since he is kind of weird and funny too.*
- 80 = *If I were casting a famous actor to play Uncle Juan, I would choose Johnny Depp because he is crazy and weird just like Uncle Juan.*

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

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



Class Discussion tp

(18 minutes)

Randomly select team representatives who will share:

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



Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

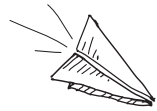
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

Teacher Background

In this lesson, students will read scene 5 of *Novio Boy*. This scene takes place at the Mexican American beauty parlor where Rudy’s mother works. Rudy’s mother is fixing her customer Estela’s hair. They are listening to El Gato on the radio as they discuss relationships. Patricia comes into the salon, and as Rudy’s mother works on her hair, she realizes that Patricia has a date with Rudy.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

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

Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
dejected (adjective) page 45	de-jec-ted (dih-JEK-tid)	sad because of failure, loss, etc.	When our team lost the game, we all felt very <i>dejected</i> .
frank (adjective) page 49	frank	direct, honest	To be <i>frank</i> , I don’t think the homework assignment that our teacher gave us is fair.

continued

Word	Pronunciation	Definition	Sample Sentence
discriminating (adjective) page 54	di-scrim-i-na-ting (dih-SKRIM-uh-ney-ting)	liking only things that are of good quality	My aunt is very <i>discriminating</i> and will only wear a certain style of clothing.
valiant (adjective) page 55	val-iant (VAL-yuhnt)	having or showing courage	In fairytales, the prince is usually <i>valiant</i> and courageous and rescues the princess from distress.
baffled (adjective) page 59	baf-fled (BAF-uhld)	confused, perplexed	As my math teacher was explaining the process of graphing equations, I was completely <i>baffled</i> .
sequentially (adverb) page 65	se-quen-tial-ly (si-KWEN-shuhl-ee)	following a regular sequence, in order	We put the seven-digit numbers on the board <i>sequentially</i> to show that we understand place value.
surreptitiously (adverb) page 65	surr-ep-tit-ious-ly (sur-uhp-TISH-uhs-lee)	done in a secretive way	My father was <i>surreptitiously</i> watching the football game on his phone while my mother was talking to him.
exude (verb) page 65	ex-ude (ig-ZOOD)	to show clearly and strongly	When I am on stage for the performance, I will <i>exude</i> confidence and self-assurance.

Review Vocabulary Vault.

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

Set the Stage

Teams review their cycle goal.

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

Post and present the reading objective.

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



Refer students to pages 35–44 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

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

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

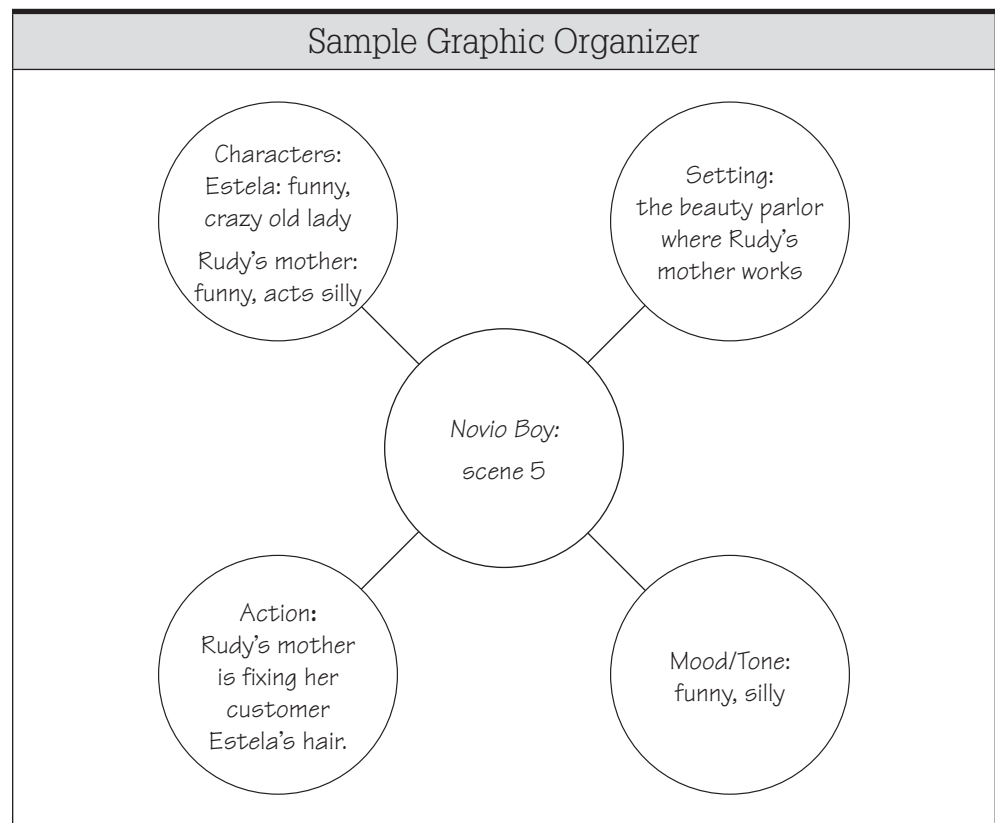
Interactive Read Aloud

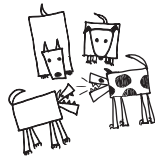
1. Read page 35 and 36 aloud.
2. Use **Think-Pair-Share** to ask:

Who is Estela, and what can you tell about her from the author’s dialogue and stage directions?

Estela is a customer at Rudy’s mother’s beauty parlor. She is a feisty old lady who wants red hair and says funny things. She says she doesn’t have an attitude, but then she says she is going to scratch out the eyes of the lady who is staring at her, and Rudy’s mother tells her that she is just seeing herself in the mirror.

