



Informational

Reading Essays

This I Believe II

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

© 2013 Success for All Foundation. All rights reserved.

Produced by the Reading Edge Middle Grades 2nd Edition Team

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

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



A Nonprofit Education Reform Organization

200 W. Towson Blvd., Baltimore, MD 21204

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

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

Reading Essays

This I Believe II

The Lightning Round

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

Strategy Use

The Random Reporter:

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

Word Power

The Random Reporter:

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

Summary

The Random Reporter:

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

Team Talk (oral and written)

The Random Reporter:

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

Fluency

The Random Reporter:

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

Graphic Organizer/Notes

The Random Reporter:

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

Unit Objectives

Reading: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

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

Unit Overview

The focus of this unit is analyzing how an author’s ideas are developed and refined by particular sentences or paragraphs. Students will identify how sentences and paragraphs in the essays they read help them understand an author’s point of view or, in some cases, how an author addresses conflicting points of view. Students will also examine how word choice affects the meaning and tone of the essays. Analyzing sentences and paragraphs will encourage students to think about why an author has selected the specific words in his or her essay and how those words work together to communicate the author’s ideas.

The writing objective is to support a position with relevant evidence from the text. This will be practiced in lesson 5 of both cycles.

Teacher’s Note:

To help students generate ideas for the writing prompt in cycle 1, you may want to jot down examples of taking chances that are mentioned in the essays read during cycle 1.

Unit Topic/Content

The text for this unit is *This I Believe II*, a compilation of essays. The text is edited by Jay Allison and Dan Gediman. The essays are written by a wide variety of people that include high school students and celebrities such as Yo-Yo Ma and Tony Hawk. The topics differ greatly due to the variety of authors, but a common thread among the essays is life lessons that have been learned from people’s experiences.

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

This I Believe II

Cycle 1		
Lesson	Text	Media
Lesson 1	"The Strange Blessing That Brought Me Home," pages 23–25	
Lesson 2	"Failure Is a Good Thing," pages 47–49	(Embedded) "Fluency"
Lesson 3	"Making It Up as I Go Along," pages 35–37	(Optional) Background audio "Listen to the Story" www.npr.org/templates/story/story.php?storyId=16357141 . Click on the icon to the left of the "Listen to the Story" box to play the clip. During Set the Stage, you can play the clip and stop at 00:50. This part of the clip provides some background about Alice Brock and includes a brief clip of the song "Alice's Restaurant." During the Interactive Read Aloud, you can have students listen to Brock's reading of the first two paragraphs of her essay (00:51–2:08).
Lesson 4	"Returning to What's Natural," pages 26–28	
Lesson 5	writing in response to reading	
Lesson 6	"Peace Begins with One Person," pages 100–102	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

This I Believe II

Cycle 2		
Lesson	Text	Media
Lesson 1	"We Never Go Away," pages 68–71	
Lesson 2	"Do What You Love," pages 103–105	
Lesson 3	"Being Content with Myself," pages 155–157	
Lesson 4	"A Duty to Family, Heritage, and Country," pages 233–235	
Lesson 5	writing in response to reading	
Lesson 6	"A Musician of Many Cultures," pages 152–154	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:
Reading
Essays

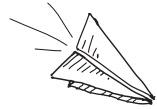
Lesson 1

Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

Teacher Background

Today students will read “The Strange Blessing That Brought Me Home,” written by Robin Baudier, a script developer who was affected by Hurricane Katrina. In her essay, she discusses how although Hurricane Katrina was an awful event, it actually benefited her in some surprising ways.

This cycle’s Big Question asks students what it means to believe and whether everyone believes in the same things. Since the title of this collection of essays is *This I Believe II*, and since numerous essays begin with the phrase “I believe in...,” this question will get students thinking about the meaning of the word *believe* in addition to their own beliefs.



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 it mean to believe? Does everyone believe in the same things? Explain.

Set the Stage

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

What does it mean to believe? Does everyone believe in the same things? Explain.

(Answers may vary.) To believe means that you think something is true or something can happen. You can believe in a person and think that he or she has the skills to make something happen. You could even believe in an object or something like music. Some people believe that music has the power to heal or make people feel better during difficult times. Not everyone believes in the same things because everyone has different experiences and backgrounds. For example, people believe in different religions.

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.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

3. Introduce the text, author, and reading objective.
4. Distribute copies of the text, *This I Believe II*. Explain to students that this text is unique because it has informational and literary aspects.

The texts we read are usually classified as informational or literary. *This I Believe II* has informational and literary aspects. This text is a collection of essays written by various authors, some of whom are people you may have heard of. However, two editors, Jay Allison and Dan Gediman, compiled all of these essays to create this text.

The authors of the essays share information about their experiences. This is an informational aspect of the text. However, as you read you will see that many authors include vivid details that help readers make mind movies. Also, authors may use figurative language or communicate themes in their writing. Therefore, this text isn't classified as just literary or just informational—it has elements of both.

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

Accept reasonable responses. For example, the text will be about what different people believe in. When I skimmed through the text, many essays started with the phrase I believe. Also, I think the essays will talk about different experiences people have. In the table of contents, I saw words and phrases such as living with integrity, gratitude, happiness, tolerance, and no blame.

Interactive Read Aloud

1. This cycle our reading objective is to analyze in detail how an author's ideas are developed and refined by particular sentences or paragraphs.

Looking at the wording of sentences and how the sentences are combined to form paragraphs can tell us a lot about an author's ideas. For example, by looking at the words an author has chosen, we can learn about his or her point of view about a subject. We may even learn how the author feels about other points of view on the same subject. We can also learn about why the author chose to write something. The words that an author uses can also contribute to meaning and tone.

