



**Informational**

# Author's Purpose

**Deadly Diseases**  
*Cobblestone* magazine

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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We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.



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# Author's Purpose

## Deadly Diseases Cobblestone magazine

## The Lightning Round

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

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

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

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

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

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

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

## Unit Objectives

**Reading:** Determine the author's purpose, and analyze the development of the central ideas that are presented.

**Writing:** Use precise language and key terms from the text to explain the topic.

## Unit Overview

The focus of this unit is to determine the author's purpose and analyze the development of the central ideas that are presented. This skill will help students make connections to the information that is included and will enable them to understand the purpose and key ideas of the text.

### Unit Topic/Content

The text for this unit is *Deadly Diseases*, which is an issue of *Cobblestone* magazine. The articles included in this issue provide information about different diseases, including their causes, effects, and symptoms; information about historical global epidemics; and discussion of the treatment and decline of infectious diseases worldwide.

## 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

**Deadly Diseases  
Cobblestone  
magazine**

| Cycle 1  |  |                      |
|----------|--|----------------------|
| Lesson   | Text                                   | Media                |
| Lesson 1 | pages 2 and 3, "Disease Lowdown"       |                      |
| Lesson 2 | pages 4–6, "A Destructive Path"        |                      |
| Lesson 3 | pages 7–9, "Turning the Tables"        |                      |
| Lesson 4 | pages 11–13, "Quality Care for Kids"   | (Embedded) "Fluency" |
| Lesson 5 | writing in response to reading         |                      |
| Lesson 6 | pages 14 and 15, "Going, Going, Gone!" |                      |
| Lesson 7 | self-selected reading                  |                      |
| Lesson 8 | Getting Along Together                 |                      |

**Deadly Diseases  
Cobblestone  
magazine**

| Cycle 2  |   |   |
|----------|---|---|
| Lesson   | Text  | Media   |
| Lesson 1 | pages 18 and 19, "Wacky Medicine"   |   |
| Lesson 2 | pages 20–23, "Epic Epidemics"   |   |
| Lesson 3 | pages 26–29, "Reversing a Heavy Trend"  | (Optional) Background video: "The Role of Genetics in Obesity," PBS Learning Media <a href="http://www.pbslearningmedia.org/content/oe08.sci.life.gen.obesity/">www.pbslearningmedia.org/content/oe08.sci.life.gen.obesity/</a> |
| Lesson 4 | pages 36–38, "Now What?"  |   |
| Lesson 5 | writing in response to reading  |   |
| Lesson 6 | pages 39, "Feeling Flu-ish" (Writing Project), and 40 and 41, "World Checkup" (Comprehension) |   |
| Lesson 7 | self-selected reading   |   |
| Lesson 8 | Getting Along Together  |   |



Cycle 1:

# Author's Purpose

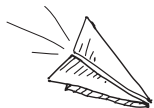
## Lesson 1

**Reading Objective:** Determine the author's purpose, and analyze the development of the central ideas that are presented.

### Teacher Background

Today students will read about information related to infectious diseases, including the effects that better nutrition and living conditions have had on the spread of diseases and the fact that many diseases that no longer occur in the United States continue to kill millions of people, mostly children, in other countries around the world.

The purpose of the Big Question is to engage students in a discussion to activate students' prior knowledge of contagious diseases.



## 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:** What are some contagious diseases, and how do diseases spread?

### Set the Stage

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

**What are contagious diseases, and how do diseases spread?**

*Contagious diseases are diseases that can be spread to others through germs from other people, from coughing, sneezing, etc.*

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

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

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

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



- T:** Diseases
- I:** To inform the reader about diseases
- G:** T-chart for the causes and effects

**Interactive Read Aloud**

1. Introduce the reading objective. **This cycle our reading objective is to determine the author's purpose and analyze the development of the central idea that is presented. This will assist us in better understanding the text and will enable us to make connections to the information that is included in the text.**

2. Read page 3 (paragraph 1) aloud. A sample Think Aloud follows.

| Sample Think Aloud   |
|--|
| <p>When we previewed the text, we saw a lot of clues that told us we would be reading about causes and effects, so we decided to use a T-chart. The author uses this text structure for a specific reason. Looking for causes and effects and organizing our notes in the T-chart will help us identify the central ideas and the author's purpose.</p> <p><b>(Read page 3 [paragraph 1] aloud.)</b></p> <p>The author states that diseases are pretty catchy and provides many reasons why they are catchy.</p> <p>Based on the information that I've read in this first paragraph, I think that the author wants me to know the different ways that diseases are transferred and why it is sometimes easy to catch certain diseases. Think about this as you continue reading.</p> |

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

**How will the graphic organizer help us understand the central ideas of the text?**

*We will use a T-chart to write the causes and effects. You already found that there are several reasons why diseases are easy to catch. The graphic organizer will help us look for more of the causes and effects that are related to diseases.*

**What prediction did I make about the author's purpose?**

*You predicted that the author wanted you to know the different ways that diseases are transferred and why it is easy to catch some diseases.*

4. Explain to students that they will be using these same strategies as they read the text, to help them determine the author's purpose and to analyze the central ideas of the text.

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 (paragraph 2) and add information to the graphic organizer as they read.

Use **Random Reporter** to debrief.

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

**Students:** Actively listen.

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

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

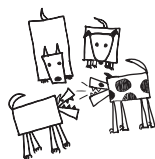
**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

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

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

A sample graphic organizer follows.

| Sample Graphic Organizer   |  |
|--|--|
| Causes   | Effects                                |
| <p>organisms like bacteria, viruses, protozoa, and helminthes</p> <p>bites from creatures</p> <p>contact with microbes in water, blood, or other bodily fluids</p> | <p>disease outbreaks and epidemics</p> |



## Teamwork tp

(20 minutes)

### Partner Prep

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

### Team Discussion

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

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

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

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

| Team Talk Questions   |
|---|
| <p>1. What is the author's purpose in writing this article? How do you know? Use support from the text to explain the author's purpose. <b>(Write) [AP, MI, SA]</b> (Team Talk rubric)</p> <p><i>100 = The author's purpose in writing this article is to <b>inform</b> the reader about diseases. The text includes information related to how diseases are spread, what causes diseases, and how diseases have <b>greatly diminished</b> in the United States. Furthermore, the author explains that although diseases <b>have declined</b> in wealthier countries, they are still killing millions of people in poorer nations. For these reasons, I know the author's purpose in writing this article is to inform us about diseases.</i></p> <p><i>90 = The author's purpose in writing this article is to tell the reader about diseases. The text has facts about how diseases are spread, what causes diseases, and how diseases have decreased in the United States. There are fewer diseases in the U.S. but they are still killing millions of people in poorer nations.</i></p> <p><i>80 = The author's purpose in writing this article is to give information about diseases.</i></p> <p>2. What is the central idea that the author presents in this article, and how does the author develop this central idea throughout the text? Support your answer with information from the text. <b>[MI, DC, SA]</b> (Team Talk rubric)</p> <p><i>100 = The central idea that the author <b>presents</b> in this article is that new attitudes about disease and medical advancements have created a <b>dramatic decrease</b> in the number of people who die of infectious diseases in western Europe and the United States. The author <b>develops</b> this central idea throughout the text by including information that supports this idea. For example, the author explains the reasons for the dramatic decrease in mortality rates for people with infectious diseases, such as better nutrition and living conditions, and advancements in public health, sanitation, pest control, and access to clean water. So the author develops this central idea throughout the text by including data that support the idea.</i></p> <p><i>90 = The central idea in this article is that new attitudes and medical advancements have caused a drop in the number of people who die of infectious diseases in western Europe and the United States. The author shares information that supports this idea, such as better nutrition and living conditions, and advancements in public health, sanitation, pest control, and access to clean water.</i></p> <p><i>80 = The author says that new attitudes about disease and medical advancements have caused fewer people to die of infectious diseases in western Europe and the United States, and he gives reasons why in the text.</i></p> |

continued

Team Talk Questions *continued*

3. What are the main reasons for the decline in epidemic diseases in wealthier nations? Support your answer with information from the text. **[MI, DC, SA]** (Team Talk rubric)

*100 = There are several main reasons for the decline in epidemic diseases in wealthier nations. For example, the article states that better nutrition and living conditions, and advancements in public health, sanitation, pest control, and the availability of clean drinking water, have helped to stop transmission of infectious diseases. Also, the development of vaccines, antibiotics, and other drugs has cured and eliminated some diseases. These are the reasons for the decline in epidemic diseases in wealthier nations.*

*90 = There are several main reasons for the decline in epidemic diseases in wealthier nations, such as better nutrition and living conditions, advancements in public health, sanitation, pest control, and better access to clean drinking water. The development of vaccines, antibiotics, and other drugs has cured and gotten rid of some diseases.*

*80 = There are several main reasons for the decline in epidemic diseases in wealthier nations.*

4. How does the author use text features to help the reader better understand key terms in the text? **[DC, AC, SA]** (Team Talk rubric)

*100 = The author uses italicized red print and side captions to help the reader better understand key terms in the text. For example, for terms that the reader may not be familiar with, the author uses red print and italics for those words. In addition, the author uses captions on the side of the text to explain what the key terms mean and a description of what the term refers to. In these ways, the author uses text features to help the reader better understand key terms in the text.*

*90 = The author uses italicized red print and side captions to help the reader better understand key terms in the text. For terms that the reader may not know, the author uses red print and italics for those words. The author also uses captions on the side of the text to tell what the key terms mean.*

*80 = The author uses italicized red print and side captions to help the reader better understand key terms in the text.*

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



## Class Discussion tp

(18 minutes)

### Lightning Round

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

### Celebrate

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

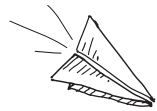
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

# Lesson 2

**Reading Objective:** Determine the author’s purpose, and analyze the development of the central ideas that are presented.

## Teacher Background

In today’s reading, students will learn about the devastating effects that diseases from Europe had on Native Americans when they were introduced by explorers to the inhabitants of the New World. Students will also read about two groups of pathogens, bacteria and viruses.



## Active Instruction tp

(25 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

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.

| Word                                       | Pronunciation                  | Definition  | Sample Sentence  |
|--|--------------------------------|---|--|
| <b>epidemic</b><br>(noun)<br>page 3        | ep-i-dem-ic<br>(ep-i-DEM-ik)   | spreading widely and affecting many individuals at one time | The flu <i>epidemic</i> that occurred in the early 1900s killed more than 50 million people in the United States.                        |
| <b>infectious</b><br>(adjective)<br>page 3 | in-fec-tious<br>(in-FEK-shuhs) | capable of causing infection and of being easily spread     | To prevent <i>infectious</i> diseases from spreading, it is important to always use proper hygiene and isolate individuals who are sick. |

*continued*

| Word   | Pronunciation                        | Definition  | Sample Sentence   |
|--|--------------------------------------|---|---|
| <b>access</b><br>(noun)<br>page 3            | ac-cess<br>(AK-ses)                  | a way of being able to use or get something             | In some African nations, people do not have access to medical care or effective sanitation.   |
| <b>catastrophic</b><br>(adjective)<br>page 5 | cat-a-stroph-ic<br>(kat-uh-STROF-ic) | terribly disastrous                                     | The devastation caused by Hurricane Katrina was <i>catastrophic</i> , and many people are still trying to rebuild even after several years have passed. |
| <b>vanquished</b><br>(verb)<br>page 6        | van-quished<br>(VANG-kwishd)         | defeated  | In the Civil War, the Confederate army was <i>vanquished</i> by the Union troops, which led to the United States being restored as one country.         |
| <b>immunity</b><br>(noun)<br>page 9          | im-mu-ni-ty<br>(ih-MYOO-ni-tee)      | power to keep yourself from being affected by a disease | Since I already had them as an infant, my mother says I have developed <i>immunity</i> to chicken pox.  |
| <b>entities</b><br>(noun)<br>page 12         | en-ti-ties<br>(EN-ti-teez)           | something that exists by itself, separate from others   | All the islands are really separate <i>entities</i> , even though they form one nation and share a common government.                                   |
| <b>fortified</b><br>(verb)<br>page 13        | for-ti-fied<br>(FOAR-tuh-fahyd)      | made strong   | The castle <i>fortified</i> its defenses against the enemy's attack, adding more blocks to the surrounding wall and raising the drawbridge.             |

Review Vocabulary Vault.

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

**Set the Stage**

Teams review their cycle goal.

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

Post and present the reading objective.

4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

**T:** The effects of diseases from Europe on Native Americans

**I:** To inform the reader of how Native Americans were affected by the diseases brought over to the New World from Europe

**G:** T-chart

### Interactive Read Aloud

1. Refer students to the reading objective. Remind students that knowing the author's purpose will help them to better understand the central ideas of the text and how the author develops these ideas. Explain to students that being able to apply this skill will enable them to make better connections, both with informational text and across all texts.
2. Read page 4 aloud. A sample Think Aloud follows.

#### Sample Think Aloud

What is the author's purpose in writing this article? From this first page, I can conclude that the author wants me to be informed of the effects diseases from Europe had on the Native Americans.

Now I want to think about how the article is structured. By recognizing the structure of the text, I can make connections to the information that is included, and it will help me to see how the author develops the central idea throughout the text.

In this first page, the author uses signal words like *so* and *thus*, which indicate that the information is presented in a cause-and-effect format. This supports my thoughts on the author's purpose. I will use a T-chart to take notes on the cause-and-effect relationships in the article.

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

#### **What should you look for when you are trying to determine text structure?**

*You should look for signal words that the author uses to help you determine the structure of the information.*

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 5 (paragraph 1) aloud and add notes to their graphic organizer as they read.

Use **Random Reporter** to debrief.

Review the skill as necessary.

