

Literature

# Use Questioning

## A Long Walk to Water

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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# Use Questioning

## A Long Walk to Water

### 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>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>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>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>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>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>

## Q Unit Objectives

**Reading:** Use questioning strategies to help understand an author's message.

**Writing:** Support a position with relevant evidence from the text.

## Unit Overview

The strategy focus for this unit is questioning. As students read *A Long Walk to Water*, they will generate Right There and Think questions. Right There questions can be answered with information that appears in one place in the story or text. Think questions, on the other hand, are inferential and require more thought because the answer cannot be found simply by pointing to one place in the text. As students learn to ask more thought-provoking questions that address important ideas, they will also use skills such as comparing and contrasting, recognizing cause-and-effect relationships, and drawing conclusions.

You will refer students to the Questioning Strategy Card in their team folders. The Questioning Strategy Card is a tool that prompts your students to ask questions about their reading and includes lists of question words and question starters for Think questions. Encourage students to use the Questioning Strategy Card throughout this unit and throughout the year to help them generate questions that improve their comprehension of the text.

### Questioning

1. Ask **Right There** questions about what you read. Use Right There question words:
  - Who?
  - What?
  - When?
  - Where?
  - Why?
  - How?
2. Challenge yourself with **Think** questions. Use Think question starters:
  - What do you think about...?
  - How do you know that...?
  - Why or why not?
  - What do you predict...?
  - What conclusion can you draw...?
  - How does this compare to...?
3. Why is this question important to your understanding of the text?

#### **Right There** questions:

- can be answered using only the story or text.
- can be answered from one passage or page.

#### **Think** questions:

- are answered using a combination of information from different parts of the text and/or by connecting relevant background knowledge to the text.

**Teamwork and Class Discussion:**

In this unit, teams will generate questions, discuss those questions, and choose the one question that they think is the most important for understanding the story. During the Lightning Round, have several Random Reporters present their teams' questions and use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster. Record the questions on the board, and have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!) Award additional team celebration points to the team with the winning question.

<b>Strategy Use</b>	
<b>The Random Reporter:</b>	
<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>

**Unit Topic/Content**

In this unit, students will read the book *A Long Walk to Water* by Linda Sue Park. *A Long Walk to Water* is literature based on real-life events. The book tells the dual stories of two Sudanese children, Salva and Nya. As the story begins, Salva is a young boy living in South Sudan in the mid-1980s who barely escapes when his village is attacked by government soldiers. Salva goes on to spend years living in refugee camps and ultimately immigrates to the United States. Nya is a young girl also living in South Sudan, but her story starts in 2008. She has to spend hours every day getting water for her family, until men show up in her village one day to construct a well.

**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

### A Long Walk to Water

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–9	(Optional) Background video: “Crisis in Sudan” PBS Learning Media <a href="http://www.pbslearningmedia.org/content/02bf4634-6cd3-4e4d-a5b2-540911aa348c">www.pbslearningmedia.org/content/02bf4634-6cd3-4e4d-a5b2-540911aa348c</a>
Lesson 2	pages 9–22	(Embedded) “Team Talk Response”
Lesson 3	pages 22–38	
Lesson 4	pages 39–54	
Lesson 5	writing in response to reading	
Lesson 6	pages 54–56	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

### A Long Walk to Water

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 57–69	
Lesson 2	pages 70–84	
Lesson 3	pages 84–99	(Embedded) “Fluency”
Lesson 4	pages 99–115	
Lesson 5	writing in response to reading	
Lesson 6	pages 116 and 117	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

## Cycle 1:

Use  
Questioning

## Lesson 1

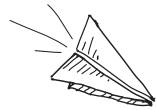
**Reading Objective:** Use questioning strategies to help understand an author's message.

**Teacher Background**

Today students will start reading *A Long Walk to Water* and learn about the attack by government soldiers and Salva's escape into the bush. The Big Question for this cycle asks students how their lives would be different if they didn't have running water in their homes. This question prompts students to think about the importance of clean water in our daily lives, which is a topic in this book. As students discuss the Big Question, encourage them to think about all the ways that their families use water every day.

In this lesson, you will also introduce the Questioning Strategy Card that will help students formulate both Right There and inferential Think questions.

In preparing students for team discussion, encourage the teams to use their Questioning Strategy Cards and to formulate good Think questions. Be sure to explain to teams that they will share their questions during the Lightning Round and that they will vote on which question is the most important one for better understanding the text. The team with the winning question will receive additional team celebration points.

**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:** How would your life be different if you didn't have running water in your home and you had to physically go and get all the water that your family uses?

**Set the Stage**

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

**How would your life be different if you didn't have running water in your home and you had to physically go and get all the water that your family uses?**

*Life would be much harder if we did not have running water. We wouldn't be able to take showers anymore. Also, it would take a lot of time and effort to*

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

**Teacher's Note:** Point out that while *A Long Walk to Water* is literature, it is based on a true story.

Build background about the topic.

Review the skill as necessary.

*go and get all the water that we would need for drinking, cooking, washing dishes, and cleaning.*

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

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

4. Distribute copies of the book. Have students preview the text. Use **Think-Pair-Share** to ask:

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

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

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

*Accept reasonable responses. For example, the book will be about a boy and girl who live in Africa. The girl has to walk a long way every day to get water, and the boy is lost after his village is attacked. The blurb on the back of the book helped me make this prediction.*

5. (Optional) Introduce and show the video “Crisis in Sudan.” Use **Think-Pair-Share** to debrief the video.

**Why is South Sudan so short of food?**

*South Sudan is short of food because of drought and the war with the North.*

**Why do the people in South Sudan want to separate from North Sudan and form their own country?**

*People in South Sudan want to form their own country because they feel like they are not getting support and services from the government in the North. They want the wealth from the oil in South Sudan to be used to help people in their area.*

Tell students that the referendum mentioned in the video was held in 2011, and the people of South Sudan voted to break away from North Sudan and form their own country.

### **Interactive Read Aloud**

1. This cycle our reading objective is to use questioning strategies to help understand an author’s message.

**Good readers ask themselves questions before, during, and after reading to help better understand the text. Some questions are Right There questions that are simple to answer because the answer can be found by pointing to one place in the text. Other questions are Think questions**

**that require more thought because the answer cannot be found simply by pointing to one place in the text. A reader must put together information from several places in the text and make inferences to answer a Think question.**

Point out that answers to Think questions provide reasons, evidence from the text, or both.

Introduce the Questioning Strategy Card.

2. Display and introduce the Questioning Strategy Card, which can be found in the team folders. Tell students that their Questioning Strategy Cards will help them ask Right There and Think questions as they read. Refer to the Right There question words and the Think question starters on the card, and review them.

<h2 style="text-align: center; margin: 0;">Questioning</h2> <ol style="list-style-type: none"> <li>1. Ask <b>Right There</b> questions about what you read. Use Right There question words:             <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• When?</li> <li>• Where?</li> <li>• Why?</li> <li>• How?</li> </ul> </li> <li>2. Challenge yourself with <b>Think</b> questions. Use Think question starters:             <ul style="list-style-type: none"> <li>• What do you think about...?</li> <li>• How do you know that...?</li> <li>• Why or why not?</li> <li>• What do you predict...?</li> <li>• What conclusion can you draw...?</li> <li>• How does this compare to...?</li> </ul> </li> <li>3. Why is this question important to your understanding of the text?</li> </ol>	<p><b>Right There</b> questions:</p> <ul style="list-style-type: none"> <li>• can be answered using only the story or text.</li> <li>• can be answered from one passage or page.</li> </ul> <p><b>Think</b> questions:</p> <ul style="list-style-type: none"> <li>• are answered using a combination of information from different parts of the text and/or by connecting relevant background knowledge to the text.</li> </ul>
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Point out to students that there is no rule about when to stop and ask themselves a question about what they are reading. Suggest that a good guideline might be to pause briefly at the end of each paragraph and do a self-check to see if they have any questions about what they just read.

Refer students to pages 1–9 in the text.

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

**Students:** Actively listen.

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

Sample Think Aloud
<p>As I read this section and looked at my Questioning Strategy Card, I thought of a question using the word <i>where</i>. My question was “Where is Nya going?” I can’t answer this question yet, but I think she is probably going to get water. I’ll pay close attention as I read to figure out the answer. I also thought of another question, “Where is Salva?” I think answering this question would help me better understand the story.</p>



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



6. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the next paragraph on page 2. Use **Think-Pair-Share** to ask:

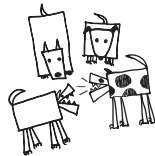
**What is another question you could ask that will help you better understand the text? What is the answer?**

*Why couldn't Salva go to school all year? His family moved away from the village during the dry season.*

**Is it a Right There or Think question? How can you tell?**

*It is a Right There question. I can find the answer by pointing to one place in the text.*

Use **Random Reporter** to debrief.



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 2 (paragraph 4)–9 (paragraph ending "...of the voice.")**  
**aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

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

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

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

## Team Talk Questions

- Choose one of the questions that you noted as you read the text. Write the question, and tell whether it is a Right There or Think question and why. What does asking this question help you understand about the text? **(Write) [DC]** (strategy-use rubric)  
(Answers will vary.)
 

100 = *What made Salva's father a successful man? This is a Right There question. I know this because the answer is stated on one page in the text. Asking the question helped me understand that Salva's father was considered successful because he owned cattle and was the village's judge.*

90 = *What made Salva's father a successful man? This is a Right There question. I know this because the answer is stated on one page in the text.*

80 = *What made Salva's father a successful man? This is a Right There question.*
- How did Salva feel about school? **[DC]** (Team Talk rubric)
 

100 = *Salva felt lucky to be able to go to school. However, sometimes he became bored at school and wished he was still herding cattle at home. Salva's feelings about school were complicated.*

90 = *Salva felt lucky to be able to go to school. Sometimes he became bored at school and wished he was still herding cattle at home.*

80 = *Salva felt lucky to be able to go to school.*
- Who do you think was attacking Salva's village? Support your answer with evidence from the text. **[DC, SA]** (Team Talk rubric)
 

100 = *I think government soldiers from the north were attacking Salva's village. According to the text, rebels from Salva's region in the south were at war with the government in the north. The rebels were fighting for independence from the north.*

90 = *I think government soldiers from the north were attacking Salva's village. Rebels from Salva's area in the south were at war with the government in the north.*

80 = *I think government soldiers from the north were attacking Salva's village.*
- What does Salva's teacher tell the boys when he hears the fighting? **[SA]** (Team Talk rubric)
 

100 = *Salva's teacher tells the boys to run into the bush. He says not to go home. Salva's teacher thinks the soldiers will be going into the villages, and the boys should avoid them.*

90 = *Salva's teacher tells the boys to run into the bush. He says not to go home.*

80 = *Salva's teacher tells the boys to run into the bush.*

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

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

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

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



Teams vote on the most important question.