3. Tell students to read page 38, adding details to their graphic organizer as they read.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 38–44 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. How does the author use El Gato’s dialogue to help develop the humorous tone in this scene of the play? Use support from the text in your answer. **[AC, DC, SA]** (Team Talk rubric)

100 = *The author uses El Gato’s **dialogue to help develop the humorous tone in this scene by having El Gato make funny, silly comments to his callers.***

For example, *El Gato tells one caller that the best time to fall in love is the first of the month, when the check comes in. He tells another caller that her relationship will last if her sixty-five-year-old boyfriend gets a triple bypass. **In addition,** El Gato says you can tell if love is for real if the person calls you the next day and “remembers your name, not some other dude’s.” **In these ways,** the author uses El Gato’s dialogue to help develop the humorous tone of this scene in the play.*

90 = *The author has El Gato say funny, silly things to his callers, which helps to make the scene funnier. El Gato tells one caller that the best time to fall in love is the first of the month, when the check comes in. He tells another caller that her relationship will last if her sixty-five-year-old boyfriend gets a triple bypass.*

80 = *The author has El Gato say funny, silly things to his callers, which helps make the scene funnier.*

continued

Team Talk Questions *continued*

2. How does the author use the interactions and dialogue between Patricia and Rudy's mother to help develop the plot and humorous tone of the play? Use support from the text in your answer. **(Write) [RE, AC, SA]** (Team Talk rubric)

100 = *The author uses the **interactions and dialogue** between Patricia and Rudy's mother to help develop the plot and humorous tone of the play because their interactions and dialogue are funny and they **assist** in building anticipation for the **approaching** date between Rudy and Patricia. **For example**, Patricia doesn't realize that the woman doing her hair is Rudy's mother, but Rudy's mother realizes that Patricia is her son's date. Patricia starts talking to Rudy's mother about the date she has with a younger guy, and Rudy's mother **realizes** she is talking about Rudy. But she doesn't tell Patricia that she is Rudy's mother, and when Patricia says that Rudy's mother is overprotective, Rudy's mother goes bug-eyed at the audience. That is funny. Also, Rudy's mother tells Patricia that she should join the service and get out of town. **In these ways**, the author uses the interactions and dialogue between Rudy's mother and Patricia to add humor and build anticipation for Rudy and Patricia's date.*

90 = *The author uses the words and actions between Patricia and Rudy's mother to make the scene funnier and to add to the anticipation of Rudy and Patricia's upcoming date. In the scene, Patricia doesn't know that the woman doing her hair is Rudy's mother, but Rudy's mother learns that Patricia is her son's date. Patricia starts talking about the date she has with a younger guy, and Rudy's mother realizes she is talking about Rudy. Patricia tells her that Rudy has an overprotective mother, and Rudy's mother is shocked. Rudy's mother tells Patricia that maybe she should join the service and get out of town.*

80 = *The author uses the words and actions between Patricia and Rudy's mother to make the scene funnier and to add to the anticipation of the upcoming date between Rudy and Patricia.*

continued

Team Talk Questions *continued*

3. From the stage directions and dialogue, how do you think Rudy's mother feels about Patricia going out with her son? How do you know? Use support from the text in your answer. **[RE, DC, SA]** (Team Talk rubric)

100 = *Based on the stage directions and dialogue, I don't think Rudy's mother likes the idea of Patricia going out with her son. First, Patricia says that Rudy's mother is overprotective and strict and that he doesn't talk about her. This irritates Rudy's mother, because the stage directions say that she "controls her anger before addressing Patricia again." Rudy's mother says to the audience, "See! Already he's forgotten his mommy!" Then, Rudy's mother tells Patricia that she should join the service and get out of town. So, the stage directions and dialogue show me that Rudy's mother is not pleased that Patricia is going out with her son.*

90 = *I don't think Rudy's mother likes the idea of Patricia going out with her son. Patricia says that Rudy's mother is overprotective and strict and that he doesn't talk about her. This irritates Rudy's mother, because the stage directions say that she "controls her anger before addressing Patricia again." Rudy's mother says to the audience, "See! Already he's forgotten his mommy!" Then, Rudy's mother tells Patricia that she should join the service and get out of town.*

80 = *I don't think Rudy's mother likes the idea of Patricia going out with her son.*

4. If you were turning *Novio Boy* into a movie and you were the director, which Hollywood actress would you choose to portray Rudy's mother and why? Use information from the text in your answer. **[RE, DC, SA]** (Team Talk rubric)

100 = *If I were the director for the movie *Novio Boy*, I would cast Sofia Vergara to portray Rudy's mother for several reasons. First, Sofia Vergara is from Mexico and speaks Spanish, just like Rudy's mother. Also, the character page at the beginning of the book says that Rudy's mother is in her mid-thirties, attractive, and perky, like Sofia Vergara. In addition, Rudy's mother is funny, like when she makes comments to the audience while she is fixing Patricia's hair. Sofia Vergara is funny too. So, for these reasons, I would choose Sofia Vergara to portray Rudy's mother in the movie version of *Novio Boy*.*

90 = *If I were the director for the movie *Novio Boy*, I would cast Sofia Vergara to portray Rudy's mother because Sofia Vergara is from Mexico and speaks Spanish, just like Rudy's mother. Also, the character page at the beginning of the book says that Rudy's mother is in her mid-thirties, attractive, and perky, like Sofia Vergara. Rudy's mother is funny, like the things she says while she is fixing Patricia's hair. Sofia Vergara is funny too.*

80 = *If I were the director for the movie *Novio Boy*, I would cast Sofia Vergara to portray Rudy's mother.*

5. What might make a person valiant? Explain. **[CV]**

A person who is valiant would be courageous and heroic, and he or she would fight for what is right.

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

Randomly select team representatives who will share:

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

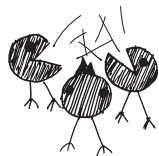


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Word	Pronunciation	Definition	Sample Sentence
dejected (adjective) page 45	de-jec-ted (dih-JEK-tid)	sad because of failure, loss, etc.	When our team lost the game, we all felt very <i>dejected</i> .
frank (adjective) page 49	frank	direct, honest	To be <i>frank</i> , I don't think the homework assignment that our teacher gave us is fair.
discriminating (adjective) page 54	di-scrim-i-na-ting (dih-SKRIM-uh-ney-ting)	liking only things that are of good quality	My aunt is very <i>discriminating</i> and will only wear a certain style of clothing.
valiant (adjective) page 55	val-iant (VAL-yuhnt)	having or showing courage	In fairytales, the prince is usually <i>valiant</i> and courageous and rescues the princess from distress.
baffled (adjective) page 59	baf-fled (BAF-uhld)	confused, perplexed	As my math teacher was explaining the process of graphing equations, I was completely <i>baffled</i> .
sequentially (adverb) page 65	se-quen-tial-ly (si-KWEN-shuhl-ee)	following a regular sequence, in order	We put the seven-digit numbers on the board <i>sequentially</i> to show that we understand place value.
surreptitiously (adverb) page 65	surr-ep-tit-ious-ly (sur-uhp-TISH-uhs-lee)	done in a secretive way	My father was <i>surreptitiously</i> watching the football game on his phone while my mother was talking to him.
exude (verb) page 65	ex-ude (ig-ZOOD)	to show clearly and strongly	When I am on stage for the performance, I will <i>exude</i> confidence and self-assurance.