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

**Students:** Actively listen.

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



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

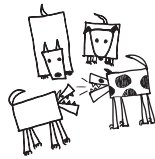
**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

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

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

A sample graphic organizer follows.

| Sample Graphic Organizer  |  |
|---|--|
| Causes  | Effects  |
| <p><i>diseases brought from Europe (measles, plague, typhus, pleurisy, influenza, and pneumonia)</i></p> <p><i>Native Americans had lived in the Americas for thousands of years, geographically isolated, separated from rest of world</i></p> | <p><i>millions of natives died</i></p> <p><i>smallpox especially deadly to natives</i></p> <p><i>Native Americans had never been exposed to smallpox, had no immunity to it, no medicines to treat it, no understanding of how to avoid it</i></p> |



## Teamwork tp

(20 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: **sr**  
**pages 5 (paragraph 2) and 6, including the section “Bugs That Really Bug Us,” aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

### Team Discussion

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

#### Team Talk Questions

1. What is the structure of this article, and how does it help to support the author's purpose and central idea of the text? Use support from the text in your answer. **(Write) [AP, MI, SA]** (Team Talk rubric)

**100** = *The structure of this article is cause and effect. This helps to support the author's purpose, which is to **inform** the reader about the effects of European diseases on Native Americans. **Additionally**, by using a cause-and-effect text structure, the author is able to support the central idea of the article, which is that Native American populations were **severely** decreased and weakened by diseases brought over from Europe. **For example, the text states** that Native Americans had been isolated for thousands of years on another continent and had no medicines, resistance, or **strategies** for **containing** the disease outbreaks. **Therefore**, millions of Native Americans were killed or severely sickened by diseases such as smallpox, typhoid, measles, plague, influenza, and pneumonia. **So, the author uses the cause-and-effect text structure to support the purpose and central idea of the text.***

**90** = *The structure is cause and effect. This helps to support the author's purpose, which is to tell the reader about the effects of European diseases on Native Americans. The structure helps to support the central idea that Native American populations were decreased and weakened by diseases brought over from Europe. Native Americans had been isolated for thousands of years on another continent, so they had no medicines, resistance, or plan for the disease outbreaks. Millions of Native Americans were killed or sickened by diseases such as smallpox, typhoid, measles, plague, influenza, and pneumonia.*

**80** = *The structure is cause and effect, and this helps to support the author's purpose, which is to tell the reader about the effects of European diseases on Native Americans. The structure helps to support the central idea that Native American populations were decreased and weakened by diseases brought over from Europe.*

*continued*

Team Talk Questions *continued*

2. What have you learned about infectious diseases so far that helps to explain why so many Native Americans died? **[MI, DC, SA]** (Team Talk rubric)

100 = *I have learned a lot of information regarding infectious diseases that helps to explain why so many Native Americans died. For example, the text states that infectious diseases are "pretty catchy" and can be spread through the air from coughs or sneezes, from bites of creatures, from contact with body fluids, and are caused by different organisms. Native Americans had no previous exposure to help protect them, they had no knowledge of these diseases, and therefore, they would not know to use disease containment procedures such as isolation and avoiding contact with sick people. Additionally, Native Americans had limited sanitation and pest control, and no vaccines, antibiotics, or medicines to fight the diseases. For these reasons, infectious diseases caused many Native Americans to die.*

90 = *I have learned a lot of facts about infectious diseases that help to explain why so many Native Americans died. Infectious diseases are "pretty catchy" and can be spread through the air from coughs or sneezes, from bites of creatures, from contact with body fluids, and are caused from different organisms. Native Americans had limited sanitation and pest control, and no vaccines, antibiotics, medicines, or information on how to avoid or fight the diseases.*

80 = *I have learned that infectious diseases are spread easily through germs and bites, and that's why so many Native Americans died.*

3. Why was smallpox less of a problem in Europe? Use support from the text in your answer. **[MI, DC, SA]** (Team Talk rubric)

100 = *Smallpox was less of a problem in Europe for several reasons. The text explains that smallpox had been known in Europe for hundreds of years. It was very common and was "considered part of growing up." Even though they didn't have vaccines or treatments for it yet, Europeans were protected from the disease if they had previously contracted it. People in Europe had built up immunity from smallpox because it had been present there for so long, and they had some protection against it. For these reasons, smallpox was less of a problem in Europe.*

90 = *Smallpox was less of a problem in Europe because it had been in Europe for hundreds of years. Europeans were protected from smallpox if they had already had it, and they had built up immunity because it had been present there for so long.*

80 = *People in Europe were used to smallpox, so it was less of a problem there.*

*continued*

Team Talk Questions *continued*

4. In the section “Bugs That Really Bug Us” on page 6, the author uses a compare-and-contrast text structure. Explain why the author chose to use this structure and how it supports the purpose and central idea of the text. **[AP, RE, SA]** (Team Talk rubric)

*100 = The author uses a compare-and-contrast text structure because it helps to support the purpose of the section, which is to **inform** the reader about the two main groups of microbiotic pathogens, called bacteria and viruses, that make us sick. This structure also helps to support the central idea in the text, which is to **explain the similarities and differences** of bacteria and viruses. **For example**, bacteria reproduce by growing and splitting in two, and can **generally be successfully treated** with antibiotics. Viruses, on the other hand, can only live and grow in other cells. **Since** they are parasites, they are very **difficult** to treat. Vaccinations are the most effective way to fight viruses. So, by using the compare-and-contrast text structure, the author helps me to understand the similarities and differences between bacteria and viruses.*

*90 = The author uses a compare-and-contrast text structure because it helps to support the purpose of the section, which is to tell about the two main groups of microbiotic pathogens, called bacteria and viruses, that make us sick. This also helps to support the central idea in the text, which is to tell how bacteria and viruses are alike and different. Bacteria reproduce by growing and splitting in two, and can be treated with antibiotics. Viruses can only live and grow in other cells. They are parasites, so they are very hard to treat. Vaccinations are the best way to fight viruses.*

*80 = The author uses a compare-and-contrast text structure because it helps to support the purpose of the section, which is to tell about bacteria and viruses that make us sick. This also helps to support the central idea in the text, which is to tell how bacteria and viruses are alike and different.*

5. Choose a word from the vocabulary list, and write a meaningful sentence using the word correctly. **[CV]**  
*Accept a sentence that shows the student understands the meaning of the word and can use it correctly. For example: When the volcano erupted, it caused catastrophic damage for miles.*

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

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

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.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## 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.

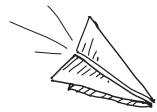
| Word   | Pronunciation                        | Definition  | Sample Sentence   |
|--|--------------------------------------|---|---|
| <b>epidemic</b><br>(noun)<br>page 3          | ep-i-dem-ic<br>(ep-i-DEM-ik)         | spreading widely and affecting many individuals at one time | The flu <i>epidemic</i> that occurred in the early 1900s killed more than 50 million people in the United States.                                       |
| <b>infectious</b><br>(adjective)<br>page 3   | in-fec-tious<br>(in-FEK-shuhs)       | capable of causing infection and of being easily spread     | To prevent <i>infectious</i> diseases from spreading, it is important to always use proper hygiene and isolate individuals who are sick.                |
| <b>access</b><br>(noun)<br>page 3            | ac-cess<br>(AK-ses)                  | a way of being able to use or get something                 | In some African nations, people do not have access to medical care or effective sanitation.   |
| <b>catastrophic</b><br>(adjective)<br>page 5 | cat-a-stroph-ic<br>(kat-uh-STROF-ic) | terribly disastrous   | The devastation caused by Hurricane Katrina was <i>catastrophic</i> , and many people are still trying to rebuild even after several years have passed. |
| <b>vanquished</b><br>(verb)<br>page 6        | van-quished<br>(VANG-kwishd)         | defeated  | In the Civil War, the Confederate army was <i>vanquished</i> by the Union troops, which led to the United States being restored as one country.         |
| <b>immunity</b><br>(noun)<br>page 9          | im-mu-ni-ty<br>(ih-MYOO-ni-tee)      | power to keep yourself from being affected by a disease     | Since I already had them as an infant, my mother says I have developed <i>immunity</i> to chicken pox.  |
| <b>entities</b><br>(noun)<br>page 12         | en-ti-ties<br>(EN-ti-teez)           | something that exists by itself, separate from others       | All the islands are really separate <i>entities</i> , even though they form one nation and share a common government.                                   |
| <b>fortified</b><br>(verb)<br>page 13        | for-ti-fied<br>(FOAR-tuh-fahyd)      | made strong   | The castle <i>fortified</i> its defenses against the enemy's attack, adding more blocks to the surrounding wall and raising the drawbridge.             |

## Lesson 3

**Reading Objective:** Determine the author's purpose, and analyze the development of the central ideas that are presented.

### Teacher Background

Today students will read information related to smallpox, including the history, causes, and symptoms of the disease. Additionally, students will learn how smallpox was treated and eliminated through the introduction of a vaccine.



## 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.



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.

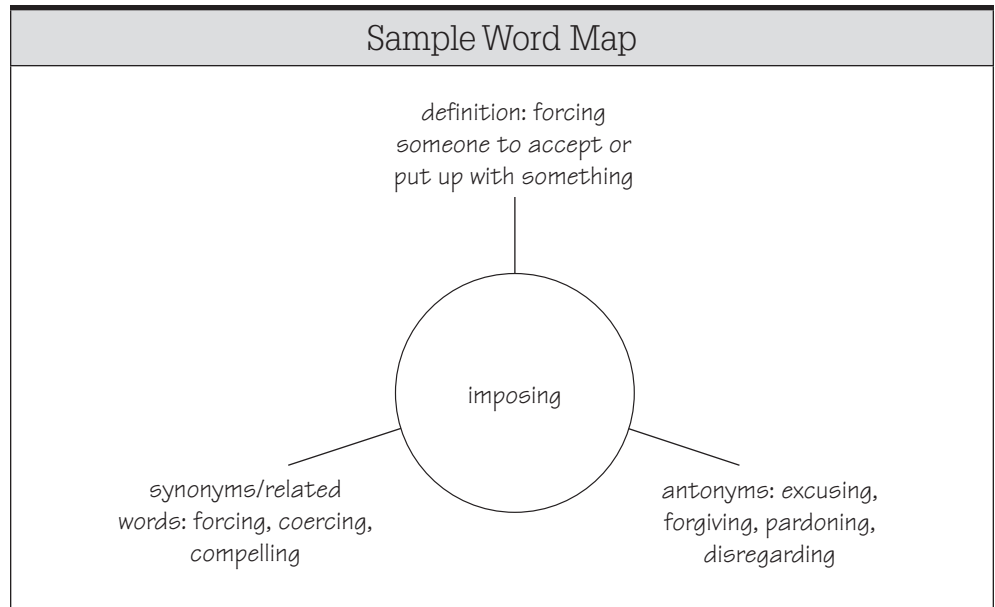
### Vocabulary

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 *imposing* from page 4 because I find it to be an interesting word. The sentence refers to the explorers bringing metal swords, arms, horses, and guns for imposing their will. This makes me think that the explorers brought these weapons to use against the natives, to make them their slaves to do whatever the explorers wanted. I will verify the meaning in the dictionary to be sure that my thinking is on track. (Model verifying the meaning of the word *imposing* in the dictionary.)

The dictionary tells me that *imposing* means forcing someone to accept or put up with something. So, my thinking was correct. A sentence for this word would be: The citizens of the country were in revolt due to the new president imposing rigid laws that the people disagreed with. Some synonyms for *imposing* would be *forcing*, *coercing*, and *compelling*. Antonyms for *imposing* would be *excusing*, *forgiving*, *pardoning*, and *disregarding*.



Review Vocabulary Vault.

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

Teams review their cycle goals.

**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 texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

Post and present the reading objective.

**T:** Effect of smallpox on early Americans

**I:** To inform the reader of how smallpox affected early Americans and how it was treated

**G:** T-chart

**Teacher:** Read aloud.

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

**Interactive Read Aloud**

1. Read page 7 (paragraphs 1–3) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**What can we use to help us to identify the text structure of this article?**

*We can analyze how the information is presented, and we can look for signal words that give us a clue about how the information in the article is structured.*

**How is this text structured, and what helped you to identify the text structure?**

*The text is structured as a sequence of events, and the dates in the text helped me to identify this structure. When I previewed the text, I saw several dates and the words "in time" in a caption. This helped me to know that the sequence text structure is used.*

**Based on this, what do you predict is the author's purpose in writing this article?**

*I think the purpose here is to explain how the vaccination evolved and that many steps were taken over the years, but it was not until much later that the disease was wiped out to a wide extent.*

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

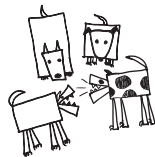
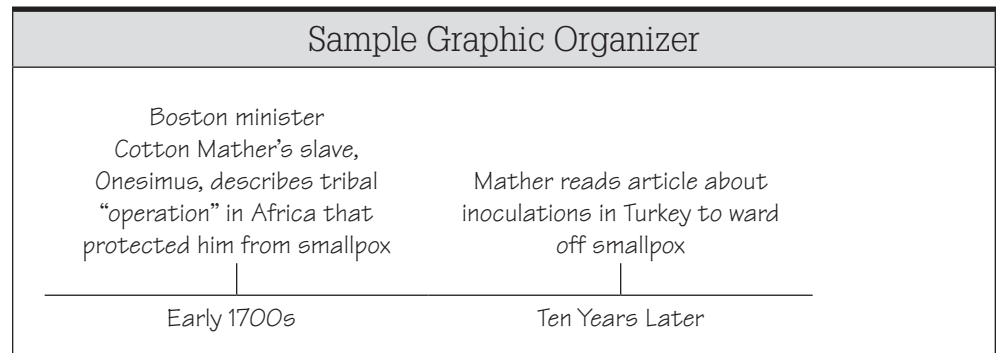
**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 7 (paragraph 4) and record notes from the text on their graphic organizer.

Use **Random Reporter** to debrief.

