



Literature

Analyze Plot and Theme

Soldier's Heart

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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Produced by the Reading Edge Middle Grades 2nd Edition Team

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

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A Nonprofit Education Reform Organization

200 W. Towson Blvd., Baltimore, MD 21204

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

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

Analyze Plot and Theme

Soldier's Heart

The Lightning Round

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

Strategy Use

The Random Reporter:

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

Team Talk (oral and written)

The Random Reporter:

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

Word Power

The Random Reporter:

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

Fluency

The Random Reporter:

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

Summary

The Random Reporter:

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

Graphic Organizer/Notes

The Random Reporter:

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

Unit Objectives

Reading: Analyze how particular elements of a story interact.

Writing: Begin with a clear point (a well-worded thesis).

Unit Overview

The focus of this unit is for students to analyze how particular elements in a story interact and impact other elements, e.g., how the setting and events affect the characters, etc. This skill will enable students to better understand the elements of the story and will allow them to make deeper connections to the text.

The writing objective throughout this unit is for students to begin their writing with a clear point, or a well-worded thesis. Learning and applying this skill will assist students in presenting their ideas more clearly and succinctly.

Unit Topic/Content

The text for this unit is *Soldier's Heart* by Gary Paulsen. The story centers around Charley Goddard, who enlists in the Union army at age fifteen. As the story unfolds and the war grows in intensity, we see how Charley is impacted and changed by his experiences in the civil war, and how he struggles to cope after the war. We learn at the end of the text that the story is based in truth and that Charley Goddard was a real individual who did enlist in Minnesota at age fifteen and served throughout the American Civil War.

Text and Media Selections

Internet/Media Options

To expand your students' background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

At a Glance

Soldier's Heart

Cycle 1		
Lesson	Text	Media
Lesson 1	pages xiii–6	(Embedded) "Fluency"
Lesson 2	pages 7–20	
Lesson 3	pages 21–32	
Lesson 4	pages 33–47	
Lesson 5	writing in response to reading	
Lesson 6	pages 48–57	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Soldier's Heart

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 58–70	
Lesson 2	pages 71–82	(Embedded) "Team Talk Response"
Lesson 3	pages 83–89	
Lesson 4	pages 90–96	
Lesson 5	writing in response to reading	
Lesson 6	pages 97–104	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

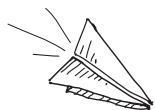
Analyze Plot
and Theme

Lesson 1

Reading Objective: Analyze how particular elements of a story interact.

Teacher Background

Today students will begin reading the text *Soldier's Heart*, which begins with a foreword by the author. In the foreword, the author describes how soldiers are changed by war experiences. Students will also read the first chapter, which introduces the main character, a fifteen-year-old boy from Winona, Minnesota, named Charley Goddard. The story begins in June 1861, as the federal government is rallying men to join the Union Army. Charley has seen the posters, has heard the songs, drums, and town meetings declaring a “shooting war” is beginning, and decides to lie about his age to join the Union forces at Fort Sumter.

**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: Can an experience forever change a person? How?

Set the Stage

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

Can an experience forever change a person? How?

Answers will vary. For example, I think an experience can change a person. If someone was in an accident or lived through something horrible, it would change how that person acts and thinks.

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. Distribute copies of the text, *Soldier's Heart*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

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 text, *Soldier's Heart*, what do you think the book will be about? Explain the clues that you used to make this prediction.

Accept reasonable responses. For example, looking at the blurb on the back of the book, I think it will be about a boy who goes to fight in the Civil War.

Build background about the use of war propaganda to influence men to sign up to serve in wartimes.

5. Tell students that when a government of a country, a political party, or a side has a vested interest in a war, they often use war propaganda to inspire men to sign up to serve as soldiers. The war propaganda often heavily influences a man's decision to fight and can often be misleading, usually depicting war as exciting, adventurous, and necessary to maintain a citizen's way of life.

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

What do you know about the Civil War?

(Answers will vary.) This war was between the northern and southern states, and Abraham Lincoln was the president during that time.

Explain to students that the Civil War involved the Confederacy, the southern states of the United States, and the Union, the northern and western states. Tell students that this war occurred between the years 1861 and 1865 and occurred because the South wanted to secede, or break away, from the United States to become its own nation. Explain to students that, as is the case with most conflicts, there were many other contributing factors, such as disputes over states' rights, limiting the power of the federal government, and disputes over the issue of slavery. Tell students that their text will focus on a young soldier's experience during and after his involvement as a Union soldier in the Civil War.

Interactive Read Aloud

1. Introduce the reading objective.

This cycle our reading objective is to analyze how particular elements of a story interact, such as how the setting of a story shapes the characters or plot. Tell students that this skill will help them make connections to the text and have a better understanding of how the elements of a story help to develop the characters and plot.

2. Read pages xiii through 2 aloud. A sample Think Aloud follows.

Explain the target skill or strategy.

Refer students to the Foreword of the text and chapter 1, pages xiii–6.

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

Students: Actively listen.

Sample Think Aloud

(Read pages xii–xv.) After reading this foreword by the author, I can make a prediction about a possible theme of this text. Since the author focuses on the long-term effects war can have on soldiers, I think the text will be about how the Civil War affects the character on the cover of the book, Charley Goddard. As I continue reading in the text, I will revisit this prediction to see if the story confirms my prediction.

(Read pages 1 and 2.) As I begin reading this first chapter, titled “June 1861,” I learn some information about the elements in this story. First, I learn that the main character, Charley Goddard, is fifteen and lives in Winona, Minnesota.

The setting and events on these first two pages revolve around the excitement generated by the federal government using war propaganda to motivate men to volunteer to serve. Charley says that there have been songs, drums, slogans, posters, and town meetings used to drum up excitement and to fire up men to serve in the Union Army.



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

What effect does all the “shooting war” excitement have on Charley?

The “shooting war” excitement causes Charley to want to sign up for the war because he doesn’t want to miss it.

From what you know about war, do you feel Charley has any idea what he is in for? Why or why not?

No, I don’t think Charley has a clue what he is in for because they are trying to make the “shooting war” seem like fun, but it is actually horrible.

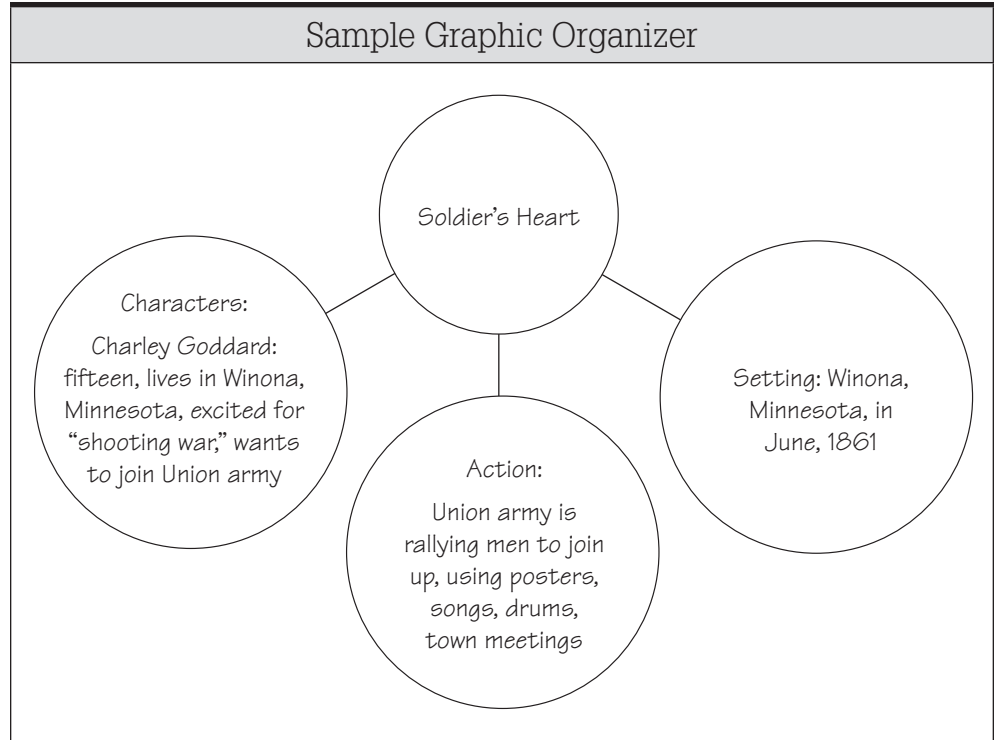
Point out that on these first two pages, students have seen that the setting and events have shaped the character, as the war propaganda—the songs, slogans, posters, and town meetings—has influenced Charley to make a decision to volunteer to fight, despite the fact that he is only fifteen.

Explain to students that they will analyze the elements in the story as they read the text to see how the elements interact and affect other elements of the text.

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

A sample graphic organizer follows.

Teacher: Model making notes on a graphic organizer.



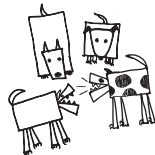
Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

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 3, stopping at the end of the last full paragraph on the page. Use **Think-Pair-Share** to ask:

How would you describe Charley's character at this point in the text?

I would describe him as determined because he has decided that he will sign up to fight in the war.

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 3 (starting at the last sentence)–6 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.

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.

Team Discussion

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

Team Talk Questions

1. How does the war propaganda presented by the federal government influence Charley's decision to join the Union troops? Explain, using support from the text in your answer. **(Write) [RE, DC, SA]** (Team Talk rubric)

100 = *The war propaganda presented by the federal government influences Charley's decision to join the Union troops because it makes the war seem like an exciting adventure. For example, in the text, Charley says that he has heard the drums and the songs and seen the posters and heard people in town meetings talking about the "shooting war" that only comes once in a lifetime, and if "a man didn't hurry, he would miss it." Also, Charley says that the excitement is "better than a circus" and that girls are fainting with all the excitement, noise, and hullabaloo. Additionally, Charley's mother talks about the parades that they had to generate excitement. In these ways, the war propaganda highly influences Charley's decision to sign up so he won't miss out on the adventure of the "shooting war."*

90 = *Charley decides to join the Union troops because he thinks the war is some kind of exciting adventure. Charley says that he has heard the drums and the songs and seen the posters and heard people in town meetings talking about the "shooting war" that only comes once in a lifetime, and if "a man didn't hurry, he would miss it." Charley says that the excitement is "better than a circus" and that girls are fainting with all the excitement, noise, and hullabaloo.*

80 = *Charley decides to join the Union troops because he thinks the war is some kind of exciting adventure that a man shouldn't miss out on.*

continued

Team Talk Questions *continued*

2. How does Charley's mother's statement that he has to "be a man" propel Charley to volunteer to serve in the war? Use support from the text. **[DC, SA]** (Team Talk rubric)

100 = Charley's mother's **statement** that he has to "be a man" **propels** Charley to **volunteer to serve in the war** because he wants to be like the other men and wear a uniform. **In the text**, Charley tells his mother that it is time for him to be a man and do what a man can do. **Also**, Charley says that he will send the money that he earns home for her and his little brother, Orren. Charley wants to live up to his mother's expectations so she will be proud of him.

90 = Charley's mother says that he has to "be a man." This helps Charley to decide to join the war because he says in the book that this is his chance to be a man and wear a uniform. Charley says that he will send the money that he earns home for her and his little brother, Orren.

80 = Charley's mother says that he has to "be a man." This helps Charley to decide to join the war because he says in the book that this is his chance to be a man and wear a uniform.

3. Analyze this statement on page 6: "Nobody thought it would be so bad. Nobody thought it *could* be so bad." How does the author use this statement to foreshadow what will happen in the story? **[AP, AC, SA]** (Team Talk rubric)

100 = This statement **foreshadows** how terrible the war experience will be for everyone. **For example, in the text**, it says that if Charley's mother had known what was to come of the war, she would have told him and fought to drag him back and let the federal government keep their \$11 a month. The fact that nobody could have imagined how bad the war would be means that its horrors are beyond imagining.

90 = The author uses this statement to show that the war will be terrible. The text says that if Charley's mother had known what was to come of the war, she would have told him and fought to drag him back and let the federal government keep their \$11 a month.

80 = The author uses this statement to show that the war will be terrible.

4. Explain your use of the graphic organizer to analyze the elements of the story. **[DC, RE]** (graphic organizer/notes rubric)

100 = I used a web and recorded important story events on the graphic organizer, for example, that propaganda and excitement over the war cause Charley to volunteer to join the army. Using the graphic organizer helps me organize the story events in a way that allows me to summarize what happens in the story. Also, recording aspects of the setting and characters helps me to see the connections between the story elements and how they interact, for example, how events or other characters influence Charley's decisions.

90 = I used a web and recorded important story events on the graphic organizer, for example, that propaganda and excitement over the war cause Charley to volunteer to join the army.

80 = The graphic organizer I used was a web to record important story events.

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

Randomly select team representatives who will share:

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

Show the video.

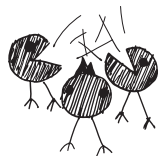


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

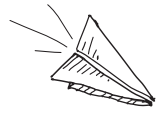
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Analyze how particular elements of a story interact.

Teacher Background

Today students will read chapter two, “Fort Snelling.” In this chapter, Charley trains with the other Minnesota volunteers at Fort Snelling, performing drills and learning formations as they wait to be called into action. Charley’s mother writes frequently, urging her son to desert and come home. The chapter ends with Charley and his unit being called into battle, traveling first by steamboat and then by train, toward the fighting in the South.