## Class Discussion tp

(18 minutes)

### Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important one to ask to better understand the text. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

2. Use **Random Reporter** to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
3. 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.

## Use Questioning

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### Celebrate

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

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

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

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

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

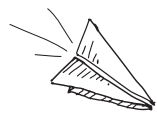
# Lesson 2

**Reading Objective:** Use questioning strategies to help understand an author’s message.

## Teacher Background

Today students will read about what happens when Salva’s group encounters rebel soldiers. They will also read about the long, difficult walk that Nya has to make every day to get water for her family.

Encourage use of the Questioning Strategy Card as students formulate questions about their reading.



## Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

## Partner Vocabulary Study

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

## Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
<b>panic</b> (noun) page 6	pan-ic (PAN-ik)	a sudden feeling of fear	The passengers started to feel <i>panic</i> as the boat sank lower in the water.
<b>horizon</b> (noun) page 14	ho-ri-zon (huh-RY-zuhn)	line in the distance where the earth and sky meet	Steph watched the sun sink slowly under the <i>horizon</i> at the end of the day.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>desperately</b> (adverb) page 18	des-per-ate-ly (DES-per-it-lee)	in a scared or anxious way	The terrified mother looked <i>desperately</i> around the store for her lost child.
<b>terrain</b> (noun) page 22	ter-rain (tuh-RAYN)	land or countryside	Jaime and his friends had a hard time hiking over the rugged mountain <i>terrain</i> .
<b>content</b> (adjective) page 22	con-tent (kon-TENT)	willing to accept something	Jeremy was <i>content</i> to wait in line to ride the waterslide at the crowded park.
<b>sluggishly</b> (adverb) page 23	slug-gish-ly (SLUG-ish-lee)	in a slow, tired way	I always move <i>sluggishly</i> in the morning as I get ready for school because I'm still sleepy.
<b>region</b> (noun) page 31	re-gion (REE-jun)	area of land	The whole western <i>region</i> of the state has been experiencing a blizzard for the last two days.
<b>arid</b> (adjective) page 52	ar-id (AR-id)	being without rainfall or water	After four years of drought, no crops will grow in the <i>arid</i> country.

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**

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

Teams review their cycle goal.

Post and present the reading objective.



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

Review the skill as necessary.

Refer students to the Questioning Strategy Card.

Refer students to pages 9–22 in the text.

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

**Students:** Actively listen.

### Interactive Read Aloud

1. This cycle our reading objective is to use questioning strategies to help understand an author’s message.

**Remember that as we read *A Long Walk to Water*, we will use questioning strategies to help understand an author’s message. Good readers ask themselves questions before, during, and after reading to help better understand what they read.**

Remind students that their Questioning Strategy Cards will help them ask Right There and Think questions as they read. Point out the Right There question words and the Think question starters on the card.

2. Before reading, model using the Questioning Strategy Card to ask a question. Read pages 9 (paragraph beginning “A dozen or…”) and 10 (paragraph ending “...to see them.”) aloud. A sample Think Aloud follows.

#### Sample Think Aloud

(Before reading) At the end of the last section, we read that the people Salva is traveling with have started to group themselves by village. I’m going to use my Questioning Strategy Card to help come up with a question before I start reading this next chapter. (Refer to the Questioning Strategy Card.) One of our question words is *where*. That makes me think of the questions “Where is Salva’s family? Will he find them with the other people from his village?” If I can answer these questions, I think I will better understand the story.

(After reading) I just found the answer to my question. Salva does not find his family with the other people from his village.



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

**Is the question I asked a Right There or a Think question? How do you know?**

*You asked a Right There question. I know because it can be answered from one passage in the text.*

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

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

**Sample Graphic Organizer**

**Title:** A Long Walk to Water

<p style="text-align: center;"><b>Characters:</b></p> <p>Nya Salva teacher</p>	<p style="text-align: center;"><b>Setting:</b></p> <p>Where: Southern Sudan</p> <p>When: in 1985 and 2008</p>
--	--

**Problem:**

Salva's village is attacked by the military, and he has to run for his life without his family.

Event: Salva's village is attacked by the military, and he runs into the bush.

Event: Salva travels with a group of people and can't find his family.

Event: Nya is walking a long way to get something.

**Solution:**

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

5. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 10 (from the paragraph beginning "They spent the..." through the paragraph ending "...is my family.").

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

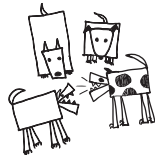
**Based on what you just read, what is a question you could ask that will help you better understand the story? Use your Questioning Strategy Card if you need help coming up with a question.**

*One question is, "What will the rebels do to Salva and the villagers?"*

**Is your question a Right There or Think question?**

*I can't tell because I haven't found the answer yet. I will need to read on to find out.*

Use **Random Reporter** to debrief.



## Teamwork tp

(20 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr  
**pages 10 (paragraph beginning “Late in the...”)-22 (paragraph ending “...is my family?”) aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. 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. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? **(Write) [DC]** (strategy-use rubric)  
(Answers will vary.)
- 100 = We think the most important question that we discussed is, "Why did the group leave Salva behind?" This is an important question because asking it helped us understand how others saw Salva. Asking this question helped us understand that the adults thought taking Salva along with them would make it harder to travel and find food.
- 90 = We think the most important question that we discussed is, "Why did the group leave Salva behind?" This is an important question because asking it helped us understand how others saw Salva.
- 80 = We think the most important question that we discussed is, "Why did the group leave Salva behind?"
2. Why didn't the rebel soldiers make Salva work for them? **[DC]** (Team Talk rubric)
- 100 = The rebel soldiers still **considered** Salva a child. He was put into the group with the women and children. A soldier told Salva not to be in such a hurry to be a man.
- 90 = The rebel soldiers thought of Salva as a child. He was put into the group with the women and children.
- 80 = The rebel soldiers thought of Salva as a child.
3. What could Salva tell about the old woman from the scar patterns on her face? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)
- 100 = Salva could tell that the old woman was from his tribe, the Dinka. He was worried that she might be from the Nuer tribe. **According to the text, the Dinka and Nuer tribes had a history of conflict.**
- 90 = Salva could tell that the old woman was from his tribe, the Dinka. He was worried that she might be from the Nuer tribe.
- 80 = Salva could tell that the old woman was from his tribe, the Dinka.
4. Why wouldn't the old woman let Salva travel with her? **[DC]** (Team Talk rubric)
- 100 = The old woman wouldn't let Salva travel with her because she thought it would be more dangerous. She said that soldiers would not **harass** an old woman traveling alone. Salva was very upset that he would be alone again.
- 90 = The old woman wouldn't let Salva travel with her because she thought it would be more dangerous. She said that soldiers would not bother an old woman traveling alone.
- 80 = The old woman wouldn't let Salva travel with her because she thought it would be more dangerous.

continued

Team Talk Questions *continued*5. arid      regionWould crops grow well in an *arid region*? **[CV]***No. Crops need rainfall to grow well.*

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



## Class Discussion tp

(15 minutes)

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

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



Teams vote on the most important question.

### Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important one to ask to better understand the text. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

2. Use **Random Reporter** to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
3. 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.
4. Show the video “Team Talk Response.”

Show the video.



## Use Questioning

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.

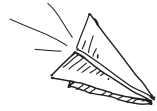
Word	Pronunciation	Definition	Sample Sentence
<b>panic</b> (noun) page 6	pan-ic (PAN-ik)	a sudden feeling of fear	The passengers started to feel <i>panic</i> as the boat sank lower in the water.
<b>horizon</b> (noun) page 14	ho-ri-zon (huh-RY-zuhn)	line in the distance where the earth and sky meet	Steph watched the sun sink slowly under the <i>horizon</i> at the end of the day.
<b>desperately</b> (adverb) page 18	des-per-ate-ly (DES-per-it-lee)	in a scared or anxious way	The terrified mother looked <i>desperately</i> around the store for her lost child.
<b>terrain</b> (noun) page 22	ter-rain (tuh-RAYN)	land or countryside	Jaime and his friends had a hard time hiking over the rugged mountain <i>terrain</i> .
<b>content</b> (adjective) page 22	con-tent (kon-TENT)	willing to accept something	Jeremy was <i>content</i> to wait in line to ride the waterslide at the crowded park.
<b>sluggishly</b> (adverb) page 23	slug-gish-ly (SLUG-ish-lee)	in a slow, tired way	I always move <i>sluggishly</i> in the morning as I get ready for school because I'm still sleepy.
<b>region</b> (noun) page 31	re-gion (REE-jun)	area of land	The whole western <i>region</i> of the state has been experiencing a blizzard for the last two days.
<b>arid</b> (adjective) page 52	ar-id (AR-id)	being without rainfall or water	After four years of drought, no crops will grow in the <i>arid</i> country.

## Lesson 3

**Reading Objective:** Use questioning strategies to help understand an author's message.

### Teacher Background

Today students will read about how Salva begins traveling with a new group, makes friends with another boy, and is found by his uncle. They will also read about the migration that Nya's family makes every year during the dry season to live at a camp near a lake.



## Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

### Partner Vocabulary Study

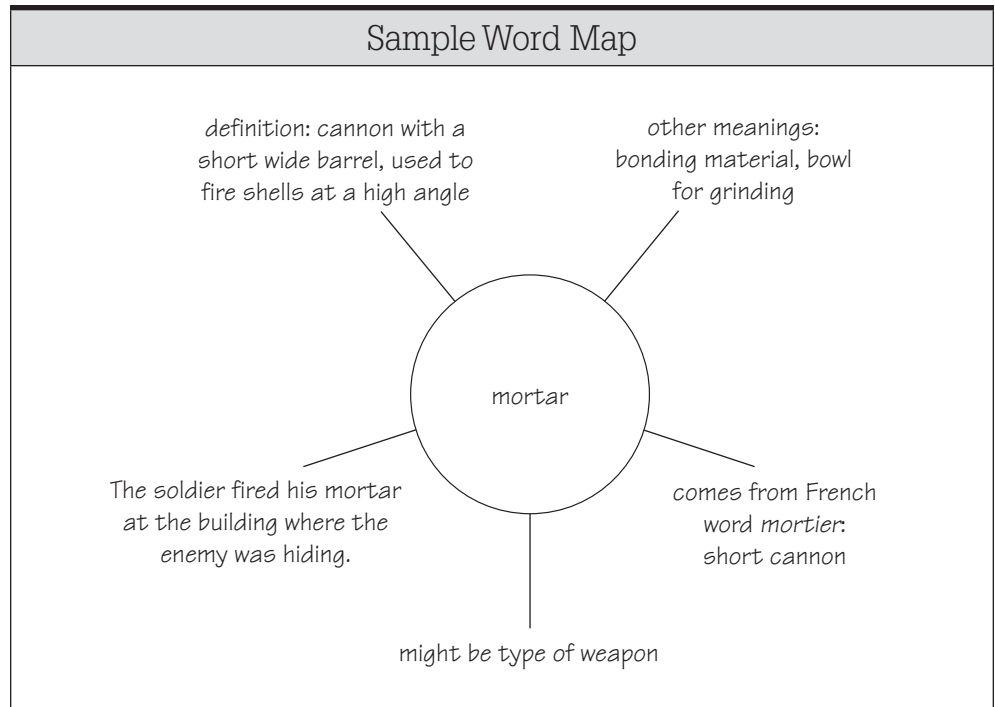
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

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

### Sample Think Aloud

On page 12, the book says that the men were forced by the rebels to carry supplies, including *mortars*. I think *mortars* are a type of weapon, but I want to check the dictionary to be sure. (Consult the dictionary.) *Mortar* has a few meanings, such as "a bonding material for brick" and a "bowl for grinding," but the definition that best fits the context of the book is "a cannon with a short wide barrel, used to fire shells at a high angle." So I was right. I see that *mortar* comes from the French word *mortier*, meaning short cannon. I think a meaningful sentence using the word *mortar* might be "The soldier fired his mortar at the building where the enemy was hiding."