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

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



# Teamwork tp

(20 minutes)

## Partner Prep

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

**pages 8 and 9 aloud with partners.**

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

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

### Team Discussion

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

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

#### Team Talk Questions

1. What is the central idea in the text, and how does the author develop this idea? Support your answer with information from the text. **(Write) [AP, MI, SA]** (Team Talk rubric)

*100 = The central idea in the text is that the discovery, development, and use of the smallpox vaccine saved millions of lives and **eliminated** smallpox. The author develops this idea throughout the text by using a sequence of events. **For example, the author describes** how smallpox has caused epidemics throughout history and how the effects of the disease were devastating. The author describes how the development of inoculations in the early 1700s caused people to build immunity against smallpox, which eventually led to the disease being completely eliminated. So, the author develops the central idea that the development and widespread use of the smallpox vaccine saved millions of lives and caused smallpox to become extinct.*

*90 = The central idea in the text is that the development and use of the smallpox vaccine saved millions of lives and killed smallpox. The author develops this idea throughout the text by using a sequence of events. Smallpox caused epidemics throughout history, and the effects of the disease were devastating. A vaccine was made and put into public use, which let people build immunity against smallpox and caused the disease to eventually die out.*

*80 = The central idea in the text is that the discovery, development, and use of the smallpox vaccine saved millions of lives and killed smallpox. The author develops this idea throughout the text by using a sequence of events.*

*continued*

Team Talk Questions *continued*

2. What text structure does the author use, and how does it help you to better understand the information presented in the article? **[RE, DC, SA]** (Team Talk rubric)

100 = *The author uses a sequence text structure, and this helps me to better understand how the vaccination for smallpox was discovered, developed, and put into **widespread** use, eventually causing the disease to be **declared extinct**. For example, the author presents information that describes how the vaccine for smallpox was first discovered and used in the early 1700s. Furthermore, the author explains that by the end of the 1700s, the smallpox vaccination became accepted in society, and that George Washington even had the entire Continental Army inoculated. In these ways, the structure of the text helps me to analyze the discovery, development, and widespread use of the smallpox vaccination.*

90 = *The author uses a sequence text structure, and this helps me to better understand how the vaccination for smallpox was discovered, developed, and put into public use, eventually causing smallpox to be completely wiped out. The text says that the vaccine for smallpox was first discovered and used in the early 1700s. By the end of the 1700s, the smallpox vaccination became accepted in society, and George Washington even had the entire Continental Army inoculated.*

80 = *The author uses a sequence text structure, and this helps me to better understand how the vaccination for smallpox was discovered, developed, and put into use, eventually causing the disease to be wiped out.*

3. What effect did Boston minister Cotton Mather have on the development of the smallpox vaccine? Explain, using information from the text. **[MI, RE, SA]** (Team Talk rubric)

100 = *Cotton Mather had a large part in the development of the smallpox vaccine. The article explains that Cotton Mather had a slave, Onesimus, who told Mather about a tribal ritual that made him safe from smallpox forever. Ten years later, Mather read an article about inoculations practiced in Turkey to **ward off** smallpox. Mather shared the information with Dr. Boylston, who began to inoculate people in his own home. This led to people developing immunity to the disease, and **public opinion regarding inoculations** began to change. For these reasons, Cotton Mather had a large part in the development of the smallpox vaccine.*

90 = *Cotton Mather had a large part in the development of the smallpox vaccine. Cotton Mather had a slave, Onesimus, who told Mather about a tribal ritual that made him safe from smallpox forever. Ten years later, Mather read an article about inoculations practiced in Turkey to keep smallpox away. Mather shared this information with Dr. Boylston, who began to vaccinate people in his own home.*

80 = *Cotton Mather had a large part in the development of the smallpox vaccine.*

*continued*

Team Talk Questions *continued*

4. Read the Fast Fact box on page 8. Why do you think it was important to inoculate the entire Continental Army? Support your answer with information from the text. **[DC, SA]** (Team Talk rubric)

**100 =** *Based on the facts in the article, it was important to inoculate the entire Continental Army to help prevent them from contracting smallpox and becoming ill during the Revolutionary War. For example, the text states that smallpox was very widespread and could easily kill individuals. To protect the soldiers, Washington had them all inoculated to ensure they didn't die or become ill during the war. He needed them to be strong and able to fight. For these reasons, it was important to have the entire Continental Army inoculated against smallpox.*

**90 =** *It was important to inoculate the entire Continental Army to keep them from dying or getting sick with smallpox during the Revolutionary War. Smallpox was very widespread and could easily kill individuals. To protect the soldiers, Washington had them all inoculated to make sure they didn't die or become ill during the war.*

**80 =** *It was important to inoculate the entire Continental Army to keep them from dying or getting sick with smallpox during the Revolutionary War.*

5. 

|          |          |
|----------|----------|
| immunity | epidemic |
|----------|----------|

Will the flu vaccine create *immunity* to help prevent a flu *epidemic*? **[CV]**

*Yes. Having a flu vaccine protects you from being affected by the flu. If too few people are affected by the flu, it won't spread.*

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

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

Randomly select team representatives who will share:

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



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.

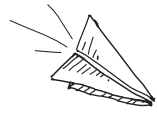
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 4

**Reading Objective:** Determine the author’s purpose, and analyze the development of the central ideas that are presented.

### Teacher Background

Today students will read about the history of children’s health care and the development of pediatric medicine.



## 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 texts, authors, and reading objective.

4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

**T:** Quality care for kids

**I:** To inform the reader of the history of children's health care

**G:** Timeline to record important historical events noted

### Interactive Read Aloud

1. Read pages 11 and 12 (through paragraph 2) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

#### What information does the author give us in this section of text?

*The author gives us information about what health care was like for a child 100 years ago, explains the diseases that were common in children back then, and tells how pediatric medicine originated.*

#### Are there any clues about how the text is structured in this article? If so, what are they?

*Yes, the pictures and captions are a clue because at the beginning of the article, it shows a picture from a hundred years ago and compares kids' health care back then to health care now. At the end of the article is a picture from the present, so I know that the article uses the sequence text structure. Also, as I previewed the text, I saw a lot of dates in the text, so I know it is explaining the history of events.*

#### Which graphic organizer will help us to analyze the information in this article?

*A timeline, so we can note historical developments in children's health care.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 12 (paragraph 3) and 13 (stopping at paragraph 1). Remind students to add notes to the graphic organizer as they read.

Use **Random Reporter** to debrief.

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

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

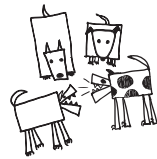
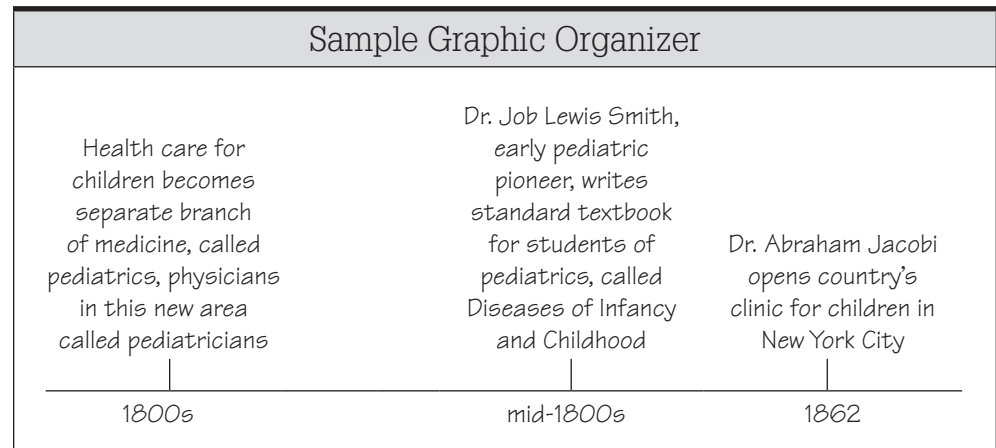
**Teacher:** Read aloud.  
**Students:** Practice the skill or strategy.



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

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

A sample graphic organizer follows.



## Teamwork tp

(20 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 12 (paragraph 1) and 13 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
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. Identify a central idea from the text. How does the author develop this idea throughout the text? Support your answer with information from the text.

**[MI, RE, SA]** (Team Talk rubric)

100 = A central idea from the text is that health care for children has continued to change and **improve** over the last 200 years, and the author **develops** this idea throughout the text by noting historical information that supports this concept. **For example**, the author **explains** the advances that have **occurred** in children's health care, such as the first children's hospital being built in 1855, and Boston Children's Hospital being **established** in 1869. **Additionally**, the author explains that starting in the early 1900s, **advances** in pediatric medicines and disease research, and vaccine developments, led to **significant** drops in disease outbreaks in children. **By noting historical data**, the author supports the central idea that health care for children has continued to change and improve over the last 200 years.

90 = A central idea from the text is that health care for children has continued to change and get better over the last 200 years, and the author tells about how health care for children has changed. The first children's hospital was built in 1855, and Boston Children's Hospital was built in 1869. Starting in the early 1900s, pediatric medicines and new vaccines led to large drops in disease outbreaks in children.

80 = Children's health care has continued to change and get better through history, and the author gives information about that in the text.

2. What is the author's purpose in writing this article, and how does the text structure help to support this purpose? Support your answer with information from the text. **(Write)** **[AP, RE, SA]** (Team Talk rubric)

100 = The sequence text structure helps to support the author's purpose, which is to **inform** the reader of advancements in children's health care over the last 200 years. **For example, in the article**, the author **provides** many historical dates and **explains** significant events that **occurred** in children's health care, such as Dr. Job Lewis Smith writing a pediatric textbook in the mid-1800s. **Also**, the author **describes** advances in pediatric disease prevention, such as the discovery in the 1920s that rickets was caused from a lack of vitamin D. **So, by using the sequence text structure**, the author provides historical data that supports the purpose of the article, which is that children's health care has advanced significantly through recent history.

90= The sequence text structure helps to support the author's purpose, which is to inform the reader of advancements in children's health care over the last 200 years. The author gives many dates and tells what happened in children's health care at different points in history, such as Dr. Job Lewis Smith writing a pediatric textbook in the mid-1800s and the discovery in the 1920s that rickets was caused from a lack of vitamin D.

80= The sequence text structure helps the author to show how children's health care has changed in the last 200 years.

continued

Team Talk Questions *continued*

3. How did a new understanding of viruses and how they spread help to refine how doctors approached the treatment of viruses? Support your answer with information from the text. **[RE, DC, SA]** (Team Talk rubric)

*100 = A new understanding of viruses and how they spread helped to refine how doctors **approached** the treatment of viruses because this new information led them to **realize** that the best way to treat viruses is to **prevent** them in the first place. For example, the article explains that new knowledge of viruses and the way they spread convinced doctors that prevention was key. So, in the 1950s, after a polio vaccine was **discovered**, a massive vaccination campaign was launched, which helped to **conquer** polio, measles, mumps, whooping cough, and other viral diseases. In these ways, new information about viruses helped doctors to refine how they approached the treatment of viruses.*

*90 = A new understanding of viruses and how they spread helped doctors to see that the best way to treat viruses is to keep them from happening in the first place. Doctors saw that virus prevention was key. So, in the 1950s, after a polio vaccine was found, a massive vaccination campaign was launched, which helped to stop the spread of polio, measles, mumps, whooping cough, and other viral diseases.*

*80 = A new understanding of viruses and how they spread helped doctors to see that the best way to treat viruses is to keep them from happening in the first place.*

4. Write a summary of the information presented in paragraph 4 of page 13. **[MI]** (summary rubric)

*100 = Pediatric health care specialists work to prevent childhood diseases. Some of the methods used to help children to not become ill include offering free clinics, physicals and health care programs in schools. Student health and immunization records are kept on file with the school nurse. Healthy eating habits and good hygiene practices, such as proper hand washing techniques, are also taught in schools. These strategies help in the prevention of childhood diseases.*

*90 = Pediatric health care specialists work to prevent childhood diseases. Some of the methods used to help children to not become ill include offering free clinics, physicals and health care programs in schools. Healthy eating habits and good hygiene practices, such as proper hand washing techniques, are also taught in schools.*

*80 = Schools help kids to not get sick by checking their eyes, ears, blood pressure and teeth.*

5. What is a synonym for the word *vanquished*? What is an antonym for the word *vanquished*? (Reminder: An antonym is a word meaning the opposite.) **[CV]**  
(Accept reasonable responses.) A synonym for the word *vanquished* is *conquered*. An antonym for the word *vanquished* is *liberated*.

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.

## Author's Purpose

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.

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



## Class Discussion tp

(15 minutes)

### Lightning Round

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

### 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.

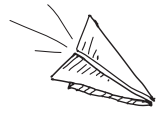
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Use precise language and key terms from the text to explain the topic.

### Teacher Background

Students will write about the health of American children today, and will use precise language and key terms from the text to explain this topic.



## Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and writing objective.
4. Explain to students that they will use precise language and key terms from the text to explain the topic, which is the health of American children today. Tell students that they will use what they have learned about developing a topic throughout the text to develop their answer in their own writing.

Read the prompt aloud.



Students identify the purpose for writing.

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

Highlight the writing objective.

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

| Writing Prompt   |
|--|
| On page 13, the text states, "American children today are healthier than at any other time in history." Use information from the text to support this statement. |

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?**

*Explain ideas or information on a topic, because we will write about the health of American children today.*

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

| Writing to Inform or Explain |  |
|------------------------------|--|
| <b>Ideas</b>                 | <ul style="list-style-type: none"> <li>Clearly introduce the topic.</li> <li>Develop the topic with relevant details.</li> </ul>   |
| <b>Organization</b>          | <ul style="list-style-type: none"> <li>Begin by introducing the topic.</li> <li>In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>End with a closing statement that supports the information.</li> </ul> |
| <b>Style</b>                 | <ul style="list-style-type: none"> <li>Use words and phrases that help a reader understand how the facts or events are related.</li> <li>Include details or examples that help a reader make a mind movie.</li> </ul>  |
| <b>Mechanics</b>             | <ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>  |

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

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

**Which guideline relates to our writing objective: use precise language and key terms from the text to explain the topic?**

*Style, because we need to use precise language and key terms to explain the topic.*

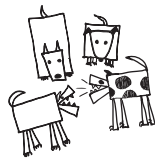
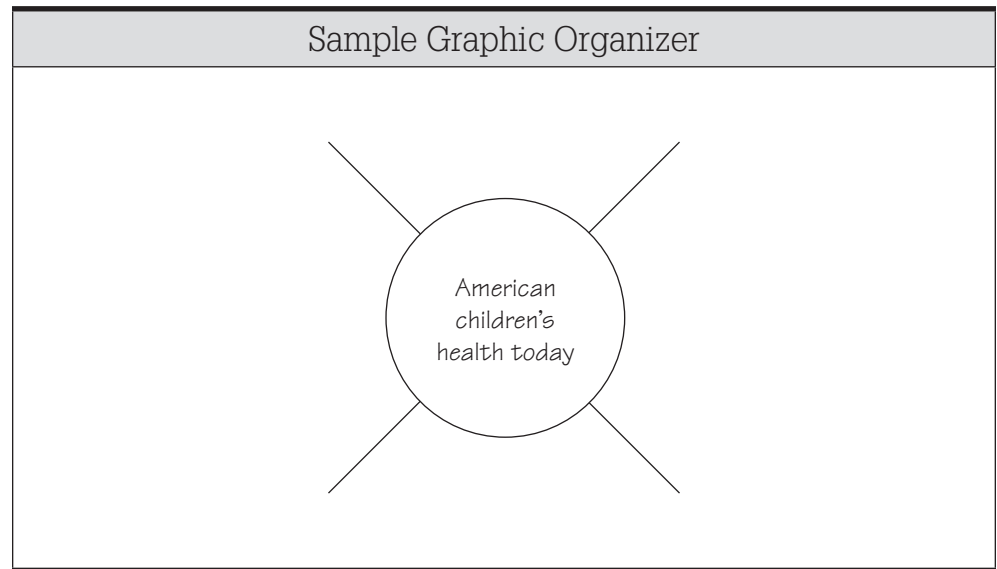
- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

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.

Model using a web to organize facts to explain the state of American children's health today.



## 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.
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.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



# Class Discussion tp

(30 minutes)

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

## Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—use precise language and key terms from the text to explain the topic.