Lesson 3

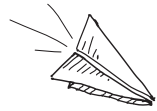
Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

Teacher Background

Today students will read scene 6, in which Rudy and Alex are selling apples on the front lawn. An old man comes along, and the boys have a comical discussion about romance with him.

Teacher's Note:

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



Active Instruction

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

Partner Vocabulary Study

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

Vocabulary

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

Sample Think Aloud

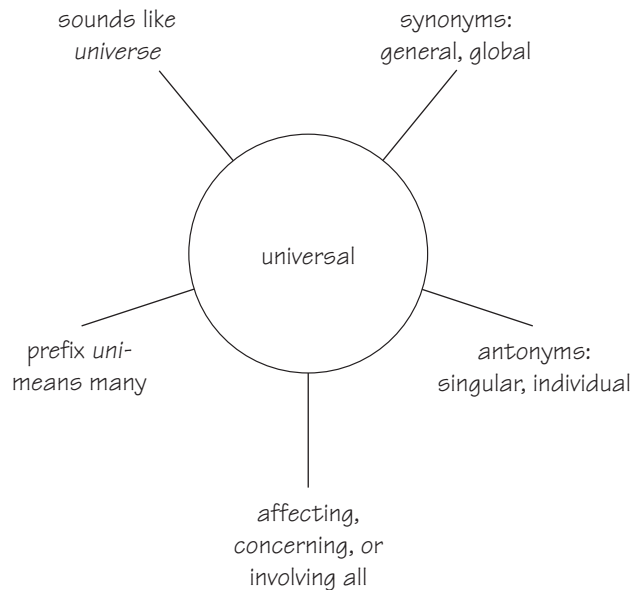
I chose the word *universal* on page 37 because I am not sure I understand the meaning as it is used in this context. The sentence says, "We're here to spin some discos, and to answer large, universal questions." Since it says "large, universal," maybe *universal* here means large? Also, I notice that *universal* has the same prefix, or beginning, as *universe*. I know the prefix *uni* means many, so maybe *universal* means many? I need to verify the meaning of the word as it is used in this context by using the dictionary. (Model verifying the word *universal* in the dictionary.)

I see that one of the meanings of *universal* is affecting, concerning, or involving all. I think that meaning fits here because El Gato is discussing large questions about love that concern everyone. That makes sense.

Some synonyms for *universal* in this context would be *general* and *global*. Some antonyms for *universal* would be *singular* or *individual*.

My sentence for this word is: We studied *universal* truths in psychology class and learned that these truths apply to everyone.

Sample Word Map



Review Vocabulary Vault.

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

Teams review their cycle goal.

Post and present the reading objective.



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

Refer students to pages 45–52 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

Set the Stage

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

Interactive Read Aloud

1. Read page 45 and 46 aloud.
2. Use **Think-Pair-Share** to ask:

What is revealed about Alex's and Rudy's characters through their interaction and dialogue in this section of the text?

We learn that Rudy doesn't want to join the army because he doesn't like his clothes to match, but he wants to be tough, and that Alex wants to be a tackle on the junior varsity football team.

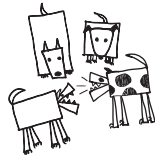
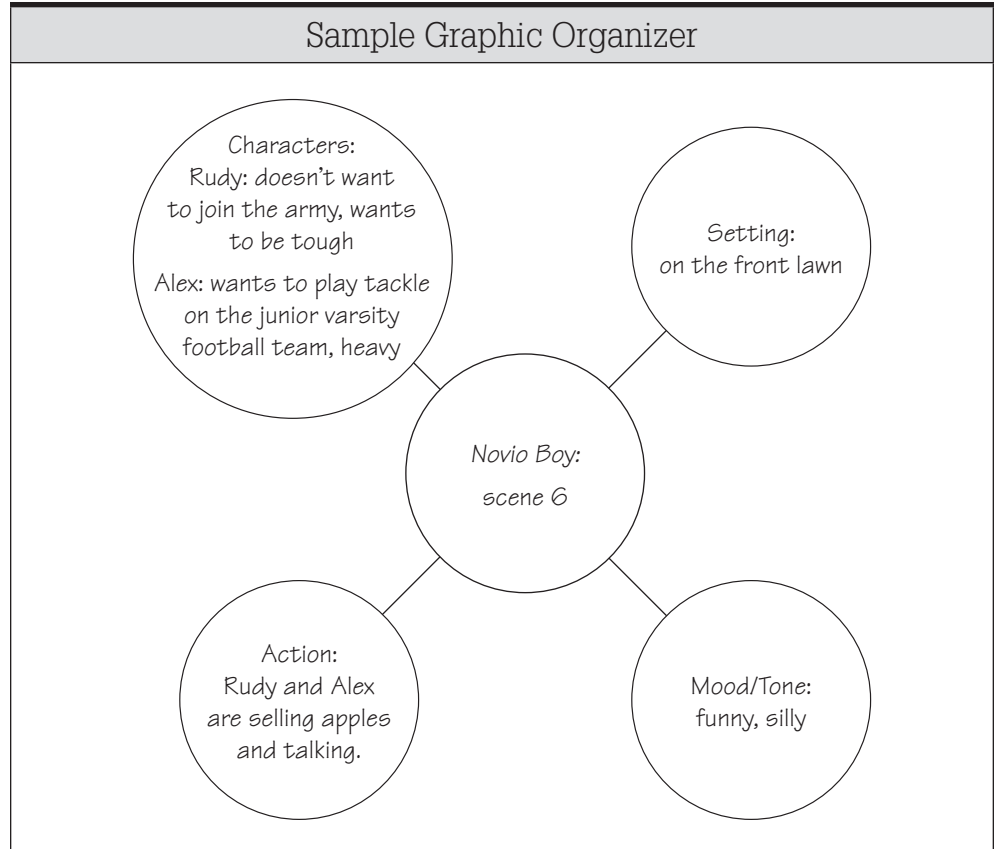
How does the author use the dialogue and interactions between Rudy and Alex to help us learn more about Alex's physical appearance?