Review Vocabulary Vault.

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

Teams review their cycle goal.

**Set the Stage**

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

Post and present the reading objective.



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

**Interactive Read Aloud**

1. This cycle our reading objective is to use questioning strategies to help understand an author’s message.

**Remember that as we read *A Long Walk to Water*, we will use questioning strategies to help understand an author’s message. Good readers ask themselves questions before, during, and after reading to help better understand what they read.**

Review the skill as necessary.

2. Read pages 22 (paragraph beginning “Every day he...”)-38 aloud. A sample Think Aloud follows.

Refer students to pages 22–38 in the text.

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

**Students:** Actively listen.



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

### Sample Think Aloud

(Read pages 22 [paragraph beginning "Every day he..."] and 23 [paragraph ending "...the third day."] ) There is little food for Salva and his group to eat. Based on what we read yesterday, I know that the adults whom Salva is traveling with were worried about feeding him.

Our reading objective is to use questioning strategies to help understand an author's message. This makes me think of the question, "How does the author demonstrate that food is becoming a problem for Salva?"

(Read the rest of page 23 aloud.) The author says that Salva had never been so hungry, and his hunger is causing a "deep buzzing pain." Also, she writes that Salva is just shuffling along in a daze. When I read this and think about what I read yesterday, I know that lack of food is a real problem for Salva. As you come up with questions for Team Talk today, try to ask questions that help you understand the author's message.

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

**Is the question I asked a Right There or Think question? How do you know?**

*You asked a Think question. I know because it requires more thought and information from many places in the text. The author didn't just write that food was a problem for Salva. You had to think about what you read yesterday and the effect that hunger was having on Salva to answer the question.*

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

Sample Graphic Organizer

**Title:** *A Long Walk to Water*

**Characters:**

Nya  
Salva  
Bukasa

**Setting:**

Where: *Southern Sudan*

When: *in 1985 and 2008*

**Problem:**

*Salva has no food.*

Event: *Rebel soldiers make all the men from the group join them but leave Salva behind because he's too young.*

Event: *The group abandons Salva in a barn because he is a child and they think he would be too hard to take care of.*

Event: *Salva meets an old woman who gives him food but won't let him travel with her because it will be safer for her to travel alone.*

Event: *Another group agrees to let Salva travel with them because he is from the same tribe.*

Event: *Salva suffers from lack of food.*

Event: *Nya is walking a long way to get water.*

Event: *Nya returns home with water and then leaves on a second trip to get more water. She takes her sister, Akeer, along so she can also learn how to get water.*

**Solution:**

## Use Questioning

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

Teams discuss and answer Right There and Think questions.

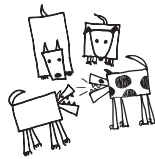


5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 24 and 25.

Have students use the Questioning Strategy Card to ask themselves questions. Each student should write one Right There question and one Think question. Pairs should pick one of each partner's questions to ask the team. With their teams, they should ask and answer the questions.

Use **Random Reporter** to debrief.

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.



## Teamwork tp

(20 minutes)

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

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **Sr**  
**pages 26–38 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

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

Encourage students to ask questions that help them understand the author's message.

### Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important question to ask to better understand the text? Why? **(Write)** **[DC]** (strategy-use rubric)

*(Answers will vary.)*

*100 = We think the most important question that we discussed is, "Why does the author highlight Nya's mother's feelings about the camp by the lake?" This is an important question because asking it helped us understand how Nya's feelings about the camp differed from her mother's. Asking this question helped us understand that the conflict between the Dinka and Nuer tribes was very serious.*

*90 = We think the most important question that we discussed is, "Why does the author highlight Nya's mother's feelings about the camp by the lake?" This is an important question because asking it helped us understand how Nya's feelings about the camp differed from her mother's.*

*80 = We think the most important question that we discussed is, "Why does the author highlight Nya's mother's feelings about the camp by the lake?"*

2. Why did Nya's family move to the camp near the lake? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)

*100 = Nya's family moved to the camp near the lake so they would have access to water. The rains had stopped, and the pond near their home dried up. The lake was also dry, but Nya could get water by digging into the mud.*

*90 = Nya's family moved to the camp near the lake so they could get water. The rains had stopped, and the pond near their home dried up.*

*80 = Nya's family moved to the camp near the lake so they could get water.*

3. Why didn't Nya's family live near the lake all year long? **[DC]** (Team Talk rubric)

*100 = Nya's family didn't live near the lake all year long because her tribe and the Dinkas fought over the land around the lake. Men and women had been hurt or killed in the conflict. During the dry season, there was less fighting between the tribes because everyone was struggling for survival.*

*90 = Nya's family didn't live near the lake all year long because her tribe and the Dinkas fought over the land around the lake. Men and women had been hurt or killed in the conflict.*

*80 = Nya's family didn't live near the lake all year long because her tribe and the Dinkas fought over the land around the lake.*

*continued*

Team Talk Questions *continued*

4. How did the group that Salva was traveling with view his uncle? **[DC]**  
(Team Talk rubric)
- 100 = *The group viewed Salva’s uncle as a leader because he had military experience and a rifle. In addition, Salva’s uncle used the rifle to kill game and then shared it with the whole group. Other men in the group were also considered leaders, and Salva’s uncle consulted with them.*
- 90 = *The group viewed Salva’s uncle as a leader because he had military experience and a rifle. Salva’s uncle used the rifle to kill game and then shared it with the whole group.*
- 80 = *The group viewed Salva’s uncle as a leader because he had military experience and a rifle.*
5. What is an antonym for the word *sluggishly*? **[CV]**  
*The word quickly is an antonym for sluggishly.*

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

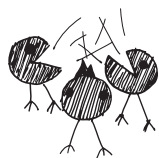
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes),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

Randomly select team representatives who will share:

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



Teams vote on the most important question.



## Class Discussion tp

(15 minutes)

### Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important one to ask to better understand the text. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

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

### **Celebrate**

Celebrate team successes!

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

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

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

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

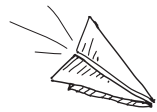
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 4

**Reading Objective:** Use questioning strategies to help understand an author's message.

**Teacher Background**

Today students will read about Nya's little sister, Akeer, and her sudden illness. They will also read about the hardships that Salva's group encounters as they cross the Nile and a desert on their journey to a refugee camp in Ethiopia.

**Active Instruction** 

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

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

**Partner Vocabulary Study**

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

**Vocabulary**

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

**Set the Stage**

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

Refer students to pages 39–54 in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

Encourage students to ask questions that help them understand the author's message.

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

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

### Interactive Read Aloud

1. Read the section titled “Southern Sudan, 2008” on pages 39 and 40 aloud.
2. Use **Think-Pair-Share** to ask:

**Based on what I just read, what is a question you could ask that will help you better understand the story? Use your Questioning Strategy Card if you need help coming up with a question.**

*One question is, “What is the author trying to demonstrate by writing about Akeer’s illness?”*

**Is your question a Right There or Think question? How does asking it help you understand the story?**

*This is a Think question because I had to really think about the message that the author wanted the reader to get from this part of the story. Asking the question helped me figure out that the author is trying to demonstrate how hard life is for Nya and her family and that they have a hard decision to make about whether they should take Akeer to the clinic.*

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

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

**What can we add to our story map?**

*Add information based on student responses.*

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

### Sample Graphic Organizer

**Title:** *A Long Walk to Water*

**Characters:**

Nya  
Salva  
Buska  
Marial  
Uncle  
Akeer

**Setting:**

Where: *Southern Sudan*  
  
When: *in 1985 and 2008*

**Problem:**

*Nya's family must make a hard decision that may mean life or death for his sister.*

Event: *Salva, Buksa, and the men in the group get honey from a bee hive.*

Event: *Salva becomes friends with another boy named Marial.*

Event: *Salva's uncle finds him in the group.*

*Salva's uncle is a leader in the group and hunts for food and shares it*

Event: *with everyone.*

Event: *During the dry season, Nya's family moves to a camp near a big lake.*

*Nya collects water for her family by digging a hole in the mud of the lake bed*

Event: *and waiting for it to fill up.*

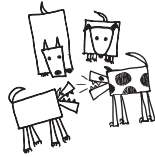
*Nya's mother does not like it at the camp because of fighting with the*

Event: *Dinka tribe.*

*Nya's sister gets sick, and her family has to decide whether they should take*

Event: *her to a clinic.*

**Solution:**



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 40 (section titled “Southern Sudan, 1985”)–54 (paragraph ending “...time to rest.”) aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

### Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? **(Write) [DC]** (strategy-use rubric)

*(Answers will vary.)*

*100 = We think the most important question that we discussed is, “How did the author demonstrate the importance of Uncle in Salva’s life?” This is an important question because Uncle played a very important role in Salva’s life. This question helped us understand how Uncle saved Salva’s life by getting him to keep walking as they crossed the desert.*

*90 = We think the most important question that we discussed is, “How did the author demonstrate the importance of Uncle in Salva’s life?” This is an important question because Uncle played a very important role in Salva’s life.*

*80 = We think the most important question that we discussed is, “How did the author demonstrate the importance of Uncle in Salva’s life?”*

*continued*

Team Talk Questions *continued*

2. How did Salva's group get across the Nile? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)
- 100 = *Salva's group used reeds to weave boats and rowed them across the Nile. They stopped at an island in the middle of the river and got some food and spent the night. The next morning the group completed their trip across the Nile.*
- 90 = *Salva's group used reeds to weave boats and rowed them across the Nile. They stopped at an island in the middle of the river and got some food and spent the night.*
- 80 = *Salva's group used reeds to weave boats and rowed them across the Nile.*
3. What memories did sucking on sugar cane bring back for Salva? **[DC]** (Team Talk rubric)  
(Answers may vary.)
- 100 = *When Salva sucked on the sugar cane, he remembered that his father brought mangoes home for the family to eat. His father would wedge the mangoes into the spokes of his bicycle. The sugar cane reminded Salva of a happier time and made him wonder whether he would ever see his father again.*
- 90 = *When Salva sucked on the sugar cane, he remembered that his father brought mangoes home for the family to eat. His father would put the mangoes in the spokes of his bicycle.*
- 80 = *When Salva sucked on the sugar cane, he remembered that his father brought mangoes home for the family to eat.*
4. How does the author demonstrate the difficulty of crossing the Akobo desert? **[DC, AC]** (Team Talk rubric)  
(Answers may vary.)
- 100 = *The author explains in detail the trouble that Salva has crossing the desert. She describes Salva's pain from walking across the rough terrain and tells how Uncle helps Salva keep going. According to the text, crossing the Akobo desert was the most difficult part of the group's journey.*
- 90 = *The author explains in detail the trouble that Salva has crossing the desert. She describes Salva's pain from walking across the rough ground and tells how Uncle helps Salva keep going.*
- 80 = *The author explains in detail the trouble that Salva has crossing the desert.*
5. Which word from the vocabulary list belongs in the blank? How do you know? **[CV]**
- Jennifer \_\_\_\_\_ tried to recover her book report after she accidentally deleted it.
- Desperately. *Someone who accidentally deleted a book report would be anxious as he or she tried to get it back.*
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



Teams vote on the most important question.

