



Literature

Compare and Contrast

Throwing Shadows

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

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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Produced by the Reading Edge Middle Grades 2nd Edition Team

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

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A Nonprofit Education Reform Organization

200 W. Towsontown Blvd., Baltimore, MD 21204

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

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

Compare and Contrast

Throwing Shadows

The Lightning Round

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

Strategy Use

The Random Reporter:

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

Team Talk (oral and written)

The Random Reporter:

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

Word Power

The Random Reporter:

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

Fluency

The Random Reporter:

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

Summary

The Random Reporter:

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

Graphic Organizer/Notes

The Random Reporter:

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

Unit Objectives

Reading: Compare and contrast characters, plots, and themes of short stories.

Writing: Organize ideas to show a compare/contrast relationship.

Unit Overview

In this unit, students will draw comparisons between the characters, plots, and themes of several short stories. Comparing and contrasting texts encourages students to read closely and identify how two stories may have similar plots or themes while appearing very different on the surface. This leads to a deeper understanding of the texts. Additionally, during writing, students will work on organizing their thoughts and ideas in a way that clearly shows a compare-and-contrast relationship.

Unit Topic/Content

For this unit, students will read *Throwing Shadows* by E. L. Konigsburg. This collection of five short stories all discuss how chance encounters and interactions between characters can change their perspectives on life or other people.

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

Throwing
Shadows

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 3–15	(Optional) Background website: “Why do people collect shark teeth?” How Stuff Works www.animals.howstuffworks.com/fish/shark-teeth1.htm Maryland Geological Survey: “Miocene Sharks Teeth of Calvert County” www.mgs.md.gov/esic/brochures/sharks.html
Lesson 2	pages 16–27	
Lesson 3	pages 29–40	
Lesson 4	pages 41–57 (ending at paragraph 1)	(Optional) Background website: CIA—The World Factbook: Ecuador www.cia.gov/library/publications/the-world-factbook/geos/ec.html
Lesson 5	writing in response to reading	
Lesson 6	pages 57 (paragraph 1)–69	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Throwing
Shadows

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 71–86 (paragraph 7)	
Lesson 2	pages 86 (paragraph 8)–102 (paragraph 1)	
Lesson 3	pages 102 (paragraph 2)–118	
Lesson 4	pages 119–136 (ending at paragraph 1)	(Embedded) “Team Talk Response”
Lesson 5	writing in response to reading	
Lesson 6	pages 136 (paragraph 1)–150	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

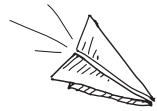
Compare
and
Contrast

Lesson 1

Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Teacher Background

Today students will begin reading “On Shark’s Tooth Bay,” a short story told from the perspective of a boy named Ned who lives along the beach in Florida. He is proud of knowing a lot about fishing and about collecting shark teeth from the beach. He and his mother collect them, sometimes to create art for a shop in town and sometimes to keep as trophies. One day Ned meets Bob, the former president of a university in Michigan. Ned reluctantly begins helping President Bob collect shark teeth along the beach, relishing moments when he finds better fossils or outsmarts the elderly man.

**Active Instruction** 

(22 minutes)

Big Question

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

The Big Question: What do you think it means when something is described as a “coming of age” story?

Set the Stage

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

What do you think it means when something is described as “coming of age”?

I think it means that the characters in the story realize something about themselves that is new. I most often hear this phrase used about books or movies. They usually tell a story about a person growing and becoming more mature after a learning event.

The main characters in the short stories you will read are around twelve years old. How do you think being twelve relates to “coming of age”?

I think that twelve years old is an age with a lot of changes. You are almost a teenager when you turn twelve. I think twelve year olds often think they are too old for childhood things but they’re not quite old enough for adult things. Children start to mature more at twelve. In a lot of cultures, turning twelve marks the year that you are recognized as an adult.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Build background about collecting shark teeth.

Review the skill as necessary.



2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them they earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Distribute copies of *Throwing Shadows*. 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 short story “On Shark’s Tooth Beach,” what do you think the story will be about? Explain the clues that you used to make this prediction.

Accept reasonable responses. For example, the story will be about a boy who shows an adult how to find shark teeth on a particular beach. The character Ned seems to be very knowledgeable about fishing and fossil hunting on the beach. He mentions that many of the people he and his father deal with are tourists who don’t know what they are doing.

5. Explain to students that the characters in the story they will read spend a lot of time hunting for fossilized shark teeth along the beach. Explain that shark skeletons are not made from bone like our skeletons, but from cartilage. When a shark dies, its skeleton eventually dissolves, except for its teeth, which are made from hard dentine and enamel. The teeth settle on the ocean floor. Eventually, waves may bring the fossilized teeth to the beach for collectors to find.

(Optional) If you have time and an Internet connection, visit www.animals.howstuffworks.com/fish/shark-teeth1.htm to learn more about shark teeth, or visit www.mgs.md.gov/esic/brochures/sharks.html to learn about a special location in southern Maryland where ancient shark teeth and other ocean fossils are often found.

Interactive Read Aloud

1. This cycle our reading objective is to compare and contrast characters, plots, and themes of short stories. Point out that a collection of short stories may share common themes, plots, or character traits while appearing very different on the surface. Use **Think-Pair-Share** to ask:

Why might an author write several stories to share the same lessons or ideas?

I think an author may write several stories to share the same lessons because the stories might be told from different perspectives, or the characters may have different life experiences even if they learn the same lesson in their

stories. I think this might help the author reach readers better. Readers might connect more to the character or events in one story more than another, which makes the story more meaningful.

As you read several short stories with the intention of comparing and contrasting them, what do you think you could do to track information you gather from the stories?

A good graphic organizer is needed to keep information in order and easy to read to make comparisons and contrast information. I should be able to clearly take notes on character traits, plot events, and themes across the stories to help me draw connections. A chart will let me organize ideas about the different aspects of the stories so I can compare and contrast them.

Refer students to pages 3–5 in the text.

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

Students: Actively listen.

2. Read pages 3–5 (ending at paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>From this reading, I was introduced to the main character of the story, Ned. He has grown up in Florida as part of a family that owns a fishing camp. Since I've only read a relatively small part of the text, I can't compare and contrast information across texts yet. However, I can begin to record important information that I think might help me make comparisons. For instance, I learn about Ned's character from the way he describes his home and life. He is proud of his family. They own a fishing camp on a beach in Florida, and while it's not big, and they aren't rich, it is enough for them. He is proud of his mom, who is from Thailand. He says that she makes great sandwiches for the fishermen, big and full of flavor. He is also proud that he can call miles and miles of beach his playground. I'll put this information describing Ned on my graphic organizer.</p>

3. Point out that you identified character traits of the main character in this story. Explain that by recording them on a graphic organizer, you can reference your notes when you move on to the next story and have another character to compare across texts.
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				
Story title	Characters	Plot	Theme	Observations between texts
"On Shark's Tooth Beach"	Ned: proud of home and family			

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



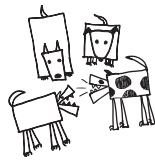
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 5 (paragraphs 1–4). Use **Think-Pair-Share** to ask:

What is revealed about Ned by the way he compares real fishermen to the man he sees on the dock?

Ned reveals that he might feel a little superior to people that he sees as fishing hobbyists. For example, he says that real fishermen have hats that have been darkened by sweat, while people who fish for a hobby have hats with perfect dimples on them. He compares non-fishermen to pigeons in their mannerisms, and that they smile a lot. Additionally, real fishermen don't carry umbrellas. I think he feels a little superior to non-fishermen because he sees fishing as hard, serious work, while hobbyists see it as fun.

Use **Random Reporter** to debrief.

Remind students to record their information about characters, plot events, and themes on the chart to use as a reference throughout the unit.



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **SF**
pages 6–15 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk 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. Earlier, we identified that Ned is proud of his family. What else from today's reading supports this characterization of Ned? **[RE]** (Team Talk rubric)

*100 = Ned is proud of his mother's **artistic abilities in addition to their fame for being local authorities on fish fossils.** For example, he says that the gift shop his mother sells her shark tooth shadowboxes to is less a tacky gift shop and more a gallery for local artists. In addition, he says that people know to come to him or Mom for information about fossils. Ned is pretty confident that the old man will figure out that he and Mom are the people to see about fossils. **This confidence shows that Ned thinks highly of his family and their position in their town.***

90 = Ned is proud of how his mother makes art out of fossils and of their fame for being local experts on fish fossils. He says that the gift shop his mother sells her shark tooth shadowboxes to is less a tacky gift shop and more a gallery for local artists. People know to come to him or Mom for information about fossils. Ned is pretty sure that the old man will figure out that he and Mom are the people to see about fossils.

80 = Ned describes how his mother's souvenirs are art, not just tacky things found in a little gift shop, and how people know to come to him and his mother for information about fossils.

2. How does Ned feel about President Bob? How do you think this could relate to the theme of this story? Support your thinking. **(Write) [RE]** (Team Talk rubric)

*100 = Ned seems to be **rather impatient with President Bob.** First, he does not like that President Bob **refers** to him as "boy" or "son" after he tells him twice that his name is Ned. He warns President Bob that he will not **respond** to anything but his name. **Additionally,** he seems to be sarcastic with the old man. **Since** the story mainly involves Ned's **interactions** with President Bob, I think the theme of this story might be about how Ned learns to be more patient with him. **This shows that a common theme between the short stories might be about maturing and dealing with others.***

90 = Ned seems to be a little impatient with President Bob. He does not like that President Bob calls him "boy" or "son" after he tells him twice that his name is Ned. He warns the old man that he will not answer to anything but his name. He seems to be sarcastic with the old man. The story mainly deals with how Ned acts with President Bob, so the theme of this story might be about how Ned learns to be more patient with him.

80 = Ned seems to be a little impatient with President Bob. This means that the theme might have to do with Ned learning to deal with President Bob, even though he does not enjoy his company.

continued

Team Talk Questions *continued*

3. Which of the following is the literary technique that the author uses to repeatedly describe President Bob’s legs? **[AC]** (Team Talk rubric)

- A. personification
- B. imagery
- C. hyperbole
- D. simile

How does the author use this literary technique in the story?

100 = *The author paints a **vivid** picture of what President Bob’s legs look like to Ned. On page 10, his legs are skinny and white with milky blue veins. On page 12, Ned describes his legs as “vanilla.” On page 14, he calls them “frosted icicle legs.” These descriptions help me form a **mental image** of President Bob as an **elderly** man who generally wears long pants, so his legs get little sun. This helps the author make the character seem more **realistic** to readers.*

90 = *The author paints a picture of what President Bob’s legs look like to Ned. His legs are described as skinny and white with milky blue veins. Then Ned describes them as “vanilla” and “frosted icicle legs.” These help me see President Bob as an old man who wears long pants, so his legs get little sun.*

80 = *The author paints a picture of what President Bob’s legs look like so we get a good picture in our minds of the character.*

4. How would you characterize President Bob from his behavior on page 15? Support your characterization with evidence from the text. **[RE, DC]** (Team Talk rubric)

100 = *President Bob is rather **self-absorbed** and crosses a lot of boundaries. For instance, even though Ned warned the old man that Sundays are their busiest days, President Bob shows up at his house to bother him and his mother. He **enters** the house without being asked and ignores the fact that Mom is trying to clean the kitchen. Furthermore, he points out a spot Mom missed cleaning and then **proceeds** to make a mess by dumping his beachcombing finds on the table. These actions show that President Bob is **oblivious** to the fact that he is being rude and **intrusive**.*

90 = *President Bob cares mostly about his own interests and crosses a lot of boundaries. Ned warns the old man that Sundays are their busiest days, but President Bob shows up at Ned’s house to bother him and his mother anyway. He comes in the house without being asked and ignores that Mom is trying to clean the kitchen. He points out a spot Mom missed cleaning and then makes a mess by dumping his beachcombing finds on the table.*

80 = *President Bob cares mostly about his own interests and seems to not realize that he is being rude by interrupting Mom and Ned while they try to clean up and work. What he wants to do is more important than anything else.*

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

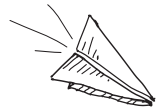
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Teacher Background

Today students will continue reading “On Shark’s Tooth Beach” and learning about Ned and President Bob’s relationship during fossil hunting. Ned is growing increasingly annoyed with President Bob, since President Bob expects Ned to join him fossil hunting each day. However, Ned also starts feeling very competitive with the old man, who has gotten very good at identifying and finding nice fossils. Ned starts trying to beat President Bob by hunting for fossils early or in different places so he can have more fossils when they hunt together. Finding a real trophy in a partial jaw bone causes Ned to change. He realizes that his desire to beat President Bob is much worse than any jealousy or greed President Bob feels about finding nice fossils. It causes Ned to do something he never would have done normally.



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.



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
intracoastal (adjective) page 3	in-tra-coas-tal (in-trah-COSE-tal)	located within or occurring along a shoreline	Driving along the <i>intracoastal</i> highway is always the best part of driving to the beach because it gives you your first glimpse of the sea.
deliberate (adjective) page 5	de-lib-er-ate (dih-LIB-er-it)	steady in movement or action; slow and even	The principal gave a <i>deliberate</i> stare around the auditorium after he warned students that misbehavior during the assembly would not be tolerated.
serrated (adjective) page 20	ser-rat-ed (SER-ey-tid)	having a notched edge or sawlike teeth	Bread knives often have <i>serrated</i> blades because the jagged edge helps tear the bread more evenly than a straight blade.
sauntering (verb) page 22	saun-ter-ing (SAWN-ter-ing)	walking with a leisurely gait or pace; strolling	Michele was <i>sauntering</i> along the path to school, unaware of the time, when the first bell warned her that she would be late if she didn't hurry.
pepper (verb) page 23	pep-per (PEP-er)	sprinkle, like pepper	Braydon didn't like listening to Mr. Jarvis's stories because he liked to <i>pepper</i> them with too many unimportant details, like what he was eating at the time of the event.
smite (verb) page 25	smite (SMYT)	strike down	The boxer was hoping to <i>smite</i> his opponent with one blow, because he knew he did not have the endurance for a long fight in the ring.

continued

Word	Pronunciation	Definition	Sample Sentence
inconveniences (noun) page 37	in-con-ven-ien-ces (in-kuhn-VEEN-yuhn-ses)	things or situations that are not suited to one's needs	Leaky faucets or running toilets might seem like minor <i>inconveniences</i> , but you will likely not be happy with your water bill when it arrives.
kickbacks (noun) page 60	kick-backs (KIK-baks)	percentages of income given to a person as payment for making the income possible, usually unethical	The city's voters were angry when they learned that the mayor was receiving <i>kickbacks</i> from the companies his office hired to perform routine maintenance around the city.