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
appalling (adjective) page xiii	ap-pall-ing (uh-PAW-ling)	very bad in a way that causes fear, shock, or disgust	The car accident was <i>appalling</i> , and I hid my eyes when we drove by the scene.
psyche (noun) page xiii	psy-che (SYE-kee)	the soul, mind, or personality of a person or group	In class, we studied the part of the <i>psyche</i> that deals with the personality of a person.

continued

Word	Pronunciation	Definition	Sample Sentence
inevitability (noun) page 43	in-ev-i-ta-bil-i-ty (in-ev-i-tuh-BILL-uh-tee)	assurance that something will happen or occur	The inspector stressed the <i>inevitability</i> of a bridge collapse if something was not done to reinforce the bridge's supports.
prosperous (adjective) page 43	pros-per-ous (PRAHS-per-uhs)	having success, usually by making a lot of money	The farmer became very <i>prosperous</i> when the oil company discovered oil on his ranch.
liberation (noun) page 44	lib-er-a-tion (lib-er-AY-shuhn)	the act or process of freeing someone or something from another's control	The government of the United States has assisted in the <i>liberation</i> efforts of many countries that have sought freedom in their nations.
demoralized (adjective) page 50	de-mor-al-ized (dih-MOR-uh-lyzd)	having lost hope, courage, or confidence	Our team was <i>demoralized</i> as the other team finished fifteen points ahead of us.
contorted (adjective) page 50	con-tor-ted (kuhn-TOR-tid)	twisted into an unusual appearance or shape	The gymnasts' bodies were <i>contorted</i> as they did walkovers and round offs on the mats.
agonizingly (adverb) page 53	ag-on-iz-ing-ly (AG-uh-ny-zing-lee)	mentally or physically painful	When my sister broke her leg, she was in an <i>agonizingly</i> painful condition.

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.



Refer students to pages 7–20 in the text.

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

Students: Actively listen.

Partner pairs: Identify how the skill was used.

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. State the reading objective.

This cycle our reading objective is to analyze how particular elements of a story interact.

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

How can analyzing the interaction of the elements in a story help us to have a better understanding of, and a deeper connection to, the text?

When we analyze how story elements interact, it helps us to understand how the relationship between story elements affects and impacts other story elements. For instance, we can see how the setting and events of a story affect the characters in the story. This helps us understand the text better and make deeper connections to what we are reading.

2. Read pages 7–11 aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>I see from this reading that the setting of the story has changed. Now Charley is at Fort Snelling, training with the other volunteers, doing drills, and practicing for battle.</p> <p>I am thinking about the story elements and how they are interacting and impacting other elements. With that in mind, how has this new setting and the events described on these pages affected Charley? Well, Charley talks about the bad food, how bored he is, and how his mother writes him frequently, encouraging him to desert and come home. Charley says that he doubts there will be a battle, that the troops do a lot of playacting, and that the officers and sergeants don't know what they are doing. Charley seems disappointed with the whole experience so far.</p> <p>This tells me that Charley's viewpoint of the "shooting war" is changing. I think he is starting to see that maybe this war is not what he thought it would be. As I continue reading the text, I will be mindful of how Charley's perspective of the war changes.</p>

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

What question did I ask myself that helped me to analyze how the story elements interact in this section of text?

You asked yourself how the new setting and events are affecting Charley.

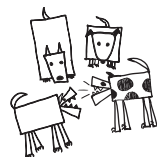
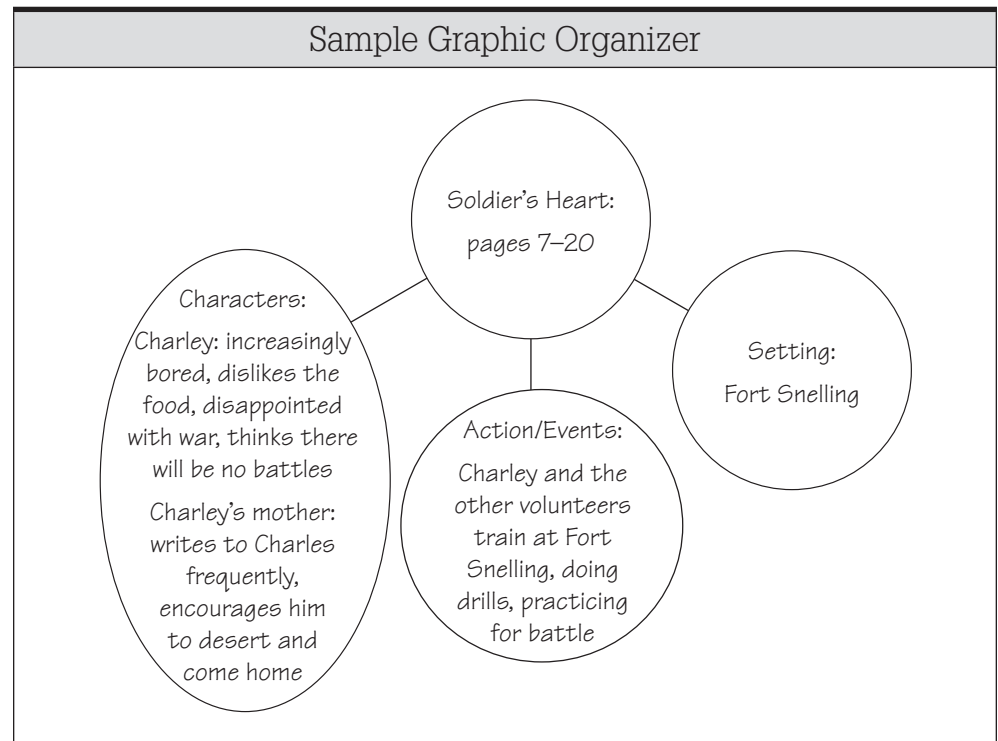
What does the author use to reveal aspects of a character and to help us to better analyze and understand the characters in the story?

The author uses the dialogue of the character, the words they say, their actions, reactions, and descriptions of their thinking and viewpoints to reveal

things about the characters and to help us to better analyze and understand the characters in the story.

Teacher: Model making notes on a graphic organizer.

4. Model making notes. A sample graphic organizer follows.



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 12–20 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

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

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.

responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

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

Team Talk Questions
<p>1. What effect does Charley’s encounter with the African American woman have on him, and how does this event affect Charley’s view of the war? Support your answer with information from the text. (Write) [RE, DC, SA] (Team Talk rubric)</p> <p>100 = <i>Charley’s encounter with the African American woman affects him because it makes him think about why the Union and the Rebels are fighting and helps him to better understand the war. In the text, Charley says that the war was initially about the Rebels’ “wrong thinking” and that the men on the train didn’t even discuss slavery. Charley begins to think about slavery and how wrong it is for a person to “own” another person. Also, Charley wonders if Southerners will be allowed to keep their slaves. Charley’s encounter with the African American woman helps him to better understand the issues behind the war.</i></p> <p>90 = <i>Talking to the African American woman makes Charley think about why the Union and the Rebels are fighting and helps him to better understand the war. Charley says that the war was about the Rebels’ “wrong thinking” and that the men on the train didn’t even talk about slavery. Charley begins to think about slavery and how wrong it is for a person to “own” another person. Charley wonders if Southerners will be allowed to keep their slaves.</i></p> <p>80 = <i>Talking to the African American woman makes Charley think about why the Union and the Rebels are fighting and helps him to better understand the war.</i></p> <p>2. Analyze this line from page 20: “And while he did not think he would die, did not think he would even be hit or hurt, did not think of it at all, still it was best to be careful.” What does this line reveal about Charley and his viewpoint of the war? Use support from the text in your answer. [RE, DC, SA] (Team Talk rubric)</p> <p>100 = <i>This line reveals that Charley doesn’t understand war, what is involved in a war, or how dangerous war really is. In the beginning of the text, Charley’s view has been that he doesn’t want to miss out on the “shooting war,” and he wants to go and teach the Rebs a lesson. Also, Charley says that he thinks the war will be over in a few months and that there probably won’t be any battles. Additionally, Charley says that he doesn’t think the Rebels can fight because they don’t even have clothes. This line reveals that Charley underestimates the serious impact war can have on him.</i></p> <p>90 = <i>This line shows that Charley doesn’t understand war, what is involved in a war, or how dangerous war really is. Charley’s view has been that he doesn’t want to miss out on the “shooting war,” and he wants to go and teach the Rebs a lesson. Charley says that he thinks the war will be over in a few months and that there probably won’t be any battles.</i></p> <p>80 = <i>This line shows that Charley doesn’t understand war, what is involved in a war, or how dangerous war really is.</i></p>

continued

Team Talk Questions *continued*

3. “If he had profane thoughts as he went to war, they might infect his soul as the dirty clothes would infect his wounds.” In this sentence on page 20, the word *profane* most nearly means— **[CV]** (Team Talk rubric)

- A. *indecent*.
- B. *involved*.
- C. *indirect*.
- D. *interrupted*.

How do you know? Support your answer. **[SA]**

100 = I know that the word profane most nearly means indecent in this sentence because the passage of text is talking about how thoughts could infect his soul like dirty clothes would infect a wound. I know that indecent means not decent, or appropriate, like not clean. So, that tells me that profane is like indecent, or inappropriate, or unclean.

90 = I know that the word profane most nearly means indecent. The sentence is talking about how dirty clothes can infect a wound and profane thoughts can infect the soul. Indecent means not decent or bad.

80 = I know that profane here most nearly means indecent or not decent.

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

Dr. Sigmund Freud was a psychiatrist who was very interested in the human _____ and how the soul, mind, and personality interrelate.

Psyche. I know because the sentence says that Freud wanted to know how the soul, mind, and personality interrelate.

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

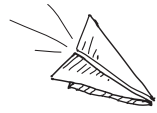
Word	Pronunciation	Definition	Sample Sentence
appalling (adjective) page xiii	ap-pall-ing (uh-PAW-ling)	very bad in a way that causes fear, shock, or disgust	The car accident was <i>appalling</i> , and I hid my eyes when we drove by the scene.
psyche (noun) page xiii	psy-che (SYE-kee)	the soul, mind, or personality of a person or group	In class, we studied the part of the <i>psyche</i> that deals with the personality of a person.
inevitability (noun) page 43	in-ev-i-ta-bil-i-ty (in-ev-i-tuh-BILL-uh-tee)	assurance that something will happen or occur	The inspector stressed the <i>inevitability</i> of a bridge collapse if something was not done to reinforce the bridge's supports.
prosperous (adjective) page 43	pros-per-ous (PRAHS-per-uhs)	having success, usually by making a lot of money	The farmer became very <i>prosperous</i> when the oil company discovered oil on his ranch.
liberation (noun) page 44	lib-er-a-tion (lib-er-AY-shuhn)	the act or process of freeing someone or something from another's control	The government of the United States has assisted in the <i>liberation</i> efforts of many countries that have sought freedom in their nations.
demoralized (adjective) page 50	de-mor-al-ized (dih-MOR-uh-lyzd)	having lost hope, courage, or confidence	Our team was <i>demoralized</i> as the other team finished fifteen points ahead of us.
contorted (adjective) page 50	con-tor-ted (kuhn-TOR-tid)	twisted into an unusual appearance or shape	The gymnasts' bodies were <i>contorted</i> as they did walkovers and round offs on the mats.
agonizingly (adverb) page 53	ag-on-iz-ing-ly (AG-uh-ny-zing-lee)	mentally or physically painful	When my sister broke her leg, she was in an <i>agonizingly</i> painful condition.

Lesson 3

Reading Objective: Analyze how particular elements of a story interact.

Teacher Background

Today students will read about the first battle that Charley is involved in, the Battle of Bull Run. In today's reading, Charley survives the horrible terror of the battle, where he witnesses men all around him being shot and killed by enemy fire. Charley and the survivors of the battle take cover and spend the night in the woods waiting for the morning, when they will fight the Confederate troops again.



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.

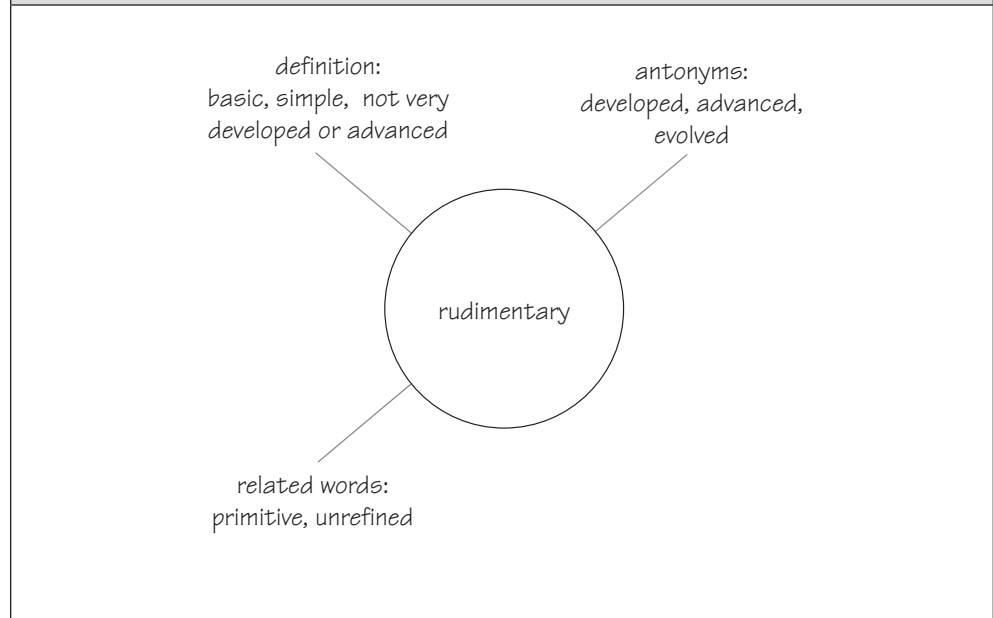
Sample Think Aloud

I chose to explore the word *rudimentary* from the foreword on page xiv because it is not a word that I know. From the context, I think this word may mean something similar to *basic* because the sentence talks about the different efforts that were made to treat soldiers who came home after serving in the Second World War, and the efforts are very simple, such as bed rest. I want to be sure that I really understand this word, so I will verify the meaning in the dictionary. (Model verifying the meaning of the word *rudimentary* in the dictionary.)

I see that this word means basic or simple, not very developed or advanced. So, my thinking about this word is verified. My sentence for this word is: Before my little sister could take tap dance lessons, she had to have a *rudimentary* understanding of dance movements.

Some words related to *rudimentary* are *primitive* or *unrefined*. Some antonyms for this word are *advanced*, *developed*, and *evolved*.

Sample Word Map



Review Vocabulary Vault.

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

Set the Stage

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

Teams review their cycle goal.

Post and present the reading objective.