2. Read page 23 (paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>After just reading the first paragraph of this essay, I can see how an author uses certain sentences to develop ideas. The author starts almost every sentence in this paragraph with the phrase "I have never." This shows that the strange blessing she refers to has a major impact on her. I am not yet sure what the strange blessing is, but repeating a phrase helped me identify the importance of the strange blessing since it has allowed her to participate in activities she has never done before.</p>

Review the skill as necessary.

Refer students to pages 23–25 in the text.

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

Students: Actively listen.

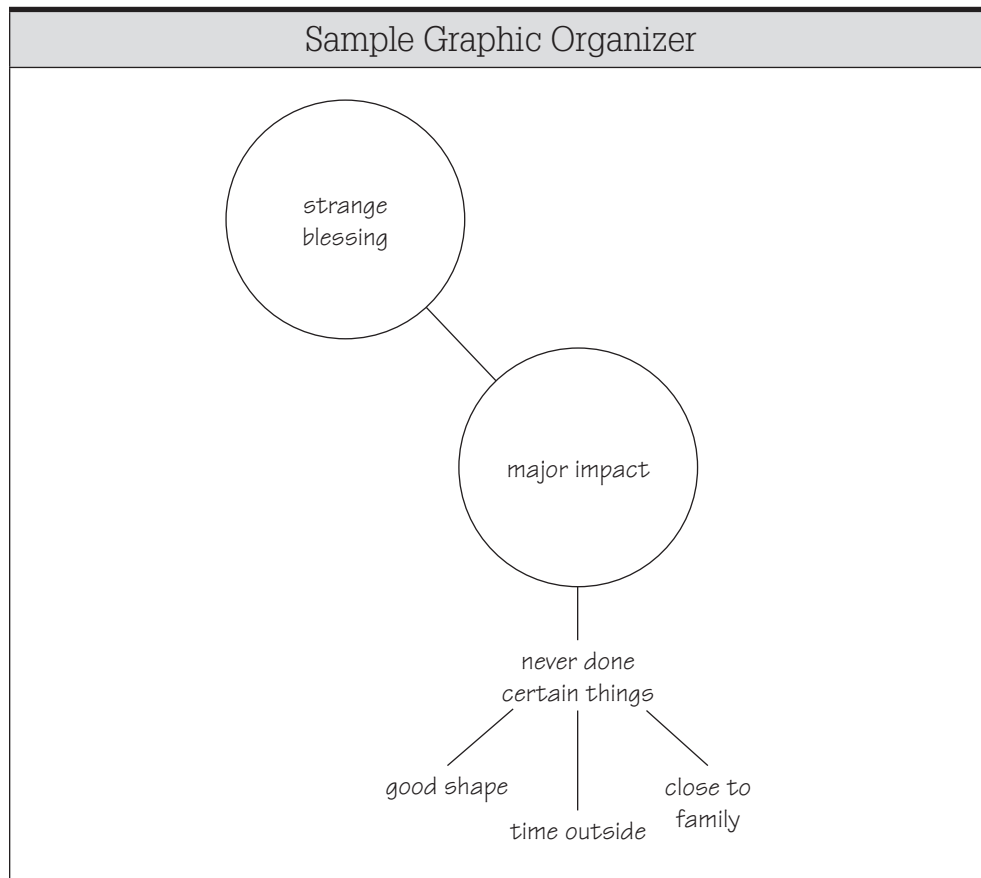
Teacher: Model making notes on a graphic organizer.

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

How did I identify a way that the author developed her ideas?

You identified a phrase that was repeated several times. This helped you figure out that the strange blessing had a major impact on her.

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



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

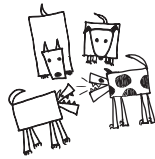
- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 23 (paragraph 2) and 24 (stopping at paragraph 1). Use **Think-Pair-Share** to ask:

How would you describe the author’s feelings about her situation?

The author is frustrated. She had several bad internships before getting a job. Once she finally got a job, she had to quit and move home to make sure her family was okay. Also, she doesn’t have privacy, and she even says that she runs to get rid of her frustration.

Use **Random Reporter** to debrief.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF
pages 24 (paragraph 1) and 25 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions
<p>1. Why was the leak in the author’s plumbing unusual? [DC, RE, SA] (Team Talk rubric)</p> <p><i>100 = The leak in the author’s plumbing was unusual because it had a positive result. Problems with plumbing are typically viewed as something terrible. Since the author was tired of having to mop up the floor, she put on a bathing suit and shampooed outside. Therefore, she ended up seeing the sunset. In the author’s case, the leak in her plumbing resulted in her experiencing a beautiful sight.</i></p> <p><i>90 = The leak in the author’s plumbing was unusual because it had a good effect. The author was tired of having to mop up the floor, so she put on a bathing suit and shampooed outside. She ended up seeing the sunset.</i></p> <p><i>80 = The leak in the author’s plumbing was unusual because it had a good effect.</i></p>

continued

Team Talk Questions *continued*

2. In paragraph 2 on page 24, how does the author show that she understands other people's viewpoints about her situation? **(Write) [AP, DC, SA]** (Team Talk rubric)

100 = *In paragraph 2 on page 24, the author shows that she understands other people's viewpoints about her situation because she **discusses** the **negative** effects of Hurricane Katrina. The author **states** that the hurricane took her family's home. This sounds horrible, so she writes "I know it might sound strange" after she calls it a strange blessing. **Also**, she **comments** that it is **difficult** to **convince** people that she actually loves her life, **despite** the tough situation. By discussing how other people view Hurricane Katrina, the author shows she understands viewpoints other than her own.*

90 = *In paragraph 2 on page 24, the author shows that she understands other people's viewpoints about her situation because she talks about the bad effects of Hurricane Katrina. The author says that the hurricane took her family's home. This sounds horrible, so she writes "I know it might sound strange" after she calls it a strange blessing. She says that it is hard to make people see she loves her life.*

80 = *She shows that she understands other people's viewpoints because she talks about the bad effects of Hurricane Katrina.*