The author has Rudy call Alex a fat boulder, and then Alex tells Rudy that he is always making fun of him because he put on a little weight. Then, Alex says he wants to play football. This shows me that Alex is probably a big guy who is heavy.

3. Have students read page 47, adding important details related to the setting, characters, action, or mood/tone of the scene to the graphic organizer as they read.

Reading a Play

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



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **sr**
pages 48–52 aloud with partners.
(if skipping Interactive Read Aloud, pages 45–52)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

Team Discussion

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

Team Talk Questions

1. Why does the author use the stage direction "quietly" at the bottom of page 48? What does this reveal to the audience about the Old Man? Support your answer with information from the text. **(Write) [RE, AC, DC]** (Team Talk rubric)

100 = The author uses the stage direction "quietly" at the bottom of page 48 to reveal that the Old Man says "My wife is gone" quietly. This shows that he is sad about his wife being dead and that he misses her. For example, I know that when I speak quietly, it could be because I am either scared or sad. The Old Man is not scared here, so I think he is sad because his wife is "gone, gone," which means she died. Also, he says that he hasn't gone on a date in three years, since his wife died, so I know that he misses her. The author uses the stage direction "quietly" to show that the Old Man is sad and misses his wife who has died.

90 = The author uses the stage direction "quietly" at the bottom of page 48 to show that the Old Man is sad about his wife being gone and that he misses her. I know that when I speak quietly, it could be because I am either scared or sad. The Old Man is not scared here, so I think he is sad because his wife has died. Also, he says that he hasn't gone on a date in three years, since his wife died, so I know that he misses her.

80 = The author uses the stage direction "quietly" at the bottom of page 48 to show that the Old Man is sad about his wife being gone and that he misses her.

continued

Team Talk Questions *continued*

2. "Don't put yourself down. You're really witty." In this passage of text, *witty* most nearly means— **[CV]**

- A. tricky.
- B. smart.
- C. *funny*.
- D. cute.

How do you know? Support your answer with information from the text. **[SA]**
(Team Talk rubric)

100 = I know that witty most nearly means funny here. In this passage of text, Rudy is talking to the Old Man and trying to cheer him up because he says he doesn't do anything and that he is just a boring guy. Rudy tells him that he is really witty, and then he says, "When we first saw you, I thought, Man this is a real funny vato." So, I know that witty here means funny.

90 = I know that witty most nearly means funny here. Rudy is talking to the Old Man and trying to cheer him up because he says he doesn't do anything and that he is just a boring guy. Rudy tells him that he is really witty, and then he says, "When we first saw you, I thought, Man this is a real funny vato."

80 = I know that witty most nearly means funny here.

3. What do you think the Old Man means when he says, "Food for thought" at the bottom of page 51? Explain using support from the text. **[DC, RE, SA]**
(Team Talk rubric)

100 = I think the Old Man means that he will think about going out to a restaurant. In the text, Rudy advises the Old Man that he needs to get out and go to a movie, a concert, a park, or a restaurant. Then the Old Man says, "A restaurant?" like he is thinking about it. The Old Man also says, "Treat myself, you say? A restaurant. Hmmmmmmm. Food for thought." So, this information tells me that the Old Man is thinking about the idea of going out to a restaurant.

90 = I think the Old Man means that he will think about going out to a restaurant because Rudy tells the Old Man that he needs to get out and go to a movie, a concert, a park, or a restaurant. Then the Old Man says, "A restaurant?" like he is thinking about it. The Old Man also says, "Treat myself, you say? A restaurant. Hmmmmmmm. Food for thought."

80 = I think the Old Man means that he will think about going out to a restaurant.

continued

Team Talk Questions *continued*

4. On page 50, the stage directions read “(Old Man still looks sad. Rudy and Alex huddle together for a brief moment.)” What do you think Rudy and Alex discuss in their huddle? How do you know? **[DC, SA]** (Team Talk rubric)

100 = I think Rudy and Alex discuss how they can help the Old Man. I realize this because after Rudy and Alex talk in a huddle, Rudy tells the Old Man that besides selling apples, he and Alex also give advice. Sometimes my friend and I huddle to say something privately, and maybe Rudy and Alex wanted to talk privately so they wouldn't embarrass the Old Man about him not dating.

90 = I think Rudy and Alex talk about how they can help the Old Man. I know this because after Rudy and Alex talk in a huddle, Rudy tells the Old Man that besides selling apples, he and Alex also give advice.

80 = I think Rudy and Alex talk about how they can help the Old Man.

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

My little sister lined up the letters sequentially, and I said, “Good job!”

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

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



Class Discussion tp

(20 minutes)

Randomly select team representatives who will share:

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



Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

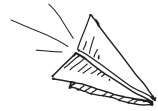
Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

Teacher Background

Today students will read the beginning of scene 7, in which Rudy and Patricia are on their date at the restaurant. Rudy’s mother, Uncle Juan, Estela, and the Old Man all appear at the restaurant. Hilarity ensues.

Teacher’s Note:

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



Active Instruction

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

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.

Reading a Play

Post and present the reading objective.