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



Review the skill as necessary.

Refer students to pages 21–32 in the text.

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

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. State the reading objective.

This cycle our reading objective is to analyze how particular elements of a story interact.

2. Read pages 21–24 aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>Wow...this section has really changed the whole tone of the book and the way Charley is thinking. I want to think about what has created this change. First, the setting has changed. The title of this chapter is "Bull Run," and I know that there was a huge battle at Bull Run during the Civil War. Charley is right in the middle of this battle, seeing people all around him being shot and killed.</p> <p>There are a few lines that stick out to me in this reading and support my earlier prediction that one of the major themes of the text would be that war changes people. For example, Charley's first line is actually something he is screaming: "Make it stop now!" Also, at the top of page 22, Charley says, "I can't be here. This is all a mistake. A terrible mistake. I'm not supposed to be here." Charley also says that he had forgotten to fire his gun, after he had felt so confident of his shooting skills during training at the fort.</p> <p>So, in Charley's first battle experience, his perspective has clearly changed because of this battle setting and because of the events taking place around him. Before, Charley was confident and felt like a real man, training at the fort, learning how to shoot and get into formation, waving to pretty girls, and seeing parades for the soldiers. He was removed from the real war, but now he is in the battlefield, he and his men are under attack, men all around him are dying, and Charley's thoughts and behaviors are changing as a result.</p>



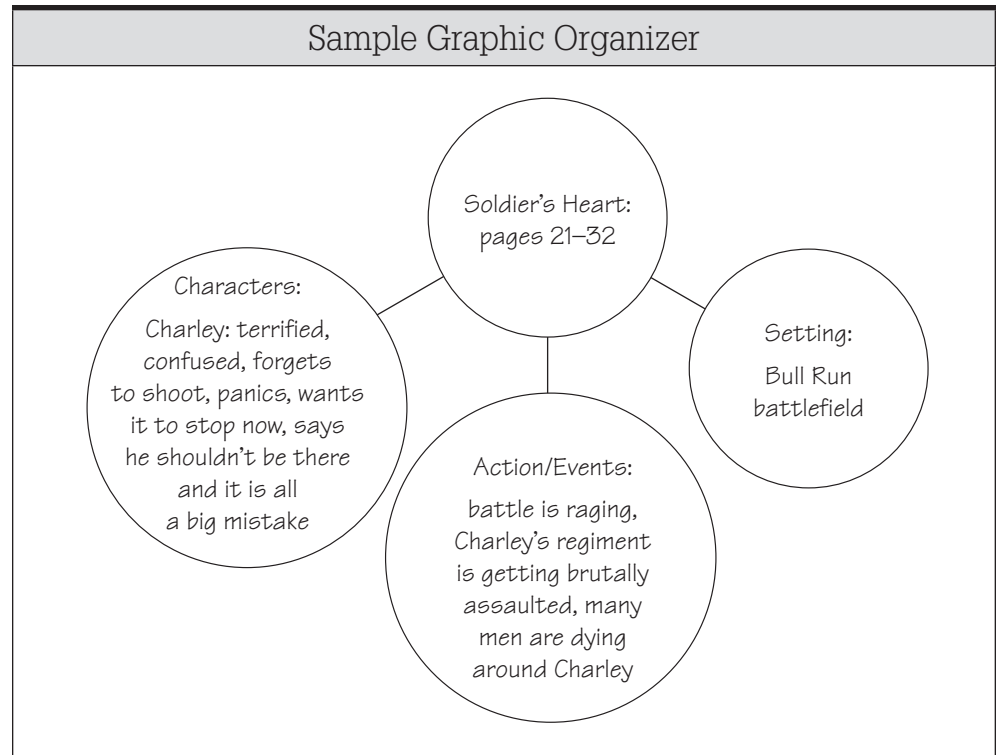
3. Use **Think-Pair-Share** to ask:

What did I do as I was reading to help me analyze the story elements and how they interact to shape and change Charley?

You picked out certain lines from the text that helped you to see how Charley felt and how he has changed because of the new battle setting and the horrible events taking place around him.

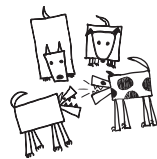
4. Explain to students that choosing particular lines from the text can help them to see how the character's perspective has changed and how the setting and events are shaping and impacting the character's thoughts and behaviors.
5. Model making notes. A sample graphic organizer follows.

Teacher: Model making notes on a graphic organizer.



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

- Have students read pages 25 and 26 and add information to the graphic organizer as they read.



Teamwork tp

(20 minutes)

Partner Prep

- Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 27–32 aloud with partners.
- 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.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

- Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sf
- Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk

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.

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. Consider this line from page 28: “Not a man, he thought, not a man would be alive halfway across that meadow.” How does this line show that Charley’s thinking has changed because of the events that took place in the battlefield setting? Use information from the text to support your answer. (Write) [RE, DC, SA] (Team Talk rubric)</p> <p><i>100 = This line shows that Charley’s thinking about the dangers and realities of war has dramatically changed as a result of his experiences in battle. Before this battle, Charley said in the text that he didn’t think he would be killed, or even hit or hurt, in the war. Now, Charley is saying that they are all going to die if they cross the meadow. Charley sees many men die in the meadow, and he is sure that he will die as well. Charley now realizes what it means to be a soldier in battle.</i></p> <p><i>90 = This line shows that what Charley sees in battle has changed his thinking about the dangers of war. Before this battle, Charley said that he didn’t think he would be killed, or even hit or hurt, in the war. Now, Charley is saying that they are all going to die if they cross the meadow.</i></p> <p><i>80 = This line shows that what Charley sees in battle has changed his thinking about the dangers of war.</i></p> <p>2. What does Charley see in the water after he takes a drink from the stream, and what effect does this sight have on him? [RE] (Team Talk rubric)</p> <p><i>100 = Charley is sickened when he sees that the water from the stream that he just drank is filled with blood from the dead soldiers. As Charley fills his canteen from the stream, the water is pink from the blood of the men who are dead and lying upstream in the creek. The text states that Charley wants to vomit and that the water sours and curdles his stomach. I think this experience adds to his new understanding of what war really is.</i></p> <p><i>90 = Charley is sickened when he sees that the water from the stream that he just drank is filled with blood from the dead soldiers. As Charley fills his canteen from the stream, the water is pink from the blood of the men who are dead and lying upstream in the creek. The book says that Charley wants to vomit and that the water sours and curdles his stomach.</i></p> <p><i>80 = After Charley takes a drink of water from the stream, he sees the blood from the men who were killed and fell into the stream, making the water turn pink, and it makes him feel sick.</i></p>

continued

Team Talk Questions *continued*

3. Consider this line from page 32: “Later he would know things about fighting.” Why do you think the author includes this line about Charley, and what does it foreshadow for the reader? Support your answer with information from the text. **[RE, AP, DC]** (Team Talk rubric)

100 = *I think the author includes this line about Charley to foreshadow the fact that Charley will continue to fight in the war and that he will be in more battles. In the text, it says that Charley doesn't know that the silence means that the troops have not joined battle yet and that there might not be a fight. When the sergeant tells him they will go across the meadow again, it makes Charley so afraid that he feels like a shaft has gone through him and stopped his heart. The line indicates that Charley will learn a lot more about fighting as the story continues.*

90 = *The author is showing that Charley will continue to fight in the war and be in more battles. Charley doesn't know that the silence means that the troops have not joined battle yet and that there might not be a fight. When the sergeant tells him they will go across the meadow again, it makes Charley so afraid that he feels like a shaft has gone through him and stopped his heart.*

80 = *Charley doesn't know anything about fighting, but he will later, after he has been in more battles in the war.*

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

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: It was appalling to discover that my cousin's diet included only cereal and diet soda!

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.

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

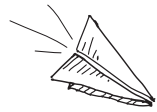
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Analyze how particular elements of a story interact.

Teacher Background

In today's reading, Charley and the remaining soldiers from the Bull Run battle cross the meadow again, expecting to be besieged by the Confederate troops. However, they find that the enemy has left. The soldiers withdraw and set up camp in Washington, where reinforcements join them as they clean and drill. The regiment marches again, passing farmlands where the men "farm" livestock and eat fruit from the trees. Charley falls ill with dysentery but arrives back to camp, where a new man, Nelson, tells him that he is just in time for the next battle.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

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.

Analyze Plot and Theme

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



Refer students to pages 33–47 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.

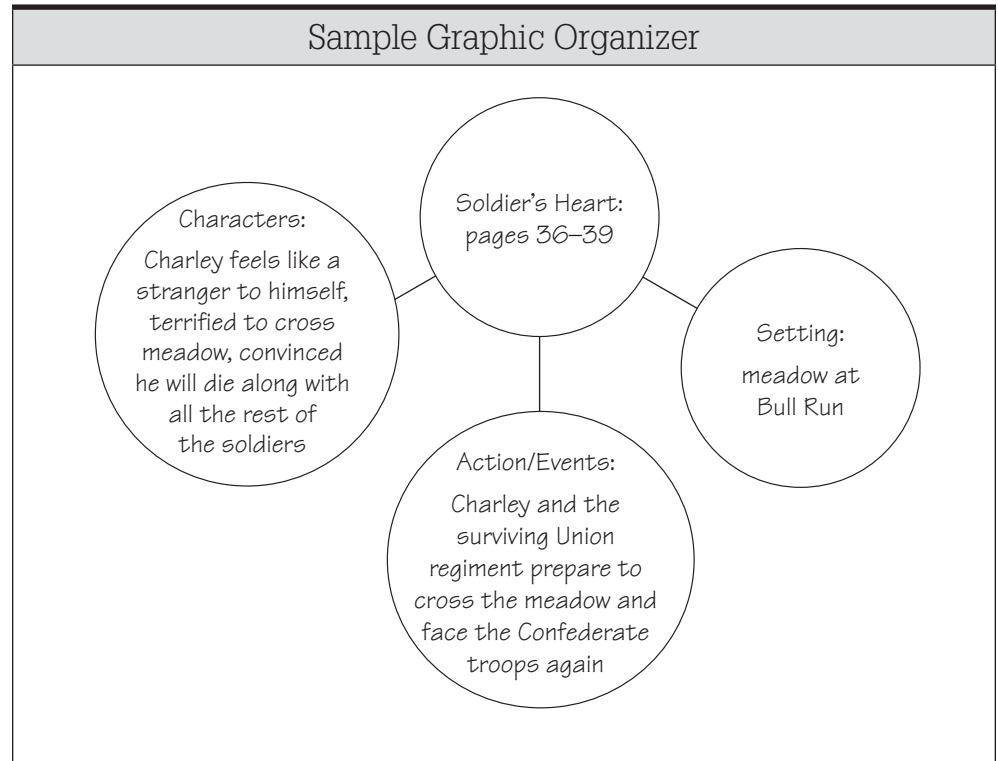
Interactive Read Aloud

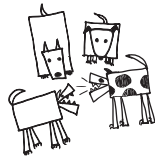
1. Read pages 33–35 aloud.
2. Use **Think-Pair-Share** to ask:

Why does Charley say that he feels like a stranger to himself, and how does this show that he is changing?

Charley says that he feels like a stranger to himself because he says that he feels like another person watching his hands move over the rifle, cleaning and wiping. This shows that Charley is changing because he is cleaning the gun without thinking about it, and he says that all the training must be working.

3. Have students read pages 36–39 and add information 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 40–47 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. “The men called it farming.” What is Charley referring to in this line from page 44? Support your answer with information from the text. **[RE, SA]**
(Team Talk rubric)

100 = In this line from page 44, Charley is referring to Union soldiers’ practice of foraging, or stealing, food from the civilian population as they march. In the text, Charley says that he and the men “farm” several chickens, slaughter a pig and a cow, and constantly pick and eat fruits from the trees. Charley knows that calling it “farming” is a way for the men to pretend that it isn’t stealing.

90 = In this line from page 44, Charley is talking about Union soldiers stealing food from the farms as they march. Charley says that he and the men “farm” several chickens, slaughter a pig and a cow, and constantly pick and eat fruits from the trees.

80 = Charley is talking about the troops stealing food from the farms as they march by.

continued

Team Talk Questions *continued*

2. What does Charley mean on page 46 when he says that he is “old in the art of crossing meadows”? What does this line reveal about how Charley has been changed by events? Support your answer with information from the text. **(Write) [RE, DC, SA]** (Team Talk rubric)
- 100 = *When Charley says that he is “old in the art of crossing meadows,” he is referring to crossing a battlefield as he did at Bull Run. He now comprehends what war is really like because he has experienced it himself. Charley has seen many men die horrible deaths on the battlefield. He understands battles and war better now and has been changed by the events that took place in the battlefield setting.*
- 90 = *When Charley says that he is “old in the art of crossing meadows,” he means crossing a battlefield as he did at Bull Run. He now understands what war is really like. Charley has seen horrible death on the battlefield.*
- 80 = *When Charley says that he is “old in the art of crossing meadows,” it means that he knows what it is like to have a battle in a meadow and he is different now.*
3. Consider these lines from page 47: “Charley stepped forward with the rest. He did not think of fear, did not think of what would happen, what he *knew* would happen.” What motivates Charley’s decision to fight when he is so sure he will be killed in battle, and what does this line reveal about how Charley is changing through the text? **[RE, DC, SA]** (Team Talk rubric)
- 100 = *Charley’s decision to fight is motivated by the fact that all the other men are stepping forward and are not giving up. For example, on page 33, Charley says that he could not run away, that none of the others had run away, and he couldn’t either. He finds that he is cleaning and loading his gun without even thinking about it, and says that the training must be working. This line reveals that Charley is becoming a real soldier who knows about battles and war.*
- 90 = *Charley decides to fight because all the other men are stepping forward and not giving up. On page 33, Charley says that he could not run away, that none of the others had run away, and he couldn’t either.*
- 80 = *Charley decides to fight because everyone else is, and they are not running away.*

continued

Team Talk Questions *continued*

4. What information propels Charley to leave the hospital and return to camp? Support your answer with information from the text. **[RE, SA]** (Team Talk rubric)

100 = Charley is **propelled** to leave the hospital when he learns that many men die of illness at the hospital. **In the text**, Charley learns that for every man who dies of battle wounds, four more die of dysentery and disease. **This information** leads to Charley's decision to leave the hospital and return to camp to avoid fatal illness.