3. On page 24, why do you think the author includes the sentence "I make less than the people working at Popeye's"? **[AP, DC, SA]** (Team Talk rubric)

100 = *I think the author includes this sentence because it gives a reader a better **understanding** of how little money she is **earning**. Popeye's is a fast food restaurant, and people often think of fast food restaurants as not paying large **salaries**. If she is earning less than people who work at Popeye's, this shows how **difficult** her situation is. This sentence shows a reader that the author's salary is very small.*

90 = *I think the author includes this sentence because it gives a reader a better idea of how little money she is making. Popeye's is a fast food restaurant, and people often think of fast food restaurants as not paying much. This shows how hard her situation is.*

80 = *I think the author includes this sentence because it gives a reader a better idea of how little money she is making.*

continued

Team Talk Questions *continued*

4. What is the importance of the last sentence on page 25? [DC, SA] (Team Talk rubric)

100 = *The last sentence on page 25 shows that as a result of Hurricane Katrina, the author realized the importance of her family. Since she had to move back home, it allowed her to do a lot with her family. For example, she built a house with her dad. This is something she wanted to do as a child. Also, she believed that being with her family is where she belongs. The last sentence emphasizes the impact of Hurricane Katrina on the author.*

90 = *The last sentence on page 25 shows that because of Hurricane Katrina, the author saw that her family meant a lot. She had to move back home, and it let her do a lot with her family. She built a house with her dad. Being with her family is where she belongs.*

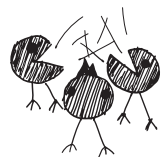
80 = *It shows that because of Hurricane Katrina, the author saw that her family meant a lot.*

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

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

Randomly select team representatives who will share:

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



Class Discussion tp

(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 team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

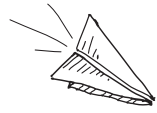
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 2

Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

Teacher Background

Today students will read “Failure Is a Good Thing,” written by John Carroll, a columnist for the *San Francisco Chronicle*. In his essay, Carroll describes why he believes success is boring and how a lot can be learned from failure. He uses the example of his daughter, a trapeze artist. She changed her act because she was getting bored. Although she risked failure, it was worth it because she needed a change.



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
conventional (adjective) page 47	con-ven-tion-al (kuhn-VEN-shuh-nl)	common; what is usually done	Clapping is the <i>conventional</i> way that audience members show that they enjoyed a performance.

continued

Word	Pronunciation	Definition	Sample Sentence
fluke (noun) page 47	flook	luck or success that happens by accident	Tenley had never played basketball before, so it was a <i>fluke</i> when she made a basket on her first try.
sentiments (noun) page 48	sen-ti-ments (SEN-tuh-mintz)	feelings, attitudes, or views	Lucas really enjoyed the novel he was reading because he shared the same <i>sentiments</i> as the main character.
improvising (verb) page 35	im-pro-vis-ing (IM-pruh-vize-ing)	using what you have available to make something work	Marni was glad that she was good at <i>improvising</i> because she realized that she didn't have all the ingredients for the dinner she had planned.
prescribed (adjective) page 35	pre-scribed (pree-SCRYBd)	established; decided by a rule	The new building was inspected to make sure its level of toxic chemicals was within the <i>prescribed</i> limits.
oxymoronic (adjective) page 26	ox-y-mo-ron-ic (ox-si-MAWR-on-ik)	relating to an expression containing words with opposite meanings	It was an <i>oxymoronic</i> statement when Angelo said that graduating high school was bittersweet, but it made sense because he felt both happy and sad.
hypocrisy (noun) page 26	hy-poc-ri-sy (hi-POK-ruh-see)	appearance of having one belief but behaving differently	Layla's <i>hypocrisy</i> became clear when she joined the art club after telling her friends that the best after-school activity was playing a sport.
consumed (verb) page 101	con-sumed (kuhn-SOOMd)	ate or drank a large amount	Since Kirk's baseball practice was outside on such a hot day, he <i>consumed</i> a lot of water that day.

- 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.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.
Teams review notes.

Review the skill as necessary.

Refer students to pages 47–49 in the text.

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

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

Set the Stage

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

Interactive Read Aloud

1. This cycle our reading objective is to analyze how an author’s ideas are developed and refined by particular sentences or paragraphs. This will help us in a variety of ways as we read. For example, looking closely at certain sentences or paragraphs will help us determine an author’s point of view.
2. Read page 47 (paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud
Just from reading the title of this essay and the first paragraph, I see that the author does not view failure in the same way as most people. Most people think of failure as something negative, but the author believes in failure. Although he wished his young granddaughter success, he actually hopes she fails. This seems really unusual, so I will have to read carefully to understand why he feels this way.

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

How did I determine the author’s ideas?

You looked at the title of this essay, which gives a reader a good idea what the essay will be about. Also, you thought about the sentences that make up the first paragraph and what they communicate.

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

Sample Graphic Organizer
<pre>graph TD; A((failure)) --- B(believes in its power); A --- C(wishes for granddaughter's failure)</pre>

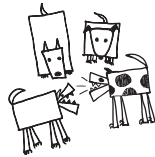
Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

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 47 (paragraph 2). Use **Think-Pair-Share** to ask:

How does the author view success?

The author views success as boring. He believes that success just shows that you can do something you already know how to do. He thinks that it is just an accident if you have success the first time you do something you've never done before.

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: sf
pages 47 (paragraph 3)–49 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes 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.

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.