Review Vocabulary Vault.

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

Set the Stage

Teams review their cycle goal.

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



Review the skill as necessary.



Interactive Read Aloud

- This cycle our reading objective is: compare and contrast characters, plots, and themes of short stories. Use **Think-Pair-Share** to ask:

Comparing and contrasting certain elements of stories, such as characters, plots, and themes, can make your mind more flexible. Why might it be important to be a flexible thinker when comparing and contrasting stories?

Refer students to pages 16–19 (paragraph 1) in the text.

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

Students: Actively listen.

Sometimes the similarities and differences in stories might not be very obvious. By being a flexible thinker, you can look deeper into a story to identify those aspects that are similar or different. It will help you to go from comparing something on the surface to comparing it deeper in the story.

2. Read pages 16 and 17 (paragraph 5) aloud. A sample Think Aloud follows.

Sample Think Aloud

After this reading, I can identify more of Ned’s feelings toward President Bob. Ned feels that the old man is wearing out his welcome, especially when he is bothering him and Mom while they try to clean up the house before leaving to help Dad. I think Ned is irritated that President Bob doesn’t take his or Mom’s word for it when they identify false fossils, especially the seashell that Ned breaks apart to prove that it’s not a fossil. When President Bob corrects Ned’s grammar, Ned becomes very irritated, pointing out to readers how the old man’s behavior, such as excusing him and Mom from their own kitchen, is ruder than him using the word *ain’t*. I think this shows that Ned has confidence in his and his mother’s knowledge of fossils, and he has no patience for someone who will not accept their knowledge.

3. Point out to students that since this story is told from Ned’s point of view, we only hear his thoughts. Use **Think-Pair-Share** to ask:

Recall the idea of a “coming of age” story. What do you think Ned might learn from President Bob, who was the president of a college and was used to dealing with young men?

If President Bob shared stories of his experiences dealing with young men from the college, I think Ned could learn a lot about growing up. As the president of a college, President Bob most likely saw many boys make mistakes and learn from them. He also saw many boys work hard and succeed. If Ned showed an interest in President Bob’s past, he might collect a lot of advice and knowledge to help him in the future.

Ned certainly thinks President Bob is rude, but what might he think of his own behavior if he examined his actions toward President Bob?

Ned might realize that he isn’t a perfect person. He shows off his knowledge to President Bob by breaking the shell. President Bob is only learning about how to identify fossils and tell real fossils from shells. Breaking the shell might have been the best way to teach President Bob the difference between a shell and a fossil, but he could have explained that to the old man before just taking the shell and snapping it in half. He isn’t a patient teacher to the old man.

Teacher: Model making notes on a graphic organizer.

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

Sample Graphic Organizer				
Story title	Characters	Plot	Theme	Observations between texts
"On Shark's Tooth Beach"	Ned: proud of home and family -feels superior to fishing hobbyists -irritated with Pres. Bob for not accepting his expertise on fossils all the time		-learning you're not perfect -learning patience to deal with people	

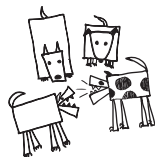
Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

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 pages 17 (paragraph 6)–19 (paragraph 1). Use **Think-Pair-Share** to ask:

Why do you think President Bob seems eager to help Ned with his math? What does this reveal about President Bob's character?

I think President Bob wants to share his expertise with Ned, the way Ned is sharing his with President Bob. I think he feels a little out of place because he doesn't have any special knowledge of fossils and is repeatedly having things explained or approved of by Ned. If he can help Ned with his math, then that puts him ahead and makes him the expert at something Ned can't do.

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 19 (paragraph 2)–27 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.

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

- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

- Which of the following best describes the actions Ned is taking in this part of the story? **[DC, SA]** (Team Talk rubric)

- excellent
- competitive
- dishonest*
- enthusiastic

How does the text support your choice?

100 = *His actions are dishonest because he is cheating to beat President Bob in the fossil hunt. **Twice**, Ned has snuck out of the house and gone to a different part of the beach to find special fossils and trophies to **stash** in his pockets and take out during their hunt. This is how Ned **ensures** that he will always have a better find than President Bob and **therefore** "win" the fossil hunt. This shows that Ned is afraid of being shown up and losing pride in his fossil hunting **expertise**.*

90 = *His actions are dishonest because he is cheating to beat President Bob in the fossil hunt. Ned sneaks out of the house and goes to a different part of the beach to find special fossils and trophies to hide in his pockets and take out during their hunt. This is how Ned makes sure that he "wins" the fossil hunt later in the day.*

80 = *He is cheating to beat President Bob at fossil hunting so he can keep feeling better than the old man.*

continued

Team Talk Questions *continued*

2. Do Ned's bad deeds go unpunished in the story? Why or why not? **[DC, SA]**
(Team Talk rubric)

100 = *Ned is **generally** punished when he tries to cheat at fossil hunting. For **instance**, the first time he sneaks out to hunt before breakfast, he is punished because he has to rush to school without eating. On page 21, he says he **regrets** that by eleven o'clock, when he must have been **extremely** hungry for lunch. **Additionally**, when he sneaks out the second time, his back becomes sunburned and he loses most of his fossil finds out of his pocket while he swims to cool off. This shows that each time Ned cheats, he is warned that he is doing the wrong thing by being punished in some way.*

90 = *Ned is punished when he tries to cheat at fossil hunting. The first time he sneaks out to hunt before breakfast, he has to rush to school without eating. He realizes that was a bad idea when he is very hungry at eleven o'clock in the morning. When he sneaks out the second time, his back becomes sunburned, and he loses most of his fossil finds out of his pocket while he swims to cool off.*

80 = *Ned is punished whenever he tries to cheat at fossil hunting by going out early to find good fossils before President Bob arrives.*

3. On page 24, Ned says, "I reached down to pick it up, figuring that, if nothing else, it would add bulk to my collection the way they add cereal to hot dog meat," after spotting the tiny tooth. What does this comparison mean? Support your thinking. **[AC, SA]** (Team Talk rubric)

100 = *Ned is saying that the tiny tooth will be a **low-quality** find but **increase** his findings all together. I know that hot dogs are considered a low-quality or cheap food product because there are a lot of different things that make up hot dogs other than meat. He is commenting on **the practice of** adding **filler** to the hot dog meat mixture to get around making a 100% meat product. This shows that Ned is so desperate to beat President Bob that he is willing to add low-quality fossils to his collection just to make it **more impressive**.*

90 = *Ned is saying that the tiny tooth will be a cheap find but make his findings bigger. I know that hot dogs are considered cheap because there are a lot of different things that make up hot dogs other than meat. Hot dog makers add fillers to the meat mixture to get around making a 100% meat product. The tiny tooth will make his collection bigger without adding anything to it.*

80 = *Adding the tiny tooth will make his collection bigger but not better, just like adding nonmeat filler to hot dogs makes them bigger or cheaper.*

continued

Team Talk Questions *continued*

4. What event causes a change in Ned? Why might this be an important event to record on your graphic organizer? Support your thinking. **(Write) [RE, SA]** (Team Talk rubric)

100 = *The **moment** when Ned shows President Bob the trophy jaw fossil causes Ned to change. At that moment on pages 26 and 27, he realizes that his emotions and actions toward President Bob are worse than the jealousy or greed he sees on the old man's face. Until this moment, he has kept trophy finds to himself, and he and his mother never give them away. However, Ned decides it is best to give this trophy to President Bob. I think this is important because it's an event that causes a big change in the main character. Since I am looking to compare and contrast characters, plot events, and themes, this is the kind of event I might look for in the other stories.*

90 = *Ned changes when he shows President Bob the trophy jaw fossil. He realizes that his emotions and actions toward President Bob are worse than the jealousy or greed he sees on the old man's face. He has kept trophy finds to himself, and he and his mother never give them away. Ned decides it is best to give this trophy to President Bob. I think this is important because it's an event that causes a big change in the main character.*

80 = *Ned realizes that his emotions and actions toward President Bob have been worse than President Bob's emotions or actions, so he gives away his prize trophy find. The event causes the main character to go through a big change.*

5. The vocabulary word *intra*coastal contains the Latin root *intra* meaning within. What do you think the term *intrastate commerce* means? **[CV]**
It refers to business that occurs within a single state rather than across several states.

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(15 minutes)

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

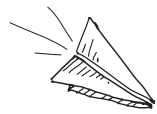
Word	Pronunciation	Definition	Sample Sentence
intra-coastal (adjective) page 3	in-tra-coas-tal (in-trah-COSE-tal)	located within or occurring along a shoreline	Driving along the <i>intra-coastal</i> highway is always the best part of driving to the beach because it gives you your first glimpse of the sea.
deliberate (adjective) page 5	de-lib-er-ate (dih-LIB-er-it)	steady in movement or action; slow and even	The principal gave a <i>deliberate</i> stare around the auditorium after he warned students that misbehavior during the assembly would not be tolerated.
serrated (adjective) page 20	ser-rat-ed (SER-ey-tid)	having a notched edge or sawlike teeth	Bread knives often have <i>serrated</i> blades because the jagged edge helps tear the bread more evenly than a straight blade.
sauntering (verb) page 22	saun-ter-ing (SAWN-ter-ing)	walking with a leisurely gait or pace; strolling	Michele was <i>sauntering</i> along the path to school, unaware of the time, when the first bell warned her that she would be late if she didn't hurry.
pepper (verb) page 23	pep-per (PEP-er)	sprinkle, like pepper	Braydon didn't like listening to Mr. Jarvis's stories because he liked to <i>pepper</i> them with too many unimportant details, like what he was eating at the time of the event.
smite (verb) page 25	smite (SMYT)	strike down	The boxer was hoping to <i>smite</i> his opponent with one blow, because he knew he did not have the endurance for a long fight in the ring.
inconveniences (noun) page 37	in-con-ven-ien-ces (in-kuhn-VEEN-yuhn-ses)	things or situations that are not suited to one's needs	Leaky faucets or running toilets might seem like minor <i>inconveniences</i> , but you will likely not be happy with your water bill when it arrives.
kickbacks (noun) page 60	kick-backs (KIK-baks)	percentages of income given to a person as payment for making the income possible, usually unethical	The city's voters were angry when they learned that the mayor was receiving <i>kickbacks</i> from the companies his office hired to perform routine maintenance around the city.

Lesson 3

Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Teacher Background

Today students will begin reading “The Catchee,” a story narrated by Avery. Avery is six years younger than his brother Orville. He learns at a young age, with the help of Orville, that he is a catchee. He is the one to get caught doing something “wrong” when he hasn’t done anything wrong at all, like when a police officer yelled at him for “directing traffic” while he held his brother’s patrol flag, or when he accidentally threw a soda cup in a mailbox.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

Partner Vocabulary Study

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

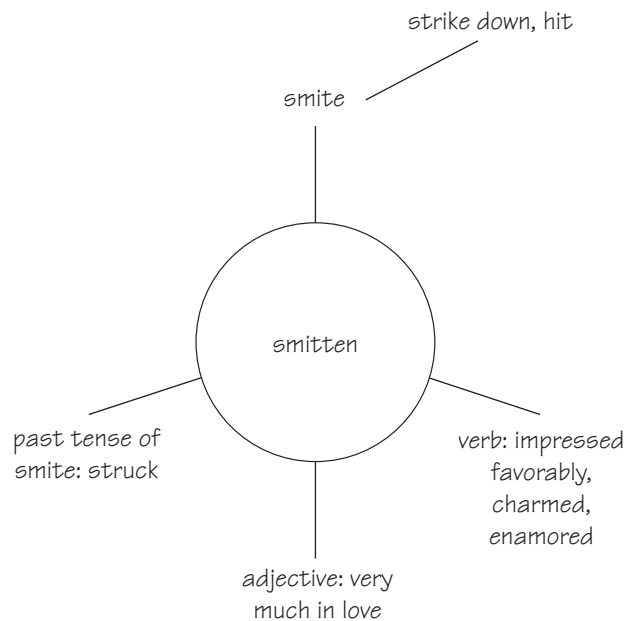
Vocabulary

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

Sample Think Aloud

As we were reading, I noticed a word in the text that must be closely related to our vocabulary word *smite*. The word *smitten* appears on page 27 in the sentence, "President Bob didn't even notice, he was so busy examining the jawbone with which he had been smitten." Because we have learned the vocabulary word *smite* means to strike down or hit, I can assume that this is related, and it's saying he has been struck by the jawbone, if not in a physical way. But I've heard the word *smitten* used in another way, such as to say, "He was smitten by her pretty smile." Let me look up this word in the dictionary to see if I'm correct. (Model looking up the word *smitten* in the dictionary.) Yes, this word can also mean very much in love as an adjective, or charmed and enamored in verb form.

Sample Word Map



Review Vocabulary Vault.

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

Set the Stage

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

Teams review their cycle goals.

Post and present the reading objective.

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



Build background about the topic.

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.
5. Briefly recall yesterday’s reading with the passage on pages 24 (paragraph 5) and 25 (ending at paragraph 1). Point out that the author uses a literary technique called an allusion in this passage.
 - Explain that an allusion is when an author refers to another literary work, story, or event, with the expectation that the reader will understand the reference and apply it to the situation in the story.
 - Explain that in this story, the author is referring to the Biblical character of Samson and how he single-handedly defeated 1,000 Philistine soldiers with just the jawbone of a donkey.
 - Provide examples of allusions that students may be familiar with. For example:
 - referring to a romantic interest as a “Romeo” (refers to the male lead in William Shakespeare’s *Romeo and Juliet*)
 - describing an effort as “Herculean” (refers to the twelve seemingly impossible tasks of the Greek/Roman character Hercules)
 - referring to a big, strong person as a “Goliath” (a giant from the Bible)
6. Briefly review the literary technique of irony with students, defining it as a discrepancy between an expected result and an actual result.

Review the skill as necessary.