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



Refer students to pages 53–63 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

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

3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Interactive Read Aloud

1. Read page 53 (stopping after “...and counts his money.”) aloud.
2. Use **Think-Pair-Share** to ask:

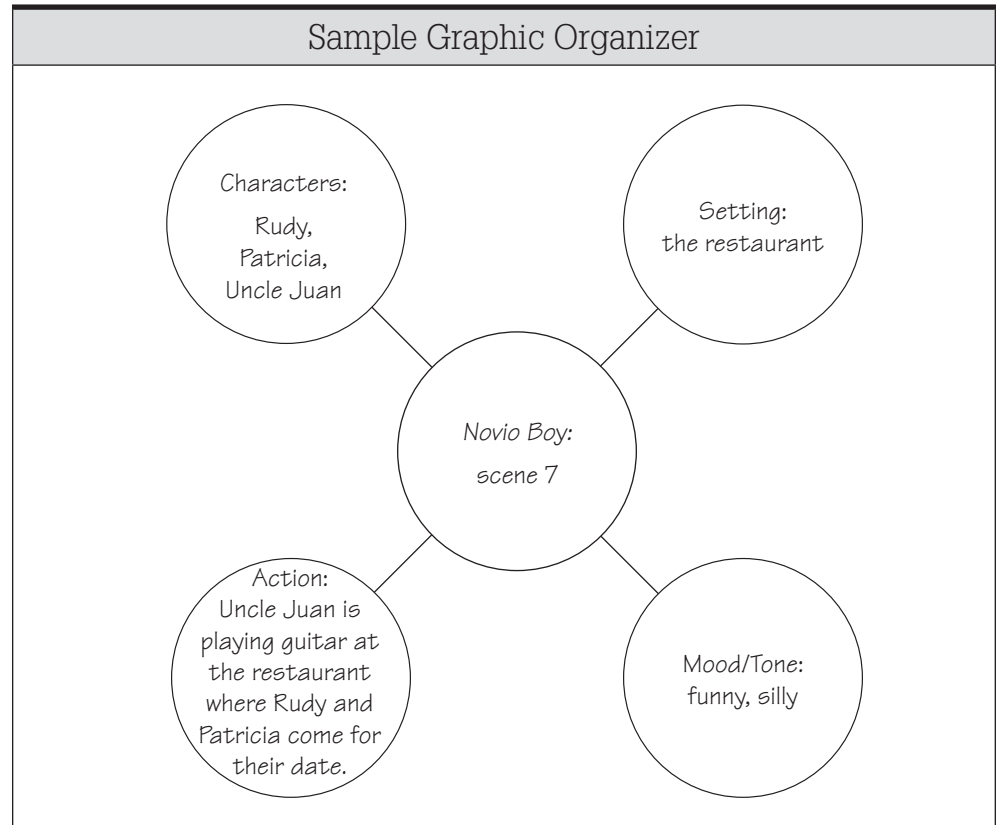
What is happening in the beginning of this scene?

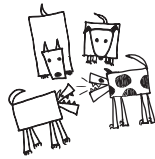
Uncle Juan is at the restaurant preparing to play guitar for the customers. Rudy and Patricia come into the restaurant, but Rudy doesn't see Uncle Juan.

Why do you think Rudy counts his money after the stage direction “Rudy is awed by the elegance of the restaurant”?

I think Rudy counts his money because he sees how fancy the place is, and he thinks it will be expensive.

3. Have students read the rest of pages 53 and 54. Remind them to record important information on their graphic organizer to help them analyze the setting, characters, stage directions, language, and action in this scene.





Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF
pages 55–63 aloud with partners.
(if skipping Interactive Read Aloud, pages 53–63)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. What do you think the audience’s reaction will be when the waiter follows the stage direction “leaves, pulling a meat cleaver from belt”? Why? **[DC, SA]** (Team Talk rubric)
*100 = I think the audience will **react** with laughter when the waiter follows the stage direction “leaves, pulling a meat cleaver from belt.” **In the scene, the waiter is telling Rudy and Patricia the specials when the stage directions **explain** that mooing starts. So, the audience will laugh because they will think the waiter is going back to the kitchen to kill the cow that is mooing. **For that reason, I think the audience’s reaction will be laughter.*****
90 = I think the audience will react with laughter when the waiter follows the stage direction “leaves, pulling a meat cleaver from belt” because the waiter is telling Rudy and Patricia the specials when mooing starts. So, the audience will laugh because they will think the waiter is going back to the kitchen to kill the cow that is mooing.
80 = I think the audience will react with laughter when the waiter follows the stage direction “leaves, pulling a meat cleaver from belt.”

continued

Team Talk Questions *continued*

2. Why does Rudy only order crackers and a small diet soda? Explain, using information from the text. **[DC, SA]** (Team Talk rubric)

100 = *I know that Rudy only orders crackers and a small diet soda because he is afraid he won't have enough money since the prices at the restaurant are so high. For example, the stage directions say that after Patricia orders a lot of food, Rudy "grimaces at the prices," then mutters to himself "Four dollars for fries?" So, by using the dialogue and stage directions, I know that the prices at the restaurant are high, and Rudy is afraid he won't have enough money.*

90 = *I know that Rudy only orders crackers and a small diet soda because the prices at the restaurant are high. The stage directions say that after Patricia orders a lot of food, Rudy "grimaces at the prices," then mutters to himself "Four dollars for fries?"*

80 = *I know that Rudy only orders crackers and a small diet soda because the prices at the restaurant are high.*

3. How do you think Rudy is feeling at this point in the play? Use support from the text in your answer. **(Write) [RE, DC, SA]** (Team Talk rubric)

100 = *At this point in the play, I can tell that Rudy is feeling embarrassed and nervous. For example, the Old Man comes in to the restaurant and walks up to Rudy, saying, "you're that fella who sold me the apples." The stage directions state that Rudy is shocked, and then he replies nervously. Then the Old Man tells Rudy that Patricia is cute and that maybe he could date her mom. When the Old Man asks Uncle Juan to play a song, the stage directions say that Rudy grimaces. So, I know that Rudy is nervous and embarrassed at this point in the play.*

90 = *At this point in the play, I can tell that Rudy is feeling embarrassed and nervous. The Old Man comes in to the restaurant and walks up to Rudy, saying, "you're that fella who sold me the apples." The stage directions state that Rudy is shocked, and then he replies nervously. Then the Old Man tells Rudy that Patricia is cute and that maybe he could date her mom. When the Old Man asks Uncle Juan to play a song, the stage directions say that Rudy grimaces.*

80 = *At this point in the play, I can tell that Rudy is feeling embarrassed and nervous.*

continued

Team Talk Questions *continued*

4. What problems or complications are happening at the restaurant? Use support from the text in your answer. **[RE, DC, SA]** (Team Talk rubric)

*100 = The problems or complications happening at the restaurant are that Rudy is surprised and embarrassed because **several unexpected visitors** show up during the date. He is also nervous because he wants Patricia to like him. **For example**, Rudy is surprised and embarrassed because the Old Man he sold apples to shows up, and so do Alex and Uncle Juan. Also, Rudy is nervous because he wants to say the right things to Patricia. He has even written down what he will say to her. **These examples show that complications are happening at the restaurant because Rudy's family and friends are showing up there. This creates feelings of surprise, nervousness, and embarrassment for Rudy during the date.***

90 = The problems or complications happening at the restaurant are that Rudy is surprised and embarrassed on the date. He is also nervous because he wants Patricia to like him. Rudy is surprised and embarrassed because the Old Man he sold apples to shows up, and so do Alex and Uncle Juan. Also, Rudy is nervous because he wants to say the right things to Patricia. He has even written down what he will say to her.