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

Team Talk Questions
<p>1. What does the African phrase about a good cook being "she who has broken many pots" mean? Can you relate to this? Why or why not? [AP, DC, SA] (Team Talk rubric) (Answers may vary.)</p> <p><i>100 = The African phrase about a good cook being "she who has broken many pots" means that before having success, a person may make numerous mistakes. A good cook has likely experimented a lot before creating delicious food. Some of the recipes probably did not turn out as expected. I can relate to this because I play soccer, and some practices did not go well. However, I played well in games because I learned from my mistakes. The African phrase about a good cook shows that failure isn't always negative.</i></p> <p><i>90 = The African phrase about a good cook being "she who has broken many pots" means that before having success, a person may make a lot of mistakes. A good cook has likely tried a lot before making good food. I can relate to this because I play soccer, and some practices did not go well. I learned from my mistakes.</i></p> <p><i>80 = It means that before having success, a person may make a lot of mistakes. I can relate to this because I play soccer, and some practices did not go well.</i></p> <p>2. How do the author's comments about his inferior columns support his point of view about failure? (Write) [AP, DC, SA] (Team Talk rubric)</p> <p><i>100 = The author's comments about his inferior columns support his point of view about failure because they show that he is learning. According to the author, when he writes an inferior column, it is because he is trying to pull off something different. On the other hand, when he writes a successful column, it is because he is doing what he knows will work. He doesn't learn from this. Inferior columns result from the author learning and challenging himself.</i></p> <p><i>90 = The author's comments about his inferior columns support his point of view about failure because they show that he is learning. When he writes an inferior column, it is because he is trying to pull off something different. When he writes a successful column, it is because he is doing what he knows will work.</i></p> <p><i>80 = They support his point of view about failure because they show that he is learning.</i></p>

continued

Team Talk Questions *continued*

3. What do you think the author means when he writes on page 49 that his daughter risked failure to “feed her soul”? **[AP, DC, SA]**

100 = *When the author writes that his daughter risked failure to “feed her soul,” I think he means that she needed a **challenge**. **Although** his daughter had a successful act as a trapeze artist with the Cirque du Soleil, she became **extremely** bored. **Therefore**, she **created** a new act even though she could **possibly** fail. **However**, this change made her interested in her act again. The phrase “feed her soul” shows the impact making a change had on the author’s daughter.*

90 = *When the author writes that his daughter risked failure to “feed her soul,” I think he means that she needed to do something different. His daughter had a successful act as a trapeze artist with the Cirque du Soleil, but she became very bored. She made a new act even though she could fail.*

80 = *I think he means that she needed to do something different.*

4. Why do you think it is difficult for children to understand that failure is a good thing? **[DC, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *I think it is difficult for young children to understand that failure is a good thing because they haven’t had much life experience. The author **states** that he will tell his granddaughter that failure is “not the end of the world.” Most children would probably see failure as the end of the world because it **appears** everything is going wrong. They haven’t had enough experience to **realize** that even when you fail, life **continues**. **Since** children are so young, it is hard for them to see the good in failure.*

90 = *I think it is difficult for young children to understand that failure is a good thing because they haven’t had much life experience. Most children would probably see failure as the end of the world. They haven’t had enough experience to see that even when you fail, life goes on.*

80 = *I think it is difficult for young children to understand that failure is a good thing because they haven’t had much life experience.*

5. What is an antonym for the word *improvising*? (Reminder: an antonym is a word meaning the opposite.) **[CV]**

(Accept reasonable responses.) An antonym for *improvising* is designing or planning.

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

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

Randomly select team representatives who will share:

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



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Word	Pronunciation	Definition	Sample Sentence
conventional (adjective) page 47	con-ven-tion-al (kuhn-VEN-shuh-nl)	common; what is usually done	Clapping is the <i>conventional</i> way that audience members show that they enjoyed a performance.
fluke (noun) page 47	flook	luck or success that happens by accident	Tenley had never played basketball before, so it was a <i>fluke</i> when she made a basket on her first try.
sentiments (noun) page 48	sen-ti-ments (SEN-tuh-mintz)	feelings, attitudes, or views	Lucas really enjoyed the novel he was reading because he shared the same <i>sentiments</i> as the main character.
improvising (verb) page 35	im-pro-vis-ing (IM-pruh-vize-ing)	using what you have available to make something work	Marni was glad that she was good at <i>improvising</i> because she realized that she didn't have all the ingredients for the dinner she had planned.
prescribed (adjective) page 35	pre-scribed (pree-SCRYBd)	established; decided by a rule	The new building was inspected to make sure its level of toxic chemicals was within the <i>prescribed</i> limits.
oxymoronic (adjective) page 26	ox-y-mo-ron-ic (ox-si-MAWR-on-ik)	relating to an expression containing words with opposite meanings	It was an <i>oxymoronic</i> statement when Angelo said that graduating high school was bittersweet, but it made sense because he felt both happy and sad.
hypocrisy (noun) page 26	hy-poc-ri-sy (hi-POK-ruh-see)	appearance of having one belief but behaving differently	Layla's <i>hypocrisy</i> became clear when she joined the art club after telling her friends that the best after-school activity was playing a sport.
consumed (verb) page 101	con-sumed (kuhn-SOOMd)	ate or drank a large amount	Since Kirk's baseball practice was outside on such a hot day, he <i>consumed</i> a lot of water that day.

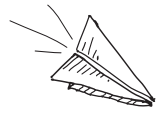
Lesson 3

Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

Teacher Background

Today students will read “Making It Up as I Go Along,” written by Alice Brock, a former restaurant owner. In her essay, Brock describes the benefits of improvising, which she believes fuels creativity and discovery. She shares examples of what she learned from mistakes made when she owned a restaurant.

During Set the Stage, you may wish to play the following audio clip: www.npr.org/templates/story/story.php?storyId=16357141.