Refer students to pages 29–32 (paragraph 4) 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: compare and contrast characters, plots, and themes of short stories.
2. Read pages 29–31 (ending at paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud
Now that I have started reading a different story, I want to make sure I take notes about the new characters, plot events, and themes I read so I can compare and contrast. So far, Avery has introduced himself as a young, naïve character. In this passage, he repeats the idea that he doesn’t understand things or can’t do things because he is six, while pointing out that his twelve-year-old brother can because he is older. I can compare this to how Ned started out his story. Ned was pretty confident and presented himself as an expert on fishermen and fossils. This is a difference in how two characters represent themselves in these short stories.

3. Point out that you identified one of Avery’s character traits and then compared and contrasted him to Ned from the previous story. Remind students to identify important information from the stories as they read and to record them on their graphic organizers to compare and contrast across texts.

Teacher: Model making notes on a graphic organizer.

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

Sample Graphic Organizer				
Story title	Characters	Plot	Theme	Observations between texts
"The Catchee"	Avery: presents himself as too young to understand or do certain things, unlike his older brother			Ned-Avery: Ned is confident in his expertise on fishing and fossils, Avery explains why he doesn't understand things

- Point out that the final column in the organizer is for notes students may wish to write to compare and contrast texts.
- 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 31 (paragraph 1) and 32 (paragraph 4). Use **Think-Pair-Share** to ask:

Avery experiences an important event that helps him realize something about himself. Describe what happened.

While Avery holds his brother's patrol flag for him, a police officer scolds him for directing traffic and escorts him out of the industrial park. Avery realizes that his brother left just before the police officer arrived and returned just after the police officer left. This makes him think that he was destined to be a catchee.

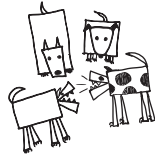
How does this life-changing event compare to Ned's life-changing event?

This life-changing event happens really early in Avery's life—he is only six years old. Ned is probably about twelve years old in this story. I think Avery will probably have another important thing happen to him because he is so young.

Use **Random Reporter** to debrief.

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





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 32 (paragraph 5)–40 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. Which of the following best describes Avery's relationship with Orville once they grew a little older? **[DC, RE]** (Team Talk rubric)
- A. They are closer.
 - B. They are like two peas in a pod.
 - C. They are in competition for jobs.
 - D. They are more distant.

What evidence supports this description?

100 = *Their actions toward each other make it seem like they have grown apart slightly. For example, Avery says that **once** he turned twelve and Orville was in high school, Orville never put his arm around Avery's shoulder the way he did when Miss Elkins yelled at him. Orville was too busy with school, girls, and working at the A & P. Orville **also** teased Avery about his less-lucky experiences, **such as** getting lice, athlete's foot, and poison ivy, which Avery did not think was funny. These show how growing up changed Avery and Orville's relationship.*

90 = *Their actions toward each other make it seem like they have grown apart slightly. Avery says that when he turned twelve and Orville was in high school, Orville never put his arm around Avery's shoulder the way he did when Miss Elkins yelled at him. Orville was too busy with school, girls, and working at the A & P. Orville teased Avery about getting lice, athlete's foot, and poison ivy, which Avery did not think was funny.*

80 = *Their actions, like Orville being too busy with high school and teasing Avery for his poor luck, make their relationship more distant.*

2. How does the author use irony to describe the problems of the middle-aged and new houses in Avery's neighborhood? Support your response. **[AC, SA]** (Team Talk rubric)

100 = *The irony is that one expects **conveniences** such as water and electricity to just work in houses. However, in Avery's new neighborhood, there are too many houses **overloading** the system. All the houses, **including** the new ones the size of hospitals, experience dips in electricity or low water pressure. Avery describes how his mother has to wait until midnight to use the dishwasher. This shows how a modern convenience, such as indoor plumbing, has turned **inconvenient**.*

90 = *The irony is that one expects common and useful things like water and electricity to just work in houses. In Avery's new neighborhood, there are too many houses using water and electricity. All the houses experience dips in electricity or low water pressure. Avery describes how his mother has to wait until midnight to use the dishwasher.*

80 = *The irony is that one expects common and useful things like water and electricity to just work in houses, but in Avery's new neighborhood, everyone has problems with theirs, even the people in big houses.*

continued

Team Talk Questions *continued*

3. What is the connection between the neighborhood’s electricity problems and Avery’s experience at Mrs. Wilkie’s house? **[RE, DC]** (Team Talk rubric)

100 = *The low electricity caused the burglar alarm on Mrs. Wilkie’s house to go off later than it should. According to Avery, things that were supposed to go on automatically were not doing so due to electricity being low. The power must have been low when he opened the sliding door to the house, since the alarm should have gone off when he did that, not when he was already walking through the house. If it had gone off when it should have, Mrs. Wilkie’s neighbors would have seen and recognized Avery and not called the police. This highlights how Avery feels that he is destined to always be a catchee.*

90 = *The low electricity caused the burglar alarm on Mrs. Wilkie’s house to go off later than it should. Things that were supposed to go on by themselves were not because the electricity was low. The power must have been low when he opened the sliding door to the house, because the alarm should have gone off then. If it had gone off when it should have, Mrs. Wilkie’s neighbors would have seen Avery and not called the police.*

80 = *The low electricity caused the burglar alarm on Mrs. Wilkie’s house to go off to late, so Mrs. Wilkie’s neighbors didn’t see that it was just Avery trying to take care of the house.*

4. What continues happening to Avery? How does this compare to how Ned’s story develops in “On Shark’s Tooth Beach”? Support your thinking. **(Write) [RE, SA]** (Team Talk rubric)

100 = *Avery continues to be a catchee for the law or other authority figures. Just after he gets caught with the patrol flag, he is caught accidentally throwing trash in a mailbox. In another example, he is caught “breaking into” Mrs. Wilkie’s house, which he doesn’t think would have ordinarily happened to anyone but him. Avery keeps having a series of events that reaffirm what he knows about himself—he is a catchee. On the other hand, Ned keeps working to prove that he is better than President Bob and growing in his opinion of himself. These show how the contrasting experiences of these characters shape their personalities.*

90 = *Avery keeps being a catchee for the law or other adults. He is caught accidentally throwing trash in a mailbox. Then he is caught “breaking into” Mrs. Wilkie’s house, which he doesn’t think would have normally happened to anyone else. These events keep reminding him that he is a catchee. In Ned’s story, he keeps working to prove that he is better than President Bob and growing in his opinion of himself.*

80 = *Avery keeps having experiences where he is reminded that he is a catchee in life. Ned keeps doing things to prove that he is an expert in fossils over President Bob.*

continued

Team Talk Questions *continued*

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

I tried to _____ my statements with compliments, but no matter what I said, Val thought her performance at the talent show was a complete failure.

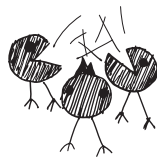
Pepper. *The context of the sentence is a clue. The speaker is saying that he or she tried to say nice things to Val. It's more likely that he or she tried to sprinkle in or insert compliments into his or her statements than try to smite something or go sauntering.*

- 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 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.

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

Randomly select team representatives who will share:

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

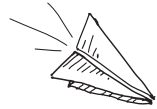
Lesson 4

Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Teacher Background

Today students will finish reading “The Catchee” and find out whether Avery ever shakes this designation. He relates one last experience about a mishap he had shopping for a Christmas gift for his mother. Luckily for him, Orville comes to the rescue and teaches Avery something new about himself.

Students will also begin reading “In the Village of the Weavers,” a story about a boy named Antonio, told from the perspective of a young woman named Ampara. Ampara is training to be a tour guide in Ecuador and encounters Antonio on one of the tour stops. When she learns that his grandfather has a very serious infection, she helps heal him so the family can continue selling woven goods.



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.

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.

Teams review their cycle goal.

Post and present the reading objective.

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



Build background about the topic.

Refer students to pages 41–44 (ending at paragraph 1) in the text.

Teacher: Read aloud.



Students: Actively listen.

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. Explain to students that the second story they will start reading today, “In the Village of the Weavers,” takes place in the South American country of Ecuador. Review what students may already know about Ecuador.

(Optional) If you have time and an Internet connection, visit www.cia.gov/library/publications/the-world-factbook/geos/ec.html to review facts about this country.

Interactive Read Aloud

1. Read pages 41–44 (ending at paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

Avery complains about his luck and being a catchee. Do you think his experience in Eaton’s department store was just bad luck? Why or why not?

No. His experience wasn’t just bad luck. I think he was doing something that looked suspicious to other people. He put himself in the situation to be a catchee. To the security guard and store employees, he looked like a shoplifter. By trying to be sneaky with his mother’s gift, he looked like he was trying to steal women’s underwear.

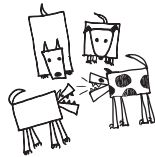
3. Remind students that the final column on the chart is for recording cross-text observations. Use **Think-Pair-Share** to ask:

Ned only saw his situation from his own perspective. How does this compare to Avery’s experiences?

Avery is just the same as Ned. He only sees things from his perspective and now from how they look to other people. He knows he is doing innocent things, but he seems to not realize that some of his actions, such as trying to get inside Mrs. Wilkie’s house or comparing his mother’s underwear to pairs at the store, look like burglary or theft to other people.

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

Sample Graphic Organizer				
Story title	Characters	Plot	Theme	Observations between texts
"The Catchee"	Avery: presents himself as too young to understand or do certain things, unlike his older brother -feels he is destined to be a "catchee"			Ned-Avery: Ned is confident in his expertise on fishing and fossils, Avery explains why he doesn't understand things Ned-Avery: initially only see events from their perspective, not how they might affect others



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 44 (paragraph 1)–57 (ending at paragraph 1) 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

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

summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

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

Team Talk Questions
<p>1. What does Avery learn about himself? How does this compare to what Ned learned about himself in “On Shark’s Tooth Beach”? Support your thinking. (Write) [RE, SA] (Team Talk rubric)</p> <p>100 = <i>Avery learns that being a catchee is not a bad thing. His brother points out that Avery is honest and brave because he expects to get caught at any given time. Each time he knows he hasn’t done anything wrong, so he has nothing to fear. What Avery learned was a positive thing about himself. In contrast, Ned learned something negative about himself when he realized how his pride was making his feelings toward President Bob very nasty. Both boys had moments of self-realization, but they realized different things about themselves.</i></p> <p>90 = <i>Avery learns that being a catchee is not a bad thing. His brother says that Avery is honest and brave because he expects to get caught at any given time. Avery knows he hasn’t done anything wrong when he is caught, so he has nothing to fear. Ned learned something bad about himself when he realized how his pride was making his feelings toward President Bob very nasty. He knew he had to fix that.</i></p> <p>80 = <i>Avery learns that being a catchee has made him honest and brave, which are good. Ned learns that what he felt toward President Bob was bad and that he needed to fix his emotions.</i></p> <p>2. What conclusion can you draw from Antonio’s answer to Ampara’s question about why he is making business selling rugs? Support your thinking. [DC, SA] (Team Talk rubric)</p> <p>100 = <i>Antonio’s father is either no longer living or no longer lives in the village with him. According to Antonio, he is selling the rugs because his grandfather is injured and cannot run to the town square when the tour bus arrives. He does not mention his father, even though Ampara asks him why he is working instead of his father. This tells me that Antonio’s father is missing from his life and that the boy lives with his grandparents instead.</i></p> <p>90 = <i>Antonio’s father is dead or is not a part of Antonio’s life. Antonio says he is selling the rugs because his grandfather is hurt and cannot run to the town square when the tour bus arrives. Ampara asks him specifically about his father, but Antonio does not mention him in his answer.</i></p> <p>80 = <i>Antonio does not mention his father and only says that his grandfather is hurt, so his father must be dead or no longer takes care of Antonio.</i></p>

continued

Team Talk Questions *continued*

3. What causes Antonio to stand out from the other children in the village, who all dress and look alike? **[RE]** (Team Talk rubric)

100 = Ampara says she **notices** something bright and intelligent in his eyes and actions. She notices him **at first** because he is the only boy selling large weavings, but then she sees the brightness in his eyes. **Once** he learns that she is a tour guide, he doesn't waste time talking to her and finds other customers. **However**, he **remains** polite because he wants her to return with tourists so he has more **opportunities** to make money. **This shows how intelligence and good business sense make Antonio stand out to Ampara.**

90 = Ampara says she sees something bright and intelligent in his eyes and actions. She sees him because he is the only boy selling large weavings, and then she can tell that he is smart. He doesn't waste time talking to her when he learns that she is a tour guide, but he is polite because he wants her to return with tourists so he can make more money by selling weavings.

80 = Ampara can tell that he is smart from a brightness in his eyes, and his actions show that he has a good business sense for selling his goods.

4. Antonio's grandfather refuses to see a doctor or visit a hospital. Which of the following best describes his behavior? **[RE, SA]** (Team Talk rubric)

- A. superstitious and suspicious
- B. understanding and compliant
- C. apologetic and willing
- D. grateful and curious

What evidence from the text supports this description?

100 = Antonio's grandfather believes he will die in a hospital and threatens to **curse** Ampara if he goes. He believes the spirits of the dead can haunt the living. Ampara **recognizes** that he is **suspicious** and decides he would **refuse** to take pills made by doctors. She also recognizes that he is **superstitious** because she makes a ceremony out of giving him the tube of medicine. **His behavior and Ampara's reaction to it shows that he is suspicious of modern medicine and generally superstitious in his beliefs.**

90 = Antonio's grandfather believes he will die in a hospital and threatens Ampara. He believes the spirits of the dead can haunt the living. Ampara sees that he is not trusting and decides he would never take pills made by doctors. She also sees that he is fearful, because she makes a ceremony out of giving him the tube of medicine to show it is okay.

80 = Antonio's grandfather does not trust doctors, hospitals, or modern medicine. He is afraid of dying in a hospital and says that his spirit will haunt Ampara if she causes that to happen.

continued

Team Talk Questions *continued*

5. What are examples of *inconveniences*? What is an example of things that are not *inconveniences*? Explain your answer. **[CV]**

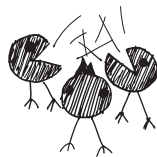
Examples of inconveniences are situations such as having a flat bike tire when you need to ride to the grocery store or finding out your umbrella has a hole in it on a rainy day. Examples of things that are not inconveniences are situations such as having the bus arrive on schedule or buying a ready-made sandwich at a shop when you are in a hurry.

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

Randomly select team representatives who will share:

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate 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: Organize ideas to show a compare/contrast relationship.

Teacher Background

Students will continue practicing skills learned in other units and using language that compares and contrasts used during Team Talk throughout the cycle.