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



## Class Discussion tp

(15 minutes)

### Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important one to ask to better understand the text. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

**Celebrate**

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

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

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

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

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

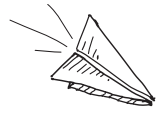
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Support a position with relevant evidence from the text.

### Teacher Background

This writing project's objective is to have students provide supporting evidence from the text as they support their positions on the role that Uncle plays in Salva's life. During Model a Skill, emphasize how developing a web helps students meet this objective by visually organizing evidence from the text that supports their conclusions.



## Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the writing prompt and the writing objective for this cycle. Remind students that as they answered questions about the book, they often supported their responses with evidence from the text. Explain that today they will provide evidence from the text as they respond to the writing prompt.

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
How would you characterize the role that Uncle plays in Salva's life as they try to escape the conflict in Sudan? Support your answer with evidence from the text.

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

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

*It is asking me to support a claim with reasons. I know this because the prompt asks me specifically to support my claim with evidence from the text.*

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

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

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

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

**Which guidelines relate to our writing objective: to support a position with relevant evidence from the text?**

*The Ideas guideline to "clearly state a position (claim) and include good reasons that support that position" and the Organization guideline "In the middle, tell supporting reasons," both relate to our writing objective.*

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

Model planning using a graphic organizer.

tps

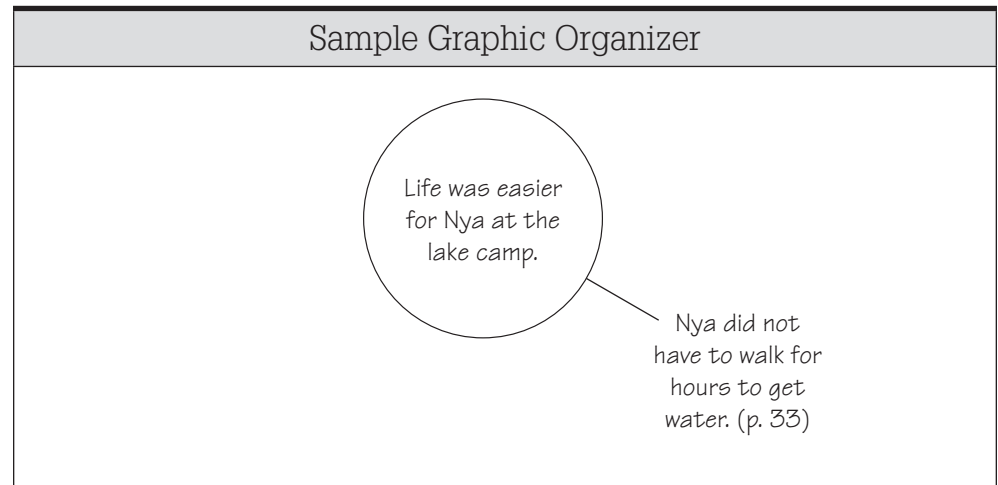
### Model a Skill

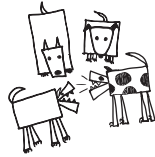
1. Tell students that when a writing prompt asks them to support a position and asks for relevant evidence from the text, a web can be a valuable graphic organizer for planning their answer.
2. Draw an oval on the board. Tell students to imagine that the writing prompt asks whether life was easier for Nya at home or at the lake camp. Tell students they can write their answers to this prompt, or their positions, in the middle of the web. Write “Life was easier for Nya at the lake camp,” in the oval.
3. Explain that students can list their supporting evidence for their position around the oval at the center of the web.
4. Tell students that they can make a note of the evidence from the text that supports this position. Use **Think-Pair-Share** to ask:

**Look at page 33 in *A Long Walk to Water*. What evidence from the text supports the position “Life was easier for Nya at the lake camp”?**

*Nya did not have to walk for hours to get water.*

5. Draw a line from the oval, and write students’ responses outside the oval.
6. Write “p. 33.” Explain that you made a note of the page number where you found the information in case you need to refer to it as you write your answer.





## Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

### Independent Work

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

### Team Discussion

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



## Class Discussion tp

(30 minutes)

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

### Lightning Round

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

Refer students to the writer's guide for writing to support a claim with reasons and the writing objective—to support a position with relevant evidence from the text.

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

For example, ask:

- **Does the writer clearly state a position?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer support his or her position with evidence from the text?**

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.*

**How did you find supporting evidence for your position?**

*Answers will vary.*

### Celebrate

Celebrate team successes!

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

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

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

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

## Writing Prompt

How would you characterize the role that Uncle plays in Salva's life as they try to escape the conflict in Sudan? Support your answer with evidence from the text.

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

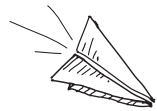
## Lesson 6

**Reading Objective:** Use questioning strategies to help understand an author's message.

**Writing Objective:** Support a position with relevant evidence from the text.

### Teacher Background

During today's cycle test, students will continue to use questioning strategies to help understand the author's message. In the test passage from the text, students will continue to read about Salva's struggle to cross the desert.



## Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

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

### Set the Stage

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



## Prepare Students for the Test tp

(5 minutes)

### Partner Review

1. Remind students that they have been using questioning strategies to help understand an author's message and writing answers that are supported with evidence from the text. Use **Think-Pair-Share** to ask:

**What have we done this cycle to practice these skills?**



*We created and answered Right There and Think questions in Team Talk. In our writing project, we wrote answers and supported them with evidence from the story.*

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

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

### Test Directions

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

1. Choose one of the questions that you noted as you read this text. Write the question, and tell why it is an important question. What does asking this question help you understand about the text? **[DC]**

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

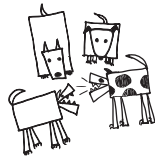
**Today you will read more about Salva's struggle to cross the desert.**



## Test tp

(30 minutes)

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



## Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

### Team Discussion

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



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



### Lightning Round

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

### Celebrate

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Cycle 1 Test

## Use Questioning

**Directions:** Read *A Long Walk to Water*, pages 54 (paragraph beginning “The next day...”)—56, 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. Choose one of the questions that you noted as you read this text. Write the question, and tell why it is an important question. What does asking this question help you understand about the text? **[DC]**

*20 points = Why did the man tell the woman not to give the dying men water? This is an important question because people’s lives were at stake. This question helps me understand that people have to make difficult decisions when they are in life-threatening situations.*

*15 points = Why did the man tell the woman not to give the dying men water? This is an important question because people’s lives were at stake.*

*10 points = Why did the man tell the woman not to give the dying men water?*

2. Why do you think Salva “felt as if he had walked for hours while staying in one place”? **[DC]**

*20 points = I think Salva felt this way because it was hard to walk in the extreme heat of the desert, and the landscape didn’t change. The rocks and trees and dust all looked the same. There was nothing to show that Salva and his group were making progress as they walked across the desert.*

*15 points = I think Salva felt this way because it was hard to walk in the extreme heat of the desert, and the landscape didn’t change. The rocks and trees and dust all looked the same.*

*10 points = I think Salva felt this way because it was hard to walk in the extreme heat of the desert, and the landscape didn’t change.*

3. Write a question about something you read earlier in the text. Then answer the question, and tell whether it is a Right There question or a Think question and why. **[DC]**

*20 points = What is the author trying to demonstrate with the story of Nya’s trips to get water? The author is trying to demonstrate how difficult it is to get water in the Sudan. This is a Think question because the answer is not in one place in the text. I had to think about what I had read to answer it.*

15 points = *What is the author trying to demonstrate with the story of Nya's trips to get water? The author is trying to demonstrate how difficult it is to get water in the Sudan. This is a Think question.*

10 points = *What is the author trying to demonstrate with the story of Nya's trips to get water?*

4. Why was Salva's village attacked? Support your answer with evidence from the text. **[SA]**

20 points = *Salva's village was attacked because his country was at war. According to the text, rebels from Salva's area were fighting the government because they did not want to be forced to practice Islam. The rebels were fighting for independence from the government in the north.*

15 points = *Salva's village was attacked because his country was at war. Rebels from Salva's area were fighting the government because they did not want to be forced to practice Islam.*

10 points = *Salva's village was attacked because his country was at war.*

5. How did Salva's uncle help him make it across the desert? **[DC]**

*(Answers may vary.)*

20 points = *Salva's uncle kept pointing out landmarks that were a little way off as goals to reach. He also called Salva by his full name, which made Salva think of his family and village. Salva was motivated by his uncle's goals and thoughts of his home.*

15 points = *Salva's uncle kept pointing out landmarks that were a little way off as goals to reach. He also called Salva by his full name, which made Salva think of his family and village.*

10 points = *Salva's uncle kept pointing out landmarks that were a little way off as goals to reach.*

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

Write at least a paragraph to answer the following question:

How would you characterize Nya's role in her family? Support your answer with evidence from the text.