**Active Instruction** 

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

Partner Vocabulary Study

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

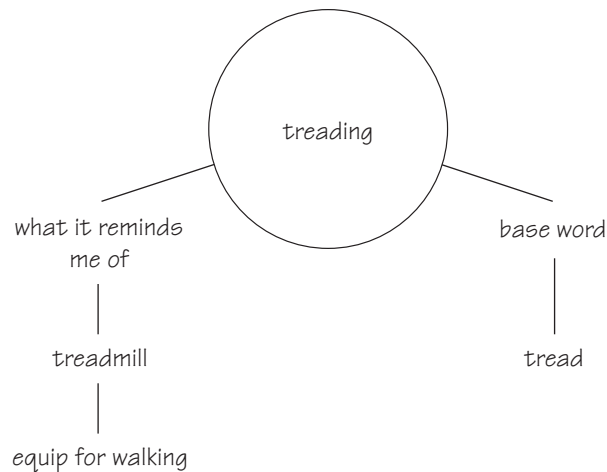
Vocabulary

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

Sample Think Aloud

A word that I wasn't sure about in the last essay we read, "Failure Is a Good Thing," is *treading*. The author says that when his column is successful, it means he is treading on familiar ground, but I don't understand what he means. It seems like it relates to his success, though, so it must be important. It looks like maybe *tread* is a base word, but I'm not sure what that means. Hmm. I am familiar with a treadmill though. That's a type of exercise equipment that you walk on. Let me think. The sentence has the word *ground* in it. You walk on the ground. Maybe *treading* means walking? Let me substitute *walking* in place of *treading*. "A successful column means I am walking on familiar ground." That makes sense. The author doesn't mean that he's literally walking, but when he's doing something familiar, he is successful. I think I can make a sentence using *treading*. "Make sure that you are treading carefully when the floor has just been mopped and is wet."

Sample Word Map



Review Vocabulary Vault.

Teams review their cycle goals.

Post and present the reading objective.

Teams review notes and make connections between essays.

(Optional) Play the audio clip.

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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes and make connections between essays. Use **Random Reporter** to have teams share their discussions.
5. (Optional) Play the audio clip.

Review the skill as necessary.

Refer students to pages 35–37 in the text.

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

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

Interactive Read Aloud

1. This cycle our reading objective is: analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs. Remind students that it is important to look at the word choice an author uses to determine his or her ideas.
2. Read page 35 (paragraph 1) aloud. A sample Think Aloud follows.

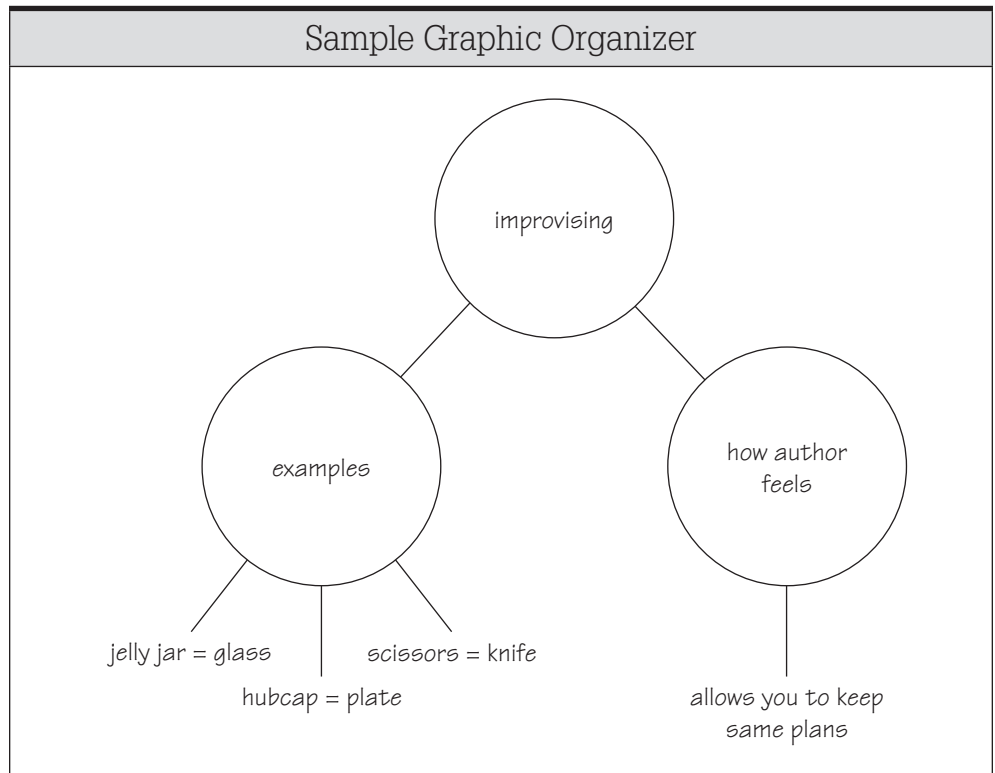
Sample Think Aloud
<p>After just reading the first paragraph of “Making It Up as I Go Along,” I can tell that the author must be very creative. She mentions different ways of working around problems that you might have. For example, if you don’t have enough glasses for twelve people, you could pour drinks into jelly jars. Just from reading a little about her, it seems like she doesn’t accept that something she wants to do can’t be done.</p>

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

Why are the examples in the first paragraph important?

The examples in the first paragraph are important because they show how the author has improvised. For instance, she made a steak dinner and used scissors since she only had one knife. This shows that she doesn’t just believe in improvising, but she has improvised in her own life.

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



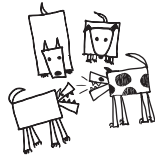
Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

- 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 35 (paragraph 2) and 36 (stopping at paragraph 1). Use **Think-Pair-Share** to ask:

How does the author feel about improvising?

Improvising is really important to the author. She thinks that great things can happen as a result. She believes that improvising is something positive. Creativity is important to her, and she does not believe in always following the rules.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

- Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 36 (paragraph 1) and 37 aloud with partners.
- Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

1. Which of the following words best describes the author? **[DC, RE, SA]** (Team Talk rubric)

- A. nervous
- B. studious
- C. carefree
- D. demanding

Explain why this word describes the author well.