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

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer include facts and examples to help a reader understand the information?**
- **Does the writer include precise language and key terms from the text to explain the topic?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

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

## Reflection on Writing

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find it easy or difficult to include precise language and key terms from the text in your writing?**

*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

On page 13, the text states, "American children today are healthier than at any other time in history." Use information from the text to support this statement.

| Writing to Inform or Explain |  |
|------------------------------|--|
| <b>Ideas</b>                 | <ul style="list-style-type: none"><li>• Clearly introduce the topic.</li><li>• Develop the topic with relevant details.</li></ul>  |
| <b>Organization</b>          | <ul style="list-style-type: none"><li>• Begin by introducing the topic.</li><li>• In the middle, provide facts, examples, or events that help a reader understand the information.</li><li>• End with a closing statement that supports the information.</li></ul> |
| <b>Style</b>                 | <ul style="list-style-type: none"><li>• Use words and phrases that help a reader understand how the facts or events are related.</li><li>• Include details or examples that help a reader make a mind movie.</li></ul>   |
| <b>Mechanics</b>             | <ul style="list-style-type: none"><li>• Use correct punctuation, capitalization, spelling, and grammar.</li></ul>  |

## Lesson 6

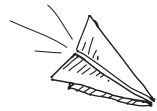
**Reading Objective:** Determine the author’s purpose, and analyze the development of the central ideas that are presented.

**Writing Objective:** Use precise language and key terms from the text to explain the topic.

### Teacher Background

Today’s cycle test challenges students to use what they have learned in this cycle about determining the author’s purpose and analyzing the development of the central ideas that are presented to analyze the cause-and-effect relationships presented in the text.

Students will read descriptions, which include the causes, symptoms, and potential effects, of some of the major illnesses of the 1800s and how they are treated today.



## 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 texts, authors, 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 determining the author's purpose and analyzing the development of the central ideas that are presented. They have also practiced using precise language and key terms from the text to explain the topic.

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

### **Why might an author use different text structures and formats to present information and ideas?**

*To assist them in developing the central ideas of the text and to help the reader to better understand the information that is being presented.*

### **How can analyzing text structure help us to make deeper connections to the central ideas of the information presented?**

*By analyzing text structure, we can better determine the author's purpose for writing and can make deeper connections to the central ideas of the information the author is presenting so we can develop a deeper understanding of the text.*

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 #2 and #3 ask about the author's purpose and the development of the central idea in the text.
4. Ask students to identify key words or phrases in question #2.

2. Analyze the structure the author uses in this article, and answer the following: How does the unique structure of this article help the author to develop the central idea of the text? Use support from the text in your answer. **[AP, MI, SA]**

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

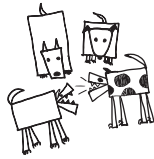
**Today you will read more about deadly diseases.**



## Test tp

(30 minutes)

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



## Teamwork tp

(10 minutes)

### Team Discussion

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

Teams discuss the answers to the test questions.



## Class Discussion tp

(10 minutes)

### Lightning Round

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

#### **What have we been reading about during this cycle?**

*Infectious diseases and the effects they have had on people through history.*

#### **What has helped us in determining the author's purpose in writing the text?**

*We have analyzed the text structure by looking for clue words that tell the format of the text, and have identified the central ideas in the text, which help us to know why the author is writing.*

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

Random Reporters share team discussion of a test question.



## Author's Purpose

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### Celebrate

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

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

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

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

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

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

## Cycle 1 Test

## Author's Purpose

**Directions:** Read “Going, Going, Gone!,” pages 14 and 15. Use the TIGRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

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

1. What is the topic?

*5 points = Nineteenth-century diseases and how they are treated today.*

What is the author’s intent?

*5 points = To inform the reader about diseases from the 1800s and the ways they are prevented and treated now.*

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

*10 points = This article describes the causes and effects of various diseases from the 1800s and how advancements in medicine and sanitation have helped eliminate these illnesses. Several diseases from the 1800s, including consumption (now called tuberculosis), measles, and pertussis, caused dangerous respiratory and lung infections. Scarlet fever and diphtheria were bacterial infections spread from coughing and sneezing. Other diseases, such as typhus, were spread through bacteria from lice, mites, ticks, or fleas. Developments in medicine and sanitation have helped to tremendously reduce the occurrences and severity of these diseases in modern times.*

2. Analyze the structure the author uses in this article, and answer the following: How does the unique structure of this article help the author to develop the central idea of the text? Use support from the text in your answer. **[AP, MI, SA]**

*20 points = **The unique structure** of this article helps the author to **develop** the central idea of the text because the author uses individual text boxes to describe each disease. **For example**, the central idea of the text is that advancements in medicine and sanitation have caused diseases that were common in the nineteenth century to become rare and treatable. The author then **presents** the most common diseases from the nineteenth century in individual text boxes. For each disease, the author **describes** the symptoms and causes of the disease, the modern day treatment, and the **reason for the decline in the occurrences** of the specific disease. **In these ways**, the author is able to develop the central idea of the text through the unique structure of the article.*

15 points = *The format of this article helps the author to develop the central idea of the text because she uses text boxes to tell about each disease. The central idea of the text is that advancements in medicine and sanitation have caused diseases that were common in the nineteenth century to become rare and treatable. The author then shows the most common diseases from the nineteenth century in individual text boxes. For each disease, the author tells the symptoms and causes of the disease, the modern day treatment, and why fewer people get the disease.*

10 points = *The article has text boxes to describe each disease and how it is treated now.*

3. Does the information included in this article support the title, "Going, Going, Gone!"? Why or why not? Use support from the text in your answer. **[AP, MI, SA]**

20 points = *Yes, the information in this article supports the title, "Going, Going, Gone!" because the article **explains** how nineteenth century diseases are far less common and dangerous now. **For example**, the article explains that consumption (tuberculosis) killed more Americans than any other nineteenth century disease. Now, tuberculosis victims in the United States have a 90 percent survival rate with the use of antibiotics. **For this reason**, the information in the article supports the title, "Going, Going, Gone!"*

15 points = *Yes, the information supports the title, "Going, Going, Gone!" because the article tells how nineteenth century diseases have almost disappeared and are much less dangerous now. Consumption (tuberculosis) killed more Americans than any other nineteenth century disease. Now, 90 percent of people with tuberculosis survive with antibiotics.*

10 points = *The article tells how nineteenth century diseases are less common.*

4. How do the text features included in the article help you to better understand the information presented? Support your answer with information from the text. **[RE, DC, SA]**

20 points = *The text features **included** in this article help me to better understand the information **presented** because I can see the pictures of the diseases and read the names of the diseases in bold print. **To be specific**, each text box in the article includes a picture of the individual disease that is described in the **particular** text box, and has the name of the disease in bold print. This helps me to **recognize** the disease I am reading about and allows me to see the disease, which creates a **deeper connection** to the information in the text. **For these reasons**, the text features included in this article help me to better understand the information presented.*

15 points = *The text features help me because I can see the pictures of the diseases and read the names in bold print. Each text box in the article includes a picture of the individual disease that is described in the box, and has the name of the disease in bold print. This helps me to remember the disease I am reading about and allows me to see the disease.*

10 points = *The article has pictures of the diseases and their names in bold print.*

5. Which of the diseases presented was the most deadly for Americans in the nineteenth century? **[MI]**

- A. cholera
- B. scarlet fever (or scarlatina)
- C. *tuberculosis (or consumption)*
- D. pertussis (or whooping cough)

How do you know? Support your answer with information from the text. **[SA]**

20 points = *I know tuberculosis (or consumption), was the deadliest disease because it killed the most people. **The text explains that tuberculosis killed more Americans than any other nineteenth century disease. For this reason, I know that tuberculosis was the most deadly disease for Americans in the nineteenth century.***

15 points = *I know tuberculosis killed the most Americans in the nineteenth century. The text says that it killed more Americans than any other disease then.*

10 points = *Tuberculosis killed the most Americans in the nineteenth century.*

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

Write at least one paragraph to answer the following question:

Consider this statement from page 14 of the article: "Many once-common killers are now rare in the United States." Now answer the following:

Does the information included in this article support this statement? Why or why not? Explain, using support and evidence from the text.

*Yes, the information included in this article supports this statement from the text for several reasons.*

*First, the article states that two important advances—medicine and sanitation—have caused huge improvements in the fight against dangerous illnesses. The text goes on to describe how many illnesses that were very common in the nineteenth century are now rare and are generally treatable with antibiotics or vaccinations. For example, diphtheria, a contagious bacterial disease, is now rare in children today due to vaccinations. In addition, cholera is another example of a disease that used to be very common in the nineteenth century, but is now rare because of improvements in sewage systems, water quality, and education warning of the dangers of contaminated foods.*

*For these reasons, the information included in the article supports the statement that many once-common killers are now rare in the United States.*

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

| Writing to Inform or Explain |  |                  |
|------------------------------|--|------------------|
| <b>Ideas</b>                 | <ul style="list-style-type: none"> <li>Clearly introduces the topic</li> <li>Develops the topic with relevant details</li> </ul>   | <b>0–25 pts.</b> |
| <b>Organization</b>          | <ul style="list-style-type: none"> <li>Begins by introducing the topic</li> <li>In the middle, provides facts, examples, or events that help a reader understand the information</li> <li>Ends with a closing statement that supports the information</li> </ul> | <b>0–25 pts.</b> |
| <b>Style</b>                 | <ul style="list-style-type: none"> <li>Uses words and phrases that help a reader understand how the facts or events are related</li> <li>Includes details or examples that help a reader make a mind movie</li> </ul>  | <b>0–25 pts.</b> |
| <b>Mechanics</b>             | <ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>  | <b>0–10 pts.</b> |
| <b>Writing Objective</b>     | <ul style="list-style-type: none"> <li>Use precise language and key terms from the text to explain the topic.</li> </ul>   | <b>0–15 pts.</b> |

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

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

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The shortage of flu vaccinations could create a worldwide epidemic.*

2. To gain \_\_\_\_\_ to the state park, we have to ride our bikes back up to the main entrance.

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

- A. access
- B. arrest
- C. assist
- D. amends

3. 

|              |        |
|--------------|--------|
| catastrophic | access |
|--------------|--------|

Will the hurricane create *catastrophic* damage to the beach *access* road? **[CV]**

*Yes. A hurricane could be disastrous and destroy a road too near a beach, leaving people unable to use it.*

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

*(Accept reasonable responses.) A synonym for the word immunity is protection. An antonym for the word immunity is defenselessness.*

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

- A. The disease was highly infectious and could be easily spread from person to person.
- B. *Lori still had an infectious illness, so it was safe to be around her.*
- C. The doctor specializes in the treatment of infectious diseases such as influenza.
- D. They informed us that the disease had been contained and was no longer infectious.

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

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The large country was divided up into separate entities with different governments to rule.*

7. The government issued an evacuation due to the expected \_\_\_\_\_ damage the powerful and gigantic storm could cause.

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

- A. converted
- B. community
- C. conditional
- D. *catastrophic*

8. vanquished      fortified

Could an army be *vanquished* because their rival *fortified* its military defense? **[CV]**

*Yes. An army could be beaten if its rival has such a strong defense that it is difficult to attack them. The rival could attack from their safe position and defeat them.*

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 hamper, from page 3, which means to slow the movement, progress, or action of something. Our sentence for this word is: To hamper the enemy's movements, the soldiers piled logs to block their path of pursuit.*

10. As used in the sentence "Consumption, a progressive wasting of body tissue, was a term used for what we now call tuberculosis," *wasting* most nearly means— **[CV]**

- A. recycling.
- B. attacking.
- C. tearing.
- D. consuming.

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

*Students will explain their thinking. For example, I used the context. The passage talks about consumption as a disease that progressively wastes body tissue, so I knew that it most nearly means attacking of body tissue.*

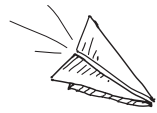
| Question Codes |  |             |   |
|----------------|--|-------------|---|
| <b>[DC]</b>    | Make inferences; interpret data; draw conclusions. | <b>[AA]</b> | Analyze an argument.  |
| <b>[SA]</b>    | Support an answer; cite supporting evidence.       | <b>[AP]</b> | Identify author's intent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

## Lesson 7

**Reading Objective:** Determine the author’s purpose, and analyze the development of the central ideas that are presented.

### Teacher Background

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



## Active Instruction

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

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

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

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

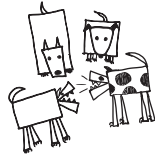
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students’ homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

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

### Teacher's Note:

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

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

Give students feedback on classwork.

## Read and Respond Questions

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



# Class Discussion tp

(15 minutes)

Team responses  
and feedback



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

Celebrate team successes!

Final tally for this cycle

Record team celebration  
points on the teacher cycle  
record form.

Collect Read and Respond  
forms for this cycle.

## Lightning Round

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

## Celebrate

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

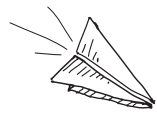
## Lesson 8

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

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



## Active Instruction tp

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

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

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

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

Two-Minute Edit

Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

*Accept supported answers.*

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



## Class Council

(30 minutes)

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



## Brain Game

(5 minutes)

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

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

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



## Cycle 2:

Author's  
Purpose

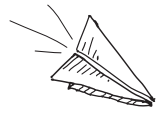
## Lesson 1

**Reading Objective:** Determine the author's purpose, and analyze the development of the central ideas that are presented.

**Teacher Background**

Today students will read about antiquated medical treatments, such as the use of sow bugs and turpentine.

The Big Question for this cycle is designed to engage students in a dialogue regarding various methods of preventing diseases. This question can be revisited throughout the cycle as students learn more information regarding the prevention of disease.

**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:** What can be done to stop the spread of infectious diseases?

**Set the Stage** 

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

**What can be done to stop the spread of infectious diseases?**

*People can get vaccinations so they build immunity against the disease, and they can practice good hygiene, like washing their hands a lot and having good sanitation systems in place where they live.*

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 texts, authors, and reading objectives.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

**T:** Wacky medicines

**I:** To inform the reader of the ways early Americans treated diseases and illnesses

**G:** Web

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.