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

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

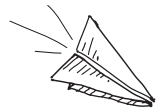
Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

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



Active Instruction tp

(10 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Explain to students that they will be writing to show similarities and differences in a topic. Use **Think-Pair-Share** to ask:

How does today’s writing activity relate to what you have done throughout this cycle?

Throughout the cycle we have been comparing and contrasting the characters, plots, and themes across short stories.

How might you show compare and contrast relationships in your writing?

I might use signal words, such as compare, contrast, similar, or different. I might use certain phrases, such as “on the other hand,” to show how things contrast.

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

Read the prompt aloud.

Writing Prompt
Ned and Avery could both be described as self-centered. Compare and contrast how this description affects their personalities. Use evidence from the text to support your thinking.

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 write a literary response. I know because I am writing to compare and contrast characters in a story. I am not being asked to make a claim or explain a topic.

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

Which guideline relates to our writing objective: organize ideas to show a compare/contrast relationship?

The organization guideline.

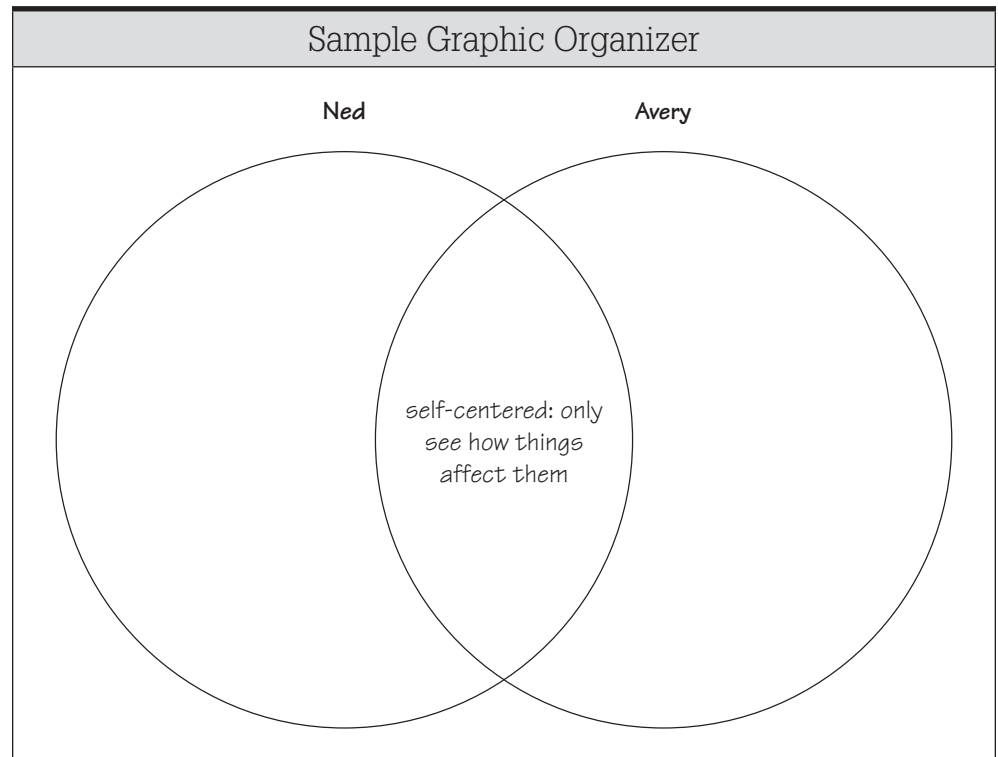
Model planning using a graphic organizer.

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.

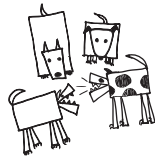
Model a Skill

1. Point out to students that they have been using a chart to organize information to compare characters, plots, and themes across the stories, but that this organizer might not be the most efficient for today’s writing project. Explain that a Venn diagram might be more helpful for identifying similarities and differences between Ned and Avery, since it only compares two topics.

Display the following Venn diagram.



Briefly review that in a Venn diagram, students will put ideas, actions, or examples that are similar to both Ned and Avery in the overlapping center space, while they will put ideas, actions, or examples individual to either Ned or Avery in their own space.



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 a literary response and the writing objective—organize ideas to show a compare/contrast relationship.

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

For example, ask:

- **Does the writer introduce a situation in an interesting way?**
- **Are events organized in a sequence that a reader can follow?**
- **Does the writer include sensory details to help a reader make a mind movie?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer organize ideas to show a compare/contrast relationship?**

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 enough examples from the text to support the compare/contrast writing objective?

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

Ned and Avery could both be described as self-centered. Compare and contrast how this description affects their personalities. Use evidence from the text to support your thinking.

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

Lesson 6

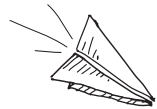
Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Writing Objective: Organize ideas to show a compare/contrast relationship.

Teacher Background

Today’s cycle test challenges students to make connections and compare and contrast the characters, plots, and themes of the three short stories they finished reading so far.

Today students will finish reading “In the Village of the Weavers.” Ampara successfully helps Antonio’s grandfather back to health by the time she is made a finished guide and is leading her own tours of Ecuador. She is disappointed when Antonio does not thank her for saving his grandfather or congratulate her on becoming a finished guide. Despite this, she lets him and some other children add to their business by riding the tour bus to sing and sell their goods at the tourist lunch stop. Ampara’s tours become the most popular, so she lets Antonio’s growing pride slide, thinking he will eventually learn that he has to temper his desire for business with being pleasant.



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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing comparing and contrasting characters, plot, and themes of short stories and organizing ideas to show a compare/contrast relationship. Use **Think-Pair-Share** to ask:

How have the questions you answered in Team Talk prepared you for comparing and contrasting across the three texts you have read so far?

The questions I have answered have asked me to draw comparisons between the characters, the significant events in their lives, and the lessons they have learned. These comparisons will help me make more connections on the test between all three stories.

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

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

Test Directions

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

5. Which of the following best describes what the three stories you read in this cycle have in common? **[RE, DC, SA]**

- A. The characters all learn something about themselves.
- B. The characters grow selfish and impolite.
- C. The characters accept their fate instead of change.
- D. The characters rebel against authority.

What evidence from the text supports your choice?

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

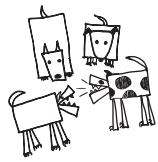
Today you will finish reading “In the Village of the Weavers” and learn how Ampara and Antonio’s relationship grows.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

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

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 1 Test

Compare and Contrast

Directions: Read “In the Village of the Weavers,” pages 57 (paragraph 1)–69, 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. How do Ned from “On Shark’s Tooth Beach” and Antonio both grow as characters in their stories? Support your thinking with evidence from the text. **[RE, SA]**

20 points = Both characters learn to stop being overly proud. Ned starts out as being proud of knowing “real” fishermen and for being an excellent fossil hunter. However, he realizes that his pride has turned President Bob’s hobby into a competition. Antonio becomes overly proud of his popularity on the tours and refuses to teach Ampara the Quechua song because he fears she will not need him on her tours anymore. However, he is humbled when his voice cracks, causing him to sing terribly, and when he learns that Ampara learned the Quechua song without his help. Even though the boys are “experts” at something, they realize they can still learn from others.

15 points = Both characters learn to stop being overly proud. Ned is proud of knowing “real” fishermen and for being an excellent fossil hunter, but he begins to enjoy competing with President Bob to find the best fossils. Antonio becomes overly proud of his popularity and will not teach Ampara the Quechua song. He swallows his pride when his voice cracks and he learns that Ampara learned the Quechua song without his help.

10 points = Both characters learn to stop being overly proud and to share their knowledge with others. Ned enjoys competing to find the best fossils with President Bob. Antonio wants to share his knowledge with Ampara and learn from her.

2. How would you describe Ampara differently from Antonio? What information in the text supports this contrast? **[RE, SA]**

20 points = Ampara is very patient and understanding, while Antonio is impatient. For instance, Ampara is patient with Antonio even though he upsets her with his impolite manners. She knows he will eventually learn his lesson about being pleasant. Antonio can’t seem to wait to be a man or to do a man’s work despite being twelve. On page 58, he is upset because he has to sell pocketbooks and shawls with the “silly children” again. Ampara’s patience helps Antonio grow to be a less impatient and rude person.

15 points = *Ampara is very patient and understanding, while Antonio is impatient. Ampara is patient with Antonio because she knows he will eventually learn that it is better to be pleasant than to be rude to others. Twelve-year-old Antonio can't seem to wait to be a man. On page 58, he is upset about selling pocketbooks and shawls with the "silly children" again.*

10 points = *Ampara is very patient with Antonio because she knows he will learn how to be pleasant. Antonio is unhappy doing kids' work instead of selling rugs and tapestries.*

3. Dialect refers to the language spoken by a person. How does the author use dialect to develop Ampara's and Antonio's characters? **[AC]**

20 points = *The author uses **dialect** to show that Ampara and Antonio are not **native** English speakers. **For example**, the way Ampara **phrases** things is not the way an English speaker usually says something. On page 60 she says, "I enjoy very much to have a picture of Tumi." A native English speaker would probably say, "I really enjoy the picture of Tumi." **By making Ampara and Antonio speak with dialects, it makes it more believable that they are from Ecuador.***

15 points = *The author uses the way Ampara and Antonio speak to show that English is not their first language. Ampara often says things differently from the way someone who knows English really well says them. On page 60 she says, "I enjoy very much to have a picture of Tumi." A native English speaker would probably say, "I really enjoy the picture of Tumi."*

10 points = *The author uses the way Ampara and Antonio speak to show that they are from Ecuador in South America rather than the United States.*

4. Antonio makes a distinction between being strong and being loud. What do you think this distinction is? Support your thinking. **[DC, SA]**

20 points = *I think the **distinction** is that when you are strong, you don't have to be loud to get attention. Antonio says being loud was the voice of his childhood. I think he means that he did things loudly, **such as** forcing his way onto the bus to continue his business and singing to get attention and get his way. **Now** he believes that being strong means that people will listen to him, **even if** he is not loud and bossy. **This distinction shows that Antonio has matured now that he realizes he is not a child anymore.***

15 points = *The difference is that when you are strong, you don't have to be loud to get attention. Antonio says being loud was the voice of his childhood. He means that he did things loudly, like force his way onto the bus to continue his business and sing, to get attention, and to get his way. Being strong means that people will listen to him without having to be loud and bossy.*

10 points = *Antonio means that if you are strong, people will listen to what you have to say without you being loud or bossy to get attention.*

5. Which of the following best describes what the three stories you read in this cycle have in common? **[RE, DC, SA]**
- A. *The characters all learn something about themselves.*
 - B. *The characters grow selfish and impolite.*
 - C. *The characters accept their fate instead of change.*
 - D. *The characters rebel against authority.*

What evidence from the text supports your choice?

20 points = *Ned, Avery, and Antonio each has a moment of self-realization. Ned realizes that his desire to beat President Bob is much worse than President Bob's greediness for interesting fossils. Avery realizes that being the catchee has made him honest and brave. Antonio realizes that he can be strong without being impolite or untrusting. These show that they all grow more self-aware in their stories.*

15 points = *Ned, Avery, and Antonio have a moment when they learn something. Ned learns that his need to beat President Bob is worse than President Bob's greediness for interesting fossils. Avery learns that being the catchee has made him honest and brave. Antonio learns that he can be strong without being rude.*

10 points = *The boys all have a moment, like when Avery is told that being the catchee has made him honest, that teaches them about themselves.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Ned, Avery, and Antonio each learn a lesson in their stories. What is different about the events that help each boy learn his lesson? Use evidence from the text to support your thinking.

In the stories, each of the boys learns a lesson, however, while Ned and Antonio each reaches their realizations on their own, Avery is helped by his brother. In "On Shark's Tooth Beach," Ned enjoys beating President Bob at finding beautiful or interesting fossils until he finds the shark's jawbone. As he watches the old man examine the jaw, he realizes that if President Bob's face represents jealousy and greed, then the expression on his face must represent something much worse. He decides to give up his trophy and give it to President Bob as a gift. Similarly, Antonio continues growing bigheaded and proud of the business he has created by singing on the bus and selling weavings on the tour until the moment when his voice cracks while he sings. He realizes that Ampara would have let him do all his business if he had just asked rather than bully his way into it. In contrast, Avery believes that his role in life as a "catchee" just makes him incredibly unlucky. He feels that anything that can go wrong, will go wrong, and that he will be blamed for it. However, it is his brother that makes him realize that by being the catchee, he has become an honest and brave person. Being the catchee makes Avery have nothing to hide or fear, unlike other people who make it their life goal not to be caught. Avery did not consider this until Orville explained it to him. Eventually, whether through a close examination of themselves or with help from someone else, each character learned something new that helped them grow.

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

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

Part III. Vocabulary (100 points)

1. “When exiting the building during a fire, you should not be _____, but you also shouldn’t be running; please exit in an organized manner,” Officer Godrick explained.

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

- A. pepper
 - B. smite
 - C. *sauntering*
 - D. deliberate
2. Which of the following is NOT an example of an *inconvenience*? Explain why. **[CV]**
- A. *having some food left over from a party*
 - B. breaking one’s pencil during a test
 - C. losing one’s gym shorts before class
 - D. forgetting to pack a lunch for school

Taking home leftovers after a party is good because that means you have some food that is already made for you to eat and you do not have to cook or buy more food for a little while. Leftovers would be an inconvenience if you had much more food than you could ever eat and you would have to throw it away.

3. The vocabulary word *serrated* comes from the Latin word root *serr* meaning saw. How does the meaning of *serr* relate to the meaning of *serrated*? **[CV]**

The word serrated means having a notched edge or sawlike teeth. The word describes something as looking like a saw.

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

Accept responses that show students know the meaning of the word and can use it correctly. For example, Mrs. Paulson tried to pepper her explanations of historical events with comparisons to familiar situations to help us better understand the information in our history books.

5. Salt marshes are an important part of Florida's _____ ecosystem, providing shelter and food to many animals such as manatees, herons, and crabs.

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

- A. deliberate
- B. serrated
- C. sauntering
- D. intracoastal

6. The vocabulary word *deliberate* comes from the Latin word root *libra* meaning balance. How does the meaning of *libra* relate to the meaning of *deliberate*? **[CV]**

The word deliberate means being steady in movement or slow and even. This relates to the Latin word libra because when something is balanced, it is even and steady. It doesn't make quick movements to become uneven.