*I think Nya plays an extremely helpful role in her family. She walks for hours each day to get the water that her family needs for daily life. When Nya's mother asks her to take along her little sister, Akeer, Nya does it without complaining even though she knows it will make the trip take longer. In addition, when Akeer became sick, Nya helped her mother take Akeer to the clinic and played games with her little sister as she got better. Nya is important to her family's survival and well-being.*

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

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

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

1. 

panic	region
-------	--------

Would people feel *panic* if their *region* was hit by powerful tornadoes? **[CV]**  
*Yes. Many people would suddenly feel fear if their area was hit by tornadoes.*

2. Our lazy dog \_\_\_\_\_ walked around the house until it collapsed on its bed. **[CV]**  
 A. desperately  
 B. arid  
 C. *sluggishly*  
 D. horizon

3. Write a meaningful sentence using the word *horizon*. **[CV]**  
*If you watch the horizon in the east, you can see the sunrise.*

4. What is a synonym for the word *arid*? **[CV]**  
*The word dry is a synonym for arid.*

5. The astronauts \_\_\_\_\_ worked to repair their spacecraft so they could return to Earth.

Choose the word that belongs in the blank. **[CV]**  
 A. *sluggishly*  
 B. *desperately*  
 C. terrain  
 D. arid

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

*Richard used cross-country skis to travel over the snow-covered terrain.*

7. Sienna was \_\_\_\_\_ to babysit her little brother if she got to spend the night at Sara’s house the next night.

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

- A. *content*
  - B. *desperately*
  - C. *panic*
  - D. *sluggishly*
8. What is an antonym for the word *arid*? **[CV]**

*The word wet is an antonym for arid.*

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

*A mortar is a cannon with a short, wide barrel for firing shells at a high angle. The soldier fired his mortar at the building where the enemy was hiding.*

10. As used in the sentence “His face became very solemn when Salva told him that he had not seen or heard a single word of his family in all that time,” *solemn* most nearly means— **[CV]**

- A. *happy.*
- B. *serious.*
- C. *mean.*
- D. *tired.*

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

*I figured that someone hearing Salva’s bad news would have a serious look on his or her face.*

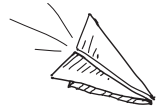
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author’s intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

## Lesson 7

**Reading Objective:** Use questioning strategies to help understand an author's message.

### Teacher Background

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



## Active Instruction

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

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

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

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

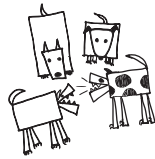
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

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

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

Give students feedback on classwork.

### Teacher's Note:

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

### Read and Respond Questions

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



# Class Discussion

(15 minutes)

Team responses and feedback



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

Celebrate team successes!  
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

## Lightning Round

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

## Celebrate

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

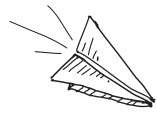
# Lesson 8

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

## Teacher Background

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

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



## Active Instruction

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

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

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

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

Use **Random Reporter** to ask:

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

*Accept supported answers.*

Two-Minute Edit



Distribute scored cycle tests.

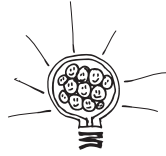
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



## Class Council

(30 minutes)



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



## Brain Game

(5 minutes)

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

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

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

## Cycle 2:

Use  
Questioning

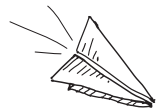
## Lesson 1

**Reading Objective:** Use questioning strategies to help understand an author's message.

**Teacher Background**

Today students will continue reading *A Long Walk to Water* and learn about the men who come to Nya's village to work on a water project. They will also continue to read about the group that Salva and his uncle are traveling with and their struggle to cross the desert. The Big Question for this cycle asks students how their experiences would be different from Salva's if they suddenly had to leave home because of war. This question prompts students to make a personal connection to Salva's story and reflect on the hardships faced by people who are uprooted by war. As students answer this question, encourage them to think about how they would survive as they traveled to a safer place.

In this cycle, partners will formulate Think questions, and teams will discuss the questions and choose the one that they think is most important for better understanding the story. Teams will share their questions during the Lightning Round, and students will vote on which question is the most important one for better understanding the story. The team with the winning question will receive additional team celebration points.

**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:** If you suddenly had to leave your home because of war, like Salva, how would your experience be different from Salva's? How would you travel? How would you find food, water, and shelter?

**Set the Stage** tp

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

**If you suddenly had to leave your home because of war, like Salva, how would your experience be different from Salva's? How would you travel? How would you find food, water, and shelter?**

*If I had to leave home because of war, I don't think the experience would be as hard as Salva's. I would find a bike to ride instead of walking. This would be possible because it seems like we have a lot more paved roads in our country. Also, we're not experiencing a drought, so it would probably be easier to get*

Students write responses to the Big Question.

Discuss the Big Question.



## Use Questioning

Teams review their cycle goal.

Post and present the reading objective.



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

Refer students to pages 57–69 in the text.



**Teacher:** Read aloud.

**Students:** Actively listen.

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

*water, especially if the water system was still working. I would look for food in abandoned stores and houses, and I would also use these for shelter.*

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

### Interactive Read Aloud

1. Read the section titled “Southern Sudan, 2008” on pages 57 and 58 aloud.
2. Use **Think-Pair-Share** to ask:

**What is a question you could ask that will help you understand the text? What is the answer?**

*One question is, “What can I predict about the men’s search for water?” I predict that the men are going to drill a well to find water.*

**Is it a Right There or Think question? How can you tell?**

*It is a Think question because it is a prediction question.*

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

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

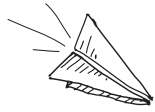
**What can we add to our story map?**

*Add information based on student responses.*

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

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

Sample Graphic Organizer	
<b>Title:</b> <u>A Long Walk to Water</u>	
<p style="text-align: center;"><b>Characters:</b></p> <p>Nya Nya's Uncle water-project men</p>	<p style="text-align: center;"><b>Setting:</b></p> <p>Where: <i>Southern Sudan</i></p> <p>When: <i>in 1985 and 2008</i></p>
<p><b>Problem:</b></p> <p>Lack of water</p>	
<p>Event: <i>Marial is killed by a lion.</i></p> <hr/> <p>Event: <i>Salva's group builds boats and uses them to cross the Nile.</i></p> <p style="padding-left: 40px;"><i>Salva and his group struggle to cross a desert. Uncle helps him to keep</i></p> <p>Event: <i>on moving.</i></p> <hr/> <p>Event: <i>Nya's little sister gets better at the clinic.</i></p> <p style="padding-left: 40px;"><i>A nurse tells Nya's mom that Akeer's illness was from dirty water. Nya's</i></p> <p>Event: <i>mom is worried because she doesn't know where they will get clean water.</i></p> <hr/> <p>Event: <i>Men come to Nya's village for some kind of water project.</i></p> <hr/>	
<p><b>Solution:</b></p>	



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 59–69 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

### Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? **(Write) [DC]** (strategy-use rubric)

*(Answers will vary.)*

*100 = We think the most important question that we discussed is, “Why was Salva worried about going to Ethiopia?” This is the most important question because Salva was very worried about leaving his country. The question helped us understand that Salva was scared that his parents would not be able to find him if he went to Ethiopia.*

*90 = We think the most important question that we discussed is, “Why was Salva worried about going to Ethiopia?” This is the most important question because Salva was very worried about leaving his country.*

*80 = We think the most important question that we discussed is, “Why was Salva worried about going to Ethiopia?”*

*continued*

Team Talk Questions *continued*

2. How did Salva react when Uncle told him that he would return to Sudan to fight in the war? **[DC]** (Team Talk rubric)

*100 = Salva is very upset when Uncle tells him that he will go back to Sudan to fight. Salva is scared because he will have no family with him in the refugee camp. However, Salva tries to be brave because he knows that his uncle is going back to fight for their people.*

*90 = Salva is very upset when Uncle tells him that he will go back to Sudan to fight. Salva is scared because he will have no family with him in the refugee camp.*

*80 = Salva is very upset when Uncle tells him that he will go back to Sudan to fight.*

3. Why do you think the men killed Salva's uncle? **[DC, RE]** (Team Talk rubric)  
(Answers may vary.)

*100 = I think the men killed Salva's uncle because they were government soldiers, and they thought he was a rebel. In addition, they were from the Nuer tribe, and Uncle was a member of the Dinka tribe. Either of these reasons would have made the men Uncle's enemies.*

*90 = I think the men killed Salva's uncle because they were government soldiers, and they thought he was a rebel. They were from the Nuer tribe, and Uncle was a member of the Dinka tribe.*

*80 = I think the men killed Salva's uncle because they were government soldiers, and they thought he was a rebel.*

4. After Uncle was killed, how did Salva find the strength to go on? Support your answer with evidence from the text. **[DC]** (Team Talk rubric)

*100 = Salva found the strength to go on after Uncle was killed by thinking of his friend Marial and Uncle. He knows that both of them would have wanted him to survive. Although he is still sad, thinking about his friend and Uncle made him feel stronger, and he walked more boldly.*

*90 = Salva found the strength to go on after Uncle was killed by thinking of his friend Marial and Uncle. He knows that both of them would have wanted him to survive.*

*80 = Salva found the strength to go on after Uncle was killed by thinking of his friend.*

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

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

Randomly select team representatives who will share:

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



Teams vote on the most important question.

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

(18 minutes)

### Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important one to ask to better understand the text. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

2. Use **Random Reporter** to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
3. 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.

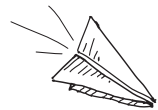
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

# Lesson 2

**Reading Objective:** Use questioning strategies to help understand an author’s message.

## Teacher Background

Today students will continue to read about the water project in Nya’s village. They will also learn about how Salva lived in refugee camps for years and led more than a thousand boys to a Kenyan refugee camp after they were ejected from Ethiopia.



## Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

## Partner Vocabulary Study

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

## Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
<b>ravaged</b> (verb) page 59	rav-aged (RAV-ijd)	severely damaged	Houses on the coast were <i>ravaged</i> by the powerful hurricane that hit over the weekend.
<b>looting</b> (verb) page 65	loot-ing (LOO-ting)	stealing valuables from abandoned homes or stores	The general ordered his soldiers to stop <i>looting</i> stores in the captured city.
<b>numb</b> (adjective) page 65	numb (NUHM)	not able to feel emotions	Teresa was <i>numb</i> after her dog and hamster both died in the same month.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>emaciated</b> (adjective) page 68	e-ma-ci-at-ed (ih-MAY-shee-ay-tid)	very thin because of lack of food	The <i>emaciated</i> cat gobbled down the food that Cristin left out by the back door.
<b>plagued</b> (adverb) page 80	plagued (PLAYGD)	hurt by	My mom’s garden was <i>plagued</i> by insects that chewed big holes in the vegetables.
<b>scavenge</b> (verb) page 81	scav-enge (SKAV-inj)	look for something usable	The survivors of the shipwreck tried to <i>scavenge</i> food and equipment from their ruined boat.
<b>fatigue</b> (noun) page 95	fa-tigue (fuh-TEEG)	extreme tiredness	Dexter’s <i>fatigue</i> made it hard for him to concentrate on his homework.
<b>frantic</b> (adjective) page 101	fran-tic (FRAN-tik)	feeling out of control due to panic or fear	Linda felt <i>frantic</i> when she realized that she had lost her mom’s gold earrings.

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

**Set the Stage**

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

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 70–84 in the text.

**Teacher:** Read aloud.

**Students:** Actively listen.



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

Encourage students to ask questions that help them understand the author's message.