90 = Charley decides to leave the hospital when he learns that many men die of illness at the hospital. Charley learns that for every man who dies of battle wounds, four more die of dysentery and disease.

80 = Charley leaves the hospital when he learns that many men die of illness at the hospital.

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

(Accept reasonable responses.) A synonym for the word *prosperous* is *wealthy*. An antonym for the word *prosperous* is *unsuccessful*.

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.

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

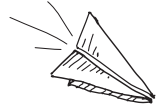
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Begin with a clear point (a well-worded thesis).

Teacher Background

In this cycle's writing project, students will begin with a clear point about the author's statement that war is appalling and will provide examples from the text to support the point.



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. Explain to students that they will use what they have learned about analyzing the elements of a story and how they interact and impact other story elements to find evidence in the text that supports the author's statement that "War is always, in all ways, appalling."

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.

Read the prompt aloud.



Students identify the purpose for writing.

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

Writing Prompt
Consider this first statement in the text, from page xii: "War is always, in all ways, appalling." Do the story elements support this statement? Why or why not?

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 me about the story elements.

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

Writing a Literary Response	
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.

Highlight the writing objective.

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

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

Which guidelines relate to our writing objective: begin with a clear point (a well-worded thesis)?

The Ideas guideline that says to make a clear point and the Organization guideline that says to begin by making a clear point relate to our 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 writing a well-worded thesis.

Blackline master provided.



Model a Skill

1. Explain to students that the following thesis statements were written by students in response to the following question:

If you were a defense lawyer, how would you defend the Big Bad Wolf in the case of the Three Little Pigs vs. the Big Bad Wolf?

Show students the following thesis statements.

Which is the best thesis statement?

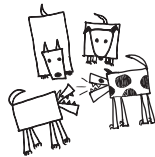
1. The Big Bad Wolf is not guilty because he is a wolf who just wanted to eat.
2. The Big Bad Wolf is a predatory animal whose survival depends on his attacking and eating other animals, and in this case, the Big Bad Wolf was starving and in desperate need of food.
3. The Big Bad Wolf wanted to eat the Three Little Pigs, but that doesn't make him so bad...he was only trying to get a meal.

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

Which of the thesis statements is the best, and why?

The middle thesis statement is the best because it makes a convincing point and uses facts that support why the Big Bad Wolf attacked the Three Little Pigs.

Remind students that beginning with a clear point (a well-worded thesis statement) will set the tone and purpose for the writing.



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

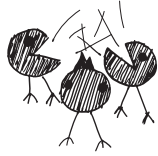
1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student 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

(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—begin with a clear point (a well-worded thesis).

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

For example, ask:

- **Does the writer begin with a clear point (a well-worded thesis)?**
- **Does the writer support his or her point with evidence from the text?**
- **Does the writer include words, phrases, and dialogue from the text?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer conclude with a closing statement?**

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 start your writing with a clear 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

Consider this first statement in the text, from page xii: “War is always, in all ways, appalling.”

Do the story elements support this statement? Why or why not?

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.

Which is the best thesis statement?

1. The Big Bad Wolf is not guilty because he is a wolf who just wanted to eat.
2. The Big Bad Wolf is a predatory animal whose survival depends on his attacking and eating other animals, and in this case, the Big Bad Wolf was starving and in desperate need of food.
3. The Big Bad Wolf wanted to eat the Three Little Pigs, but that doesn't make him so bad...he was only trying to get a meal.

Lesson 6

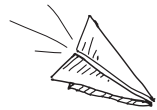
Reading Objective: Analyze how particular elements of a story interact.

Writing Objective: Begin with a clear point (a well-worded thesis).

Teacher Background

Today's cycle test challenges students to analyze how particular elements of a story interact and impact other elements of the story. Students will also use what they have learned about beginning their writing with a clear point (a well-worded thesis).

Today students will read about Charley's second battle, as he becomes enraged and chases the retreating Confederate soldiers, snarling and saying that they all must be killed. After he is stopped by a commander, Charley notices Nelson on the ground, wounded from a shot in the stomach. Charley is deeply affected by Nelson's injury and knows that it means a slow, painfully agonizing death. Nelson shoots himself to speed up his impending death, and Charley is surprised to find himself crying since he barely knew Nelson and didn't think he could cry anymore.



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 reread their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing analyzing how particular elements of a story interact and beginning their writing with a clear point (a well-worded thesis).

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

What has helped us to analyze how the elements of the story interact and impact other story elements?

We have used a graphic organizer to record our notes about the story elements in the text so we can see how the elements interact. Also, we have used lines in the text to see how the elements have impacted other elements, like how the setting or events shape and/or affect the characters.

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 #1, #2, and #5 ask about elements in the story and how they interact.
4. Ask students to identify key words or phrases in question #1.

1. Analyze this statement from page 48: "This was not a hidden line of fire and death." What does Charley mean by this statement, and how does the setting of this battle change Charley's feelings about facing the Rebels? **[RE, DC, SA]**

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

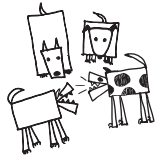
Today you will read about Charley's experience in his second battle.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 1 Test

Analyze Plot and Theme

Directions: Read *Soldier's Heart*, pages 48–57, 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. Analyze this statement from page 48: "This was not a hidden line of fire and death." What does Charley mean by this statement, and how does the setting of this battle change Charley's feelings about facing the Rebels? **[RE, DC, SA]**

20 points = Charley means that he can see the enemy this time and confront them in the open field, and this change in setting builds Charley's confidence in fighting the Rebel troops. In the text, Charley says that this is not a line of earthworks, with shells coming from cannons, and that these are men, only men. Since Charley is able to see the enemy, his fear has diminished, and he feels more confident for the battle. So, in these ways, the setting of the open field changes Charley's feelings from utter terror to bold confidence.

15 points = Charley means that he can see the enemy and face them this time, and this change in setting helps Charley to be less afraid. Charley says that this is not a line of earthworks, with shells coming from cannons, and that these are men, only men. Charley is able to see the enemy, so he is less scared, and he feels more confident for the battle.

10 points = Charley means that this time he can see the enemy and face them, and this change in setting helps Charley to be less scared.

2. Analyze this line from page 51: "He wanted to kill them." What does this line reveal about how Charley is changing, and how does it propel him to action against the fleeing Rebel forces? Use support from the text in your answer. **[RE, DC, SA]**

20 points = This line from page 51 reveals that Charley is changing and becoming full of anger and rage, and it propels him to pursue the fleeing Rebel troops to kill them before they kill him. For example, the text states that Charley keeps running after the troops, with his lips drawn back and his face contorted by a savage rage. Furthermore, Charley says that he has to kill them before they kill him. This shows that Charley is changing because previously he was only concerned with staying alive, but now he wants to pursue and kill the Confederate soldiers because of his anger and rage.

15 points = This line from page 51 shows that Charley is changing and is becoming full of anger and rage, and it makes him chase the

Rebel troops to kill them before they kill him. Charley keeps running after the troops, with his lips drawn back and his face showing a savage rage. Charley says that he has to kill them before they kill him.

10 points = This line shows that Charley is changing and is becoming full of anger and rage, and it causes him to chase the Rebel troops to kill them before they kill him.

3. Consider these lines from page 55: "Charley nodded and was surprised to find that he was crying. He did not think he could cry any longer but the tears were sliding down his cheeks." What do these lines reveal about the suffering Charley has endured and the tragedy that he has witnessed? Explain, using details from the text to support your answer. **[DC, AC, SA]**

*20 points = These lines **reveal** that Charley has **endured** so much suffering that he thought he had become numb and without feeling. He is surprised that he is crying. Charley says that he thought the crying was strange when he didn't know Nelson and had seen so many other men drop. Charley says that he didn't think he could cry anymore, which tells me that he has **steeled** himself to the **tragedy** around him, like watching all the men from his unit being shot and killed. I know from these lines that Charley has suffered but is still capable of feeling.*

15 points = These lines show that Charley has suffered a lot and thought he had become numb and without feeling. He is surprised that he is crying. Charley says that he didn't think he could cry anymore, which tells me that he has toughened himself to the events around him.

10 points = Charley has become numb after seeing so much horror and doesn't think he can cry anymore after seeing so many men die.

4. On page 57, the text says: "The sound of the shot stopped him." Who is shooting, and is Charley surprised by the shot he hears? Explain, using support from the text. **[DC, SA]**

*20 points = The sound of the shot is from Nelson shooting himself, and Charley is not surprised by the shot. I know that the shot is Nelson killing himself because **the text states** that Charley loaded Nelson's gun for him, cocked the hammer, laid it upside down next to him, and took off Nelson's shoe. This tells me that Charley knew Nelson was going to shoot himself since he didn't want to suffer a long, **agonizing** death from the belly wound he got. Charley was not surprised by the shot because he didn't turn around when he heard the shot, so it was like he was expecting it.*

15 points = The sound of the shot is from Nelson shooting himself, and Charley is not surprised by the shot. I know that the shot is Nelson killing himself because Charley loaded Nelson's gun for him, cocked the hammer, laid it upside down next to him, and took off Nelson's shoe. This tells me that Charley knew Nelson was going to

shoot himself since he didn't want to suffer a long, painful death from the belly wound he got.

10 points = The sound of the shot is from Nelson shooting himself, and Charley is not surprised by the shot.

5. Why do you think Nelson's injury and subsequent death affect Charley so deeply? Justify your answer with information from the text. **[RE, DC, SA]**

*20 points = I think that Nelson's injury and **subsequent** death affect Charley so deeply because Charley sees his old pre-war self in Nelson. **For example, in the text,** Nelson tells Charley that he is just in time for the fighting because the men are on their way up to the line of trees to kick the Rebels out. Charley says that he saw the innocence in Nelson and that he wanted to tell Nelson what would happen, but that there was too much to say, and you couldn't say it. You had to live it and see it for yourself. Charley knows it could easily be him that was shot instead of Nelson.*

15 points = I think that Nelson's injury and death affect Charley so deeply because Charley sees his old pre-war self in Nelson. Nelson tells Charley that he is just in time for the fighting because the men are on their way up to the line of trees to kick the Rebels out. Charley says that he saw the innocence in Nelson and that he wanted to tell Nelson what would happen, but that there was too much to say, and you couldn't say it. You had to live it and see it for yourself.

10 points = I think that Nelson's death affects Charley because Charley sees his old self in Nelson.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

What is one major theme of this book, and how has the author developed this theme through the text that we have read so far? Support your answer with information from the text.

One major theme of this book is that war changes people, and the author has developed this theme gradually through the text. For example, in the foreword of the text, the author explains that men change because of wars and don't come back the same. This notion is supported in the text, because in the first battle, Charley is terrified and even wets himself. In this second battle, however, the text says that Charley is not himself, is snarling, and wants to kill all the Rebels. Charley even chases the retreating Confederate troops because he wants to kill them before they can kill him. This demonstrates the change in Charley, because when he left home at the beginning of the book, the text says that Charley didn't think it would be so bad. He wanted to earn the eleven dollars a week, and everyone thought that it would all end by fall. But the experience of battle and the suffering Charley has seen have transformed him.

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"> Begin with a clear point (a well-worded thesis). 	• 0–15 pts.

Part III. Vocabulary (100 points)

1. Write a meaningful sentence for the word *contorted*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Audience members thought the acrobat’s contorted body looked painful.

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

- A. The wait at the hospital was agonizingly slow, and it took two hours for us to be called back.
- B. The mother bear was roaring out to her cub and was agonizingly searching for him.
- C. When my father bashed his thumb with the hammer, he was in an agonizingly painful state.
- D. *We were agonizingly excited for our trip to the amusement park.*

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

Was your psyche feeling demoralized when your soccer team lost at the state championships?

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

(Accept reasonable responses.) A synonym for the word liberation is freedom. An antonym for the word liberation is bondage.

5. Write a meaningful sentence for the word *appalling*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The robbery at the store was appalling to us because the store is in a very safe neighborhood.

6. In which of the following sentences is the word *demoralized* used incorrectly? **[CV]**
- A. The people of the country were demoralized after they lost the war.
 - B. *We were demoralized when our grade level earned a pizza party.*
 - C. After two straight weeks of rain, I was feeling demoralized and bored.
 - D. When my grandmother went to the hospital, our family felt demoralized.

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

Was the inevitability of the baby deer's death appalling to you?

8. Jamie became very _____ after her paintings became popular and were in high demand.

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

- A. demoralized
 - B. appalling
 - C. *prosperous*
 - D. contorted
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]**

The word we explored was earthworks, which means a construction formed chiefly of earth for protection against enemy fire, typically used in military operations. My sentence is: The Union soldiers used the earthworks to shield themselves from the Rebels' attack.

10. As used in the sentence "I got me a letter back in my haversack where we put them down before we formed up," *haversack* most nearly means— **[CV]**
- A. pillow.
 - B. *pack*.
 - C. tent.
 - D. camp.

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

Students will explain their thinking. For example, I used the context. The passage talks about having a letter in something, and that they dropped it before they formed up, so I know that haversack most nearly means pack.

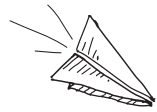
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Analyze how particular elements of a story interact.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

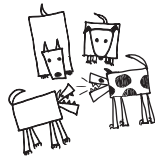
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)



Team responses
and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

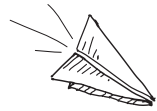
Lesson 8

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

Teacher Background

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

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

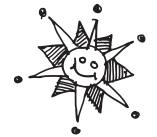


Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



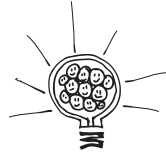
Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration!
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.

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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

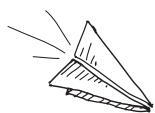
Analyze Plot
and Theme

Lesson 1

Reading Objective: Analyze how particular elements of a story interact.