7. The bear tried to _____ the rotten tree with his paws to get to the honey-filled beehive inside, but the wood proved to be too strong for him.

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

- A. smite
- B. deliberate
- C. pepper
- D. sauntering

8. Which of the following is NOT an example of a *kickback*? Explain why. **[CV]**

- A. recommending a particular store for supplies and receiving discounts in return
- B. recommending a plumber to a friend and getting a thank you in return
- C. recommending your brother to mow lawns and receiving \$2 per lawn from him
- D. recommending a restaurant for parties and receiving free meals from it

Receiving thanks after giving a recommendation is not a form of a kickback, since you are not receiving any benefit, such as money, from the recommendation. This would be a kickback if you received free plumbing services or money from each plumbing job you recommended him or her for.

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]**

I explored the word bulldozed on page 34. This word means cleared away, as if by using a bulldozer machine. The football player bulldozed his way through several opposing players to stop the team from scoring a touchdown.

10. As used in the sentence, “A person in the final stages of training is called *la novicia*, what you in English would call an apprentice,” *la novicia* most nearly means— **[CV]**
- A. an expert.
 - B. a frequent customer.
 - C. an unemployed person.
 - D. a newcomer.

Explain how you figured out the meaning of *la novicia*.

Students will explain their thinking. For example, I used the word apprentice as a clue. I know an apprentice is someone who helps and learns from a master. An apprentice is new and just learning how to do something. The word la novicia also sounds like the word novice. I know that a novice is someone who is new to something.

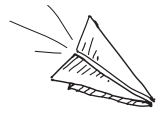
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

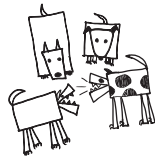
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students’ homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

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

Give students feedback on classwork.

Teacher's Note:

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

Read and Respond Questions

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



Class Discussion

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

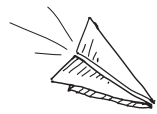
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or chose a scenario to discuss.
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:

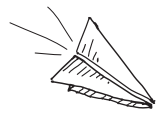
Compare
and
Contrast

Lesson 1

Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Teacher Background

Today students will begin reading “At the Home,” a short story told from the perspective of Phillip, a boy who broke his arm and now has to find ways to occupy his time. When he goes to a nursing home with his mother, he finds himself using his tape recorder to capture the voice of a Ukrainian man singing. Soon, he has the attention of Miss Ilona, who wants Phillip to record her story about how her ugliness saved her life. Phillip finds himself returning to the nursing home to hear her story.

**Active Instruction** 

(22 minutes)

Big Question

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

The Big Question: What does the idiom “don’t judge a book by its cover” mean?

Set the Stage 

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

What does the idiom “don’t judge a book by its cover” mean?

This means that you shouldn’t judge something or someone based on appearances. You may think a book looks like it would be boring or exciting based on the cover and discover that it is totally different than you expected when you actually read it. I think it means the same for people. They may look or dress a certain way, but their personalities are completely different than you’d expect based on their looks.

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

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 71–75 (paragraph 1) in the text.



Interactive Read Aloud

1. Read pages 71–75 (paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

How might you describe Phillip based on this passage?

Phillip is a little selfish. He keeps his mother waiting because he can't find his cassette player or remember the kinds of batteries he needs. She has to go to the nursing home to volunteer and is impatient to get there. She shows it by waiting for him in the car with the engine running. Then he argues with her about needing to go to the discount store instead of the convenience store across the street from the nursing home. He wants her to drive out of her way to get batteries, while she wants to get to the nursing home to do her job.

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

What lesson do you think Phillip might learn in this story based on the stories you read in the previous cycle?

I think Phillip might learn something about not always thinking about his wants and needs. Ned, Avery, and Antonio all learn something about themselves and mature a little bit in their stories. Learning not to be selfish is a part of becoming more mature. This might relate to what Phillip will learn in the story.

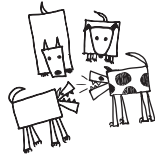
Teacher: Read aloud.

Students: Actively listen.

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

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

Sample Graphic Organizer				
Story title	Characters	Plot	Theme	Observations between texts
"At the Home"	Phillip: a little selfish; wants mother to wait for him, drive out of her way so he can get batteries for cheap			Ned, Avery, and Antonio learn something about themselves and mature in their stories, so Phillip learning not to be selfish might be his growth or change



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 75 (paragraph 2)–86 (paragraph 7) aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. What can you tell about Phillip from the experience he describes in paragraph 3 on page 75? Support your thinking. **[RE, DC]** (Team Talk rubric)
 - 100 = *Phillip seems surprised that the old man can put batteries in the cassette player **properly**. He notes that the man put the batteries in it just right, with the plusses and minuses where they **belong**. I think Phillip must believe that older people do not understand technology, **or even a process** as simple as putting batteries in a machine. This explains why he seems so surprised that old man with a foreign accent could do it without help.*
 - 90 = *Phillip seems surprised that the old man can put batteries in the cassette player the right way. He says that the man put the batteries in it just right, with the plusses and minuses where they go. I think Phillip must believe that older people do not understand technology, even if it is a simple job of changing batteries.*
 - 80 = *Phillip seems to think older people do not understand technology because he is surprised when the man puts batteries in the cassette player.*

continued

Team Talk Questions *continued*

2. Describe the problem Phillip has on pages 77 and 78. What would have made his problem easier to solve? Support your thinking. **[DC, SA]** (Team Talk rubric)

100 = Phillip has trouble **identifying** who the elderly man with the Ukrainian accent was. **Unfortunately**, when he asks his mother who he was, he gives her descriptions that are too **vague, such as** describing him as old and having gray hair. They were in a nursing home, so many people there fit this description. Phillip is annoyed that Mother doesn't know who he is talking about until he mentions that the man was Ukrainian. If Phillip had done this sooner, he would have been less annoyed with his mother. **This shows that Phillip doesn't realize that his annoyance was his own fault, not his mother's.**

90 = Phillip has trouble figuring out who the elderly man with the Ukrainian accent was. He gives Mother descriptions that are too general, like saying he is old and has gray hair. They were in a nursing home, so many people there look like that. Phillip is annoyed that Mother doesn't know who he is talking about until he mentions that the man was Ukrainian. If he said that earlier, he would have gotten less annoyed.

80 = Phillip has trouble figuring out who Mr. Malin was because he gives such general descriptions of him. If he mentioned that he was Ukrainian first, he would have learned the answer quicker.

3. Mother's reaction to Phillip's requests to buy more cassettes and visit the nursing home again could best be described as— **[DC]** (Team Talk rubric)

- A. resentful.
- B. aggravated.
- C. supportive.
- D. discouraging.

Why do you think she reacts this way to Phillip's requests?

100 = She is happy that Phillip is taking an **interest** in the lives of the elderly people at the nursing home. **Until** he had to come to the home with her, I don't think he took a lot of interest in the volunteer work that she did there. **Additionally**, she seems pleased that he is willing to do things without **inconveniencing** her. **For example**, on page 84 he says that he will walk home from the nursing home instead of forcing her to pick him up. **This shows that she likes the change that she sees in Phillip and wants to encourage it.**

90 = She is happy that Phillip wants to learn about the lives of the elderly people at the nursing home. I don't think he took a lot of interest in the volunteer work that she did there. She also seems happy that he is willing to do things without bothering her. On page 84 he says that he will walk home from the nursing home instead of forcing her to pick him up.

80 = She is happy that he is curious about other people's lives and that he wants to learn more about them. He also plans to do things without bothering her about them.

continued

Team Talk Questions *continued*

4. Both Ned from “On Shark’s Tooth Beach” and Phillip interact with elderly people. Compare and contrast their reactions in their stories. Support your comparisons. **(Write) [RE, SA]** (Team Talk rubric)

100 = While Ned and Phillip both interact with elderly people, their reactions to them are very different. For instance, Ned feels superior to President Bob because he knows more about shark teeth and fossils than him. He just feels that President Bob is a tourist and does not want to learn from him. In contrast, Phillip is surprised that Mr. Malin knows how batteries work and when Miss Ilona talks about Robert Redford being handsome. This shows that unlike Ned, Phillip seems to be learning something new from the elderly people he meets.

90 = Ned and Phillip both meet elderly people, but their reactions to them are very different. Ned feels like he is better than President Bob because he knows more about shark teeth and fossils than him. He does not want to learn from him. Phillip is surprised that Mr. Malin knows how batteries work and when Miss Ilona talks about Robert Redford being handsome. He learns something new about them.

80 = Ned feels like he is better than President Bob and doesn’t want to learn from his experiences with him. Phillip is surprised by Mr. Malin and Miss Ilona and learns something new about older people from them.

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

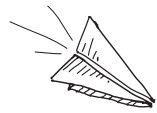
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Teacher Background

Today students will continue reading “At the Home” and learn more about Phillip and Miss Ilona’s growing friendship. Each day, Phillip learns a new part of Miss Ilona’s story, and he is drawn into it. He learns that she was lucky to escape Hungary just before Hitler invaded the country, but did not avoid the Nazis entirely. She was acting as a nanny in Paris when the Nazis successfully invaded the city. However, the family she was caring for helped her stay safe while she taught them how to survive the occupation of their country. Phillip also learns that he is very sought after in the home. Mr. Malin wants to share his own story, and he discovers that a floor full of bedridden folks want to share theirs too. He isn’t sure what to do.



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
spastic (adjective) page 73	spas-tic (SPAS-tik)	characterized by sudden muscular movements, usually involuntary	I wasn't so <i>spastic</i> that my hands twitched constantly, but my mother preferred I not carry anything fragile just in case I dropped it.

continued

Word	Pronunciation	Definition	Sample Sentence
calloused (adjective) page 95	cal-lous-ed (KAL-uhsd)	hardened	The palms of children's hands tend to be <i>calloused</i> after spending a day playing on the monkey bars at the playground.
adroit (adjective) page 96	a-droit (uh-DROIT)	cleverly skillful; ingenious	I learned that my grandfather was an <i>adroit</i> woodcarver who could turn the most humble stick into a beautiful piece of sculpture to decorate a home.
penetrates (verb) page 99	pen-e-trates (PEN-i-treyts)	enters or reaches through something; as by piercing	"This song always <i>penetrates</i> my soul and brings back memories when I hear it," Mom said wistfully.
deceit (noun) page 109	de-ceit (dih-SEET)	the act or practice of tricking, misleading, or hiding the truth	Once Maya experienced Talia's <i>deceit</i> with her secrets, she was more careful about which friends she chose to share private information with.
speculating (verb) page 121	spec-u-la-ting (SPEK-yuh-leyt-ing)	engaging in thoughts or reflections	Just as I was <i>speculating</i> on the next move Jess would make in our chess game, he moved his knight to a square where I could capture it easily.
tarnished (adjective) page 135	tar-nish-ed (TAHR-nishd)	dulled of its shine or luster	Even though the necklace pendant was <i>tarnished</i> , I could tell that it would be beautiful once it was properly cleaned.
contemplating (verb) page 137	con-tem-plate-ing (KON-tuhm-pley-ting)	observing or studying thoughtfully	I was still <i>contemplating</i> the meaning of Gary's statement when I heard my friends laughing, which meant that the joke had gone over my head.

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.



Build background about the topic.

Refer students to pages 86 (paragraph 8)–89 (ending at paragraph 1) in the text.

Teacher: Read aloud.



Students: Actively listen.

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

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.
5. Briefly review the literary technique of *hyperbole* and define it as an excessive and intentional exaggeration used in literature. If necessary, provide examples for students, such as, “it will take an eternity to clean this mess,” or “I can smell a rat from a mile away.”

Interactive Read Aloud

1. Read pages 86 (paragraph 8)–89 (ending at paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

In “The Catchee,” Avery’s brother Orville helps Avery become more self-aware. How is Phillip’s mother playing a similar role? How is her role different?

Orville explained to Avery why being a catchee was a good thing. He gave Avery the answer or the information he needed to learn something about himself. Phillip’s mother is also helping Phillip learn something about himself, however, she is being less direct about it. She doesn’t tell Phillip anything about himself, but she encourages his activities. She says that she is proud to drive him to the nursing home. Phillip isn’t sure whether she is being sarcastic, but I think she is serious and hopes her encouragement will help Phillip keep learning from Miss Ilona.

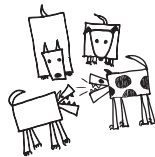
3. Use **Think-Pair-Share** to ask:

What plot event do you think starts Phillip down the path to learning something about himself?

Meeting Mr. Malin and being interested in his singing, and meeting Miss Ilona and being interested in her story are what start Phillip on the path to learning about himself. He doesn’t expect to return to the nursing home, but he keeps finding himself there. First, he just wants to record accents, but now he is really interested in Miss Ilona’s story.

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

Sample Graphic Organizer				
Story title	Characters	Plot	Theme	Observations between texts
"At the Home"	Phillip: a little selfish; wants Mother to wait for him, drive out of her way so he can get batteries for cheap	Phillip becomes interested in Mr. Malin and Miss Ilona He becomes more interested in them more than just for their accents and wants to hear Miss Ilona's story each day		Ned, Avery, and Antonio learn something about themselves and mature in their stories, so Phillip learning not to be selfish might be his growth or change Orville-Mother: both help main characters learn something, but Orville does it more directly than Mother



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 89 (paragraph 1)–102 (paragraph 1) aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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

Team Discussion

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

Team Talk Questions

1. Compared to Ned, Avery, and Antonio from the last cycle, is Phillip more or less aware of his shortcomings? Support your thinking. **(Write) [RE, SA]** (Team Talk rubric)

*100 = I think Phillip is more aware of his shortcomings than Ned and Antonio, but **similar** to Avery. **Both** Ned and Antonio are very self-confident and don't realize their shortcomings **until** the ends of their stories. They do things without **considering** how they affect others. **On the other hand**, Phillip and Avery seem aware of their **faults**. Avery knows he is a catchee and expects trouble because of it. Phillip, **for instance**, says he felt ashamed when he didn't realize that 1939 signified when Hitler invaded Hungary. He recognizes when he makes mistakes. **This shows how the characters in the story have different levels of self-awareness before they learn their final lesson.***

90 = I think Phillip is more aware of his shortcomings than Ned and Antonio, but is the same as Avery. Ned and Antonio are very self-confident and don't realize their shortcomings. They do things without thinking about how they affect others. Phillip and Avery seem aware of their problems. Avery knows he is a catchee and expects trouble because of it. Phillip recognizes when he makes mistakes and feels bad about it.