80 = The problems or complications happening at the restaurant are that Rudy is surprised and embarrassed on the date. He is also nervous because he wants Patricia to like him.

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

A synonym for the word surreptitiously is secretly, and an antonym for the word surreptitiously is openly.

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

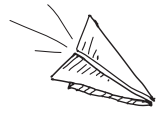
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Choose and quote dialogue from the text to support your point.

Teacher Background

Students will use what they have learned about dramas to explain how the format and structure of a play adds to the humorous tone of the story.



Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Students will use what they have learned from analyzing the setting, characters, action, language, and stage directions in *Novio Boy* to explain how the Old Man character contributes to the humorous tone and comical mood of the story.

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

Read the prompt aloud.

Writing Prompt
How do the Old Man’s dialogue, stage directions, and interactions with the other characters contribute to the humorous tone and comical mood of the story? Explain using specific evidence from the text.



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

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

Write a literary response because it is asking us to write about how the Old Man adds to the humor of the play.

Students identify the purpose for writing.

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

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

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

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

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

Which guideline relates to our writing objective: choose and quote dialogue from the text to support your point?

The Style guideline because we are quoting dialogue from the text to support our point.

Highlight the writing objective.

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

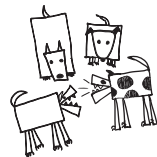
Model planning using a graphic organizer.

Model a Skill

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

Use the following graphic organizer to model how to plan for this writing project.

Sample Graphic Organizer		
Character	Specific Action or Dialogue	How does this contribute to humorous tone of the play?
Old Man		



Teamwork tp

(20 minutes)

Students write for 10 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.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

Team Discussion

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



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for Writing a Literary Response and the writing objective—choose and quote dialogue from the text to support your point

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

For example, ask:

- **Does the writer begin by making a clear point about an aspect of the literary work?**
- **Are events organized in a sequence that a reader can follow?**
- **Does the writer include dialogue and quotes from the text to support his or her point?**
- **Does the writer use correct punctuation, spelling, and grammar?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Did you find it easy or difficult to choose and quote dialogue from the text to support your point?

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

How do the Old Man’s dialogue, stage directions, and interactions with the other characters contribute to the humorous tone and comical mood of the story? Explain using specific evidence from the text.

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

Lesson 6

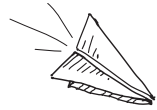
Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

Writing Objective: Choose and quote dialogue from the text to support your point.

Teacher Background

Today's cycle test will challenge students to analyze the setting, characters, language, action, and stage directions in a play.

Students will read the remainder of scene 7, which is the conclusion of Rudy and Patricia's date.



Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing analyzing the setting, characters, language, action, and stage directions in a play, and choosing and quoting dialogue from the text to support a point.

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

Why might an author choose to write his or her story as a play rather than as another type of narrative?

The author may choose to write the story as a play because there may be a particular mood or emotion that he or she is trying to portray that the audience will better understand if it is written or presented in a play or dramatic format.

What tools does an author use in a play to help the audience or reader better understand the characters, setting, and action in the story?

The tools an author uses in a play are the stage directions, dialogue, character page, and sometimes a narrator to help the reader or audience better understand the characters, setting, and action in the story.

Tell students that they will use these skills as they take the cycle test.

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

Test Directions

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

4. Based on their dialogue and interactions, do you think Rudy and Patricia will go out again? Why or why not? Use information from the text to support your answer. **[RE, DC, SA]**

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

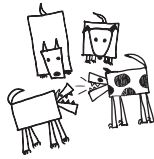
Today you will read the conclusion of *Novio Boy*.



Test tp

(30 minutes)

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



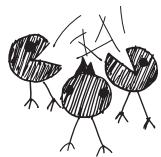
Teamwork tp

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

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

Why are the stage directions and dialogue so important in a play?

Because they show what the characters are doing and saying, and they give important information to the actors who are portraying the roles of the characters.

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

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 2 Test

Reading a Play

Directions: Read *Novio Boy*, pages 64–71, 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 mood of the scene in the restaurant? Use support from the text in your answer. **[AC, RE, SA]**

20 points = The mood of this scene is nervous but also funny. For example, Rudy and Patricia are both nervous because they are on a date and they don’t really know each other, so they are trying to think of things to talk about. But it is also funny because Rudy takes out a notebook and starts quoting funny lines to Patricia, like “my mermaid.” Also, it is funny because Uncle Juan is there playing the guitar, and Patricia doesn’t know that he is Rudy’s uncle. Rudy’s mother is there listening and watching Rudy, but Rudy doesn’t realize it at first, and the Old Man to whom Rudy sold apples is there too. So, the scene is funny but also nervous.

15 points = The mood of this scene is nervous but also funny. Rudy and Patricia are both nervous because they are on a date and they don’t really know each other. But it is also funny because Rudy takes out a notebook and starts quoting funny lines to Patricia, like “my mermaid.” Uncle Juan is there playing the guitar, and Patricia doesn’t know that he is Rudy’s uncle. Rudy’s mother is there listening and watching Rudy, but Rudy doesn’t realize it at first, and the Old Man to whom Rudy sold apples is there too.

10 points = The mood of this scene is nervous but also funny since everyone is there.

2. What is Rudy’s reaction when he realizes who the women in the restaurant are? How do you know? Use support from the text in your answer. **[RE, SA]**

20 points = When Rudy realizes who the women in the restaurant are, he is very surprised, and he can’t believe it is his mother and her friend. I know this is his reaction because the stage directions say that he is “shocked, but quickly recovers.” This tells me that Rudy is surprised when he realizes who the women in the restaurant are.