Teacher Background

Today students will read the chapter “Town Life,” which describes the camp where Charley and his troop stay for three months. Charley provides insight into the soldiers’ life at the camp and describes how soldiers fall ill from various diseases and lack of cleanliness. Also in this reading, Charley tells of an experience on watch duty when a Rebel soldier converses with him and the two soldiers make a trade across the river between them.

**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: Analyze this quote by General Douglas MacArthur: “In my dreams I hear again the crash of guns, the rattle of musketry, the strange, mournful mutter of the battlefield.” Consider the following: Can a person go to war and return the same person? Why or why not?

Set the Stage 

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

Analyze this quote by General Douglas MacArthur: “In my dreams I hear again the crash of guns, the rattle of musketry, the strange, mournful mutter of the battlefield.” Consider the following: Can a person go to war and return the same person? Why or why not?

I don’t think a person can go to war and come back the same person, because he or she will probably see horrible things and violence in battle that will change the person forever.

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. 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.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.



Refer students to pages 58–70 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.

Interactive Read Aloud

1. Read pages 58–61 (stopping at the end of the first full paragraph, in the middle of the page) aloud.

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

How has the new camp setting changed the soldiers?

The soldiers have become sicker and weaker, and Charley says that their morale is down.

What else does Charley say that the new setting helps to create within the camp?

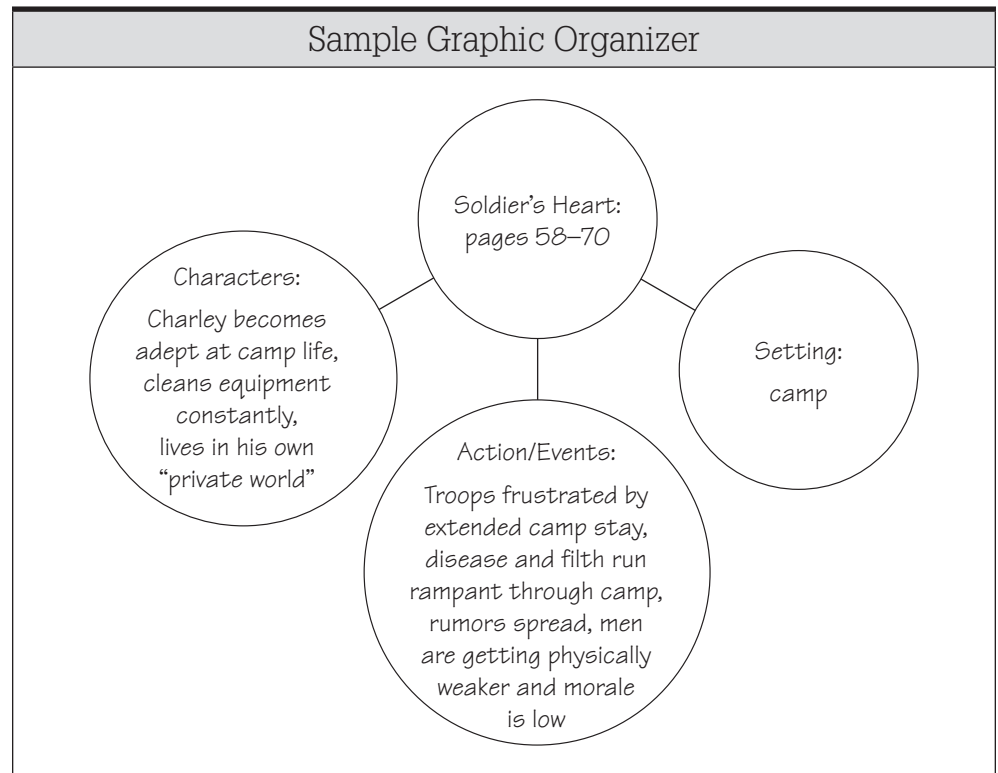
Charley says that the rumors start at the camp, about their commander and President Lincoln.

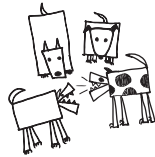
2. Have students read the rest of page 61, continuing through to the end of the second full paragraph on page 63.

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

How has Charley adjusted to the new setting, and what has changed about him because of this new setting?

Charley has become adept at camp survival. You can tell that Charley has changed because of the setting. Charley says that it is every man for himself, and he has made a private world for himself. He works on his equipment constantly.





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 63 (starting at the last paragraph)–70 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on 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. Analyze this line on page 64: "If it was left up to the men who did the killing and dying there would be no war." What does this statement reveal about how Charley's viewpoint of the war has changed since the beginning of the text, and what has caused this change in Charley's perspective? **(Write) [RE, DC, SA]** (Team Talk rubric)

100 = *This line reveals that Charley doesn't believe in the war anymore and that his **perspective** has changed because he has **experienced** the battles and seen the **devastation** caused by war. In the beginning of the text, Charley was excited for the "shooting war" because all the war **propaganda** had led him to believe that war was an exciting adventure that wasn't to be missed. **However**, Charley has fought now and has seen many men being killed at Bull Run and other men dying all around him because of war and disease. Now Charley thinks that if the men who were fighting could decide based on their experiences, there would be no war.*

90 = *Charley doesn't believe in war anymore because he has seen the battles and watched men dying from the war. At first, Charley was excited for the "shooting war" because all the posters, town meetings, parades, and songs had led him to believe that war was an exciting adventure that wasn't to be missed. Now Charley has fought in battles and has seen men dying all around him because of war and disease.*

80 = *Charley doesn't believe in the war anymore and thinks it all should stop.*

2. On pages 64 and 65, Charley indicates that he doesn't like to look at people as much as he once did. What does this reveal about how Charley has changed, and what is his reasoning for not wanting to get to know anyone? **[RE, DC, SA]** (Team Talk rubric)

100 = *Charley used to look at people, but now he doesn't look at them and doesn't want to get to know anyone. Charley **believes** that it is better not to become too friendly with them, since they die so fast. **For this reason**, I think Charley has changed, because he prefers not to **interact** with people who will probably die soon.*

90 = *Charley used to look at people, but now he doesn't look at them and doesn't want to get to know anyone. Charley thinks that it is better not to become too friendly with them, since they die so fast.*

80 = *Charley doesn't look at people anymore and doesn't want to get to know anyone because they aren't around long.*

continued

Team Talk Questions *continued*

3. What does Charley mean on page 70 when he says “The truce was over”? Support your answer with information from the text. **[RE, DC, SA]** (Team Talk rubric)

100 = *When Charley says “the truce was over,” he is referring to his conversation with the Rebel soldier. In the text, it says that Charley was remembering a night on guard duty when he was down along the river, keeping watch. He was hunkered down behind an oak tree when a young Rebel soldier, even younger than Charley, started talking to him. They made a trade across the river and talked about farming, which they both had in common. An officer jumped Charley for talking to the enemy, and the next night when Charley was on duty, he got shot at, so he said the truce was over.*

90 = *When Charley says “the truce was over,” he is referring to his conversation with a Rebel soldier. One night on guard duty, Charley was down along the river, keeping watch when a young Rebel soldier, even younger than Charley, started talking to him. They made a trade across the river and talked about farming, which they both have done. An officer jumped Charley for talking to the enemy, and the next night when Charley was on duty, he got shot at.*

80 = *Charley means that the truce between him and the young Rebel soldier on night duty was over.*

4. Why does Charley constantly work on his equipment? **[DC, SA]** (Team Talk rubric)

100 = *Charley constantly works on his equipment because he knows more battles are coming. In the text, it says that Charley had forgotten none of what happened, that he knew it would come again, and that it had to come again because they were there and waiting, and you don’t have an army without a battle. Also, Charley tells Campbell that he will need his rifle. Charley constantly works on his equipment so he will be ready for the next impending battle when it comes.*

90 = *Charley always works on his equipment because he knows more battles are coming. Charley had forgotten none of what happened, and he knew it would come again, that it had to come again because they were there and waiting, and you don’t have an army without a battle. Charley tells Campbell that he will need his rifle.*

80 = *Charley always works on his equipment because he knows more battles are coming.*

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(18 minutes)

Lightning Round

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

Celebrate

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

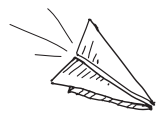
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Analyze how particular elements of a story interact.

Teacher Background

In today’s reading, Charley and three other soldiers are ordered to slaughter eleven captured horses to feed sick men in the hospital. Charley expresses his hatred for having to kill the horses and how it made him physically sick. The next day, the troops are called to formation and march all day, arriving at a large, raging battle in the countryside. As dusk closes in, Charley and his regiment take out a large Confederate Cavalry charge and are then attacked head-on by 3,000 Rebel troops.



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
campaign (noun) page 59	cam-paign (kam-PAIN)	a series of military battles or attacks designed to produce a particular result in a war	George Washington led a <i>campaign</i> against the British forces that kept the Potomac River from falling under Britain’s control.

continued

Word	Pronunciation	Definition	Sample Sentence
mutiny (noun) page 61	mu-ti-ny (MYOOT-in-ee)	a situation in which a group of people refuse to obey orders and try to take control away from the person who commands them	We heard on the news that the <i>mutiny</i> in Egypt's capital city had resulted in the government being overthrown by the people.
ague (noun) page 63	a-gue (AY-gyoo)	fever marked by outbreaks of chills, fever, and sweating	When my brother became ill, my mother tried to keep the <i>ague</i> in check by giving him medicine and applying cold cloths to his forehead.
commandeered (verb) page 71	com-man-deer-ed (kom-uhn-DEERD)	took possession of by force, usually for military purposes	Blackbeard was a famous pirate who <i>commandeered</i> many sailing vessels from the American and British fleets.
impending (adjective) page 73	im-pend-ing (im-PEN-ding)	happening or likely to happen soon	When the temperature hit 100 degrees by 10 a.m., we knew that school closures were <i>impending</i> .
oblique (adjective) page 81	o-blique (oh-BLEEK)	having a slanting direction or position	The picture was propped up against the wall in a right <i>oblique</i> position.
lee (noun) page 89	lee	the side of something that is sheltered from the wind	When my friends and I played hide and seek, I hid in the <i>lee</i> of a huge log so I wouldn't be seen.

continued

Word	Pronunciation	Definition	Sample Sentence
tableau (noun) page 93	tab-leau (tab-LOW)	a scene that typically shows an event in history or literature that is created on a stage by a group of people dressed in costumes, who do not speak or move	Our Social Studies teacher had designed a <i>tableau</i> for us to do on stage for the other students, to show what a scene from the Battle of Gettysburg might have looked like.

Review Vocabulary Vault.

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

Teams review their cycle goal.

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.

Post and present the reading objective.

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



Refer students to pages 71–82 in the text.

Teacher: Read aloud.

Students: Actively listen.

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



Interactive Read Aloud

1. Read pages 71–73 aloud.
2. Use **Think-Pair-Share** to ask:

From the first paragraph on page 71, what is different about Charley’s life now?

He feels alone all the time now and says that he knows that his world will end soon. He has isolated himself and lives in his own world, knowing he will be killed soon.

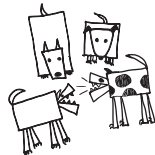
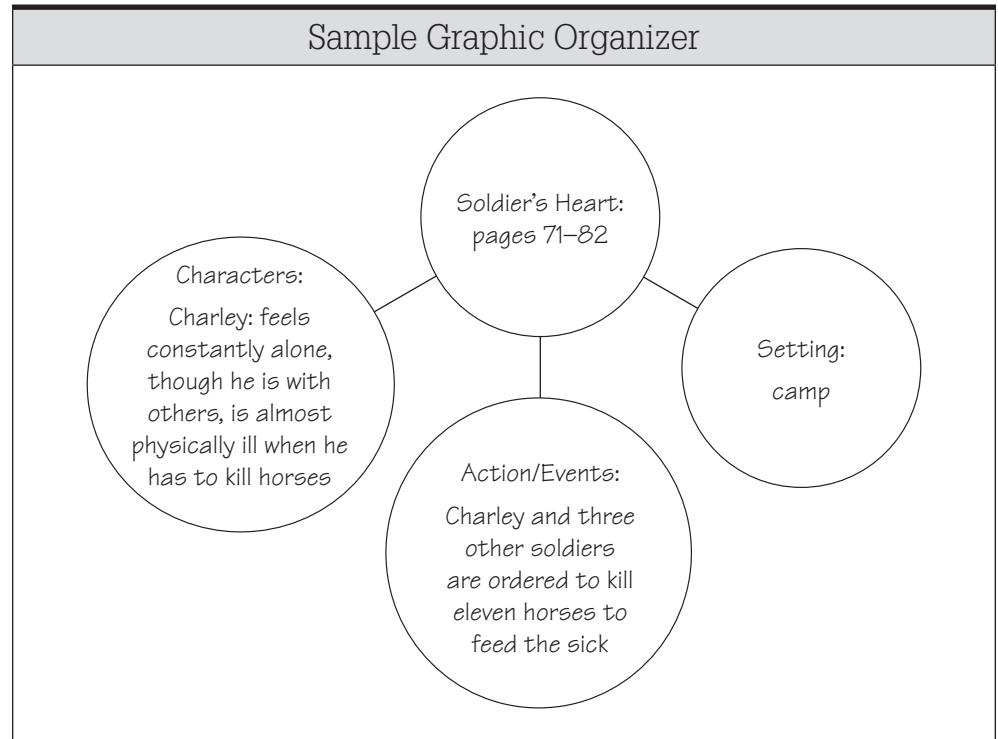
What has contributed to this change in Charley?

The battles, having to kill people, living in misery and fear all the time have made him a different person.

How does the killing of the horses affect Charley?

The killing of the horses makes Charley almost physically ill, and he hates doing it.