### Interactive Read Aloud

1. Read the section titled “Southern Sudan, 2009” on pages 70 and 71 aloud.
2. Use **Think-Pair-Share** to ask:

**Based on what I just read, what is a question you could ask that will help you better understand the story? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.**

*One question is, “What message is the author trying to communicate in this section of text?” I think the author is trying to communicate the importance of teamwork and cooperation. This section describes how the villagers are working together with the men on the water project.*

**Is it a Right There or Think question? How can you tell?**

*It is a Think question. I know this because I had to read the section and think about it to figure out the author's message. It's not just stated in one place in the text.*

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

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

**What can we add to our story map?**

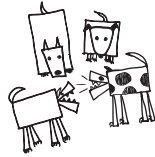
*Add information based on student responses.*

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

## Use Questioning

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

Sample Graphic Organizer	
<b>Title:</b> <i>A Long Walk to Water</i>	
<b>Characters:</b>  <i>Nya</i> <i>Salva</i>	<b>Setting:</b>  <i>Where: Ethiopia, Southern Sudan</i>  <i>When: in 1985 and 2008</i>
<b>Problem:</b>  <i>Lack of food and water</i>	
<i>Uncle tells Salva that he won't be staying with him in the Ethiopian refugee camp. Uncle will return to Sudan to fight.</i>	
<i>Event: Soldiers rob Salva's group and kill his uncle.</i>	
<i>Event: Salva reaches the refugee camp in Ethiopia.</i>	
<i>Event: Nya's village works with the men on the water project.</i>	
<b>Solution:</b>	



# Teamwork tp

(20 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 71 (paragraph beginning “Mother! Mother, please!...”)-84 (paragraph ending “...full of mud.”) aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

### Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? **(Write)**  
**[DC, AC]** (strategy-use rubric)
 

*100 = We think the most important question that we discussed is, “How did the author demonstrate that family is very important to Salva?” This is the most important question because the theme of family appears throughout this book. The question helped us understand that the author emphasizes how Salva uses thoughts about his family to stay strong and survive in the refugee camp.*

*90 = We think the most important question that we discussed is, “How did the author demonstrate that family is very important to Salva?” This is the most important question because the theme of family appears throughout this book.*

*80 = We think the most important question we discussed is, “How did the author demonstrate that family is very important to Salva?”*

*continued*

Team Talk Questions *continued*

2. Why did the Ethiopian refugee camps close? **[DC]** (Team Talk rubric)
- 100 = *The Ethiopian refugee camps closed because the government collapsed. The new rulers did not want the refugees in Ethiopia. They sent soldiers to clear out the camps and to **expel** the refugees from the country.*
- 90 = *The Ethiopian refugee camps closed because the government collapsed. The new rulers did not want the refugees in Ethiopia.*
- 80 = *The Ethiopian refugee camps closed because the government collapsed.*
3. Why do you think Salva became the leader of the boys from the refugee camp? **[DC]** (Team Talk rubric)
- 100 = *I think Salva became the leader of the boys because he had learned a lot about leading from his uncle. **In addition**, his years of struggling to survive had made him strong. He was **determined** to get the boys safely to Kenya.*
- 90 = *I think Salva became the leader of the boys because he had learned a lot about leading from his uncle. His years of struggling to survive had made him strong.*
- 80 = *I think Salva became the leader of the boys because he had learned a lot about leading from his uncle.*
4. How do you think the well will change Nya’s village? **[DC, RE]** (Team Talk rubric)
- 100 = *I think the well will really improve people’s lives in Nya’s village. They won’t have to travel so far or spend so much time to get water. They will also have **access** to cleaner water. This will enable them to lead healthier, happier lives.*
- 90 = *I think the well will really improve people’s lives in Nya’s village. They won’t have to travel so far or spend so much time to get water. Also, the water will be cleaner.*
- 80 = *I think the well will really improve people’s lives in Nya’s village.*
5. Which word from the vocabulary list belongs in the blank? How do you know? **[CV]**
- The soldiers were \_\_\_\_\_ food and valuables as they passed through enemy territory.
- Looting. Looting means stealing during wartime, so it makes sense in this sentence.

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

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

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



## Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

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



Teams vote on the most important question.

### Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important one to ask to better understand the text. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

2. Use **Random Reporter** to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
3. 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.

**Use Questioning**

Word	Pronunciation	Definition	Sample Sentence
<b>ravaged</b> (verb) page 59	rav-aged (RAV-ijd)	severely damaged	Houses on the coast were <i>ravaged</i> by the powerful hurricane that hit over the weekend.
<b>looting</b> (verb) page 65	loot-ing (LOO-ting)	stealing valuables from abandoned homes or stores	The general ordered his soldiers to stop <i>looting</i> stores in the captured city.
<b>numb</b> (adjective) page 65	numb (NUHM)	not able to feel emotions	Teresa was <i>numb</i> after her dog and hamster both died in the same month.
<b>emaciated</b> (adjective) page 68	e-ma-ci-at-ed (ih-MAY-shee-ay-tid)	very thin because of lack of food	The <i>emaciated</i> cat gobbled down the food that Cristin left out by the back door.
<b>plagued</b> (adverb) page 80	plagued (PLAYGD)	hurt by	My mom's garden was <i>plagued</i> by insects that chewed big holes in the vegetables.
<b>scavenge</b> (verb) page 81	scav-enge (SKAV-inj)	look for something usable	The survivors of the shipwreck tried to <i>scavenge</i> food and equipment from their ruined boat.
<b>fatigue</b> (noun) page 95	fa-tigue (fuh-TEEG)	extreme tiredness	Dexter's <i>fatigue</i> made it hard for him to concentrate on his homework.
<b>frantic</b> (adjective) page 101	fran-tic (FRAN-tik)	feeling out of control due to panic or fear	Linda felt <i>frantic</i> when she realized that she had lost her mom's gold earrings.

## Lesson 3

**Reading Objective:** Use questioning strategies to help understand an author's message.

### Teacher Background

Today students will read about Salva's journey from a Kenyan refugee camp to a life in the United States. They will also continue to read about the project to build a well in Nya's village.

#### 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.

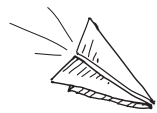
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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

(15–25 minutes)

### Partner Vocabulary Study

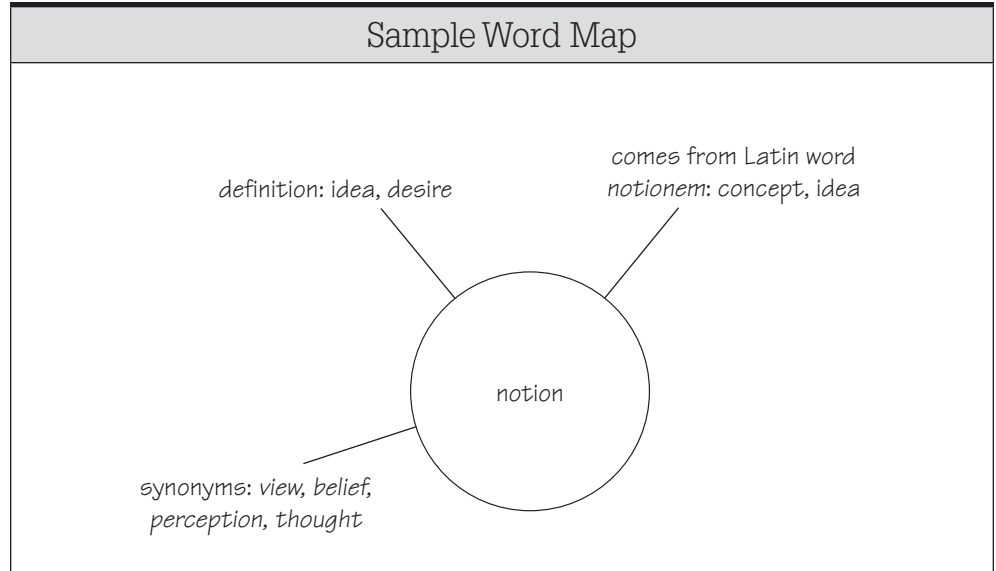
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### 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

On page 100, Salva is thinking about how he would like to help the people of Sudan. The book says, "Sometimes that seemed like an impossible notion." I don't really know what *notion* means. From the context in the book, the definition might be plan. I'm going to check the dictionary to see exactly what *notion* means. (Consult the dictionary.) I was wrong. The word *notion* has a few definitions, but none of them are plan. Two of the definitions fit the way the word is used in the book—idea or desire. Some synonyms are *view*, *belief*, *perception*, and *thought*. I can also see that it comes from the Latin word *notionem*, meaning concept or idea.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



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

Refer students to pages 84–99 in the text.

**Teacher:** Read aloud.

**Students:** Actively listen.



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

Encourage students to ask questions that help them understand the author’s message.

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

**Set the Stage**

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

**Interactive Read Aloud**

1. Read page 84 (from the paragraph beginning “Salva was now...” through the paragraph ending “...hurt or killed.”) aloud.
2. Use **Think-Pair-Share** to ask:

**Based on what I just read, what is a question you could ask that will help you better understand the story? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.**

*One question is, “What is the author trying to demonstrate by writing about refugee camps?” I think the author is trying to demonstrate how hard life was for Salva in the refugee camps.*

**Is it a Right There or Think question? How can you tell?**

*It is a Think question. I know this because the answer isn’t just stated in the text. You have to figure it out.*

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

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

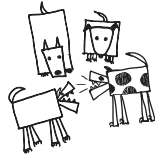
**What can we add to our story map?**

*Add information based on student responses.*

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

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

Sample Graphic Organizer	
<p><b>Title:</b> <u>A Long Walk to Water</u></p>	
<p style="text-align: center;"><b>Characters:</b></p> <p>Salva</p>	<p style="text-align: center;"><b>Setting:</b></p> <p>Where: Ethiopia, Kenya</p> <p>When: 1991–1992</p>
<p><b>Problem:</b></p> <p>Refugee camp feels like prison.</p>	
<p>Event: <u>Salva lives in the Ethiopian refugee camp for six years.</u></p> <p style="padding-left: 40px;">The new government in Ethiopia forces refugees to leave the camps</p> <p>Event: <u>and the country.</u></p>	
<p>Event: <u>Salva leads more than 1,000 boys to a refugee camp in Kenya.</u></p>	
<p>Event: <u>Men and villagers work on drilling a well for Nya’s village.</u></p>	
<p><b>Solution:</b></p>	



# Teamwork tp

(20–30 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF  
**pages 84 (paragraph beginning “After two years...”)-99 (paragraph ending “...in any language.”) aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 84–99)**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

Team Talk Questions
<p>1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? <b>(Write) [DC]</b> (strategy-use rubric)  <i>(Answers will vary.)</i></p> <p><i>100 = We think the most important question that we discussed is, “Why did the author include both Nya’s and Salva’s stories in this book?” This is the most important question because the whole book is structured by these two stories. The question helped us understand that the author was trying to communicate the role that war and drought has played in the Sudan.</i></p> <p><i>90 = We think the most important question that we discussed is, “Why did the author include both Nya’s and Salva’s stories in this book?” This is the most important question because the whole book is structured by these two stories.</i></p> <p><i>80 = We think the most important question that we discussed is, “Why did the author include both Nya’s and Salva’s stories in this book?”</i></p>