**Teacher:** Read aloud.

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

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

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

### Interactive Read Aloud

1. Refer to the reading objective, and review the skill if necessary.
2. Read page 18 (paragraphs 1 and 2) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

#### How is the information in this article structured?

*The information in the article is structured in paragraphs, which start off with a main idea and are then supported with details.*

#### Does this format help you to better understand the central ideas of the text? Why or why not?

*By using this format, the author is able to explore several central ideas in the article that are all related to “wacky medicines” that were used by early Americans. This format helps me to make connections to the different ideas in the article and to develop a deeper understanding of the information included.*

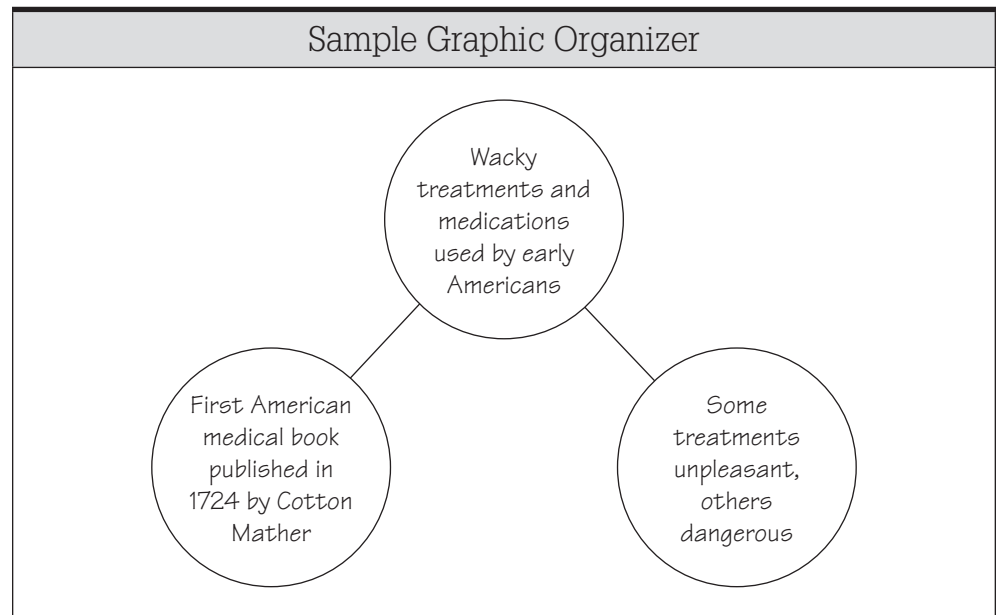
3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 18 (paragraphs 3 and 4) and add information to their graphic organizer as they read the text.

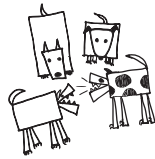
Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.





# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 18 (paragraph 5) and 19 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

Team Talk Questions

1. How is the information in the article structured, and how does this structure help the author to support the central idea of the text? Explain, using examples from the text. **(Write) [AP, MI, SA]** (Team Talk rubric)

100 = *The article uses the main ideas and details text structure, which helps the author to present information to **support the central ideas** of the text. **For example**, in the article, one of the central ideas is that early American medicine was unpleasant and could be very dangerous. To support this central idea, the author **provides** several paragraphs detailing some of the treatments used then, such as sow bugs, turpentine, pig dung tea, and bloodletting. The text structure **allows** the author to **communicate** information and ideas that support the central ideas in the text.*

90 = *The article uses the main ideas and details text structure, which helps the author to give information to support the ideas of the text. One of the ideas is that early American medicine was unpleasant and could be very dangerous. To support this, the author gives supporting details about some of the treatments used then, such as sow bugs, turpentine, pig dung tea, and bloodletting.*

80 = *The article is set up with main ideas and details so the author can give information about the wacky medicines.*

2. What is the author's purpose in writing this article? How do you know? **[AP, DC, SA]** (Team Talk rubric)

100 = *The author's purpose in writing this article is to **describe the various** treatments that early Americans used to try to cure their **afflictions**, and I know this because the author **explains** the various treatments that early Americans used to try to cure themselves throughout the article. **For example, the author mentions** that people often used turpentine, goose grease, and sow bugs as home remedies. **Also**, the author describes how early Americans used bloodletting to try to treat patients. **For these reasons**, I know the author's purpose in writing this article is to explain the ways early Americans tried to treat themselves.*

90 = *The author's purpose in writing this article is to tell about the different treatments that early Americans used to try to cure their illnesses, and I know this because the author gives information about the different treatments throughout the article. People often used turpentine, goose grease, and sow bugs as home remedies. Early Americans used bloodletting to try to treat patients.*

80 = *The author's purpose is to tell about the treatments early Americans used to try to cure themselves, and I know this because she gives information about it in the article.*

*continued*

Team Talk Questions *continued*

3. What specific passage of the text helps to explain the concept of bloodletting? Use information from the text to support your answer. **[DC, RE, SA]** (Team Talk rubric)

100 = *The specific passage of text that helps to explain the concept of bloodletting is a description the author **provides** in parentheses. **Specifically**, on page 19, the author says that some suggestions were strange, but were not as dangerous as bloodletting, which was the practice of purposely withdrawing large amounts of blood to purge the body of illness. So, the author refines the **concept** of bloodletting by including a specific passage of text in parentheses that describes the practice.*

90 = *The author gives a description of bloodletting in parentheses. The text says that some suggestions were strange, but were not as dangerous as bloodletting, which was the practice of purposely withdrawing large amounts of blood to purge the body of illness.*

80 = *The author gives a description of bloodletting in parentheses.*

4. What effect did the passing of the Pure Food and Drug Act in 1906 have on the regulation of medications? Explain, using text support in your answer. **[DC, RE, SA]** (Team Talk rubric)

100 = *The passing of the Pure Food and Drug Act in 1906 had a **significant** effect on the **regulation** of medications because the government got involved in controlling medications. **The text states** that because of this act being passed, medicine makers had to **reveal** all ingredients that were **included** in their medications. In this way, the passing of the Pure Food and Drug Act in 1906 had a large impact on the control and regulation of medications.*

90 = *The passing of the Pure Food and Drug Act in 1906 had a large effect on medications because the government got involved in controlling medications. Medicine makers had to tell all ingredients that were in their medications.*

80 = *The passing of the Pure Food and Drug Act in 1906 had a big effect on medications because the government got involved in controlling medications.*

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

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

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



## Class Discussion tp

(18 minutes)

Randomly select team representatives who will share:

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



### Lightning Round

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

### Celebrate

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

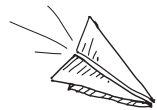
Remind students of the Read and Respond homework assignment.

# Lesson 2

**Reading Objective:** Determine the author’s purpose, and analyze the development of the central ideas that are presented.

## Teacher Background

Students will read information related to several historical epic disease epidemics and outbreaks, such as yellow fever, influenza, malaria, and polio, including the causes, symptoms, and treatments of these diseases.



## 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 modeling chunking as needed. Then read the meaning of each word.

| Word                                  | Pronunciation                  | Definition   | Sample Sentence  |
|---------------------------------------|--------------------------------|--|--|
| <b>compiled</b><br>(verb)<br>page 18  | com-pi-led<br>(kuhm-PAHYLD)    | put together by gathering or collecting                                | Our teacher <i>compiled</i> all of our decorated poems into a poetry book.     |
| <b>extracted</b><br>(verb)<br>page 19 | ex-tract-ed<br>(ik-STRAKT-ded) | removed something by pressing, pulling, or by using a chemical process | We <i>extracted</i> the juice from the lemons to make fresh squeezed lemonade. |

*continued*

| Word  | Pronunciation                            | Definition                                 | Sample Sentence   |
|---|--|--|---|
| <b>administered</b><br>(verb)<br>page 19      | ad-min-is-tered<br>(ad-MIN-uh-sterd)     | given out as a treatment                   | The school nurse <i>administered</i> all of the flu mist vaccines to the students.  |
| <b>pivotal</b><br>(adjective)<br>page 22      | piv-o-tal<br>(PIV-uh-tl)                 | extremely important                        | The storming of the beaches at Normandy, France, was the <i>pivotal</i> turning point of World War II.                                  |
| <b>transmitted</b><br>(verb)<br>page 22       | trans-mit-ted<br>(trans-MIT-ted)         | given or passed from one person to another | Our teacher warned us that the flu could be <i>transmitted</i> by coughs and sneezes, and to be sure and sneeze or cough in our elbows. |
| <b>inexplicable</b><br>(adjective)<br>page 22 | in-ex-pli-cable<br>(in-EK-spli-kuh-buhl) | not able to be explained or understood     | The high temperatures were <i>inexplicable</i> since it was only the middle of March.   |
| <b>originates</b><br>(verb)<br>page 39        | o-rig-i-nates<br>(uh-RIJ-uh-neytz)       | comes from                                 | We discovered that maple syrup <i>originates</i> from the sap of maple trees.   |
| <b>implemented</b><br>(verb)<br>page 41       | im-ple-men-ted<br>(IM-pluh-mehnt-ed)     | put into practice, carried out             | As consequences for the loudness of the cafeteria, the principal <i>implemented</i> a one week silent lunch policy.                     |

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 texts, authors, and reading objective.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Build background about the topic.



4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

**T:** Epic disease epidemics

**I:** To inform the reader of various disease epidemics throughout history

**G:** Web

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

**What is the purpose in getting a flu vaccination?**

*The purpose is to help people avoid getting the flu and ensure that it will be a milder case if they do get it.*

Explain to students that before there were flu vaccines, flu (or influenza) epidemics killed tens of millions of people.

**Interactive Read Aloud**

1. Read the title and caption at the top of page 20. A sample Think Aloud follows.

Sample Think Aloud

The title and caption at the top of this page provide some clues as to the possible central idea of this article. From the title, I see that the information in the article will be related to epic epidemics that have occurred throughout history.

From the caption next to the title, I see that disease epidemics have had devastating effects throughout history, including killing hundreds of thousands of people, impacting wars, panicking people, and motivating scientists to find cures and treatments sooner.

I wonder if this is the central idea of the whole article, since it is placed at the top, right next to the title. I will keep this in mind as I continue reading the text.

**(Read pages 20 and 21, stopping at the section “Fast-Acting Flu.”)**

Okay, what have I learned in this section, and does this information support the central idea I predicted? Well, I learned that yellow fever was brought to Philadelphia in 1793 by French refugees, was spread by mosquito bites, and caused symptoms that included fever, chills, black vomit, and yellowing of the skin. The text says 75 to 100 people were dying a day! This information definitely supports the central idea that I predicted from the caption. Yellow fever certainly had devastating effects.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 21 and page 22 (paragraph 1) and add details to the graphic organizer as they read.

Use **Random Reporter** to debrief.

**Teacher:** Read aloud.

**Students:** Actively listen.

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

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

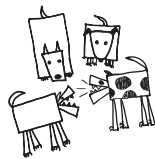
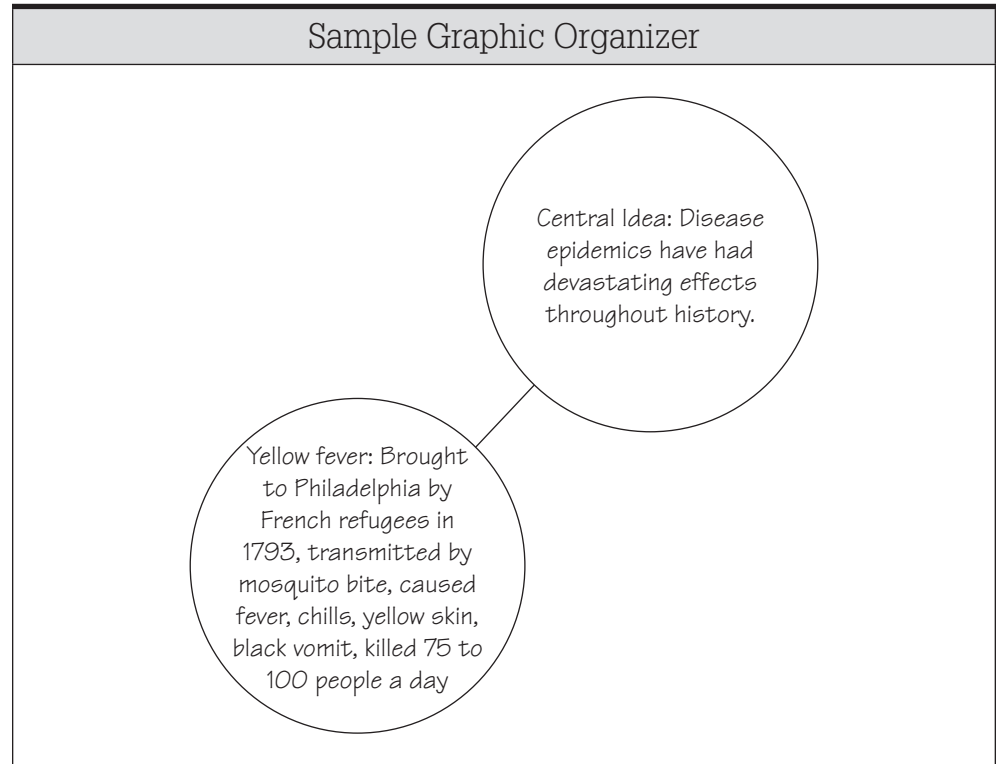
## Author's Purpose

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

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

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

A sample graphic organizer follows.