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



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF
pages 74-82 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

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

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

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

Team Talk Questions

1. “Always a field, Charley thought—there’s always fear and always a meadow.” What does Charley mean by this line from page 76? Explain using information from the text. **[RE, DC, SA]** (Team Talk rubric)
 - 100 = *In this line, Charley is referring to the fact that there always seems to be a field and fear **involved in the battles**. **In the text**, the troops are marching to a battle that is already raging, and it is **occurring in a field**. **In Charley’s battle experience**, there always seems to be a meadow and he is always afraid.*
 - 90 = *Charley means that whenever there is a battle, it always seems to be in a meadow and his fear. The troops are marching to a battle that is already raging, and it is happening in a field.*
 - 80 = *Charley means that whenever there is a battle, there is always a meadow and his fear.*
2. Why does Charley disobey orders and aim at the trooper rather than the horse? What does this reveal to you about Charley and how his feelings towards the officers have changed? **(Write) [RE, DC, SA]** (Team Talk rubric)
 - 100 = *Charley disobeys orders and aims at the trooper rather than the horse because he doesn’t want to shoot the horses. This **reveals** that he is still angry about having to kill the horses for meat, and his **attitude** toward the officers has changed from respectful to spiteful. **For example, in the text**, it **describes** how furious Charley is that he has to slaughter eleven horses for meat for the sick men. **Also**, Charley says in the text that he doesn’t mind killing men, because they will kill him, but he hates shooting the horses. Charley even says that he is on the verge of mutiny because of his anger at the officers, so he is probably feeling spiteful toward them and has lost respect for them.*
 - 90 = *Charley aims at the trooper rather than the horse because he doesn’t want to shoot the horses. This shows that he is still angry about having to kill the horses for meat and that his feeling toward the officers has changed from respectful to spiteful. Charley says that he doesn’t mind killing men, because they will kill him, but he hates shooting the horses.*
 - 80 = *Charley disobeys orders and aims at the trooper because he doesn’t want to shoot the horses. This shows that he is still angry about having to kill the horses for meat and that his feeling toward the officers has changed from respectful to spiteful.*

continued

Team Talk Questions *continued*

3. What is Charley thinking about in the first paragraph on page 81? What does this show you about how Charley feels about battle now? Explain, using support from the text. **[DC, SA]** (Team Talk rubric)

100 = Charley is thinking about how much he loves coffee and is **wondering** if he could find some sugar in the dead Confederate soldiers' saddlebags. This shows me that Charley is not **frightened** by battle, as he used to be. After Charley's first battles, **the text explained** that he was sick to his stomach and **terrified**. Now, Charley is almost relaxed and is **salivating**, thinking about how he would love to have some coffee with sugar in it. Charley has become used to battle and doesn't **appear** to fear it, as he once did.

90 = Charley is thinking about how much he loves coffee with sugar in it. Charley thinks about looking in the dead Confederate soldiers' saddlebags for sugar. This shows me that Charley is not scared to death of battle anymore, like he used to be. After Charley's first battles, he was sick to his stomach and afraid. Now, Charley is almost relaxed

80 = Charley is thinking about how much he loves coffee with sugar in it. This shows me that Charley is not scared to death of battle anymore.

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

The _____ hurricane caused all the stores and businesses to close so the workers could get home before the storm hit.

Impending. *I know because it means likely to happen. If a hurricane is likely to happen, workers would want to get home and not get caught in the storm.*

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



Show the video.



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.
3. Show the video “Team Talk Response.”

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Analyze Plot and Theme

Word	Pronunciation	Definition	Sample Sentence
campaign (noun) page 59	cam-paign (kam-PAIN)	a series of military battles or attacks designed to produce a particular result in a war	George Washington led a <i>campaign</i> against the British forces that kept the Potomac River from falling under Britain's control.
mutiny (noun) page 61	mu-ti-ny (MYOOT-in-ee)	a situation in which a group of people refuse to obey orders and try to take control away from the person who commands them	We heard on the news that the <i>mutiny</i> in Egypt's capital city had resulted in the government being overthrown by the people.
ague (noun) page 63	a-gue (AY-gyoo)	fever marked by outbreaks of chills, fever, and sweating	When my brother became ill, my mother tried to keep the <i>ague</i> in check by giving him medicine and applying cold cloths to his forehead.
commandeered (verb) page 71	com-man-deer-ed (kom-uhn-DEERD)	took possession of by force, usually for military purposes	Blackbeard was a famous pirate who <i>commandeered</i> many sailing vessels from the American and British fleets.
impending (adjective) page 73	im-pend-ing (im-PEN-ding)	happening or likely to happen soon	When the temperature hit 100 degrees by 10 a.m., we knew that school closures were <i>impending</i> .
oblique (adjective) page 81	o-blique (oh-BLEEK)	having a slanting direction or position	The picture was propped up against the wall in a right <i>oblique</i> position.
lee (noun) page 89	lee	the side of something that is sheltered from the wind	When my friends and I played hide and seek, I hid in the <i>lee</i> of a huge log so I wouldn't be seen.
tableau (noun) page 93	tab-leau (tab-LOW)	a scene that typically shows an event in history or literature that is created on a stage by a group of people dressed in costumes, who do not speak or move	Our Social Studies teacher had designed a <i>tableau</i> for us to do on stage for the other students, to show what a scene from the Battle of Gettysburg might have looked like.

Lesson 3

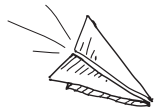
Reading Objective: Analyze how particular elements of a story interact.

Teacher Background

In today's reading, Charley and the other Union troops defeat the Rebels, forcing them to retreat. Charley, believing that he was hit in the shoulder, goes back to the surgeon's tent, which is quickly filling with injured men. The doctor who checks Charley tells him he is not hurt and that the blood covering him is from other people. As he is preparing to return to his regiment, Charley and another soldier are instructed to pile up dead bodies to form a wall to shelter the surgeon's tent from the cold wind.

Teacher's Note:

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



Active Instruction tp

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

Partner Vocabulary Study

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

Vocabulary

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

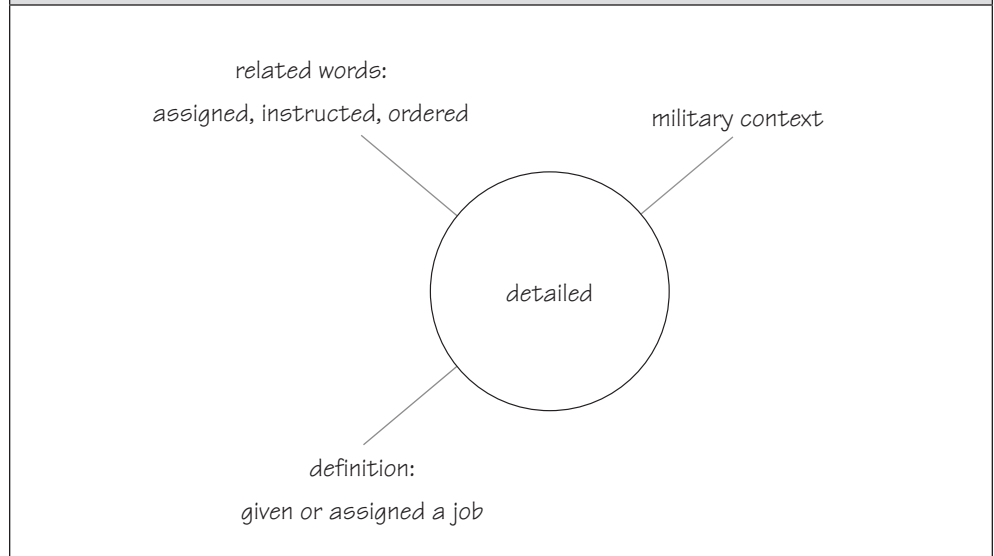
Sample Think Aloud

I chose the word *detailed* on page 71 because I haven't heard the word used in this context before. In this sentence, Charley is one of the men detailed to provide beef for the sick men in the hospital. I know the base word, which is *detail*, usually relates to small parts of something larger. That definition doesn't work here, though, so I want to verify the meaning of this word in the dictionary. (Model verifying the meaning of the word *detailed* in the dictionary.)

I see from the dictionary that there are a few meanings for the word *detail*. One of the meanings is the one that I already knew. There is another definition for *detail*, though, that matches the way it is used in the sentence—given or assigned a job. That makes sense here, because Charley is being given the job of providing food for the sick men in the hospital.

Some related words for this meaning of *detailed* would be *assigned*, *instructed*, or *ordered*. My sentence for this word is: The soldiers were *detailed* to clean the mess hall after breakfast.

Sample Word Map



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

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

Set the Stage

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

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



Refer students to pages 83–89 in the text.



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 pages 83 and 84 (stopping at the end of the first paragraph) aloud.
2. Use **Think-Pair-Share** to ask:

What is happening in this section of text?

Charley and the other soldiers are fighting the Rebels one-on-one with bayonets.

Why does Charley say that it is “right nasty work,” and what does this reveal about how Charley views fighting?

Charley says that it is “right nasty work” because they are fighting each other with steel bayonets, one-on-one. This reveals that Charley sees the fighting as work now, and just a job to be done.

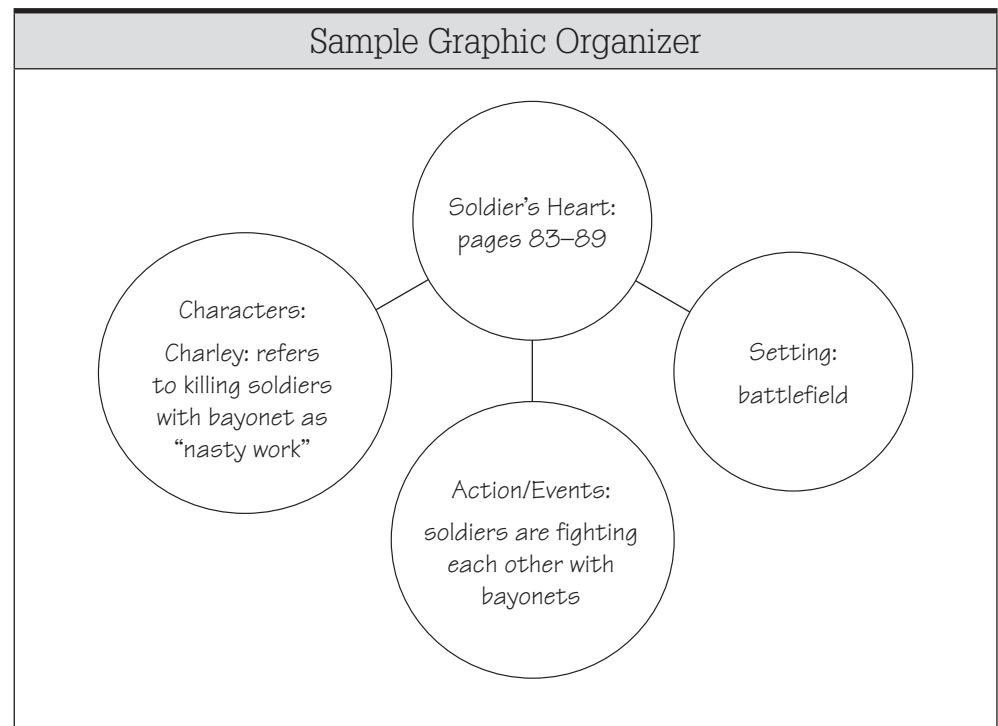
3. Have students read the rest of pages 84 and 85 and add notes to their graphic organizer as they read.

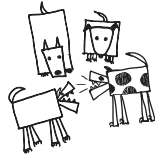
Teacher: Read aloud.

Students: Actively listen.

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

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





Teamwork tp

(20–30 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 86–89 aloud with partners.
(if skipping Interactive Read Aloud, pages 83–89)
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. Consider the following line from page 87: “Charley no longer thought in terms of time, no longer really thought at all.” What does this reveal about Charley and how he has changed as a result of what he has experienced in the war?
(Write) [RE, DC, SA] (Team Talk rubric)

100 = This line reveals that Charley has become numb and detached from the world around him as a result of what he has seen and experienced during the war. For example, after his first battle, Charley vomits from fear and the horror of seeing men killed all around him. After this battle, Charley is calm. He sits down and takes a drink from his canteen, as if nothing is happening. Also, Charley says that he feels alone all the time and lives in his own private world, isolated and detached. In the text, Charley says that he doesn't look at people anymore like he used to, and he doesn't want to get to know anyone because they die so fast. I think to survive horrible experiences, a person must stop thinking and only act like Charley does.

90 = Charley has become numb and doesn't think anymore because of what he has seen all around him during the war. After his first battle, Charley vomits from being scared and the horror of seeing men killed all around him. After this battle, Charley is calm. He sits down and takes a drink from his canteen, as if nothing is happening.

80 = Charley doesn't think anymore and doesn't feel anything because he has become numb to everything.

2. What does Charley see in and around the surgeon's tent, what is his reaction to what he sees, and how does this reaction verify that Charley has become numb?
[RE, DC, SA] (Team Talk rubric)

100 = When Charley visits the surgeon's tent, he sees horrible things, such as the surgeon amputating a man's leg, a large pile of arms and legs, and two or three hundred dead men under the tent. Men are moaning and dying all around him as they wait to be seen. Even when Charley and another man pile up dead soldiers to make a wind barrier for the tent, Charley has no reaction and actually lies down next to the pile of dead men and goes to sleep. Charley has no reaction to what he sees, and it has no effect on him at all, which verifies that he has become numb.

90 = When Charley visits the surgeon's tent, he sees horrible things, such as the surgeon sawing off a man's leg, a large pile of arms and legs, and two or three hundred dead men under the tent. Men are moaning and dying all around him as they wait to be seen. Even when Charley and another man pile up dead soldiers to block the wind, Charley has no reaction and actually lies down next to the pile of dead men and goes to sleep.

80 = When Charley visits the surgeon's tent, he sees horrible things but doesn't have a reaction.

continued

Team Talk Questions *continued*

3. In what ways does Charley's transformation help him to survive and cope in the situations and experiences he is faced with throughout the war? Explain, using support from the text. **[RE, DC, SA]** (Team Talk rubric)

100 = Charley's **transformation** has helped him to survive and cope because if he didn't become numb, unthinking, and **detached**, the war would be too horrible and scary for anyone to handle and he wouldn't be able to **function in battle**. For example, in the text, Charley has to pile up dead bodies to block the surgeon's tent from the wind. If Charley wasn't numb, he would be too **distraught** to do what has to be done so the surgeon can keep helping the soldiers. Also, if Charley wasn't numb, unthinking, and detached, he wouldn't have been able to slaughter the horses and provide the meat that the sick soldiers needed. So, in these ways, Charley's transformation has helped him to survive and function as a soldier despite the horrors he faces in the war.