*continued*

Team Talk Questions *continued*

2. How did Michael help Salva? **[DC, RE]** (Team Talk rubric)

100 = *Michael helped Salva by teaching him to read English. In addition, he taught Salva to play volleyball. Michael was kind to Salva and recognized his intelligence and hard work.*

90 = *Michael helped Salva by teaching him to read English. He taught Salva to play volleyball.*

80 = *Michael helped Salva by teaching him to read English.*

3. Who were the Lost Boys? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)

100 = *The Lost Boys were the boys who had lost their homes and families because of the war in the Sudan. They were also called the Lost Boys because they had wandered lost before reaching the refugee camps. According to the text, an aid worker explained this to Salva and the other boys who were traveling with him to America.*

90 = *The Lost Boys were the boys who had lost their homes and families because of the war in the Sudan. They were also called the Lost Boys because they had wandered lost before reaching the refugee camps.*

80 = *The Lost Boys were the boys who had lost their homes and families because of the war in the Sudan.*

4. What was the trip to the United States like for Salva? **[DC]** (Team Talk rubric)

100 = *The trip to the United States was exciting and strange for Salva. He traveled by airplane for the first time, and when Salva finally arrived at his destination in New York, he experienced extreme cold for the first time. By the end of the trip, he was tired and confused, but his new family was so friendly that he was able to relax some.*

90 = *The trip to the United States was exciting and strange for Salva. He traveled by airplane for the first time, and when Salva finally arrived at his destination in New York, he felt real cold for the first time.*

80 = *The trip to the United States was exciting and strange for Salva.*

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

- A. I was careful walking through the building that had been ravaged by a tornado.
- B. Matt ravaged his bicycle when he put new wheels and pedals on it.
- C. The governor asked people to send food to the town that had been ravaged by floods.
- D. Tanya scolded her dog after he ravaged her pillow and left stuffing everywhere.

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.

## Use Questioning

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



Teams vote on the most important question.

Show the video.



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



## Class Discussion tp

(20 minutes)

### Lightning Round

1. Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important one to ask to better understand the text. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

2. Use **Random Reporter** to have teams share oral Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
3. 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.
4. Show the video “Fluency.”

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

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

## Lesson 4

**Reading Objective:** Use questioning strategies to help understand an author's message.

### Teacher Background

Today students will read about Salva's journey back to Sudan to see his sick father and his efforts to organize a project to help his homeland. They will also read about the impact that the water well has on Nya's village.

#### Teacher's Note:

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

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

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

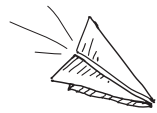
Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



## Active Instruction

(15–25 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

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

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



Refer students to pages 99–115 in the text.



Encourage students to ask questions that help them understand the author's message.

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

### Interactive Read Aloud

1. Read pages 99 (beginning at “Salva had been...”) and 100 (paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

**Based on what I just read, what is a question you could ask that will help you better understand the story? What is the answer? Use your Questioning Strategy Card if you need help coming up with a question.**

*One question is, “What is the author trying to communicate about Salva in this section of text?” I think the author is trying to communicate that Salva is struggling with a way that he can help his country because it has so many problems.*

**Is it a Right There or Think question? How can you tell?**

*This is a Think question because I had to really think about what the author wanted to communicate to answer it.*

Remind students to use their Questioning Strategy Card to help them think of different kinds of questions to ask as they read.

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

**What can we add to our story map?**

*Add information based on student responses.*

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

### Sample Graphic Organizer

**Title:** *A Long Walk to Water*

**Characters:**

Salva  
Michael  
Chris  
Louise

**Setting:**

Where: Kenya, 1992–1996;  
and Sudan, 2009;  
When: Rochester, New York,  
1996–2009

**Problem:**

Salva struggles with how to help his country.

Event: Michael teaches Salva to read English.

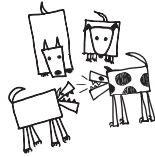
Event: Salva is picked to go live in the U.S.

Event: Salva travels to the U.S. and lives with an American family in Rochester, NY.

Event: Salva goes to college and tries to figure out how he can help the Sudan.

Event: The well in Nya's village is completed.

**Solution:**



# Teamwork tp

(20–30 minutes)

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

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sf  
**pages 100 (paragraph 2)–115 aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 100–115)**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

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

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

## Team Talk Questions

1. Discuss the questions that you noted as you read the text. Which question is the most important one to ask to better understand the text? Why? **(Write) [DC]** (strategy-use rubric)

*(Answers will vary.)*

*100 = We think the most important question that we discussed is, "What message did the author want to communicate by emphasizing that Nya was from the Nuer tribe and that Salva was Dinka?" This is the most important question because much of this story is about the conflict between the Dinka and Nuer tribes. The question helped us understand that the author is trying to communicate that people can overcome their differences to get along and help one another.*

*90 = We think the most important question that we discussed is, "What message did the author want to communicate by emphasizing that Nya was from the Nuer tribe and that Salva was Dinka?" This is the most important question because much of this story is about the conflict between the Dinka and Nuer tribes.*

*80 = We think the most important question that we discussed is, "What message did the author want to communicate by emphasizing that Nya was from the Nuer tribe and that Salva was Dinka?"*

2. Why was it so difficult for Salva to travel back to Sudan to see his father? **[DC]** (Team Talk rubric)

*100 = It was difficult for Salva to visit his father because the war was still going on in Sudan. **In addition**, his father was staying in a **remote clinic** in southern Sudan. It took Salva and his family months to organize the transportation, permits, and other aspects of his trip.*

*90 = It was difficult for Salva to visit his father because the war was still going on in Sudan. Also, his father was staying in a clinic in southern Sudan.*

*80 = It was difficult for Salva to visit his father because the war was still going on in Sudan.*

3. Why did Salva's father tell him that he shouldn't try to go see his mother? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)

*100 = Salva's father told him that there was still fighting near their village. **According to his father**, if Salva tried to go see his mother, the government or the rebels would try to make him fight for their side. It was too dangerous for Salva to go see his mother.*

*90 = Salva's father told him that there was still fighting near their village. If Salva tried to go see his mother, the government or the rebels would try to make him fight for their side.*

*80 = Salva's father told him that there was still fighting near their village.*

*continued*

Team Talk Questions *continued*

4. What was Salva's idea to help the people of Sudan? Support your answer with evidence from the text. **[SA]** (Team Talk rubric)

100 = *Salva's idea to help the people of Sudan was to drill water wells.*

**According to the text, he drilled wells for people from the Dinka and Nuer tribes. Providing easy access to clean water was a huge benefit to the people of Sudan.**

90 = *Salva's idea to help the people of Sudan was to drill water wells. He drilled wells for people from the Dinka and Nuer tribes.*

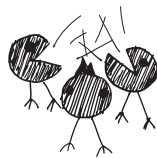
80 = *Salva's idea to help the people of Sudan was to drill water wells.*

5. What is an antonym for the word *emaciated*? **[CV]**

*The word fat is an antonym for emaciated.*

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

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



## Class Discussion tp

(20 minutes)

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

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



Teams vote on the most important question.

### Lightning Round

- Use **Random Reporter** to have several teams present the question that they discussed and decided was the most important one to ask to better understand the text. Write the questions on the board. Use the strategy-use rubric to evaluate responses and give feedback. Award team celebration points on the poster.

Have teams vote with a show of hands for the question they think is the most important to their understanding of the story. (Teams cannot vote for their own questions!)

Award additional team celebration points to the team with the winning question.

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

### **Celebrate**

Celebrate team successes!

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

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

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

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

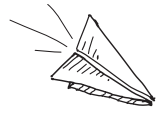
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Support a position with relevant evidence from the text.

### Teacher Background

This writing project's objective is to have students provide supporting evidence from the text as they support their positions on how Salva's personality was shaped by the events of his life. During Model a Skill, scaffold the instruction in cycle 1 that modeled how to develop a web to visually organize evidence from the text that supports one's position.



## Active Instruction

(10 minutes)

### Partner Vocabulary Study

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

### Vocabulary

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

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to the writing prompt and the writing objective for this cycle. Remind students that as they answered questions about the book, they often supported their responses with evidence from the text. Explain that today they will provide evidence from the text as they respond to the writing prompt.

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.

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

Read the prompt aloud.



Writing Prompt
How was Salva’s personality shaped by the events of his life after the attack on his village? Support your answer with evidence from the text.

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

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

*It is asking me to support a claim with reasons. I know this because the prompt asks me specifically to support my claim with evidence from the text.*

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

**Which guidelines relate to our writing objective: to support a position with relevant evidence from the text?**

*The Ideas guideline to “clearly state a position (claim) and include good reasons that support that position” and the Organization guideline “In the middle, tell supporting reasons,” both relate to our writing objective.*

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

### Model a Skill

1. Point out to students that today's writing prompt asks them to support a position with relevant evidence from the text.
2. Use **Think-Pair-Share** to ask:

**Which graphic organizer can be useful when a writing prompt asks you to take a position and support it with evidence from the text?**

*A web organizer can be useful when answering a prompt like this.*

**What should you write in the central oval?**

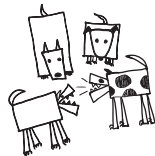
*You should write your position in the central oval.*

**What should you write around the central oval?**

*You should write your supporting evidence around the central oval.*

**Why should you make a note of the page number where you found the evidence?**

*You should make a note of the page number in case you need to look back at it as you write your answer.*



## Teamwork

(20 minutes)

### Independent Work

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

### Team Discussion

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

Model planning using a graphic organizer.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



# Class Discussion tp

(30 minutes)

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

## Lightning Round

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

Refer students to the writer's guide for writing to support a claim with reasons and the writing objective—to support a position with relevant evidence from the text.

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

For example, ask:

- **Does the writer state a position clearly?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer support his or her position with evidence from the text?**

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 evidence to support your position? Was the evidence convincing?**

*Answers will vary.*

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

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

## Writing Prompt

How was Salva's personality shaped by the events of his life after the attack on his village? Support your answer with evidence from the text.

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

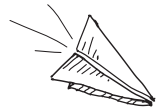
## Lesson 6

**Reading Objective:** Use questioning strategies to help understand an author's message.

**Writing Objective:** Support a position with relevant evidence from the text.

### Teacher Background

During today's cycle test, students will continue to use questioning strategies to help understand the author's message. In the test passage from the text, students will read a message from the real Salva Dut.



## Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

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

### Set the Stage

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



## Prepare Students for the Test

(5 minutes)

### Partner Review

1. Remind students that they have been using questioning strategies to help understand an author's message and writing answers that are supported with evidence from the text. Use **Think-Pair-Share** to ask:

**What have we done this cycle to practice these skills?**

*We have created and answered Right There and Think questions in Team Talk. In our writing projects, we have written answers and supported them with evidence from the story.*



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

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

**Test Directions**

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

1. Choose one of the questions that you noted as you read this text. Write the question, and tell why it is an important question. What does asking this question help you understand about the text? **[DC]**

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

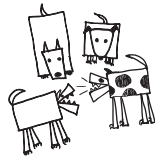
**Today you will read a message from the real Salva Dut.**



**Test** tp

(30 minutes)

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



## Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

### Team Discussion

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



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



### Lightning Round

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

### Celebrate

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

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

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

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

## Cycle 2 Test

## Use Questioning

**Directions:** Read *A Long Walk to Water*, pages 116 and 117, 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. Choose one of the questions that you noted as you read this text. Write the question, and tell why it is an important question. What does asking this question help you understand about the text? **[DC]**
  - 20 points = Why did Salva Dut want his life story told? This is an important question because the majority of the book is about Salva Dut. This question helps me understand that Salva wanted people to learn about Sudan and the Lost Boys.*
  - 15 points = Why did Salva Dut want his life story told? This is an important question because the whole book is about Salva Dut.*
  - 10 points = Why did Salva Dut want his life story told?*
2. Why does Salva Dut thank "schools, churches, civic organizations, and individuals"? **[DC, SA]**
  - 20 points = Salva Dut thanks these people because they have helped his project to provide water for people in the Sudan. Salva raises money for his **organization**, Water for Sudan, by speaking with various community groups. Without the donations from these people, he would not be able to build wells in the Sudan.*
  - 15 points = Salva Dut thanks these people because they have helped his project to provide water for people in the Sudan. Salva raises money by speaking with various community groups.*
  - 10 points = Salva Dut thanks these people because they have helped his project to provide water for people in the Sudan.*
3. Write a question about something you read earlier in the text. Then answer the question, and tell whether it is a Right There question or a Think question and why. **[DC]**
  - 20 points = Why does the author describe Salva's thoughts about his family throughout the book? The author is emphasizing how important Salva's family is to him. He found the strength to keep going during extremely hard times by thinking of his family. This is a Think question because the answer is not in one place in the text. I had to think about what I had read to figure out the answer.*

15 points = Why does the author describe Salva's thoughts about his family throughout the book? The author is emphasizing how important Salva's family is to him. He found the strength to keep going during extremely hard times by thinking of his family. This is a Think question.

10 points = Why does the author describe Salva's thoughts about his family throughout the book? He found the strength to keep going during extremely hard times by thinking of his family.

4. How does Salva demonstrate that he is a good leader? Support your answer with evidence from the text. **[DC, SA]**

(Answers may vary.)

20 points = Salva led more than 1,000 boys on a journey that lasted a year and a half to a refugee camp in Kenya. During this trip, he organized the boys to complete tasks such as collecting food, getting firewood, and standing guard. Salva needed excellent leadership skills to guide the boys safely to the Kenyan refugee camp.

15 points = Salva led more than 1,000 boys on a journey that lasted a year and a half to a refugee camp in Kenya. During this trip, he organized the boys to complete tasks such as collecting food, getting firewood, and standing guard.

10 points = Salva led more than 1,000 boys on a journey that lasted a year and a half to a refugee camp in Kenya.

5. What impact do you think the well had on Nya's village? **[DC]**

(Answers may vary.)

20 points = I think the well greatly improved the lives of the people in Nya's village. People no longer had to travel for hours to get water. The water from the well was also much cleaner than the water that the village had access to before. Therefore, people in Nya's village would lead healthier lives and have more time to do things such as go to school.

15 points = I think the well greatly improved the lives of the people in Nya's village. People no longer had to travel for hours to get water. The water from the well was also much cleaner than the water that the village had access to before.

10 points = I think the well greatly improved the lives of the people in Nya's village.

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

Write at least a paragraph to answer the following question:

What person had the biggest impact on Salva’s life? Support your answer with evidence from the text.

*(Answers may vary.) I think Salva’s uncle had the biggest impact on his life. Salva would have probably died in the desert if his uncle had not been there to encourage him to focus on the next landmark and keep walking. In addition, I think Salva learned a lot about how to be a leader from his uncle. For example, on their journey, Salva’s uncle shot game and shared the food with their whole group. Later, when Salva was leading the group of boys to the refugee camp in Kenya, he made sure that they shared their food equally. Salva owed his life to his uncle and learned valuable leadership skills from him.*

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

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

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

1. Rebecca was \_\_\_\_\_ after she learned that her house had burned down.

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

- A. emaciated
- B. numb
- C. scavenge
- D. fatigue

2. What is an antonym for the word *frantic*? **[CV]**

*The word calm is an antonym for frantic.*

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

*I went to the junkyard to scavenge a part for my car.*

4. In which of the following sentences is the word *ravaged* used incorrectly? **[CV]**
- A. *Tess was very comfortable staying in the ravaged hotel.*
  - B. The run-down old house had been ravaged by time.
  - C. Our wheat crop was ravaged by a strange disease.
  - D. Emergency workers were sent to the city after it was ravaged by an earthquake.

5. What is an antonym for the word *plagued*? **[CV]**

*The word helped is an antonym for plagued.*

6. The people of the town heard that soldiers had been \_\_\_\_\_ and hid all of their valuables.

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

- A. emaciated
  - B. looting
  - C. numb
  - D. fatigue
7. Write a meaningful sentence using the word *fatigue*. **[CV]**

*Cody's fatigue after surgery kept him in bed for a week.*

8. What is a synonym for the word *emaciated*? **[CV]**

*The word skinny is a synonym for emaciated.*

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]**

*Notion means an idea or desire. Patrick had a notion about how to raise money for his soccer team.*

10. As used in the sentence "It was all a blur to Salva, for he was too excited to sleep, which made him too tired to grasp everything that was happening," *grasp* most nearly means— **[CV]**

- A. complete.
- B. remember.
- C. mistake.
- D. understand.

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

*I used the context. If Salva was really tired, it would make it hard to understand what was happening around him.*

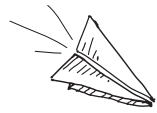
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

## Lesson 7

**Reading Objective:** Use questioning strategies to help understand an author's message.

### Teacher Background

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



## Active Instruction

(20 minutes)

### Two-Minute Edit

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

### Vocabulary

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

### Set the Stage

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

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

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

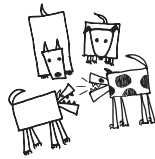
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

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

### Teacher's Note:

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

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

Give students feedback on classwork.

## Read and Respond Questions

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



# Class Discussion tp

(15 minutes)

Team responses  
and feedback



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

Celebrate team successes!

Final tally for this cycle

Record team celebration  
points on the teacher cycle  
record form.

Collect Read and Respond  
forms for this cycle.

## Lightning Round

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

## Celebrate

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

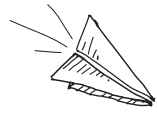
# Lesson 8

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

## Teacher Background

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

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

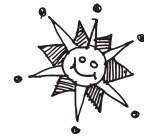


## Active Instruction

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

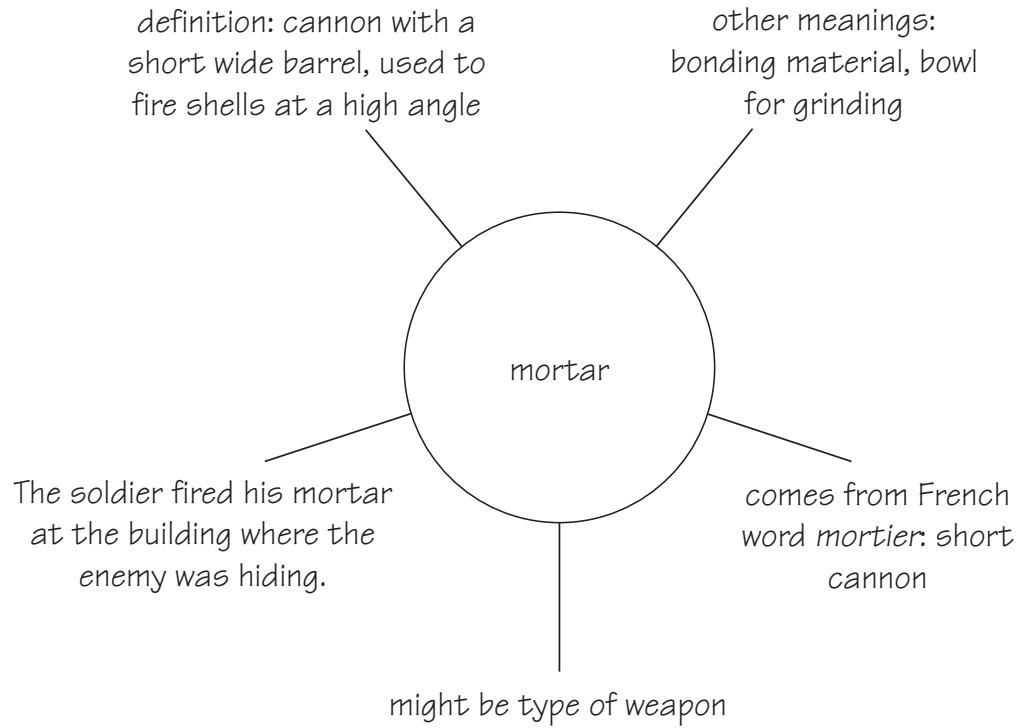
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

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

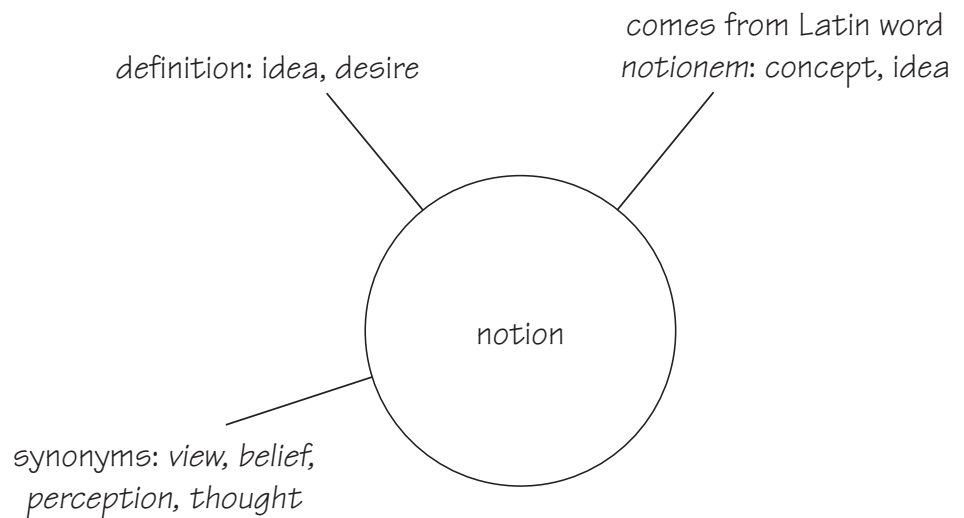
**How will use of this skill improve your success in other classes?**

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 8 Use Questioning

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

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

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

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

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

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

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

W.8.1-2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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