## Teamwork tp

(20 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 22 (starting at the section “A War Against Malaria”) and 23 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for 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 author develop the central idea throughout the article? Support your answer with information from the text. **[AP, MI, SA]** (Team Talk rubric)
  - 100 = *The author develops the central idea throughout the article by **describing** the causes and effects different epidemics have had on people throughout history and how history has been **altered**. For example, the author **explains** that because of the flu epidemic that **occurred** in 1918–1919, 50 million people died, which is three times the number of people who died in World War I. **Also**, the author explains that polio affected the population by killing or crippling infants and children. So, the author develops the central idea by describing the effects epidemics have had on humans and why these epidemics have occurred.*
  - 90 = *The author develops the central idea throughout the article by telling the causes and effects of different epidemics throughout history. The flu epidemic in 1918–1919 caused 50 million people to die, which is three times the number of people who died in World War I. Polio affected the population by killing or crippling infants and children*
  - 80 = *The author develops the central idea throughout the text by telling how and why different epidemics have affected history.*

*continued*

Team Talk Questions *continued*

2. What is the author's purpose in writing this? How do you know? Support your answer. **(Write) [AP, DC, SA]** (Team Talk rubric)

100 = *The author's purpose in writing this is to describe historical disease epidemics and the devastating effects that they have had. I know this is the author's purpose because she explains in the text that historic disease epidemics like yellow fever, flu, malaria, and polio impacted wars, decreased the population, and motivated scientists to find treatments and cures for the diseases. For instance, the flu killed 50 million people during the 1918–1919 epidemic, yellow fever killed huge numbers of soldiers in the Spanish-American War, malaria killed or injured so many troops in World War II that the military campaigns were severely weakened, and polio's crippling effects on children caused scientists to desperately search for a vaccine. So, the author develops the central idea that historical disease epidemics have had devastating results by describing various epidemics and their effects.*

90 = *The author's purpose in writing this is to tell about disease epidemics and the terrible effects that they have had. The text says that the flu killed 50 million people during the 1918–1919 epidemic, yellow fever killed huge numbers of soldiers in the Spanish-American War, malaria killed or injured so many troops in World War II that the military campaigns were weakened, and polio's crippling effects on children caused scientists to desperately search for a vaccine*

80 = *The author's purpose in writing this is to tell about disease epidemics and their effects.*

3. What specific passages of text help to refine the key concept that malaria had devastating effects on American soldiers during World War II? **[MI, DC, SA]** (Team Talk rubric)

100 = *The concept that malaria had devastating effects on American soldiers during World War II is refined by several passages in the text. On page 22, the text explains that in mid-1943, more soldiers were in the hospital with malaria than were injured in battle. Also, malaria killed or injured four times as many soldiers as Japanese weapons did. Additionally, the text states that military campaigns were severely weakened from shortages of soldiers. So, these specific passages of text help to refine the key concept that malaria had devastating effects on American soldiers.*

90 = *Several passages in the text help to show that malaria had devastating effects on American soldiers in World War II. In mid-1943, more soldiers were in the hospital with malaria than were injured in battle. The passage says malaria killed or injured four times as many soldiers as Japanese weapons did. Military campaigns were weakened from shortages of soldiers.*

80 = *The concept that malaria had devastating effects on American soldiers during World War II is supported by lines in the text.*

*continued*

Team Talk Questions *continued*

4. Why does the text say that “Americans were desperate for a vaccine that would prevent polio”? Explain, using support from the text. **[RE, DC, SA]** (Team Talk rubric)

*100 = The text says that Americans were desperate for a vaccine that would prevent polio because it was **affecting** so many children. For example, the text states that polio outbreaks were **occurring** regularly in the summers in the United States, and that the 1952 epidemic caused 60,000 children to become infected. Since polio was spread so easily, was so **prominent** in children, and could cause death or permanent paralysis, people were desperate to find a vaccination against this childhood disease.*

*90 = The text says that Americans were desperate for a vaccine that would prevent polio because it was hurting so many children. Polio outbreaks were happening regularly in the summers in the United States, and the 1952 epidemic caused 60,000 children to become infected. Polio was spread easily and could cause death or permanent paralysis.*

*80 = The text says that Americans were desperate for a vaccine that would prevent polio because it was hurting so many children.*

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

*Accept responses that show that student knows the meaning of the word and can use it correctly. For example: Some diseases are transmitted by coughs or sneezes.*

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion tp

(15 minutes)

## Lightning Round

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

## Celebrate

1. Tally the team scores on the poster, and celebrate teams 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   |
|---|--|---|---|
| <b>compiled</b><br>(verb)<br>page 18          | com-pi-led<br>(kuhm-PAHYLD)              | put together<br>by gathering<br>or collecting                                   | Our teacher <i>compiled</i> all of our decorated poems into a poetry book.  |
| <b>extracted</b><br>(verb)<br>page 19         | ex-tract-ed<br>(ik-STRAKT-ded)           | removed something<br>by pressing, pulling,<br>or by using a<br>chemical process | We <i>extracted</i> the juice from the lemons to make fresh squeezed lemonade.  |
| <b>administered</b><br>(verb)<br>page 19      | ad-min-is-tered<br>(ad-MIN-uh-sterd)     | given out as a<br>treatment   | The school nurse <i>administered</i> all of the flu mist vaccines to the students.  |
| <b>pivotal</b><br>(adjective)<br>page 22      | piv-o-tal<br>(PIV-uh-tl)                 | extremely important   | The storming of the beaches at Normandy, France, was the <i>pivotal</i> turning point of World War II.                                  |
| <b>transmitted</b><br>(verb)<br>page 22       | trans-mit-ted<br>(trans-MIT-ted)         | given or passed<br>from one person<br>to another                                | Our teacher warned us that the flu could be <i>transmitted</i> by coughs and sneezes, and to be sure and sneeze or cough in our elbows. |
| <b>inexplicable</b><br>(adjective)<br>page 22 | in-ex-pli-cable<br>(in-EK-spli-kuh-buhl) | not able to<br>be explained<br>or understood                                    | The high temperatures were <i>inexplicable</i> since it was only the middle of March.   |
| <b>originates</b><br>(verb)<br>page 39        | o-rig-i-nates<br>(uh-RIJ-uh-neytz)       | comes from  | We discovered that maple syrup <i>originates</i> from the sap of maple trees.   |
| <b>implemented</b><br>(verb)<br>page 41       | im-ple-men-ted<br>(IM-pluh-mehnt-ed)     | put into practice,<br>carried out   | As consequences for the loudness of the cafeteria, the principal <i>implemented</i> a one week silent lunch policy.                     |

## Lesson 3

**Reading Objective:** Determine the author's purpose, and analyze the development of the central ideas that are presented.

### Teacher Background

Today students will read about the American obesity epidemic, including the adverse side effects, health complications, and risks related to obesity. Additionally, they will read about the causes and strategies being implemented to help those affected.

#### Teacher's Note:

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

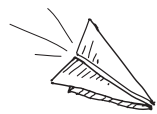
Students use the **vocabulary study routine to rate their knowledge of each vocabulary word:**

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



## Active Instruction 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. 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.

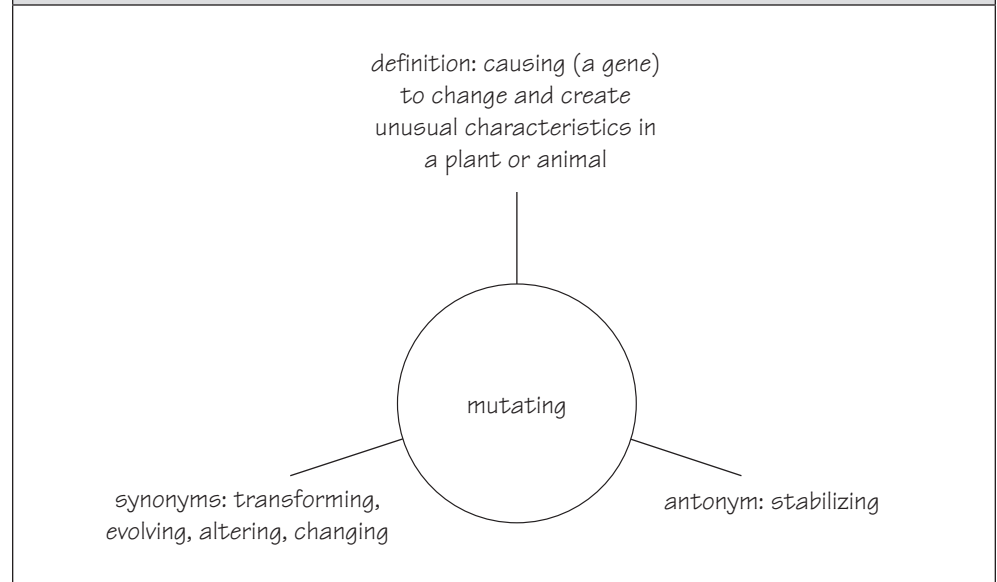
### Sample Think Aloud

I chose to explore the word *mutating* on page 23 because I want to make sure I understand the meaning of the word in the context that the author is using it. The sentence says that the flu is “constantly mutating.” I know that *mutate* means to change, or transform, so I want to make sure that this is what the author means when she says that the flu is constantly mutating. I will verify the meaning of *mutating* in the dictionary. (Model verifying the meaning of the word *mutating* in the dictionary.)

I see that the dictionary lists the definition of *mutating* as “causing (a gene) to change and create unusual characteristics in a plant or animal.” From this definition, I can tell that the author is explaining to us that the flu virus, which is alive and made up of genes, is constantly mutating, or changing its genetic makeup.

Some synonyms for *mutating* would be *transforming*, *evolving*, *altering*, or *changing*. An antonym of *mutating* would be *stabilizing*. My sentence for *mutating* is: The genes were mutating to create a new organism.

### 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 texts, authors, and reading objective.

Teams review their cycle goal.

Post and present the reading objective.

## Author's Purpose

Refer students to pages 26–29 in the text.

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

(Optional) Show video to build background.



**Teacher:** Read aloud.

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

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

4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

**T:** Obesity in America

**I:** To inform the reader about the harmfulness of obesity, and ways to stop the epidemic

**G:** Web

5. Show the following video to build background about the role genetics play in obesity:

PBS Learn: "The Role of Genetics in Obesity" (3 min. 26 sec.)  
[www.pbslearningmedia.org/content/oer08.sci.life.gen.obesity/](http://www.pbslearningmedia.org/content/oer08.sci.life.gen.obesity/)

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

**What are some factors that contribute to the obesity problem in our nation?**

*Lack of healthy foods in school cafeterias, sedentary lifestyles, fast food, and oversized portions are some factors that contribute to the obesity problem in our nation.*

**Is obesity genetic?**

*Some people may have a genetic predisposition to obesity, but genetics can't be solely blamed for the obesity problem. People are also accountable for their food choices and body-related decisions.*

### Interactive Read Aloud

1. Read page 26 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**Why do you think the author wrote this article?**

*To inform people of the dangers of overeating and the negative health effects of being obese.*

**What do you think is the central idea of this text?**

*The central idea is that obesity is deadly and can cause many health problems.*

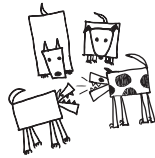
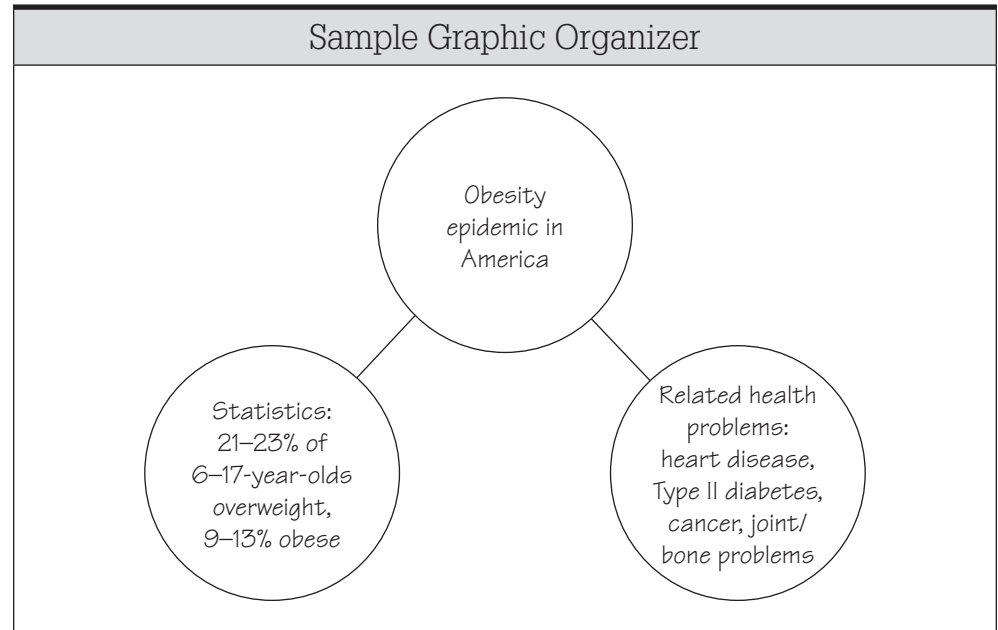
2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 27 and 28 (paragraph 1). Remind students to record notes from the text on their graphic organizers as they read.

Use **Random Reporter** to debrief.

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

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

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



## Teamwork tp

(20–30 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 28 (starting at the section “Eating Smart”) and 29 aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 26–29)**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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

**Team Discussion**

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

| Team Talk Questions  |
|--|
| <p>1. What text structure is used in this article, and how does this format help the author develop the central idea throughout the text? <b>(Write) [AP, MI, SA]</b> (Team Talk rubric)</p> <p><i>100 = The main ideas and supporting details text structure helps the author to develop the central idea that childhood obesity is a dangerous trend that can be changed. <b>For example</b>, the author <b>explains</b> in the text that 21–23 percent of children between the ages of 6–17 are overweight, and 9–13 percent are obese. The author <b>provides</b> information and suggestions, such as drinking soda with no sugar, serving smaller portions, providing healthy snacks at home, and eating more fruits and vegetables. <b>Also</b>, the author <b>describes</b> health risks associated with childhood obesity, such as the onset of diabetes. <b>By using the main ideas and supporting details text structure</b>, the author is able to develop the central idea of the text, which is that the dangerous trend in childhood obesity can be changed.</i></p> <p><i>90 = The main ideas and supporting details text structure helps the author to develop the central idea that childhood obesity is a dangerous trend that can be changed. The text says that 21–23 percent of children between the ages of 6–17 are overweight, and 9–13 percent are obese. <b>By drinking soda with no sugar, serving smaller portions, having healthy snacks at home, and eating more fruits and vegetables</b>, children can reach healthier weights.</i></p> <p><i>80 = The main ideas and supporting details text structure helps the author to develop the central idea that childhood obesity is a dangerous trend that can be changed.</i></p> |

*continued*

Team Talk Questions *continued*

2. What is the author's purpose in writing this article? How do you know? Use support from the text in your answer. **[AP, DC, SA]** (Team Talk rubric)

100 = *The author's purpose in writing this article is to **inform** the reader about the rise in childhood obesity, the risks **associated** with childhood obesity, and strategies to reverse the trend. **For example, the author explains** that childhood obesity is on the rise and is a major problem in this country. **Additionally, the author provides** information on the deadly risks associated with childhood obesity, including an increased risk of developing type II diabetes. The author suggests ways to reverse the trend, such as offering healthier food alternatives and encouraging exercise. **For these reasons, I know the author's purpose in writing this article is to educate** the reader about the increase in childhood obesity, the health dangers associated with childhood obesity, and strategies to help change the trend.*

90 = *The author's purpose in writing this article is to tell the reader about the rise in childhood obesity, the risks caused by childhood obesity, and strategies to reverse the trend. The text says that childhood obesity is on the rise and that there are deadly risks caused by childhood obesity, including an increased risk of developing type II diabetes. Suggestions to reverse the trend, such as offering healthier food alternatives and encouraging exercise, are included.*

80 = *The author's purpose in writing this article is to tell the reader about the rise in childhood obesity, the risks caused by childhood obesity, and strategies to reverse the trend.*

3. Which specific passages in the text help to explain the key concept that "small changes can make a big difference"? **[RE, SA]** (Team Talk rubric)

100 = *There are a few passages in the text that help to **refine** the key concept that "small changes can make a big difference." **For example, the text states** that switching to no-sugar diet soda or cutting down to one or two sugary drinks a week can make a big difference. **Also, the text explains** that cutting out fruit juices and drinking only water and milk can also cut out a lot of calories. **So, these passages of text help to refine the concept that small changes can make a big difference.***

90 = *There are a few passages in the text that help to show that "small changes can make a big difference." One passage says that switching to no-sugar diet soda or cutting down to one or two sugary drinks a week can make a big difference. Another passage says that cutting out fruit juices and drinking only water and milk can cut out a lot of calories.*

80 = *The text shows how small changes can make big differences.*

*continued*

Team Talk Questions *continued*

4. What health related risks are associated with childhood obesity? Support your answer with information from the text. **[DC, RE, SA]** (Team Talk rubric)

100 = *There are several health-related risks that are associated with childhood obesity. For example, childhood obesity can contribute to the onset of diabetes, early puberty, short stature, excessive body hair growth, infertility, metabolic syndrome, heart disease, stroke, and certain types of cancer. These represent the health-related risks associated with childhood obesity.*

90 = *There are a lot of health-related risks with childhood obesity, such as the development of diabetes, early puberty, short stature, excessive body hair growth, infertility, metabolic syndrome, heart disease, stroke, and certain types of cancer.*

80 = *There are a lot of health-related risks with childhood obesity, like heart problems.*

5. 

|           |              |
|-----------|--------------|
| extracted | administered |
|-----------|--------------|

Can a vaccine that was *extracted* from a plant be *administered* to patients safely? **[CV]**

*Yes. Many vaccines and medicines are made by removing chemicals from plants. After they have been tested, they can be given to sick people.*

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

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



# 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 4

**Reading Objective:** Determine the author's purpose, and analyze the development of the central ideas that are presented.