*100 = The word carefree describes the author well because she didn't have a plan for her restaurant. Most people probably **believe** opening a restaurant is a **responsibility** that **requires** a lot of planning. **However**, the author didn't study how to run a restaurant. She never **considered** that it would be **difficult**. She wanted the freedom to **create** a **terrific** restaurant. **The author was carefree because she made things up as she went along instead of planning.***

90 = The word carefree describes the author well because she didn't have a plan for her restaurant. Most people probably think opening a restaurant is something that takes a lot of planning. The author didn't study how to run a restaurant. She never thought that it would be hard.

80 = Carefree describes the author well because she didn't have a plan for her restaurant.

2. How does the mention of cream of salt and pepper soup support the author's point of view? **[AP, DC, SA]** (Team Talk rubric)

*100 = The mention of cream of salt and pepper soup supports the author's point of view because it shows that mistakes don't have to be **negative**. The author **describes** her **belief** that mistakes are **opportunities** to learn. **In the author's opinion**, mistakes lead to discovery. A mistake **resulted** in cream of salt and pepper soup, which she says is **delicious** and **recommends** people try. **The soup the author mentions is an example of a mistake having positive results.***

90 = The mention of cream of salt and pepper soup supports the author's point of view because it shows that mistakes don't have to be bad. The author says that mistakes lead to discovery. A mistake led to cream of salt and pepper soup, which she says is good.

80 = The mention of the soup shows that mistakes don't have to be bad.

continued

Team Talk Questions *continued*

3. Describe the author's point of view about people who believe that her restaurant was a failure. **(Write) [AP, DC, SA]** (Team Talk rubric)

100 = *The author does not agree with people who believe that her restaurant was a failure. Some people believed that because her restaurant went bankrupt, this meant the restaurant failed. However, the author felt that she was still rich. According to the author, richness is not just a result of having money. Since the author learned so much, this made her feel rich. Despite some people's opinion that her restaurant failed, the author had a different perspective.*

90 = *The author does not agree with people who believe that her restaurant was a failure. Some people believed that because her restaurant went bankrupt, this meant the restaurant failed. The author felt that she was still rich. She says that richness does not just come from money.*

80 = *The author does not agree with people who believe that her restaurant was a failure.*

4. On page 37, the author writes "I believe there is no one way to do things." How did the way she ran her restaurant support this? **[DC, SA]** (Team Talk rubric)

100 = *The author did not hire people who were trained to work in her restaurant, which is a different way of doing something. This might seem unusual to most people because it is typically expected that people who are hired to do a job are trained. However, the author just wanted workers who could treat customers well and give them a great experience. Since the characteristics the author looked for in workers differ from most people's beliefs, this shows that she does things differently.*

90 = *The author did not hire people who were trained to work in her restaurant, which is a different way of doing something. This might seem weird to most people because usually people who are hired to do a job are trained. The author just wanted workers who could treat customers well.*

80 = *The author did not hire people who were trained to work in her restaurant.*

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

Carson thought it sounded _____ when Robbie said his pet frog was pretty ugly.

Oxymoronic. The phrase "pretty ugly" is a clue. These are words that have opposite meanings.

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

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

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



Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

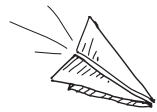
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

Teacher Background

Today students will read “Returning to What’s Natural,” by Amelia Baxter-Stoltzfus, a college student who enjoys dyeing her hair. In her essay, Baxter-Stoltzfus explains her feelings about hair dye and examples of hypocrisy.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

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 and make connections between essays.

Build background about the topic.



Refer students to pages 26–28 in the text.

Teacher: Read aloud.

Students: Actively listen.

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 and make connections between essays. Use **Random Reporter** to have teams share their discussions.
5. Generate interest in today’s reading by asking students if they’ve dyed their hair.

Today we will read an essay in which the author discusses hair dye.

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

Do you dye your hair or know anyone who dyes their hair? What are some reasons for dying hair?

(Answers may vary.) My sister dyes her hair. She does it because she thinks her natural hair color is boring and she likes how she looks with another color hair. She can’t decide which hair color is her favorite, though, so she dyes it a lot.

Interactive Read Aloud

1. Read page 26 (paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

Why does the author like semipermanent hair dye?

The author likes semipermanent hair dye because it doesn’t last forever. It allows you to have a crazy hair color for a while but a regular hair color when you need it, such as for pictures.

What do you think the author means by “internal contradictions”?

(Answers may vary.) I think the author means that because semipermanent hair dye doesn’t last forever, you can make a change but still know that you can return to your natural hair color. This seems like a contradiction—you want a change, but you don’t want it to be permanent.