15 points = When Rudy realizes who the women in the restaurant are, he is very surprised, and he can’t believe it is his mother and her friend. The stage directions say that he is “shocked, but quickly recovers.”

10 points = When Rudy realizes who the women in the restaurant are, he is very surprised, and he can’t believe it is his mother and her friend.

3. Does the title of this drama fit the story? Why or why not? Explain using support from the text. **[RE, DC, SA]**

20 points = *Yes, the title of this drama, Novio Boy (Sweetheart Boy), fits the story because the play is about romance and young love. For instance, the story revolves around Rudy and Patricia, who are going out on a date together. The different characters in the play discuss love, talk about their young loves and first dates, and give romantic advice. In the text, Alex tells Rudy about his first date at a playground, and Rudy's mother tells Rudy about her first boyfriend. Mama Rosa gives romantic advice, and Alex and Uncle Juan tell Rudy what to talk about on his date. Also, Patricia calls Rudy "Novio Boy." So, in these ways, the title of the drama fits the story and its big theme of young love.*

15 points = *Yes, the title of this drama, Novio Boy (Sweetheart Boy), fits the story because the play is about young love. The story is mostly about Rudy and Patricia, who are going out on a date together. Alex tells Rudy about his first date at a playground, and Rudy's mother tells Rudy about her first boyfriend. Mama Rosa gives romantic advice, and Alex and Uncle Juan tell Rudy what to talk about on his date.*

10 points = *Yes, the title of this drama, Novio Boy (Sweetheart Boy), fits the story because the topic of the play is young love.*

4. Based on their dialogue and interactions, do you think Rudy and Patricia will go out again? Why or why not? Use information from the text to support your answer. **[RE, DC, SA]**

20 points = *Yes, I think Rudy and Patricia will go out again. On page 67 in the text, Patricia says, "Next time, it's my turn." Also, she tells Rudy that she doesn't care that he is younger, that she will teach him to drive a car, and she gives him a kiss on the cheek before she leaves. So, based on their dialogue and interactions, I think Rudy and Patricia will go out again.*

15 points = *Yes, I think Rudy and Patricia will go out again because Patricia says, "Next time, it's my turn." Also, she tells Rudy that she doesn't care that he is younger, that she will teach him to drive a car, and she gives him a kiss on the cheek before she leaves.*

10 points = *Yes, I think Rudy and Patricia will go out again because they like each other.*

5. Why do you think the author chose to write this story as a play, and how did using this format help him to develop the major idea of the play? Support your answer with information from the text. **[RE, AC, AP]**

20 points = I think the author chose to write this story as a play because using this format helped to bring out the humor of the story and develop the idea of young love. For example, turning the story into a play makes it more humorous because Uncle Juan can do funny things, like yell “peace...love” at the audience, strum his guitar, and sing his ridiculous Mexican food song. It is funnier to see it acted out, rather than to just read it. Also, by using the dramatic format, the author is able to get the message of young love across, because the actors can use the stage directions and dialogue to show romance. For instance, Rudy reads to Patricia from his notebook and tells her that she is “the scent of spring.” So, in these ways, the author is able to get his humorous topic of young love across to the audience.

15 points = I think the author chose to write this story as a play because using this format helps to bring out the humor of the story and develop the idea of young love. In a play, Uncle Juan can do funny things, like yell “peace...love” at the audience, strum his guitar, and sing his ridiculous Mexican food song. It is funnier to see it acted out, rather than to just read it. By using this format, the author is able to get the message of young love across, because the actors can use the stage directions and dialogue of the play to show romance, like when Rudy is reading to Patricia from his notebook and he tells her that she is “the scent of spring.”

10 points = I think the author chose to write this story as a play because using this format helped to bring out the humor of the story and develop the idea of young love. It is always funnier to watch something than to just read it.

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

How does the author use the character of Uncle Juan, including his dialogue, stage directions, and interactions with other characters, to develop the humorous tone of the play? Support your answer with specific dialogue and evidence from the text.

The author uses the character of Uncle Juan to develop the humorous tone of this play through Uncle Juan’s actions, words, and background. For example, on page 23 of the text, the author gives the stage direction for Uncle Juan to yell “Peace...love...” to the audience, put on John Lennon glasses, and strum the guitar, which is hilarious. On the same page, Uncle Juan tells Rudy’s mother that she looks like a model from Kmart, which is funny. Later in the text, Uncle Juan tells El Gato on his radio show that he knows Madonna, but then he admits that someone just saw her sip a soda, so that was funny too. Then, Uncle Juan sings this crazy funny song about Tortillas and Frijoles getting into a fight. One of the lines says, “Frijoles swung two more times and laid Tortilla out flat,” and that’s humorous. Also, on page 68, Uncle Juan

is funny in the restaurant during Rudy's date when he strums dance music on his guitar. On page 69, Uncle Juan tells Rudy that it is "a cosmic thing" that they are all gathered around him during his date, which is a silly and humorous comment. In these ways, the author uses the character of Uncle Juan to develop the humorous tone of the play.

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

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

Part III. Vocabulary (100 points)

- Write a meaningful sentence using the word *exude*. **[CV]**

Accept reasonable responses that show that the student knows the meaning of the word and can use it correctly. For example: My sister tends to exude arrogance and self-centeredness to others, since she only talks about herself.

- In which of the following sentences is the word *frank* used incorrectly? **[CV]**
 - My friend is very frank because she never tells me what she is really thinking or feeling.*
 - To be frank, I really don't like the color that my mother used in her bedroom.
 - My grandmother is always frank and says whatever she is thinking at the time.
 - My mother says I am honest to a fault and that she can always count on me to be frank.
- Use two vocabulary words in a question. **[CV]**

Is Superman valiant, even though he changes surreptitiously in the phone booth?

4. If you are a person of _____ taste, you have very specific ideas about what you consider acceptable.

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

- A. distinguishable
- B. *discriminating*
- C. delectable
- D. disreputable

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

Accept reasonable responses that show that the student knows the meaning of the word and can use it correctly. For example: Our science teacher had us complete the periodic table of the elements sequentially so we would remember them in order.