### Teacher Background

In today's reading, students will read an interview with Dr. Marc Lipsitch, who is the Professor of Epidemiology and Director of the Center for Communicable Disease Dynamics, Department of Epidemiology and Department of Immunology and Infectious Diseases at the Harvard School of Public Health. In the interview, Dr. Lipsitch discusses the work he does in relation to stopping the spread of infectious diseases through the development of vaccines and other medical treatments. Other topics discussed include the identification of emerging diseases, how disease threat levels are determined, and methods used for disease containment.

### Teacher's Note:

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

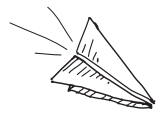
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.



## Active Instruction tp

(15–25 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 36–38 in the text.

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

**Teacher:** Read aloud.

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



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

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

**T:** How doctors find treatments and vaccines for diseases

**I:** To inform the reader about the ways scientists and doctors develop treatments and vaccines for diseases

**G:** Web

### Interactive Read Aloud

1. Read pages 36 and 37 (stopping at “How are threat levels determined?”) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

#### What is the author's purpose in writing this article?

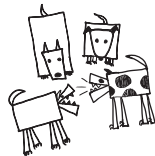
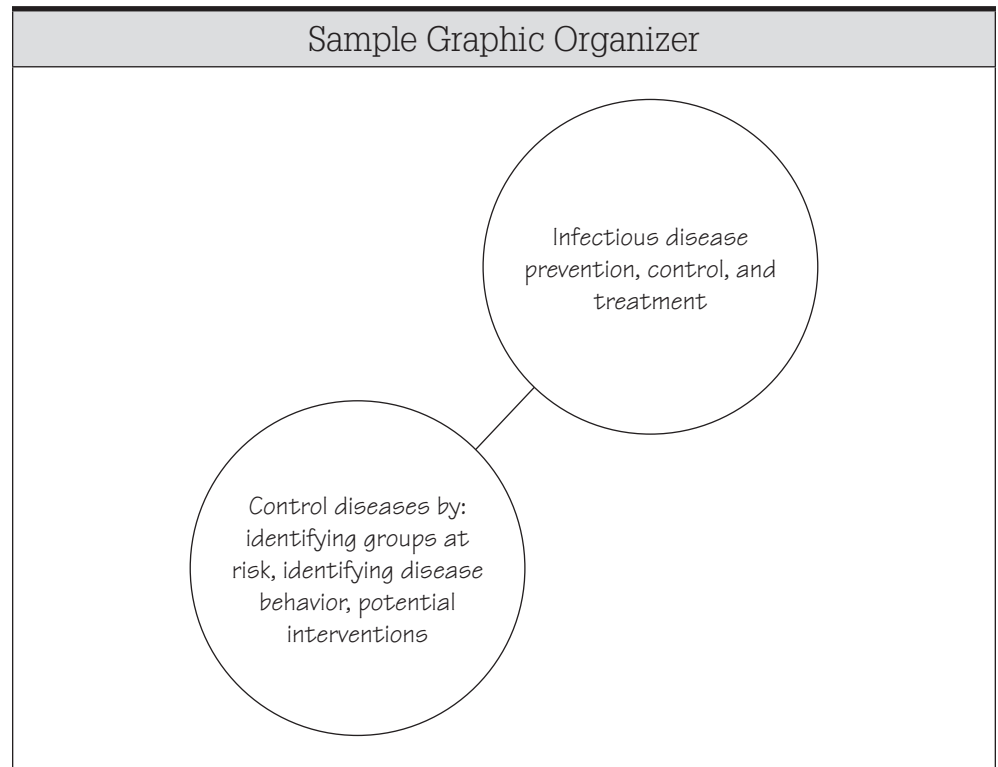
*The author wants us to learn how scientists and doctors study infectious diseases and how they spread so they can develop medical treatments and vaccines to reduce the spread of diseases.*

#### How does the author structure the information in the article?

*The author uses the main ideas and supporting details text structure. Each question is a main idea, and then details follow.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 37 (starting at the section “How are threat levels determined?”) and 38 (stopping at “What methods do you consider for containing a disease?”). Remind students to add notes to their graphic organizers as they read the text. Use **Random Reporter** to debrief.
3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.  
Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.



## Teamwork tp

(20–30 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 37 (“Chief Doctor” section only) and 38 (paragraph 1) aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 36–38)**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

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

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. What is the author’s purpose in writing this article? How do you know? Support your answer with information from the text. **(Write) [AP, DC, SA]** (Team Talk rubric)
  - 100 = *The author’s purpose in writing this article is to **describe** how scientists and doctors prepare and plan responses to disease outbreaks. **For example**, the author asks Dr. Lipsitch how he develops a plan for controlling a disease such as H1N1, how threat levels are determined, how new diseases are **discovered and identified**, and what methods are **considered** in containing a disease. In these ways, the author informs the reader how scientists and doctors plan and prepare responses to disease outbreaks.*
  - 90 = *The author’s purpose in writing this article is to tell how scientists and doctors prepare and plan responses to disease outbreaks. Dr. Lipsitch tells how he develops a plan for controlling a disease such as H1N1, how threat levels are determined, and what methods are used in containing a disease.*
  - 80 = *The author’s purpose in writing this article is to describe how scientists and doctors prepare and plan responses to disease outbreaks.*
2. How does the author develop the central idea throughout the text? Support your answer with information in the text. **[AP, MI, SA]** (Team Talk rubric)
  - 100 = *The author develops the central idea of the importance of infectious disease prevention, control, and treatment through Dr. Lipsitch explaining the importance and application of infectious disease research and analysis. **For example**, the text states that Dr. Lipsitch and other scientists spend the **majority** of their time studying how diseases behave, how to **prevent** them, and developing plans for how to keep people from getting sick. In this way, the author develops the central idea throughout the text.*
  - 90 = *The author develops the central idea of the importance of infectious disease prevention, control, and treatment through Dr. Lipsitch explaining the importance and application of infectious disease research and analysis. Dr. Lipsitch and other scientists spend most of their time studying how diseases behave, how to stop them, and developing plans for how to keep people from getting sick.*
  - 80 = *Scientists study diseases and their effects so they will know how to stop, control, and treat diseases.*

*continued*

Team Talk Questions *continued*

3. Consider this statement: When considering containment of a disease, there are few options. Does the information in the text support this? Why or why not? Explain, using support from the text. **[AA, DC, SA]** (Team Talk rubric)
- 100 = *The information in the text does not support this statement, as there are several options mentioned when considering containment of a disease. For example, on page 38, Dr. Lipsitch explains that there are many options for containing a disease, such as vaccinations, isolation of patients who are already sick, quarantining people who are at risk, and "social distancing," which means reducing the chances for transmission, such as closing schools. For these reasons, the text does not support the statement that there are few options for containing a disease.*
- 90 = *The information in the text does not support this statement, as there are several options mentioned when considering containment of a disease, such as vaccinations, isolation of patients who are already sick, quarantining people who are at risk, and "social distancing," which means reducing the chances for transmission, such as closing schools.*
- 80 = *The information in the text does not support this statement, because there are many options for containing a disease.*
4. Write a summary of the information included in the section "Chief Doctor" on page 37. **[MI]** (summary rubric)
- 100 = *The Surgeon General serves an important role to the American public. Since 1798, when Congress created a commissioned corps of doctors, the Surgeon General has been appointed to a four-year term by the president of the United States to educate the public on improving their health. The Surgeon General heads their office, which is part of the U.S. Department of Health and Human Services. It is the responsibility of the Surgeon General and his office to recommend healthy eating and exercise habits and to assist in aiding those affected by natural disasters. For these reasons, the Surgeon General has a vital role in serving the American people.*
- 90 = *The Surgeon General serves an important role to the American public. Since 1798, when Congress created the job, the Surgeon General has been working to improve Americans' health. The Surgeon General and his office recommend healthy eating and exercise habits and assist in aiding those affected by natural disasters.*
- 80 = *The Surgeon General serves an important role to the American public by telling people to eat right and exercise.*
5. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**
- The cause of the epidemic was \_\_\_\_\_, so doctors were baffled as to how it started.
- Inexplicable. *The word baffled is a clue. The doctors were confused and did not know how the epidemic started.*

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

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

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

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



## Class Discussion tp

(20 minutes)

### Lightning Round

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

### Celebrate

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

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

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

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

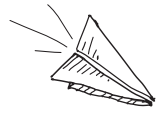
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Use precise language and key terms from the text to explain the topic.

### Teacher Background

Students will explain how the development and use of vaccinations has impacted the occurrence and severity of viral diseases.



## Active Instruction tp

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective. Introduce the writing project.

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and writing objective.
4. Students will use information from the text to explain the impact that vaccinations have had on the occurrence and severity of viral diseases.

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

Read the prompt aloud.



| Writing Prompt  |
|---|
| Explain the impact that the development and use of vaccines has had on the occurrence and severity of viral diseases. |

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?**

*Explain ideas or information on a topic because it is asking how the development and use of vaccines has impacted the occurrence and severity of viral diseases. Also, the prompt uses the word explain.*

Students identify the purpose for writing.

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

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

| Writing to Inform or Explain |  |
|------------------------------|--|
| <b>Ideas</b>                 | <ul style="list-style-type: none"> <li>Clearly introduce the topic.</li> <li>Develop the topic with relevant details.</li> </ul>   |
| <b>Organization</b>          | <ul style="list-style-type: none"> <li>Begin by introducing the topic.</li> <li>In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>End with a closing statement that supports the information.</li> </ul> |
| <b>Style</b>                 | <ul style="list-style-type: none"> <li>Use words and phrases that help a reader understand how the facts or events are related.</li> <li>Include details or examples that help a reader make a mind movie.</li> </ul>  |
| <b>Mechanics</b>             | <ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>  |

Highlight the writing objective.

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

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

**Which guideline relates to our writing objective: use precise language and key terms from the text to explain the topic?**

*Style, because it relates to using words or phrases to help a reader understand facts.*

- 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.

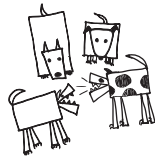
Model planning using a graphic organizer.

**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.

Model using a cause-and-effect T-chart to provide key support from the text, using words and phrases to help the reader understand facts.

| Sample Graphic Organizer            |  |
|-------------------------------------|--|
| Cause                               | Effect   |
| Development and use of vaccinations | Reduction in occurrence and severity of viral diseases |



**Teamwork** 

(20 minutes)

Students write for 10 minutes.

**Independent Work**

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

Monitor discussions as partners and teams give feedback.

**Team Discussion**

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

Students revise and edit their writing projects.



# Class Discussion tp

(30 minutes)

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

## Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—use precise language and key terms from the text to explain the topic.

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

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer include facts and examples to help a reader understand the information?**
- **Does the writer include precise language and key terms from the text to explain the topic?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

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

## Reflection on Writing

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find it easy or difficult to use precise language and key terms from the text to explain the topic?**

*Answers will vary.*

## Author's Purpose

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

Explain the impact that the development and use of vaccines has had on the occurrence and severity of viral diseases.

| Writing to Inform or Explain |  |
|------------------------------|--|
| <b>Ideas</b>                 | <ul style="list-style-type: none"> <li>• Clearly introduce the topic.</li> <li>• Develop the topic with relevant details.</li> </ul>   |
| <b>Organization</b>          | <ul style="list-style-type: none"> <li>• Begin by introducing the topic.</li> <li>• In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>• End with a closing statement that supports the information.</li> </ul> |
| <b>Style</b>                 | <ul style="list-style-type: none"> <li>• Use words and phrases that help a reader understand how the facts or events are related.</li> <li>• Include details or examples that help a reader make a mind movie.</li> </ul>  |
| <b>Mechanics</b>             | <ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>  |

## Lesson 6

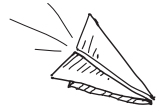
**Reading Objective:** Determine the author's purpose, and analyze the development of the central ideas that are presented.

**Writing Objective:** Use precise language and key terms from the text to explain the topic.

### Teacher Background

Today's cycle test challenges students to determine the author's purpose for writing and to analyze the development of the central ideas presented in the text.

Students will read an article that describes three diseases that have caused pandemic outbreaks across the globe: Black Death, SARS, and malaria.



## Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

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

### Set the Stage

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



## Prepare Students for the Test tp

(5 minutes)

### Partner Review

1. Remind students that they have been practicing determining the author's purpose and analyzing the development of the central ideas that are presented in the text. In writing, students have been practicing using specific language and key terms from the text to explain the topic.



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

**What have we analyzed to determine the author’s purpose in writing an article?**

*We have analyzed the central ideas the author presents and the information that is included in the text.*

**How can the text structure of an article help an author to develop the central ideas of the text?**

*Depending on what text structure the author chooses, he or she can develop the central ideas through paragraphs with main ideas and details, or separate sections with headings that relate to the information included. These formats help the author to develop the central ideas and help the reader to better understand the information.*

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 #2 and #3 ask about text structure and the central idea of the text.
4. Ask students to identify key words or phrases in question #3.