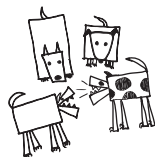
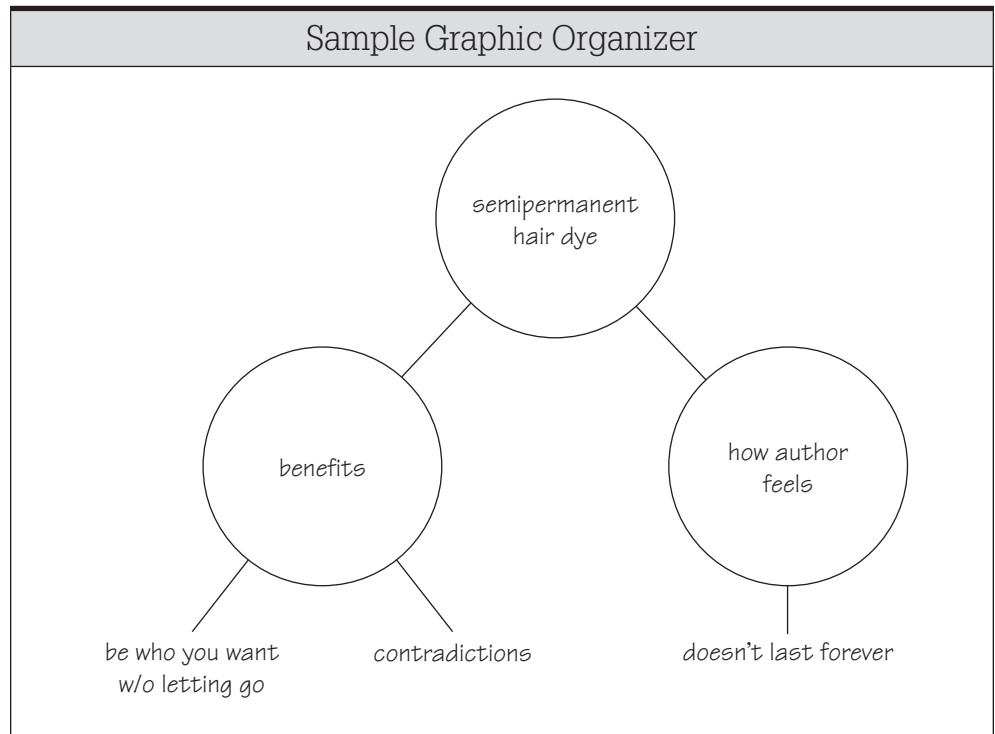
Partner pairs: Think aloud to practice the skill/strategy.

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

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

According to the author, what are the benefits of semipermanent hair dye?

Benefits are that you can be whoever you want to be, but you don't have to completely change something about yourself since the semipermanent hair dye won't last forever. Also, you can embrace internal contradictions.



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 26 (paragraph 2)–28 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes 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
<p>1. On page 26, what do you think the author means when she writes “Semipermanent hair dye is about finding security within unlimited freedom”? [AP, DC, SA] (Team Talk rubric)</p> <p><i>100 = When the author writes “Semipermanent hair dye is about finding security within unlimited freedom,” I think she means that it allows her to make a change that won’t last forever. The author prefers semipermanent hair dye because her hair can be purple for a few weeks but then a regular brown for graduation pictures. Therefore, she feels comfortable because the dye will eventually fade. Semipermanent hair dye is fun for the author because she does not have to make a permanent change and can still be herself.</i></p> <p><i>90 = When the author writes “Semipermanent hair dye is about finding security within unlimited freedom,” I think she means that it lets her make a change that won’t last forever. The author likes semipermanent hair dye because her hair can be purple for a few weeks but then a regular brown for graduation pictures. The dye will fade.</i></p> <p><i>80 = When the author writes “Semipermanent hair dye is about finding security within unlimited freedom,” I think she means that it lets her make a change that won’t last forever.</i></p> <p>2. Why is natural hair color important to the author? [DC, RE, SA] (Team Talk rubric)</p> <p><i>100 = Natural hair color is important to the author because it is something that she can return to. The author provides various examples of things that she may not return to. For instance, she might not remain close friends with people from high school. Also, she may hate one color that she dyes her hair. However, she can always return to her natural hair color and feel confident it looks good. Although the author recognizes possible changes, natural hair color will not change.</i></p> <p><i>90 = Natural hair color is important to the author because it is something that she can return to. The author gives many examples of things that she may not return to. She might not remain close friends with people from high school. She can always return to her natural hair color.</i></p> <p><i>80 = It is important to the author because it is something that she can return to.</i></p>

continued

Team Talk Questions *continued*

3. Describe the author's point of view about feeling safe. **(Write) [AP, DC, SA]**
(Team Talk rubric)
- 100 = *The author **believes** that feeling safe relates to what's on the inside, not what's on the outside. For the author, feeling safe comes from holding on to what's inside even when everything around her changes. She **explains** that you won't know how another hair color looks unless you've tried it. **However**, you always have your natural hair color, which is familiar, to return to. **Contrary to popular belief**, the author believes safety relates to the inside.*
- 90 = *The author thinks that feeling safe relates to what's on the inside, not what's on the outside. For the author, feeling safe comes from holding on to what's inside. She says that you won't know how another hair color looks unless you've tried it. You always have your natural hair color to return to.*
- 80 = *The author thinks that feeling safe relates to what's on the inside, not what's on the outside.*
4. When the author mentions the "Big Bads," what do you think she is referring to? Why does she capitalize this? **[AP, DC, SA]** (Team Talk rubric)
- 100 = *When the author mentions the "Big Bads," I think she is referring to situations or people that parents protect their children from. Often parents can be overprotective and **shelter** their children from **difficult** experiences or **cruel** people. The author even writes "We can't be toddlers or teenagers forever." I think she capitalizes Big Bads to **emphasize** that **various** situations may be **difficult**. **However**, she **realizes** that **certain** things will never change, which makes the Big Bads easier to handle. **The Big Bads** refers to tough situations or people that **exist** as an adult.*
- 90 = *When the author mentions the "Big Bads," I think she is referring to situations or people that parents protect their children from. Often parents protect their children from tough experiences or mean people. I think she capitalizes Big Bads to show that a lot of situations may be hard. She knows that some things will never change, which makes the Big Bads easier.*
- 80 = *I think she is referring to situations or people that parents protect their children from. I think she capitalizes Big Bads to show that there are a lot of situations that may be hard.*
5. Explain whether something could be both *prescribed* and *conventional*. **[CV]**
Something could be both prescribed and conventional because prescribed means something that has been decided or established, and conventional means usual.

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

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

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



Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

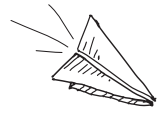
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

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

Teacher Background

For today's writing prompt, students will examine a quote and decide whether the authors of the essays they read this cycle would agree with its sentiment.



Active Instruction tp

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. 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. Describe the writing project to students.