80 = Ned and Antonio are self-confident and don't think about how their actions affect others in a bad way until they learn their lesson. Avery and Phillip are more aware of their shortcomings throughout their stories.

continued

Team Talk Questions *continued*

2. Based on Miss Ilona’s reaction to Phillip’s relationship with Mr. Malin, you could describe her as— **[RE]** (Team Talk rubric)

- A. *jealous.*
- B. *welcoming.*
- C. *grateful.*
- D. *inspired.*

What evidence supports this characterization?

*100 = I think Miss Ilona feels special that Phillip comes to listen to her stories. **The idea that he might listen to someone else, such as Mr. Malin singing in Ukrainian, upsets her. For this reason, she puts down Mr. Malin’s singing and calls it grocery store music. She tries to make him seem like he does not have anything special to share with Phillip, unlike her. This explains why she is jealous of Phillip talking with Mr. Malin.***

90 = I think Miss Ilona feels special that Phillip comes to listen to her stories. She doesn’t like that he might come to listen to someone else, like Mr. Malin. That is why she puts down Mr. Malin’s singing and calls it grocery store music. She tries to make him seem like he does not have anything special to share with Phillip.

80 = Phillip’s visits make Miss Ilona feel special, but she would feel less special if he visited others to listen to them too.

3. Phillip is becoming annoyed with Miss Ilona’s method of storytelling. What is Miss Ilona’s purpose for sharing her story in small parts? **[DC, SA]** (Team Talk rubric)

*100 = **This method of storytelling keeps Phillip interested in returning to visit. I think she enjoys seeing him, and it makes her day more exciting. In addition to telling her story, she gets Phillip to talk about his life, and they agree to watch the same television shows so they can discuss them while she eats. This shows how Miss Ilona strategizes to keep her young friend visiting her each day.***

90 = Telling her story this way keeps Phillip interested in returning to visit. I think Miss Ilona enjoys seeing him, and it makes her day more exciting. She gets Phillip to talk about his life and they agree to watch the same television shows so they can talk about them while she eats.

80 = She tells it in small parts to keep Phillip coming back to hear the rest of it. This makes her days in the home more interesting.

continued

Team Talk Questions *continued*

4. How does the author use hyperbole on pages 101 and 102? What do you think the use of hyperbole tells us about Phillip in this section of the text? **[AC, DC]** (Team Talk rubric)

100 = *The author uses **hyperbole** in the way that Phillip describes what happens in the video **monitoring** room. He keeps **increasing** the number of lights, switches, and questions. He says there are a million lights, a hundred million switches, a thousand million questions, and then a million million lights. I think Phillip is **overwhelmed** by what happens because he has no idea that so many people wanted his attention. He keeps **exaggerating** and **increasing** the number to show just how **hectic** it seems in the room.*

90 = *The author uses **exaggeration** in the way that Phillip describes what happens in the video watching room. He keeps the number of lights, switches, and questions **bigger**. He says there are a million lights, a hundred million switches, a thousand million questions, and then a million million lights. I think Phillip is **surprised** and **shocked** by what happens because he has no idea that so many people wanted his attention.*

80 = *The author uses **exaggeration** by having Phillip keep making the number of lights, switches, and questions **bigger**. He is **surprised** by the response.*

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

A synonym for the word calloused is toughened. An antonym for the word calloused is softened.

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

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

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Word	Pronunciation	Definition	Sample Sentence
spastic (adjective) page 73	spas-tic (SPAS-tik)	characterized by sudden muscular movements, usually involuntary	I wasn't so <i>spastic</i> that my hands twitched constantly, but my mother preferred I not carry anything fragile just in case I dropped it.
calloused (adjective) page 95	cal-lous-ed (KAL-uhsd)	hardened	The palms of children's hands tend to be <i>calloused</i> after spending a day playing on the monkey bars at the playground.
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penetrates (verb) page 99	pen-e-trates (PEN-i-treys)	enters or reaches through something; as by piercing	"This song always <i>penetrates</i> my soul and brings back memories when I hear it," Mom said wistfully.
deceit (noun) page 109	de-ceit (dih-SEET)	the act or practice of tricking, misleading, or hiding the truth	Once Maya experienced Talia's <i>deceit</i> with her secrets, she was more careful about which friends she chose to share private information with.
speculating (verb) page 121	spec-u-la-ting (SPEK-yuh-leyt-ing)	engaging in thoughts or reflections	Just as I was <i>speculating</i> on the next move Jess would make in our chess game, he moved his knight to a square where I could capture it easily.
tarnished (adjective) page 135	tar-nish-ed (TAHR-nishd)	dulled of its shine or luster	Even though the necklace pendant was <i>tarnished</i> , I could tell that it would be beautiful once it was properly cleaned.
contemplating (verb) page 137	con-tem-plate-ing (KON-tuhm-pley-ting)	observing or studying thoughtfully	I was still <i>contemplating</i> the meaning of Gary's statement when I heard my friends laughing, which meant that the joke had gone over my head.

Lesson 3

Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Teacher Background

Today students will finish reading “At the Home” and learn how Phillip intends to solve the problem of everyone wanting to be recorded. Miss Ilona keeps insisting that everyone else in the home has a boring story to tell, except herself. When Phillip makes a rude remark to Mrs. Silverman, a Holocaust survivor who lost all her children in concentration camps, he realizes that Miss Ilona is wrong about other people’s stories not being important. He comes up with a plan for Miss Ilona and Mr. Malin to help him record everyone’s stories once the cast is off his arm.

Teacher’s Note:

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

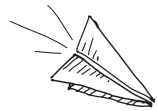
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

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

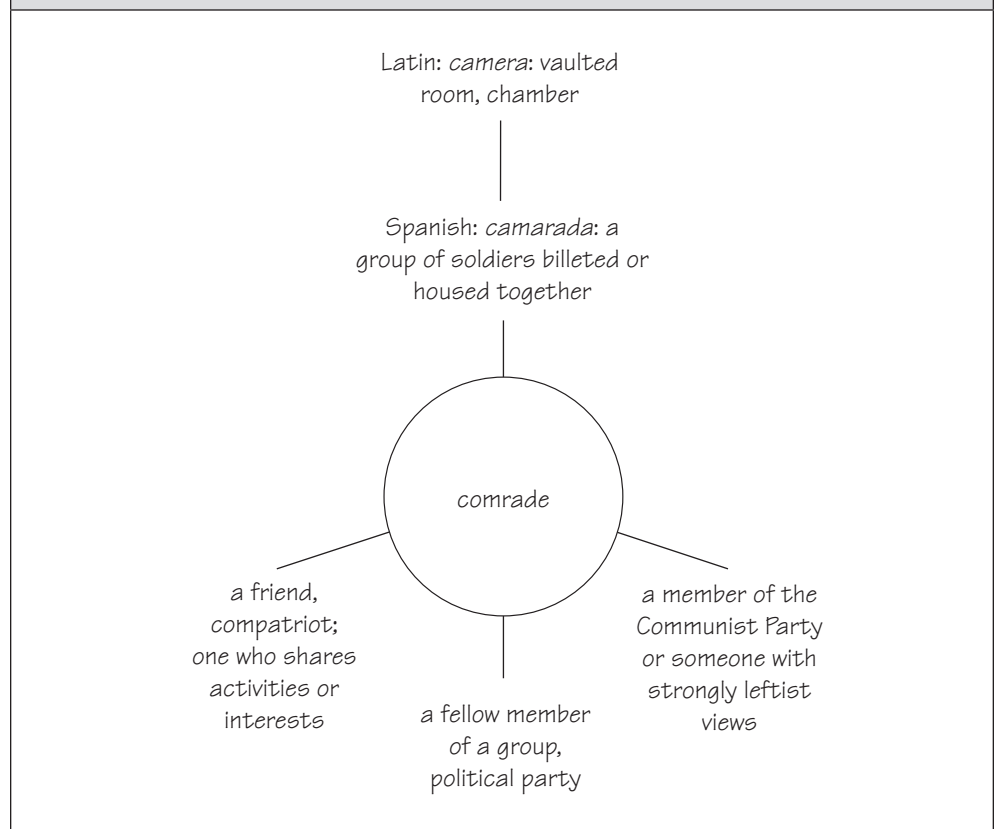
Vocabulary

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

Sample Think Aloud

As I previewed the reading, I noticed a familiar word on page 104: *comrade*. Now, I know that this word means something similar to friend, but in the sentence, it appears capitalized: "It's no wonder Comrade Zloty is in a bad humor all the time." Because it is capitalized, it makes it sound like a title or rank. When I look up *comrade* in the dictionary, I see a few definitions for it. One defines *comrade* as "a member of the Communist Party or someone with strongly leftist views." I remember that earlier in the story, Phillip commented that Mr. Malin's accent sounded "Communist," and that Communists had taken over Hungary. So, it seems like the word *comrade* was used as a sort of title between members of the Communist party in the late 1940s and 1950s.

Sample Word Map



Review Vocabulary Vault.

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

Set the Stage

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

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 102 (paragraph 2)–105 (paragraph 2) in the text.



Teacher: Read aloud.

Students: Actively listen.

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

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

Interactive Read Aloud

1. Read pages 102 (paragraph 2)–105 (paragraph 2) aloud.
2. Use **Think-Pair-Share** to ask:

Do you think Phillip will be the only character to learn a lesson in this story? Why or why not?

No. I think Miss Ilona might learn a lesson in this story. She repeatedly says that the other people in the nursing home are boring “beige and grays.” She says they don’t have interesting stories to tell like her. However, she tells Phillip that Mr. Malin was a troubadour who sang all over Europe. This makes me think that Mr. Malin probably has an interesting story. I think Miss Ilona will learn that she is wrong about the other residents in the nursing home.

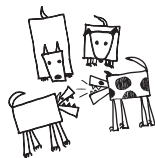
3. Use **Think-Pair-Share** to ask:

To which character or characters from the earlier stories might you compare Miss Ilona? Why?

I might compare Miss Ilona to Ned or Antonio. She is so sure that she has the only interesting story to tell that she won’t listen to Phillip when he says that other people might have interesting stories. She doesn’t want to learn anything from Phillip, she just cares about her own story. Ned and Antonio are confident in their own abilities until they realize how their actions affect others.

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

Sample Graphic Organizer				
Story title	Characters	Plot	Theme	Observations between texts
"At the Home"	<p>Phillip: a little selfish; wants Mother to wait for him, drive out of her way so he can get batteries for cheap</p> <p>Miss Ilona: convinced that her story is the most interesting in the nursing home</p>	<p>Phillip becomes interested in Mr. Malin and Miss Ilona</p> <p>He becomes more interested in them than just for their accents and wants to hear Miss Ilona's story each day</p>		<p>Ned, Avery, and Antonio learn something about themselves and mature in their stories, so Phillip learning not to be selfish might be his growth or change</p> <p>Orville-Mother: both helping main characters learn something, but Orville does it more directly than Mother</p> <p>Ned, Antonio, and Miss Ilona are all self-confident and do not want to listen to others or learn from them</p>



Teamwork tp

(20–30 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 105 (paragraph 3)–118 aloud with partners.
(if skipping Interactive Read Aloud, pages 102 [paragraph 2]–118)

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

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

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

Team Discussion

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

Team Talk Questions
<p>1. Compare and contrast the plot events that cause Antonio from “The Village of the Weavers” and Phillip to change. Support your response with details from the text. (Write) [RE, SA] (Team Talk rubric)</p> <p><i>100 = Both Antonio and Phillip have embarrassing moments that cause them to change and grow. In Antonio’s case, he prides himself on being able to sing Quecha songs, but he is humbled when his voice cracks and he sounds like a forest animal. In contrast, Phillip’s rude comment to Mrs. Silverman about children embarrasses him and potentially causes Mrs. Silverman pain. Phillip has a moment that not only affects him, but someone else. This shows how the boys’ embarrassing moments cause them to grow in different ways.</i></p> <p><i>90 = Both Antonio and Phillip have embarrassing moments that cause them to change and grow. Antonio prides himself on being able to sing Quecha songs, but he is embarrassed when his voice cracks and he sounds like a forest animal. Phillip’s rude comment to Mrs. Silverman about children embarrasses him and possibly causes Mrs. Silverman pain. His moment not only affects him, but someone else.</i></p> <p><i>80 = Both boys have embarrassing moments, but Antonio’s only embarrasses him while Phillip’s embarrasses him and causes pain to others.</i></p>

continued

Team Talk Questions *continued*

2. What does Phillip realize about the Beige and Grays at the nursing home? **[DC, SA]** (Team Talk rubric)

- A. They are boring, just like Miss Ilona said.
- B. They would all rather blend in together.
- C. They only complain about their children.
- D. They would all like a chance to feel special.

How can you tell Phillip came to this realization?

100 = Phillip decides that they need to tell their stories **individually** rather than have several helpers recording different people. **According to Phillip, he feels that each person needs a chance to be center stage and solo rather than part of the chorus. He understands they each deserve to be the focus of the project so they can be seen as individuals. This shows that he realizes that they are not just one group of identical people, but individuals with different experiences to share.**

90 = Phillip decides that they need to tell their stories one at a time rather than have several helpers recording different people. He feels that each person needs a chance to be center stage and the center of attention. He understands they each deserve one-on-one attention for the project so they can be seen as individuals.

80 = He decides that it is better to have each person be the center of attention to tell their stories than just one of many relating an experience.

3. Why does Phillip wait until Miss Ilona finishes her story to tell her the plan for recording the stories of the Beige and Grays and Whites? **[RE, DC]** (Team Talk rubric)

100 = He knows, based on her past behavior, how she will react to his suggestion. **Earlier in the story, whenever someone Miss Ilona considered beige and gray was mentioned, she became upset. She complained that they were boring or that Phillip should only listen to her story because it was the most interesting. I think Phillip is afraid that she will become so upset that she will refuse to finish her story. He understands it will be easier to convince her to help once she no longer has a story to tell.**

90 = He knows, based on her past behavior, how she will react to his suggestion. Whenever a Beige and Gray was mentioned, she became upset. She complained that they were boring or that Phillip should only listen to her story because it was the most interesting. I think Phillip is afraid that she will become so upset that she won't finish telling him her story.