3. Identify a central idea from the article, and explain how the author develops this idea throughout the article. Use information from the text to support your answer. **[AP, MI, SA]**

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

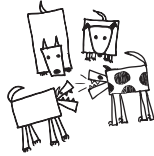
**Today you will read more about diseases and epidemics in history.**



## 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.

**What effects could a massive disease epidemic cause, and could it affect the course of history?**

*A massive disease epidemic could cause millions of people to die, just like the flu epidemics we read about. If so many Native Americans had not been killed by the disease that the explorers brought over, they may have not been so easily conquered, so history can be affected by epidemics.*

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

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

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

Cycle 2 Test

# Author's Purpose

**Directions:** Read "World Checkup," pages 40 and 41. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

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

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

1. What is the topic?

*5 points = Diseases and epidemics.*

What is the author's intent?

*5 points = To inform the reader about global diseases and epidemics that have occurred.*

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

*10 points = Throughout history, diseases and epidemics have struck the world's population, killing millions of people around the globe. For example, Black Death, a disease carried by fleas from rats, killed 75 million people within four years and even caused the Hundred Years' War to cease. New diseases, such as SARS, challenge doctors to find vaccinations to treat new outbreaks. Malaria, a disease transmitted by mosquito bites, is the second most deadly disease in Africa and has spread continuously since the 1990s due to the lack of health care and wet climate of Africa. Diseases such as these have plagued humans for centuries and have created the need for doctors and health organizations around the globe to find ways to treat epidemics and disease outbreaks.*

2. How is the text structured, and how does it help the reader to better understand the information presented? Support your answer with information from the text. **[AP, DC, SA]**

*20 points = The cause-and-effect text structure is used, and it helps me to **comprehend** the information **presented** because I can **make connections** about the effects the different diseases had. **For example, each section contains** information related to the causes and effects of the Black Death, SARS, and malaria epidemics. **Therefore, I can make connections** to the information by **analyzing** the causes, symptoms, effects, and treatments of each disease. **For these reasons, the structure of the article helps me to better understand the cause-and-effect relationships presented.***

*15 points = The cause-and-effect text structure is used, and it helps me because I can understand the causes and effects of the Black Death, SARS, and malaria epidemics.*

10 points = *The cause-and-effect text structure is used, so I can see the causes and effects of the diseases.*

3. Identify a central idea from the article, and explain how the author develops this idea throughout the article. Use information from the text to support your answer. **[AP, MI, SA]**

20 points = *A central idea from the article is that diseases and epidemics have sometimes changed the course of history, and the author **develops** this idea **throughout** the article by including information **related to** how each disease has impacted history. **For example**, in the section on Black Death, the **author explains** that this disease actually caused the Hundred Years' War between France and England to cease. **In addition**, the Black Death epidemic **severely depleted** Europe's population, caused a labor shortage, and increased food prices. **In this way**, the author develops the central idea that disease and epidemics have sometimes changed the course of history.*

15 points = *A central idea from the article is that diseases and epidemics have sometimes changed the course of history, and the author includes information about how each disease has affected history. Black Death alone caused the Hundred Years' War between France and England to cease, killed off a huge part of Europe's population, and made food prices higher.*

10 points = *A central idea in the article is that diseases and epidemics have sometimes changed history, and the author tells how different diseases have affected history.*

4. Based on the information provided in this article, which disease has caused the most deaths? **[MI, DC]**
- SARS
  - malaria
  - AIDS
  - Black Death

How do you know? Support your answer with information from the text. **[SA]**

20 points = *I know that Black Death has caused the most deaths because more people died **as a result** of it than the others. The article **states** that 75 million people died in just four years from Black Death and that the disease continues to kill people all around the globe. **For this reason**, I know that Black Death has killed the most people.*

15 points = *I know that Black Death has caused the most deaths because more people died from it than the others. The article says that 75 million people died in just four years from Black Death and that the disease continues to kill people all around the globe.*

10 points = *I know that Black Death has caused the most deaths because more people died from it than the others.*

5. What methods identified in the various articles throughout the magazine have been used to control the outbreaks of disease epidemics? Support your answer with information from the text. **[DC, MI, SA]**

20 points = *Various methods have been used to control the outbreaks of disease epidemics. These methods have included quarantines on visitors from infected nations, the use of face masks to prevent the spread of certain diseases like SARS, and the development of new vaccines and drugs to combat various diseases, such as smallpox, polio, and influenza. These represent some of the methods that have been used to control the outbreaks of disease epidemics.*

15 points = *Many different methods have been used to control the outbreaks of disease epidemics. Some of the methods used are quarantines on visitors from nations with disease outbreaks, the use of face masks to stop the spread of diseases like SARS, and finding new vaccines and drugs to fight different diseases.*

10 points = *Many different methods have been used to control the outbreaks of disease epidemics, like inoculations.*

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

Write at least one paragraph to answer the following question:

Read page 39, "Feeling Flu-ish." Summarize the information about influenza, using precise language and key terms from the text to explain the topic.

*Influenza is an RNA virus that can present in two main varieties: A and B. Influenza B is much milder than influenza A, which originates in birds and can spread to other animals, including humans. If an avian (bird) or swine flu virus is able to mutate enough to affect human cells, it could be a devastating killer to human beings. For this reason, and since flu viruses mutate so frequently, researchers must keep a close eye on the different influenza strains to develop vaccines to combat these viruses. Over time, flu epidemics have killed over 53 million people worldwide, making it one of the most deadly diseases of all time.*

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

| Writing to Inform or Explain |  |                  |
|------------------------------|--|------------------|
| <b>Ideas</b>                 | <ul style="list-style-type: none"> <li>Clearly introduces the topic</li> <li>Develops the topic with relevant details</li> </ul>   | <b>0–25 pts.</b> |
| <b>Organization</b>          | <ul style="list-style-type: none"> <li>Begins by introducing the topic</li> <li>In the middle, provides facts, examples, or events that help a reader understand the information</li> <li>Ends with a closing statement that supports the information</li> </ul> | <b>0–25 pts.</b> |
| <b>Style</b>                 | <ul style="list-style-type: none"> <li>Uses words and phrases that help a reader understand how the facts or events are related</li> <li>Includes details or examples that help a reader make a mind movie</li> </ul>  | <b>0–25 pts.</b> |
| <b>Mechanics</b>             | <ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>  | <b>0–10 pts.</b> |
| <b>Writing Objective</b>     | <ul style="list-style-type: none"> <li>Use precise language and key terms from the text to explain the topic.</li> </ul>   | <b>0–15 pts.</b> |

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

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

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The teacher compiled all the test results for the class and created a graph to show the students' performance.*

2. The medication \_\_\_\_\_ from the pollen of plants.

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

- A. *originates*
- B. *organics*
- C. *offenses*
- D. *operates*

3. What is a synonym for the word *extracted*? What is an antonym for the word *extracted*? **[CV]**

*(Accept reasonable responses.) A synonym for the word extracted is withdrawn. An antonym for the word extracted is inserted.*

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

- A. My mother administered the cold medicine to me in a small cup.
- B. The doctor administered the vaccine through a small needle.
- C. *We administered around the room and sat in the front seats.*
- D. Some medicines can only be administered on an empty stomach.

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

*Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The teacher implemented a new homework policy that required our parents to sign our work each night.*

6. The scientist discovered that the virus could easily be \_\_\_\_\_ by skin-to-skin contact with an infected person.

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

- A. transitioned
  - B. transported
  - C. transcribed
  - D. transmitted
7. What is a synonym for the word *pivotal*? What is an antonym for the word *pivotal*? **[CV]**

*(Accept reasonable responses.) A synonym for the word pivotal is critical. An antonym for the word pivotal is unimportant.*

8. 

|             |              |
|-------------|--------------|
| transmitted | inexplicable |
|-------------|--------------|

Was the way yellow fever was *transmitted* completely *inexplicable*, or did they know how it was spread to other people? **[CV]**

*At first, people did not know how yellow fever was passed from person to person, so it was hard to figure out how to stop it. It took 100 years to figure out that mosquitos caused it.*

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 is the word corps on page 3, which means an organized branch of a military organization. Our sentence for this word is: The president commissioned a special army corps to attack the enemy from the western side.*

10. As used in the sentence "Even though it seemed that a high percentage of people who got H1N1 became severely ill, we later learned that in Mexico, only the very sickest people were detected as having the virus," *detected* most nearly means— **[CV]**

- A. identified.
- B. isolated.
- C. immigrated.
- D. initiated.

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

*Students will explain their thinking. For example, I used the context. The passage talks about a high percentage of the people who got the virus as getting very sick, but then they later learned that only the very sickest people were detected, so I knew that detected here most nearly means identified as having the virus.*

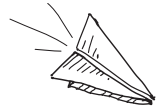
| Question Codes |  |             |   |
|----------------|--|-------------|---|
| <b>[DC]</b>    | Make inferences; interpret data; draw conclusions. | <b>[AA]</b> | Analyze an argument.  |
| <b>[SA]</b>    | Support an answer; cite supporting evidence.       | <b>[AP]</b> | Identify author's intent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

# Lesson 7

**Reading Objective:** Determine the author's purpose, and analyze the development of the central ideas that are presented.

## Teacher Background

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



## Active Instruction tp

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

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

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

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

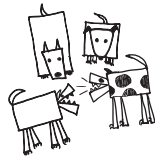
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

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

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

Give students feedback on classwork.

### Teacher's Note:

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

## Read and Respond Questions

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



# Class Discussion

(15 minutes)

Team responses  
and feedback



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

Celebrate team successes!  
Final tally for this cycle

Record team celebration  
points on the teacher cycle  
record form.

Collect Read and Respond  
forms for this cycle.

## Lightning Round

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

## Celebrate

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

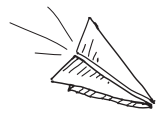
# Lesson 8

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

## Teacher Background

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

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



## Active Instruction tp

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

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

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

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

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.

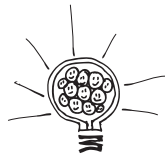


Use **Random Reporter** to ask:

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

*Accept supported answers.*

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



## Class Council

(30 minutes)

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



## Brain Game

(5 minutes)

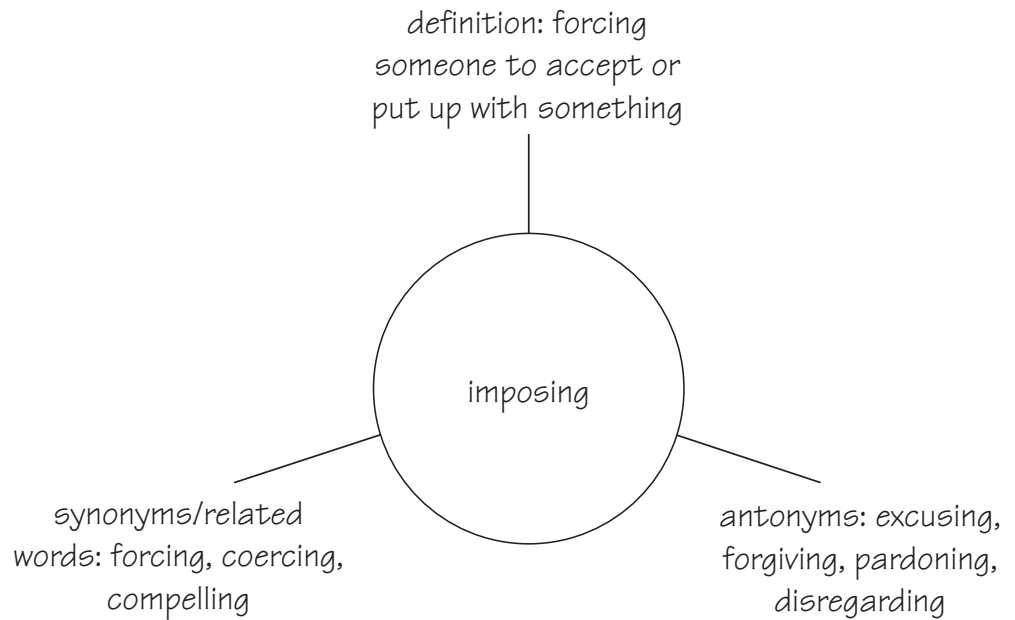
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

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

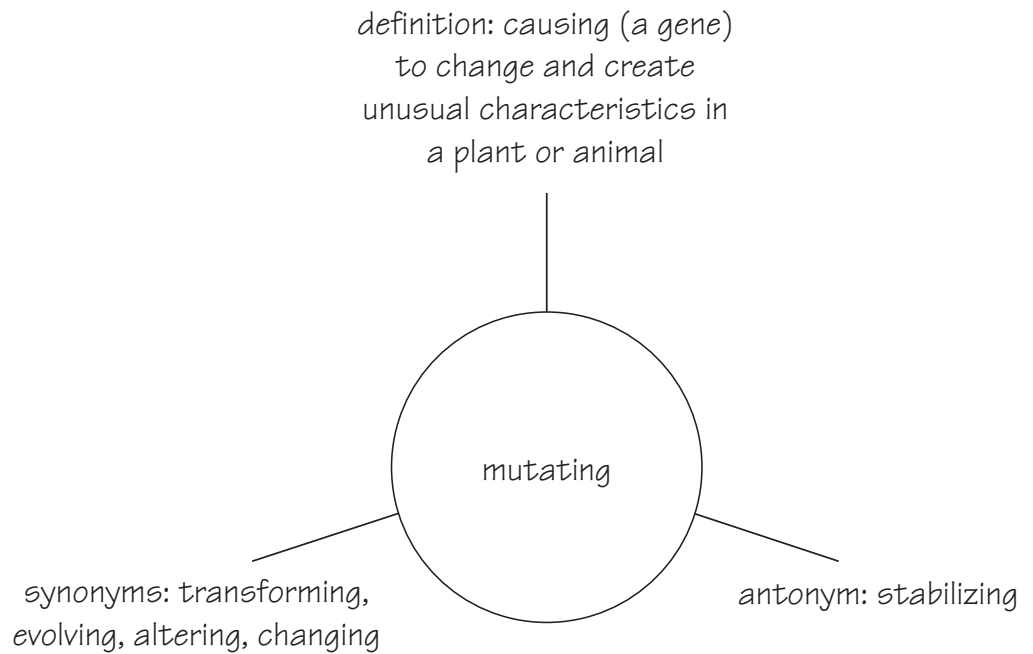
**How will use of this skill improve your success in other classes?**

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 Author's Purpose

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

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

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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

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

W.8.1. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**Media Acknowledgements**

We wish to acknowledge the following organizations and individuals for allowing their background videos to be included in the Reading Edge:

Twin Cities Public Television (DragonflyTV)

National Science Foundation (Science Nation online magazine)

The National Park Service

The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)

National Oceanic and Atmospheric Administration, National Ocean Service  
(Ocean Today video series)

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

National Aeronautics and Space Administration and the California Institute  
of Technology

We would also like to thank Robert Lippencott and Alicia Levi at PBS LearningMedia for their advice and assistance with this project.