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

- A. My friend was dejected when she got her report card and saw that her grade had dropped.
- B. Our school was dejected when the team lost the state championship.
- C. I felt dejected when all my friends were gone on vacation for the week.
- D. *Alana felt dejected when she realized that she made the varsity soccer team.*

7. Use two vocabulary words in a question. **[CV]**

Were you baffled and did you exude confusion when the teacher explained that relativity theory in science?

8. I tried to take the cookie _____ so no one would see me.

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

- A. *surreptitiously*
- B. serendipity
- C. searchingly
- D. sorrowfully

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

A word that we explored was flirtatiously, which means to flirt, or to act in a playful, silly, inviting way, usually with someone of the opposite sex to show an attraction. Our sentence is: My sister was flirtatiously flipping her hair and giggling when she was talking to her crush, Aiden.

10. In the sentence “Patricia tries to dance closely, but Rudy struggles to dance at arm’s length, conscious of his mother’s watching,” *conscious* most nearly means— **[CV]**

- A. alive.
- B. awake.
- C. aware.
- D. assure.

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

Students will explain their thinking. For example, I used the context. The passage talks about Patricia trying to dance closely, but Rudy knows his mother is watching, so he is aware, or conscious, of her looking at them.

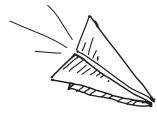
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Analyze setting, characters, language, action, and stage directions in a play.

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.

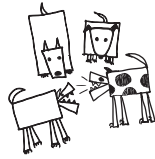
Two-Minute Edit



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

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



Class Discussion tp

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

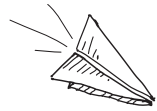
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

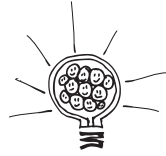
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



- 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.
- Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



Class Council

(30 minutes)

- Share class compliments.
- 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?
- Discuss a class concern, or use the scenario and discussion hints provided.
- Have teams discuss and then use **Random Reporter** to share responses.
- 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)

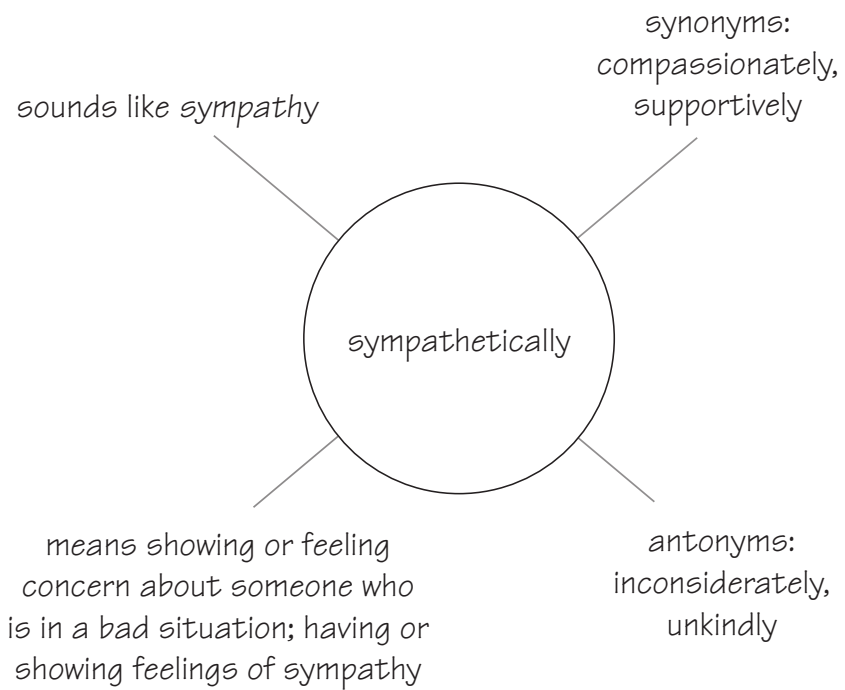
- Choose a brain game from the card set, and then play the game.
- Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

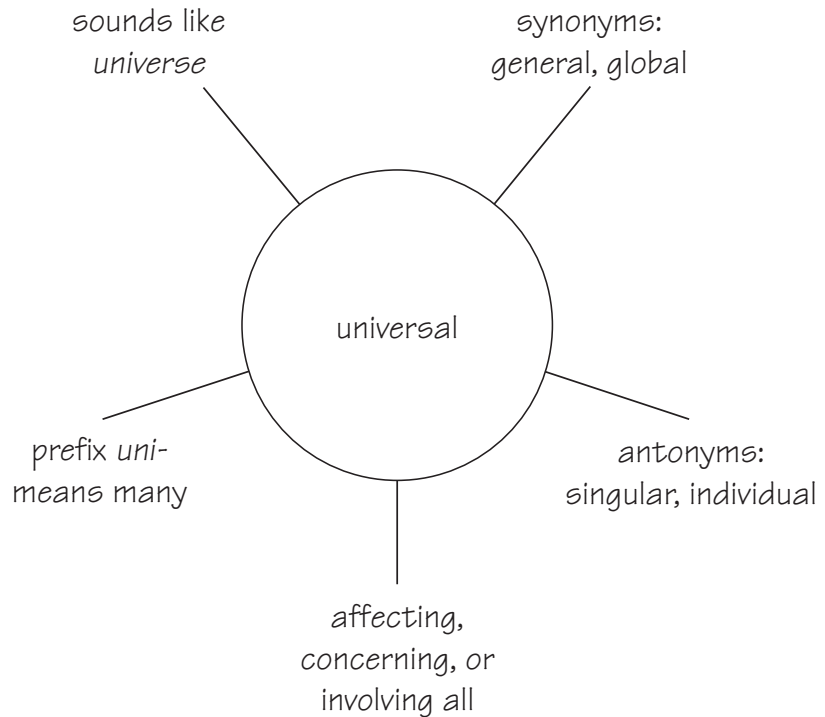
How will use of this skill improve your success in other classes?

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 7H Reading a Play

English Language Arts Standards: Reading: Literature

Key Ideas and Details

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

English Language Arts Standards: Writing

Text Types and Purposes

W.8.3b. Use narrative techniques, such as dialogue, pacing, and description.

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