80 = He knows that she will fight his suggestion at first and possibly not want to finish telling him her story. He knows waiting will be better to get her help.

continued

Team Talk Questions *continued*

4. Mr. Malin says Miss Ilona is only saving the residents' lives on tape. Miss Ilona disagrees. What do you think she means by her disagreement? Support your thinking. **[DC, AA]** (Team Talk rubric)

100 = *She means that **in addition to recording their life stories, she is helping give everyone new life. Through Phillip's influence, she has realized that she was judgmental and prejudiced against her neighbors. She assumed they all had the same boring story to tell, so she avoided them. Now she is happy to record their life stories, and as Phillip suggested, add some color and specialness to their lives. She is saving them from being beige and gray. This shows how all of their lives have been saved spiritually and physically on tape.***

90 = *She means that she is helping give everyone new life. With Phillip's help, she has learned that she was judgmental and narrow-minded about her neighbors. She believed they all had the same boring story to tell, so she stayed away from them. Now she is happy to record their life stories, and as Phillip thought, add some color and specialness to their lives to save them from being beige and gray.*

80 = *She is helping give everyone a new life by helping make them feel special and be less beige and gray.*

5. In which of the following sentences is the word *adroit* used incorrectly? **[CV]**
- A. People may think squirrels are unintelligent, but they are adroit climbers and jumpers.
 - B. *Georgie was an adroit baker who often forgot to add important ingredients to recipes.*
 - C. The most adroit soccer players can read their opponents' movements and react quickly.
 - D. Pablo was an adroit math student who quickly mastered difficult concepts and equations.

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 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)

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Teacher Background

Today students will begin reading their last story, “With Bert & Ray,” told from the point of view of a boy named William. When William was six years old, his father passed away, leaving him and his mother alone. Three years later, she decides to have a garage sale to sell Pa’s old belongings and make money for the family. They meet Bert and Ray, two antique dealers who are pleased to buy duck decoys from them at a good price. This begins Ma and William’s relationship with the antique dealers, and they get into the estate sale business. Ma and William both learn the business quickly and eagerly, especially Ma, who begins researching antiques and becoming an expert on them herself.

Teacher’s Note:

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

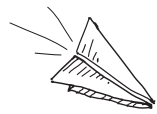
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they 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.

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 119–122 (paragraph 1) in the text.



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 pages 119–122 (paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

How does William describe his mother's personality? How does her personality compare to some of the other characters you have read about in this text?

On page 121, he describes her as a “timid soul who says ‘scuse me’ to the chiffonier when she bumps into it.” This means that she is quiet and apologetic, even when she doesn't need to be. I can tell that a chiffonier is a type of furniture. Most people don't apologize to furniture when they bump into it. Ma is very different from some of the other characters I've read about. For example, Antonio was very bold and very unapologetic at first. He wasn't afraid to climb on the bus and start putting on a show for tourists. He didn't apologize for hurting Ampara's feelings when he said he wouldn't teach her the Quecha songs.

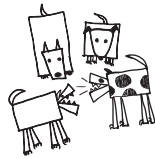
3. Use **Think-Pair-Share** to ask:

Why might William's pushing Ma into the antique store be a significant event to note in your graphic organizer?

William has to convince Ma that going to a store is not the same as dropping in unexpectedly on friends. The store is open to customers. I think this is important because Ma is so timid that William has to push her to do something normal. This might be important to both William's and Ma's growth as characters.

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

Sample Graphic Organizer				
Story title	Characters	Plot	Theme	Observations between texts
"With Bert & Ray"	Ma: timid and apologetic, even when she is not at fault	William convinces Ma that it is okay to go into the antique store unexpectedly		Overall theme: self-awareness, growing, maturing, learning



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 122 (paragraph 2)–136 (ending at paragraph 1) aloud with partners
(if skipping over Interactive Read Aloud, pages 119–136 [ending at paragraph 1]).
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. Describe how the narration of this story compares and contrasts to the other short stories within this text. **(Write) [RE]** (Team Talk rubric)
- 100 = **Unlike** most of the short stories in this text, this story is **narrated** by one character, but is mostly about another character. William is narrating the story, but he mostly tells about Ma's experiences in the antique business. **This is similar to** "In the Village of the Weavers," where Ampara narrates the story, **which** is mostly about Antonio growing up. **Meanwhile**, Ned, Avery, and Phillip all tell their own stories. **The use of different narrators in each of the stories allows for different perspectives about the characters.**
- 90 = This story is different from most of the other stories because it is told by one character about another character. William is telling the story, but it's mostly about Ma's experiences in the antique business. It is like "In the Village of the Weavers," where Ampara tells Antonio's story about growing up. Ned, Avery, and Phillip all tell their own stories.
- 80 = This story and "In the Village of the Weavers" are alike because one character tells the story of another character. The others have the characters telling their own stories.
2. What is the significance of the event with the *panetière* in Bert and Ray's antique shop? Support your thinking. **[DC, SA]** (Team Talk rubric)
- 100 = Ma's observation of the *panetière* shows that she has learned more than her teachers. **This is hinted at** earlier on page 130, when William describes how Ma has a collection of books on antiques and can price items out well herself, but never does when Bert and Ray are with her. **Because** she has studied, she recognizes that the cupboard in Bert and Ray's shop is more special and unusual than they **initially** believed. **This shows that she has become more confident in her abilities and knowledge with estate sales and antiques.**
- 90 = Ma's observation of the *panetière* shows that she has learned more than her teachers. On page 130, William describes how Ma has a collection of books on antiques and can price items out well herself, but never does when Bert and Ray are with her. She recognizes that the cupboard in Bert and Ray's shop is more special and unusual than they knew.
- 80 = Ma has learned more about antiques than her teachers because she recognizes the cupboard is an unusual and special piece. They did not realize what it was until she told them.

continued

Team Talk Questions *continued*

3. Which of the following best describes how Bert and Ray think of Ma at this point in the story? **[RE, DC]** (Team Talk rubric)
- A. They underestimate her abilities.
 - B. They see her as an equal partner in their business.
 - C. They go to her when they need help identifying something.
 - D. They constantly undercut her.

What evidence from the text supports this description?

100 = *From the moment they meet her, Bert and Ray see Ma as someone who has a lot to learn about antiques. They are happy to do business with her because she **undervalued** the price of the decoy ducks at her own yard sale. **This is why** they are surprised when Ma identifies the panetière, when they thought it was just a **decorative** cupboard. On pages 135 and 136, Ma has a gut feeling about the Chinese silk screen, but they wave it away and tell her it is junk. I think this shows that while they think Ma is a good worker and help to their business, they are not ready to **accept** her opinion or knowledge about antiques.*

90 = *From the moment they meet her, Bert and Ray see Ma as someone who has a lot to learn about antiques. They are happy to do business with her because they know she does not know about antiques by the prices she puts on the decoy ducks at her yard sale. Then they are surprised when Ma identifies the panetière, when they just thought it was a cupboard. On pages 135 and 136, Ma has a gut feeling about the Chinese silk screen, but they wave it away and tell her it is junk.*

80 = *Bert and Ray assume that Ma does not know anything about antiques after the way she prices her decoy ducks. Even after she identifies the panetière, they don't want to accept her opinions on valuable items.*

4. How has using a graphic organizer helped you practice the skill of comparing and contrasting across short stories? (graphic organizer rubric)

100 = *I chose a chart that allows me to record important notes about the characters, plot events, themes, and observations to make connections between stories. For example, I can easily see how each story has an important plot event that causes the main character to grow or change, such as when Phillip makes the rude remark to Mrs. Silverman, or when Avery is told being the catchee makes him brave and honest. Without the graphic organizer to help me visually see these connections, I might have missed details that allow me to connect the stories to make comparisons.*

90 = *I chose a chart that allows me to record important notes about the characters, plot events, themes, and observations to make connections between stories. For example, I can easily see how each story has an important plot event that causes the main character to grow or change, such as when Phillip makes the rude remark to Mrs. Silverman, or when Avery is told being the catchee makes him brave and honest.*

80 = *I chose a chart that allows me to record important notes about the characters, plot events, themes, and observations to make connections between stories.*

continued

Team Talk Questions *continued*

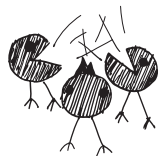
5. contemplating deceit

How could carefully *contemplating* a situation help you avoid *deceit*? **[CV]**

By contemplating a situation, you would be observing or studying it thoughtfully and carefully. That could help you figure out if there is anything tricky or misleading happening.

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 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)

Randomly select team representatives who will share:

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



Lightning Round

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

Show the video.



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.

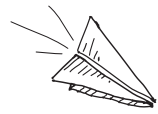
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Organize ideas to show a compare/contrast relationship.

Teacher Background

Students will continue the skills practiced in earlier units and the previous cycle.



Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

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



Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that they are writing to show a compare/contrast relationship. Use **Think-Pair-Share** to ask:

In the previous cycle, how important was the graphic organizer to helping you organize your thoughts for comparing and contrasting?

The graphic organizer was helpful for clearly laying out how Ned and Avery were similar and different. This helped me focus my writing on these points.

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

Read the prompt aloud.

Writing Prompt
Each of these stories describes the interactions of a young boy with someone older, whether by ten years or sixty years. Describe how these interactions are similar and different. Use evidence from the text to support your thinking.

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?

I am writing a literary response. I am not asked to make a claim and support it or to write information on a topic.

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

Which guideline relates to our writing objective: organize ideas to show a compare/contrast relationship?

The organization guideline.

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 using key vocabulary to show a compare/contrast relationship in writing.

Blackline master provided.



Model a Skill

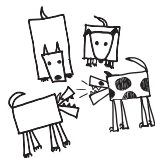
Remind students that their goal is to organize their thoughts to show a clear compare/contrast relationship in their writing. Point out that using key words and phrases can help make that relationship clearly in their paragraphs. Display the following sample passage:

Ned treats his relationship with President Bob poorly and feels a little contempt for the elderly man. He sees himself as the expert on fishing and fossil collecting, and there is nothing he can learn from President Bob. He shows no interest in President Bob's past life as the president of a university. Avery does not show contempt for the older people he deals with in his story. He has a respect for adults, even if he feels it is unfair that he is always caught doing something when he isn't guilty of misbehaving.

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

How could the compare/contrast relationship in this passage be made clearer using key words or phrases?

The writer should use more words that show how the two characters are different. For example, the passage just switches to talking about Avery's situation, which is different. The writer could say, "In contrast, Avery does not..." to make it clear that he or she is describing a difference.



Teamwork tp

(20 minutes)

Independent Work

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

Team Discussion

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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing a literary response and the writing objective—organize ideas to show a compare/contrast relationship.

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

For example, ask:

- **Does the writer introduce a situation in an interesting way?**
- **Are events organized in a sequence that a reader can follow?**
- **Does the writer include sensory details to help a reader make a mind movie?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer organize ideas to show a compare/contrast relationship?**

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 words that showed a clear compare/contrast relationship? Why or why not?

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

Each of these stories describes the interactions of a young boy with someone older, whether by ten years or sixty years. Describe how these interactions are similar and different. Use evidence from the text to support your thinking.

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

Ned treats his relationship with President Bob poorly and feels a little contempt for the elderly man. He sees himself as the expert on fishing and fossil collecting, and there is nothing he can learn from President Bob. He shows no interest in President Bob's past life as the president of a university. Avery does not show contempt for the older people he deals with in his story. He has a respect for adults, even if he feels it is unfair that he is always caught doing something when he isn't guilty of misbehaving.

Lesson 6

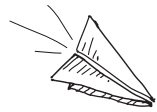
Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Writing Objective: Organize ideas to show a compare/contrast relationship.

Teacher Background

Today’s cycle test challenges students to continue comparing and contrasting the characters, plots, and themes of the story and expand their comparisons to cover all five stories they read in the text.

Today students will finish reading “With Bert & Ray” and find out about William and his mother’s attempts to sell the Chinese silk screen. Ma is confident that the silk screen is worth more than Bert and Ray think it is. She takes it to several other dealers, who all turn her away. She is so confident that when William is in Washington, D.C., visiting the Smithsonian museums, she has him bring photographs of the silk screen to show museum curators. The silk screen sparks their interest, and Ma and William eventually sell it for \$20,000, which upsets Bert and Ray. William overhears Ma lie to Bert and Ray to make them feel better about outsmarting them with the valuable silk screen. After that, William is determined to help Ma learn to realize her own strength so she’ll always be ready to fight for what she believes in without his help.



Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing comparing and contrasting characters, plot, and themes of short stories and organizing ideas to show a compare/contrast relationship. Use **Think-Pair-Share** to ask:

How has reading more of the text affected the way you compare and contrast the characters, plots, and themes?

Reading more of the text and being introduced to more of the characters, story plots, and themes has made it easier for me to make the connections between the stories and see the trends in the themes or important events in the characters' lives. Each story gives me clues of the kind of information I should look for in the next story.

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

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

Test Directions

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

1. Compared to William's story, the event that makes Phillip from "At the Home" grow and mature could be described as— **[RE, DC, SA]**
 - A. exhilarating.
 - B. amusing.
 - C. calming.
 - D. embarrassing.

Support this description with evidence from the text.

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

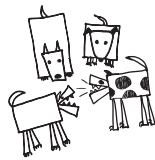
Today you will finish reading “With Bert & Ray” and find out more about the Chinese silk screen.



Test tp

(30 minutes)

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



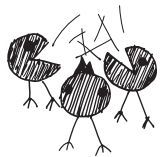
Teamwork tp

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

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

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 2 Test

Compare and Contrast

Directions: Read “With Bert & Ray,” pages 136 (paragraph 1)–150, 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. Compared to William’s story, the event that makes Phillip from “At the Home” grow and mature could be described as— **[RE, DC, SA]**
 - A. exhilarating.
 - B. amusing.
 - C. calming.
 - D. embarrassing.

Support this description with evidence from the text.

20 points = Phillip feels terrible for what he said to Mrs. Silverman after assuming she would want him to record her complaining about her children. Mr. Malin pulled him aside and explained that Mrs. Silverman lost her children in a Nazi concentration camp. Phillip realizes that he would never have said something so rude if Miss Ilona had not convinced him that the other folks in the nursing home were “Beige and Gray.” This event is embarrassing compared to William realizing that he needs to push his mother to be confident with everyone about everything.