90 = The changes in Charley have helped him to survive and cope because if he didn't become numb and unthinking, the war would be too horrible and scary for anyone to handle and he wouldn't be able to fight in battle. If Charley wasn't numb, he would be too upset to pile up the dead bodies so the surgeon could keep helping the soldiers. He also wouldn't have been able to slaughter the horses or attack and kill the Rebel soldiers.

80 = The changes in Charley help him to live because if he was thinking and feeling, it would be too horrible and scary and he wouldn't be able to fight.

4. How does Charley react when he learns the blood that is covering him is from other men, and what does this reveal about Charley? **[RE, DC, SA]** (Team Talk rubric)

100 = When the man with the bloody apron tells Charley that the blood that is covering him is from other men, Charley has no **reaction**. To be specific, in the text, it says that the man tells Charley to shuck his coat and finds that Charley hasn't been hit and doesn't even have a scratch on him. Charley **simply** says, "Oh," with no reaction at all. This reaction reveals that Charley is numb and indifferent, because it doesn't seem to have any effect on him at all to learn that he is soaked with other people's blood.

90 = When the man with the bloody apron tells Charley that the blood that is covering him is from other men, Charley just says, "Oh," with no feeling at all. This shows that Charley is numb, because it doesn't seem to have any effect on him at all to learn that he is soaked with other people's blood.

80 = When the man with the bloody apron tells Charley that the blood that is covering him is from other men, Charley doesn't care because he is numb.

5. Choose a word from the vocabulary list, and use it in a meaningful sentence. **[CV]**
Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: My brother said that if my mother made him eat meatloaf for dinner again, there would be a mutiny.

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

Randomly select team representatives who will share:

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

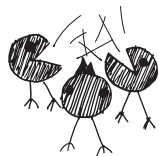


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

Reading Objective: Analyze how particular elements of a story interact.

Teacher Background

Today students will read about the battle at Gettysburg, as the Confederate forces attempt to take the hill on which the Union army is stationed. Charley is hit twice at the end of the chapter and loses consciousness, sure that he has been killed.

Teacher's Note:

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

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

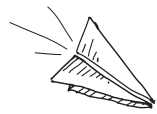
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Post and present the reading objective.

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



Refer students to pages 90–96 in the text.



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 pages 90 and 91 (stopping at the end of the first full paragraph) aloud.
2. Use **Think-Pair-Share** to ask:

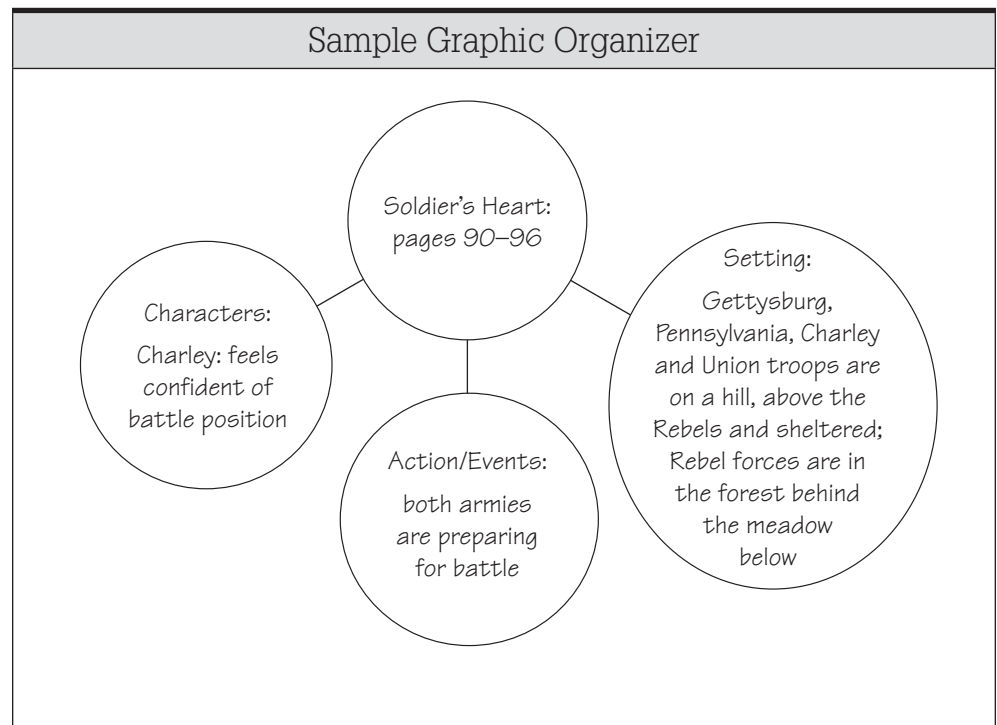
Describe the setting of this reading.

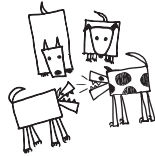
The setting is Gettysburg, Pennsylvania, on top of a sloping hill, looking down on the Rebel army assembling to attack.

What does Charley say is different about this battle setting than other battle settings, and what effect does this setting have on Charley?

Charley says that what is different is that he is above the Rebels this time, sheltered, with all the guns in the world behind him. This setting seems to build confidence in Charley because he knows he is covered and protected, with a huge number of guns behind him.

3. Have students read the rest of pages 91 and 92 and add to their graphic organizer as they read.





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 93–96 aloud with partners.
(if skipping Interactive Read Aloud, pages 90–96)
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.

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

Team Talk Questions

1. On page 93, why does Charley “nearly feel sorry” for the Rebel soldiers as he watches them? Support your answer with information from the text. **[DC, SA]** (Team Talk rubric)
 - 100 = *Charley feels almost sorry for the Rebel soldiers as he watches them cross the meadow and move up the hill. **The text states that the Rebel troops are getting torn up from the heavy artillery and exploding rounds.** Charley feels almost sorry for the Confederates because they have to march through a storm of fire.*
 - 90 = *Charley feels almost sorry for the Rebel soldiers as he watches them because the Rebel troops are getting torn up from the heavy artillery and exploding rounds.*
 - 80 = *Charley feels almost sorry for the Rebel soldiers because they are getting blown to pieces.*

continued

Team Talk Questions *continued*

2. What order does the Union colonel give that saves the hill from being taken by the Rebels? (Team Talk rubric)
- A. He orders the artillery guns to move forward.
 - B. He orders the front line to hide and attack.
 - C. He orders the cavalry to attack from the rear.
 - D. He orders the First Minnesota Volunteers to charge.

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

100 = I know that the Union colonel **instructs** the First Minnesota Volunteers to charge, which saves the hill from being taken by the Rebels. On page 95, **the text states** that it is looking like the Rebel forces will carry the hill, will take it, and will win the hill **under impossible odds**, but a colonel sees what is happening and tells the last unit that is **sheltered**, the First Minnesota Volunteers, to counter-charge the Rebels. **As a result, the hill is saved.**

90 = I know that the Union colonel gives the order for the First Minnesota Volunteers to charge, which saves the hill from being taken by the Rebels. It is looking like the Rebel forces will carry the hill, will take it, and will win the hill, but a colonel sees what is happening and tells the First Minnesota Volunteers to counter-charge the Rebels.

80 = I know that the Union colonel gives the order for the First Minnesota Volunteers to charge, which saves the hill from being taken by the Rebels.

3. How does the author use the language of the text to help you to envision the chaotic battle scene in your mind? Explain, use support from the text. **[AC, DC, SA]** (Team Talk rubric)

100 = The author uses **descriptions, comparisons, and action words** to show what is happening. **For example**, during the battle, the author uses descriptions like "storm of fire" and "tore into them." **Also**, the author uses action words such as tearing, gutting, blowing apart, screaming, storming, collided, hacking, shooting, and jabbing, which **assist the reader in imagining** what is happening. **Additionally**, the author uses **comparisons for illustration**, such as "the bullets over his head sounded like a storm." **In these ways, the author uses descriptions, comparisons, and action words to help me envision the battle scene.**

90 = The author uses action words such as tearing, gutting, blowing apart, screaming, storming, collided, hacking, shooting, and jabbing, which help me picture what is happening.

80 = The author uses action words and descriptions to show what is happening.

continued

Team Talk Questions *continued*

4. At the close of the chapter, how do you think Charley feels after he is hit, and what is significant about his use of the words “at last”? Support your answer with information from the text. **(Write) [RE, DC, SA]** (Team Talk rubric)

100 = I think Charley is almost relieved after he is hit, and I think it is significant that he uses the words “at last.” For instance, in the text, Charley has described the horrors he has seen, the suffering he has endured, the killing he has done, and how he is sure that he will die. Charley has become numb and would probably think of death as a relief from the horror of the war. By using the words “at last,” it makes it seem as though Charley has been waiting for death to happen, expecting it, and almost welcoming it all to be over.

90 = I think Charley is almost relieved after he is hit, and I think it is significant that he uses the words “at last.” The war is so awful that Charley has become numb, doesn’t think anymore, and would probably think of death as a relief from the horror of the war.

80 = I think Charley says “at last” because he wants to die and get out of the horrible war.

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

(Accept reasonable responses.) A synonym for the word oblique is slanted, and an antonym for the word oblique is the word straight.

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

(20 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: Begin with a clear point (a well-worded thesis).

Teacher Background

Students will use what they have learned in the unit to develop a clear point, or a well-worded thesis to begin their writing.

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.

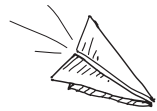
Teams discuss their vocabulary ratings.



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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Today students will identify how a line in the text supports the major theme of the text, which is that war changes people. They will begin with a clear point, or a well-worded thesis, and will use what they have learned about the elements of the story to support their point.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.



Students identify the purpose for writing.

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

Highlight the writing objective.

Writing Prompt
<p>On page xiii, the author makes the following statement about soldiers who return from war: "What they have seen and been forced to do is frequently so horrific and devastating that it simply cannot be tolerated by the human psyche."</p> <p>Do Charley's experiences in the text support this statement? Why or why not? Support your answer with information from the text.</p>

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 we are writing to support a point.

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

Writing a Literary Response	
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 guidelines relate to our writing objective: begin with a clear point (a well-worded thesis)?

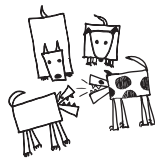
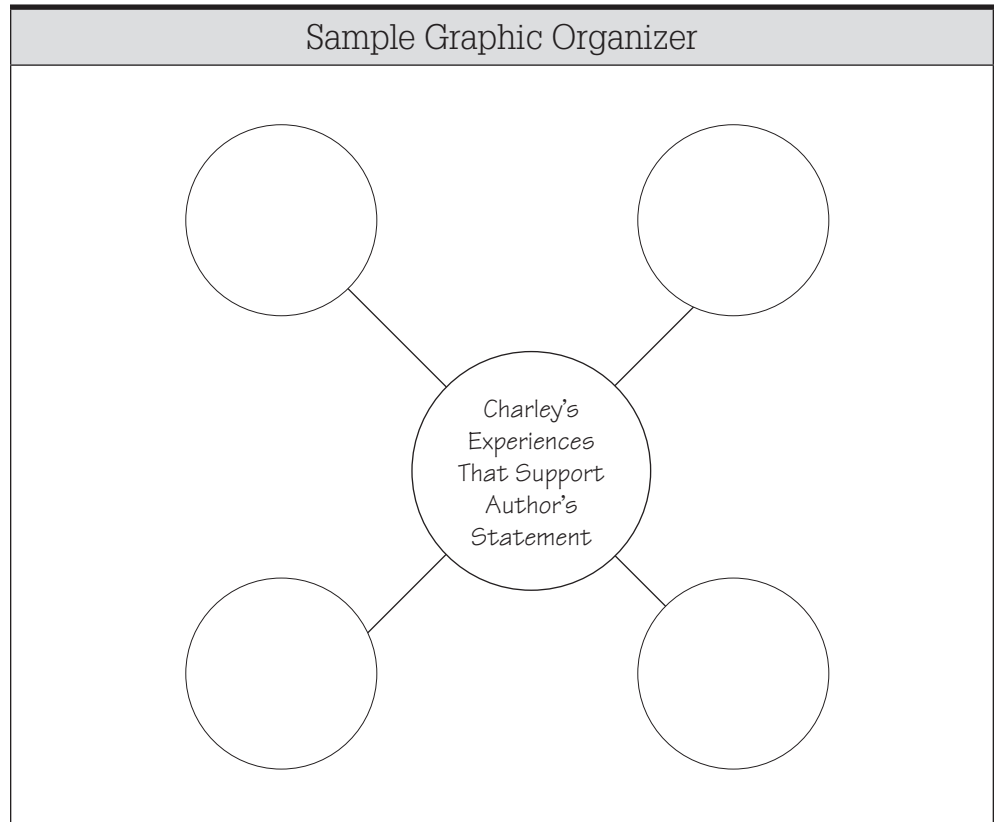
The Ideas guideline that says to make a clear point and the Organization guideline that says to begin by making a clear point relate to our writing objective.

- 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

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



Teamwork tp

(20 minutes)

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.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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



Class Discussion

(30 minutes)

Lightning Round

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

Refer students to the writer's guide for writing a literary response and the writing objective—begin with a clear point (a well-worded thesis).

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

For example, ask:

- **Does the writer begin with a clear point (a well-worded thesis)?**
- **Does the writer support the point with evidence from the text?**
- **Does the writer include words, phrases, and dialogue from the text to support the point?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer end with a closing statement?**

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 begin with a clear 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

On page xiii, the author makes the following statement about soldiers who return from war: “What they have seen and been forced to do is frequently so horrific and devastating that it simply cannot be tolerated by the human psyche.”

Do Charley’s experiences in the text support this statement? Why or why not?

Support your answer with information 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

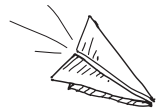
Reading Objective: Analyze how particular elements of a story interact.

Writing Objective: Begin with a clear point (a well-worded thesis).

Teacher Background

Today's cycle test challenges students to analyze how particular elements of a story interact and to begin their writing with a clear point.

Students will read the conclusion of the text, *Soldier's Heart*, in which Charley has returned home after the war. The reader learns that Charley suffers from constant pain and emotional scars from the war. He lives an isolated life in a shack at the edge of town. In the reading, Charley is taking a picnic and reflecting back on his life before the war and how his life has changed. Charley carries a pistol in his knapsack, as he does whenever he takes one of these picnics, which he has done often, and contemplates ending his suffering.



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 how particular elements of a story interact and beginning their writing with a clear point (a well-worded thesis).

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

What impact have the setting, events, and action had on the main character in the text, Charley Goddard, and how have these elements shaped him throughout the story?

Charley has changed because of the horrible living conditions in the various settings, the battles where he has fought for his life and watched men killed all around him, watching men die from disease, and the events such as having to kill horses and pile up dead bodies to make a wall to keep the wind from freezing the doctor caring for the wounded soldiers.

What have we used to help us analyze the story elements to make connections to how they interact and impact other elements?

We have used a web, which allows us to see the different elements and how the elements connect and interact.

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 #1 and #2 ask about elements within the story.

4. Ask students to identify key words or phrases in question #1.

1. Analyze the following line from page 98: "But in other ways he was old, old from too much life, old from seeing too much, old from knowing too much." What does this line mean, and what does this statement reveal about how Charley has changed because of the war? Use support from the text in your answer. **[RE, DC, SA]**

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

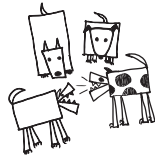
Today you will read more about Charley's life after the war.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Revisiting our Big Question from this cycle—Can a person go to war and return the same person—has your answer changed? Why or why not?

My answer hasn't changed, because I know that a person can't go to war and not be changed. The person will live with what he or she saw and did for the rest of his or her life.

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 2 Test

Analyze Plot and Theme

Directions: Read *Soldier's Heart*, pages 97–104, 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. Analyze the following line from page 98: "But in other ways he was old, old from too much life, old from seeing too much, old from knowing too much." What does this line mean, and what does this statement reveal about how Charley has changed because of the war? Use support from the text in your answer. **[RE, DC, SA]**

*20 points = It means that being in the war has made Charley old, tired, and broken, because he has **witnessed horrible tragedies** and **suffered great physical and emotional trauma** because of the war. **For example**, the text **states** that even though he is only twenty-one years old, Charley is in constant pain, has to walk with a cane, passes blood, and he knows it won't be long for him. **Also**, it states that it makes him sad, but also almost glad because so many of the men he knew were already dead. Charley thinks it wouldn't be too bad to go across to the other side to get away from the constant pain and noises he can't stop hearing. **The war has broken Charley, and he can never be the same person that he was.***

15 points = It means that being in the war has made Charley old, tired, and broken, because he has seen horrible things and suffered terrible physical and mental pain because of the war. It says that even though Charley is only twenty-one years old, he is in constant pain, has to walk with a cane, passes blood, and he knows it won't be long for him. It makes him sad, but also almost glad because so many of the men he knew were already dead. Charley thinks it wouldn't be too bad to go across to the other side to get away from the constant pain and noises he can't stop hearing.

10 points = It means that being in the war has made Charley old, tired, and broken, because he has seen horrible things, and suffered terrible physical and mental pain.

2. As you think about how Charley has changed, what do you think the “pretty things” represent to Charley? What do the “grey thoughts and raining” represent? Support your answer with information from the text. **[RE, DC, SA]**

*20 points = I think the “pretty things” represent Charley’s **experiences** and life at the beginning of the war, and the “grey thoughts and raining” **represent** his life and experiences during the war. **For example**, on page 97, Charley says that he can still remember the pretty things when it started, like the pretty girls waving, Southern summer mornings, cheering children, and dew on a leaf. Then Charley says that when his thoughts become “grey and raining” and he thinks about all the killing, or butchery, as he calls it, he still remembers the pretty things. **So, in these ways, I think the “pretty things” represent Charley’s experiences at the beginning of the war, and the “grey and raining” symbolize his life and experiences during the war.***

15 points = I think the “pretty things” are Charley’s life at the beginning of the war, and the “grey thoughts and raining” are his life during the war. Charley says that he can still remember the pretty things when it started, like the pretty girls waving, Southern summer mornings, cheering children, and dew on a leaf. Then Charley says that when his thoughts turn “grey and raining,” and he thinks about all the killing, or butchery, as he calls it, he still remembers the pretty things.

10 points = I think the “pretty things” are what Charley saw at the beginning of the war, and the “grey thoughts and raining” are his life during the war.

3. What do you think Charley is talking about when he says “...the sounds he couldn’t stop hearing”? What sounds do you think Charley is hearing and why? Use support from the text in your answer. **[DC, SA]**

*20 points = I think when Charley says “...the sounds he couldn’t stop hearing,” he is talking about sounds that he heard during the war, which he still remembers and can’t get out of his head. **For example, throughout the text**, Charley talks about the noises of the war as he experiences the battles. These noises include the wounded men moaning, the horses screaming when they are shot, the cannons going off, and the sound of the bullets hitting men. **From the way he describes the sounds of the war, I can tell that Charley is still hearing the war sounds in his head and can’t stop hearing them.***

15 points = I think when Charley says “...the sounds he couldn’t stop hearing,” I think he is talking about sounds that he heard during the war, like the bullets hitting men and the cannons, which he still hears and can’t get out of his head.

10 points = I think when Charley says “...the sounds he couldn’t stop hearing,” I think he is talking about sounds that he heard during the war, which he still remembers and can’t get out of his head.

4. Why do you think Charley carries the Confederate soldier's revolver on his picnic, and what do you think he intends to do with it? Explain, using support from the text. **[DC, SA]**

20 points = I think Charley carries the revolver on his picnic in case he decides to end the suffering and shoot himself. For example, in the text, Charley says that he has taken these picnics before and has wondered if it was time to go visit the "others" who had already crossed over to the other side, to death. Also, Charley says that he knows that if he just touches the revolver's trigger, it will cause the ball to come "speeding out of the barrel and into his..." This shows me that Charley has considered using the revolver to end his life, and that's why he brings it on the picnic.

15 points = I think Charley carries the revolver on his picnic in case he wants to end the suffering and shoot himself. Charley says that he has taken these picnics before and has wondered if it was time to go visit the "others" who had already died. Charley says that he knows that if he just touches the revolver's trigger, it will cause the ball to come "speeding out of the barrel and into his..."

10 points = I think Charley carries the revolver on his picnic in case he wants to end the suffering and shoot himself.

5. What does Charley mean when he says that he wonders if it was time to go visit the others? Whom is he referring to? Support your answer with information from the text. **[DC, SA]**

20 points = Charley is wondering if it is time for him to die and go to see all the men he has known who have already died. For example, in the text, Charley says that he knows it will not be long for him because he is in constant pain and is passing blood. Charley says that so many men he has known were there already, gone across, and he thinks it might not be bad to go and see them to get away from the constant pain and sounds he can't stop hearing. Charley also states that he sits and wonders if it is time to go visit the others, so I know that he means the men who have already died.

15 points = When Charley says that he wonders if it is time to go visit the others, he means he is wondering if it is time for him to die and go to see all the men he has known who have already died. Charley says that he knows it will not be long for him because he is in constant pain and is passing blood. Charley says that so many men he has known were there already, gone across, and he thinks it might not be bad to go and see them to get away from the constant pain and sounds he can't stop hearing.

10 points = When Charley says that he wonders if it is time to go visit the others, he means he is wondering if it is time for him to die and go to see all the men he has known who have already died.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

How does Charley's transformation support the text's major theme of war changing people?

Use support from the text in your answer.

Charley has changed tremendously over the course of this text, and his transformation supports the text's major theme of war changing people. For example, in the beginning of the text, Charley is fifteen, energetic, healthy, and the apple of his mother's eye. Charley's mother says that he is a good boy. Charley signs up for the war because he believes in the cause and wants to help the Union. As Charley is involved in more fighting and has more experience on the battlefield, he grows more and more distant and angry. After seeing all the death at Bull Run, Charley vomits, and when the troops have to cross the meadow to face the Rebel soldiers again, Charley is so afraid he wets himself. In the next battle, Charley fights again and is less afraid and more confident. His anger and rage cause him to chase the retreating Confederate troops, and he says that he wants to kill them all. When Charley's division camps for three months, Charley says that he doesn't want to learn about anyone because they all end up dying. He doesn't believe in the war and hates what is happening to him and the other men. Charley returns home broken, alone, in constant pain, and can't shut out the horrible memories of the war. In these ways, Charley's transformation from the beginning of the book to the end supports the text's major theme of how the experiences of war change people.

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"> Begin with a clear point (a well-worded thesis). 	0–15 pts.

Part III. Vocabulary (100 points)

1. Write a meaningful sentence for the word *ague*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: When I got the flu, I kept having periods of ague and needed to stay in bed with blankets and a cool cloth on my head.

2. The sailors became so frustrated with the captain that they called for a _____ to take over the ship themselves.

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

- A. mobile
- B. motion
- C. *mutiny*
- D. musket

3. The _____ photograph was the result of Bobby holding his camera at an angle.

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

- A. *oblique*
- B. overcrowded
- C. overgrown
- D. ornery

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

(Accept reasonable responses.) A synonym for the word impending is approaching, and an antonym for the word impending is the word unlikely.

5. Write a meaningful sentence for the word *commandeered*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The general commandeered the enemy tank and began to attack from the inside.

6. The military began a _____ that included several battle locations designed to take control of the entire country.

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

- A. contest
- B. *campaign*
- C. commander
- D. comrade

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

Did the tableau on the stage at school show the battle scene where the soldiers commandeered the enemy's ships?

8. Mandy and her friends pitched their tent in the _____ of a rock so the tent wouldn't blow away.

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

- A. lake
 - B. line
 - C. lane
 - D. lee
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 is plying, from page 61. Plying means offering something to someone repeatedly or constantly, as in: My friend kept plying her cat to me since they had to move and couldn't keep it.

10. As used in the sentence "It went from summer into fall, and they cut trees and made log shanties where they spent most of their time," *shanties* most nearly means— **[CV]**
- A. ships.
 - B. shelters.
 - C. vessels.
 - D. artillery.

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

Students will explain their thinking. For example, I used the context. The passage talks about the soldiers cutting down trees and spending their time in the shanties, so I know that shanties here most nearly means shelters.

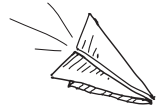
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Analyze how particular elements of a story interact.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

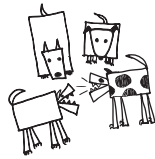
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

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

Give students feedback on classwork.

Teacher's Note:

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

Read and Respond Questions

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



Class Discussion

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

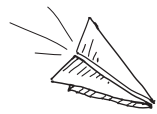
Lesson 8

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

Teacher Background

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

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

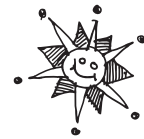


Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

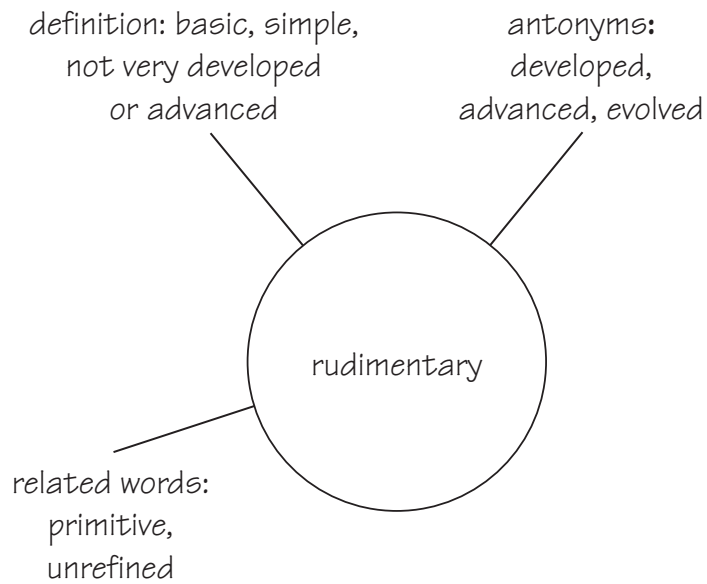
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

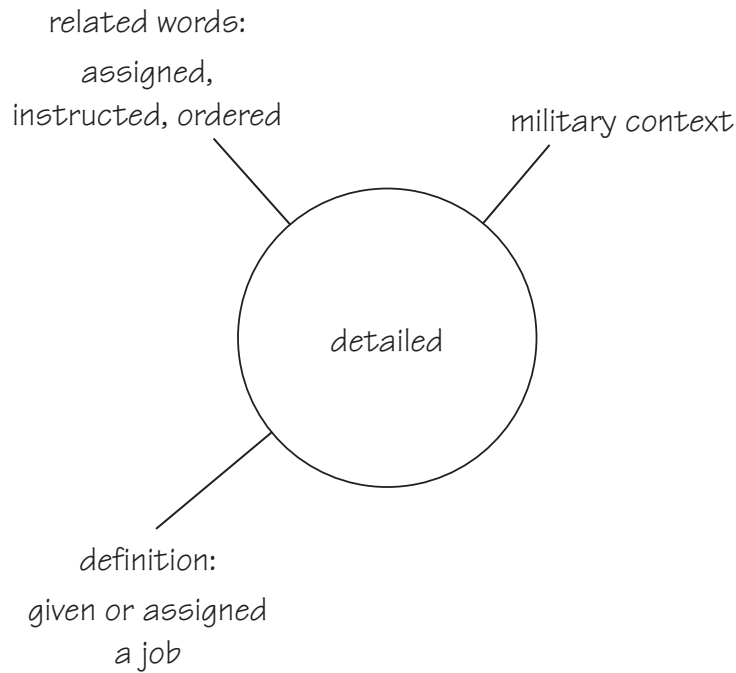
How will use of this skill improve your success in other classes?

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 Analyze Plot and Theme

English Language Arts Standards: Reading: Literature

Key Ideas and Details

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.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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.

Integration of Knowledge and Ideas

RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

English Language Arts Standards: Writing

Text Types and Purposes

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

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WNET

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