15 points = Phillip feels terrible for what he said to Mrs. Silverman after thinking she would want him to record her complaining about her children. Mr. Malin explained that Mrs. Silverman lost her children in a Nazi concentration camp. Phillip realizes that he would never have said something so rude if Miss Ilona had not made him believe everyone else in the home was boring.

10 points = Phillip feels terrible for suggesting that Mrs. Silverman just wants to complain about her children and realizes that Miss Ilona isn’t right about people being boring.

2. How do you think the dialect William speaks might have played into how the receptionist at the Freer Gallery treated him at first? **[DC, AC]**

20 points = William's **dialect** might have made the **receptionist** doubt that he had serious business to **conduct** at the gallery. William has a heavy Southern accent, and he does not always say things with the correct grammar. **For example**, on page 140 he says, "I don't have a right awful amount of time." This **phrasing** might have led the receptionist to think he was not well educated or that he did not belong at the gallery. This shows how the author uses dialect to shape their characters' experiences in their stories.

15 points = The way William speaks might have made the woman doubt that he had serious business to do at the gallery. William has a heavy Southern accent, and he does not always say things with the correct grammar. On page 140 he says, "I don't have a right awful amount of time." Saying things like this might have made the woman think he was not well educated or that he did not belong at the gallery.

10 points = William's heavy accent and way of speaking might have made the woman doubt that he was educated enough to really have something to show or sell to the gallery.

3. Earlier in the story, William describes his mother as timid. How has she changed by the time she is talking with Mrs. Fortinbras of the Freer Gallery? **[RE]**

20 points = Ma seems very confident by the time she talks to Mrs. Fortinbras about selling the silk screen. She has **faith** that her silk screen belongs in a museum like the Freer Gallery **in the first place**. **In addition** to that, she makes up a story to **drive up** the price of the silk screen and make it seem more attractive for the gallery to purchase. She tells them she has an interested buyer back home who will pay **double** the Freer's \$10,000 offer. This is a lie, but Ma is certain that the Freer Gallery will pay it. This shows that Ma's confidence has increased as she has grown comfortable in the antique business.

15 points = Ma seems very confident by the time she talks to Mrs. Fortinbras about selling the silk screen. She knows that her silk screen belongs in a museum like the Freer Gallery. Then she makes up a story to make it seem more attractive for the gallery to purchase. She tells them she has a buyer back home who will pay \$20,000 for it. This is a lie, but Ma is pretty sure that the Freer Gallery will pay it.

10 points = Ma's confidence has grown since she thinks the silk screen belongs in a museum and that the gallery will pay \$20,000 for it.

4. What has William learned about himself by the end of his story? How does this compare to what Phillip learns in his story, "At the Home"? Support your thinking. **[RE, SA]**

20 points = *Both William and Phillip learn that they have a responsibility to teach others. William decides it is his job to help his mother learn how to be as confident with her former teachers, Bert and Ray, as she is with strangers when she tried to sell her silk screen. He doesn't want to see her back down just to make Bert and Ray feel better about being outsmarted. Phillip decides it is his job to help the nursing home residents recognize that everyone has a worthwhile story to tell and that they are all not just beige and gray. This shows how the boys' experiences allow them to understand how they can help others.*

15 points = *William and Phillip learn that they have a job to teach others. William decides it is his job to help his mother learn how to be as strong with her old teachers as she is with strangers when she tried to sell her silk screen. He doesn't want to see her make Bert and Ray feel better about being outsmarted. Phillip decides it is his job to show the people in the nursing home that everyone has an important story to tell.*

10 points = *They learn that they can use what they learned from their experiences selling antiques and listening to stories to help other people learn and grow as well.*

5. How is the lesson that William's mother will learn different from the lesson Antonio learns in "In the Village of the Weavers"? Support your thinking. **[RE, SA]**

20 points = *Ma has to learn to use her voice to be heard, while Antonio needs to learn to soften his voice. For instance, William knows Ma can be strong and forceful after seeing how she did business with the Freer Gallery, however, he wants her to be confident to do that with Bert and Ray so they know that she is serious and knowledgeable about antiques. In contrast, Antonio is loud and bossy to get his way, but learns that he can do business by being polite and strong instead. This shows that these two characters need to learn to use their voices correctly to meet their goals.*

15 points = *Ma has to learn to use her voice to be heard, while Antonio needs to learn to soften his voice. William knows Ma can be strong after seeing how she did business with the Freer Gallery. He wants her to be confident to do that with Bert and Ray so they know that she is serious about her job. Antonio is loud and bossy to get his way, but learns that he can do business by being polite and strong instead.*

10 points = *Ma has to learn to speak strongly to be heard at all, while Antonio needs to learn to speak softer and gentler to be strong without being loud.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

The characters in the stories each experience a moment that causes them to change, grow, and become more self-aware. How were these experiences similar or different in the stories? Compare or contrast at least two examples from the text in your response.

The events that cause Ned from “On Shark’s Tooth Beach” and Phillip from “At the Home” to become self-aware are similar because they both realize how their actions affect someone else. In Ned’s case, he realizes that his desire to show off and beat President Bob in shark tooth fossil hunting causes him to be rude and unappreciative. President Bob seems to be unaware that Ned has turned it into such a competition. Ned realizes that his drive to win ruins the pleasure in finding the fossils for both him and President Bob, so he decides to share his trophy find with the old man. Similarly, Phillip realizes that believing Miss Ilona’s opinions about the other residents at the nursing home has caused him to not only be rude, but cruel. He feels terrible for asking Mrs. Silverman if she wants to complain about her children, because he realizes that losing them at Auschwitz must have been extremely difficult for her. The event causes him to think about the other residents differently, and he understands why all their stories are important to hear. In these stories, both boys see how their actions impact those around them and gain a new outlook that influences their future behavior.

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

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

Part III. Vocabulary (100 points)

1.

spastic	adroit
---------	--------

Would someone who is described as *spastic* be an *adroit* model airplane builder? **[CV]**

Since spastic describes someone who has sudden, involuntary muscular movements, that person might not be skillful enough to control his or her hands to put delicate models together. An adroit model maker would have steady hands.

2. In which of the following sentences is the word *penetrates* used incorrectly? **[CV]**
- A. An archer scores points if his or her arrow penetrates the target through the middle.
 - B. Getting shots scares children because a needle penetrates their skin like a bee sting.
 - C. *The sun's light penetrates the moon and bounces back on Earth to illuminate it.*
 - D. It is so cold outside that the freezing wind penetrates your layers of clothes.
3. What is a synonym for the word *tarnished*? What is an antonym for the word *tarnished*? **[CV]**
- A synonym for the word tarnished is dirty, dull, or stained; an antonym for the word tarnished is polished, shiny, or clean.*
4. Write a meaningful sentence using the word *contemplating*. **[CV]**
- Accept responses that show students know the meaning of the word and can use it correctly. For example, I was contemplating the possibility of mowing the lawn before it began raining, when a downpour started and made my decision for me.*
5. Which of the following is NOT an example of being *adroit*? Explain why. **[CV]**
- A. solving a mystery from limited clues
 - B. *dropping balls while juggling them*
 - C. successfully walking across a tightrope
 - D. delicately chipping away stone for a sculpture

Juggling takes a lot of skill, so being unable to keep all three balls in the air is a sign that you are not a skillful juggler. An adroit juggler would make the act of juggling seem easy and effortless.

6. What is a synonym for the word *deceit*? What is an antonym for the word *deceit*? **[CV]**
- A synonym for deceit is the word cunning or deceptiveness. An antonym for deceit is the word honesty or truthfulness.*

7. In which of the following sentences is the word *calloused* used incorrectly? **[CV]**
- A. The farmer's calloused hands felt rough, but could perform delicate tasks.
 - B. Jamaal remembered how much his hands hurt from gardening before they became calloused.
 - C. People who regularly walk barefoot develop calloused feet that protect them from rocks.
 - D. *The young princess's hands were calloused after years of pampering by servants.*

8. What is a synonym for the word *speculating*? What is an antonym for the word *speculating*? **[CV]**

A synonym for speculating is the word figuring or considering. An antonym for speculating is the word ignoring.

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]**

I explored the word troubadour used on page 103. A troubadour is a wandering singer or minstrel, and they were especially popular in medieval times. The troubadour traveled from village to village to perform, only asking for dinner and a place to sleep as payment for his music.

10. Read the following passage from page 94:

"I told her that I would stay on and help her if she would swear that I was her cousin and buy me some forged papers."

"You blackmailed her?"

Blackmailed most nearly means— **[CV]**

- A. *received something of value through threats or intimidation.*
- B. *tampered with one's mail delivery service unlawfully.*
- C. *abandoned to deal with a problem on one's own.*
- D. *volunteered to assist out of kindness or compassion.*

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

Students will explain their thinking. For example, I used the context. The passage talks about how Mrs. Pomfret was useless at running a household on her own without servants. Miss Ilona said she would stay to help Mrs. Pomfret survive the war only if Mrs. Pomfret lied for her to save her from the Nazis. Miss Ilona wanted to receive something of value, a different identity, or she would leave Mrs. Pomfret.

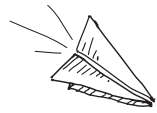
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Compare and contrast characters, plots, and themes of short stories.

Teacher Background

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



Active Instruction

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

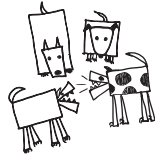
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

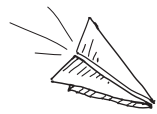
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.

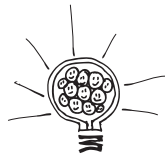


Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or choose a scenario to discuss.
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)

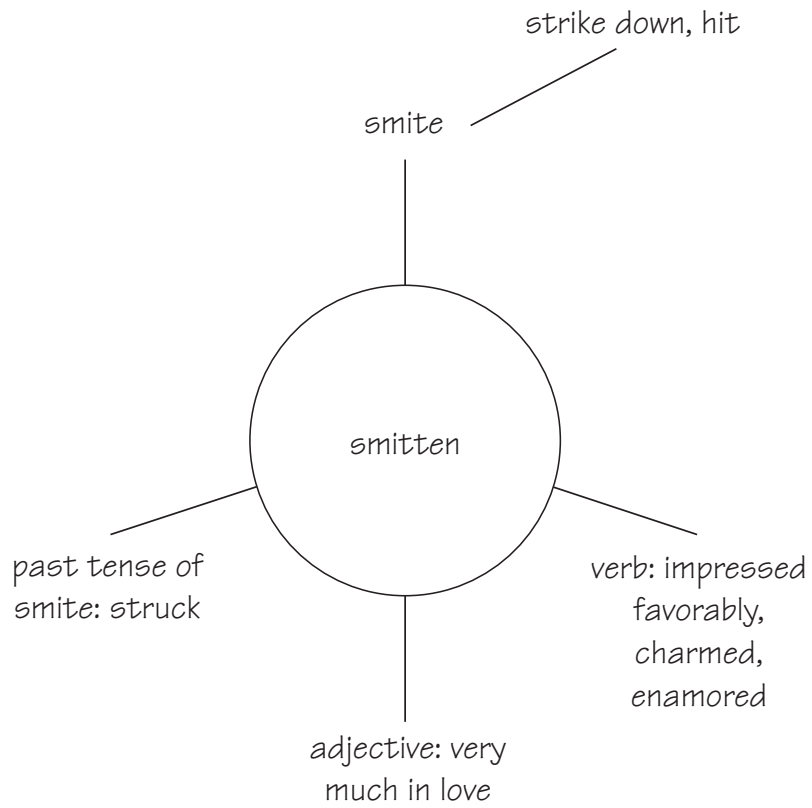
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

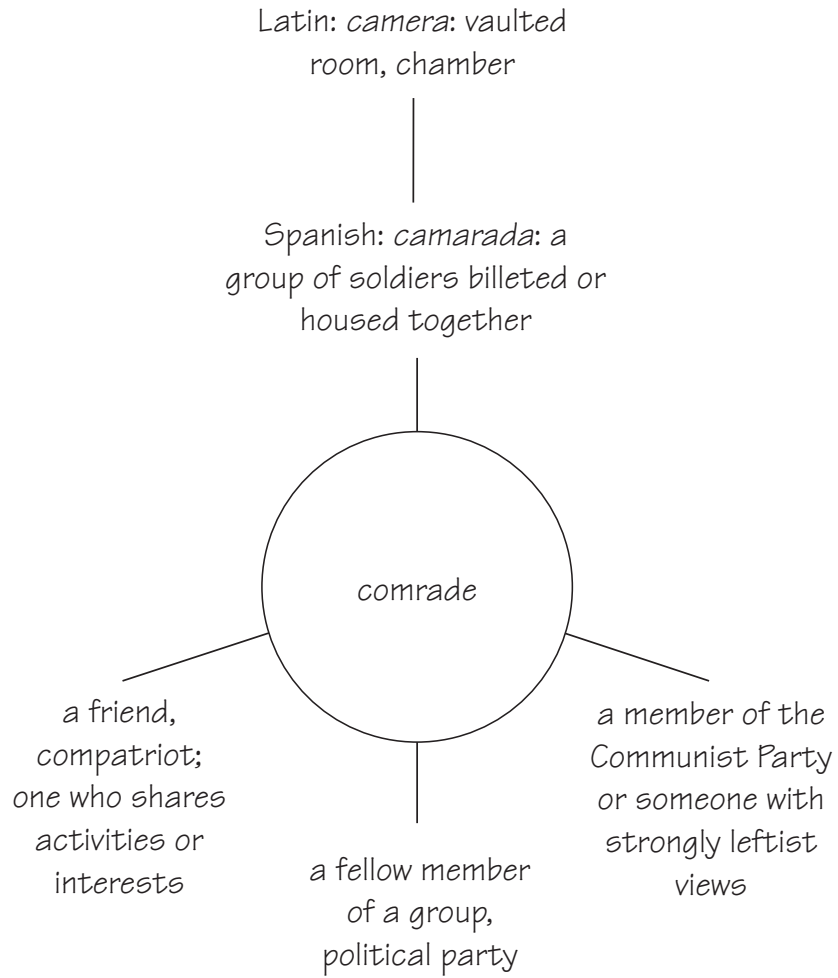
How will use of this skill improve your success in other classes?

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 Compare and Contrast

English Language Arts Standards: Reading: Literature

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

RL.8.3. 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.

English Language Arts Standards: Writing

Text Types and Purposes

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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WNET

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