Today you will reflect on the similar themes found in the essays you've read so far this cycle. Based on these themes, you will examine a quote and determine whether the authors of the essays you read would agree with the quote. Our writing objective is to support a position with relevant evidence from the text. In your response to the prompt, it is important that you select relevant evidence that will help a reader understand your position.

Read the prompt aloud.

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

Writing Prompt
<p>Based on the common themes of the essays you read this cycle, explain whether the authors would agree with the following quote. Use evidence from the essays to support your position.</p> <p>“In life, it’s rarely about getting a chance; it’s about taking a chance.”</p> <p>—Anonymous</p>



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

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

The prompt is asking me to write a literary response. I know because I have to think about the themes of the essays. Theme is an aspect of a literary work. I have to identify whether based on those themes the authors would agree with a quote about taking chances.

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

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

Ideas because it says “support your point with evidence from the text” and organization because it also says to use evidence from the text.

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

I have selected some evidence from the different essays we have read. I am not sure which piece of evidence is relevant and should be used in my response. Let's take a look.

Select students to read the following examples aloud.

Which piece of evidence is relevant?

1. One author got rid of back pain doctors believed was caused by stress.
2. One author's young granddaughter is a perfectionist.
3. One author opened a restaurant even though she didn't study how to run a restaurant.
4. One author might lose touch with close friends from high school.



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

Which piece of evidence is relevant, and why?

Number 3 is relevant because it shows that the author took a chance. Even though she wasn't entirely sure about what she was doing, she still opened a restaurant.

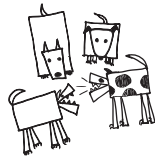
Why aren't the other pieces of evidence relevant?

Number 1 is not relevant because it has nothing to do with taking chances. Number 2 is not relevant because it shows that someone is a perfectionist. A perfectionist probably would be afraid to take chances because what he or she is trying might not work out. Number 4 is not relevant because it just shows that relationships may change but doesn't relate to taking chances.

I agree that #3 is a great example of relevant evidence to support my position. It shows that an author of an essay I read took a chance and would likely agree with the quote about taking a chance in life.

Model selecting relevant evidence.

Blackline master provided.



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—support a position with relevant evidence from the text.

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

For example, ask:

- **Does the writer clearly make his or her point?**
- **Does the writer support his or her position with relevant evidence from the text?**
- **Does the writer end with a closing statement?**
- **Does the writer use correct punctuation, spelling, and grammar?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Did you find it easy or difficult to support your position?

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

Writing Prompt

Based on the common themes of the essays you read this cycle, explain whether the authors would agree with the following quote. Use evidence from the essays to support your position.

“In life, it’s rarely about getting a chance; it’s about taking a chance.”

—Anonymous

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

Which piece of evidence is relevant?

1. One author got rid of back pain doctors believed was caused by stress.
2. One author's young granddaughter is a perfectionist.
3. One author opened a restaurant even though she didn't study how to run a restaurant.
4. One author might lose touch with close friends from high school.

Lesson 6

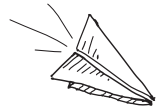
Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

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

Teacher Background

Today’s cycle test challenges students to identify ways that an author develops ideas and make connections between the essay read for the test and essays read earlier in the cycle.

For today’s assessment, students will read “Peace Begins with One Person,” written by Ivory Harlow, who worked as a waitress in Texas. In her essay, she describes the major impact her act of kindness had on a customer. She also discusses the potential for small acts to make a huge difference in society.



Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing analyzing in detail how an author's ideas are developed and refined by particular sentences or paragraphs and supporting a position with relevant evidence from the text. Use **Think-Pair-Share** to ask:

What can be learned from analyzing sentences and paragraphs?

A lot can be learned from analyzing sentences and paragraphs. For example, an author's point of view may be identified more easily after looking at certain sentences and thinking about what they mean. Also, some sentences or paragraphs might show how an author feels about other viewpoints on the same subject.

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

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

Test Directions

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

4. Why do you think the author includes comparisons between breakfast foods and changing society? **[AP, DC, SA]**

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

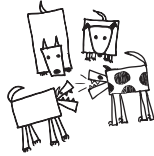
Today you will read about what a waitress learned from working in a diner.



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

Teams discuss the answers to the test questions.

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



Class Discussion tp

(10 minutes)

Lightning Round

Random Reporters share team discussion of a test question.



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

Explain how the interaction with the woman in the corner booth impacted the author of “Peace Begins with One Person.”

The author saw that the two dollars she gave the woman led to many changes in her customer’s life. This led the author to think about how small acts can have a major impact on society. She believes that peace spreads quickly.

What connections do you see between “Peace Begins with One Person” and the other essays you read this cycle?

(Answers may vary.) I see a lot of connections. One connection is that even though things may seem bad, this isn’t necessarily the case. The customer probably thought everything was horrible, but then two dollars changed everything. In other essays, authors talked about how failure helps you learn and mistakes can lead to exciting discoveries.

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

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.

Cycle 1 Test

Reading Essays

Directions: Read “Peace Begins with One Person,” pages 100–102, and answer the following questions on a separate piece of paper.

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

Part I. Comprehension (100 points)

1. What is the reason that people visit the diner where the author works?

[DC, RE, SA]

20 points = People visit the diner where the author works because they want to have a connection with other humans. Since various activities such as chatting can be done online, many people feel lonely and like they don’t have much contact with other people. However, when they visit the diner, they can talk with the author, who’s a waitress, while she serves their food. People visit the diner where the author works for a lot more than just eggs and bacon.

15 points = People visit the diner where the author works because they want to have a connection with other humans. A lot can be done online, and many people feel lonely. When they visit the diner, they can talk with the author while she serves their food.

10 points = People visit the diner where the author works because they want to have a connection with other humans.

2. How can you tell that the author feels sorry for the woman in the corner booth? **[DC, RE, SA]**

20 points = I can tell that the author feels sorry for the woman in the corner booth because of her description of the woman and her actions toward the woman. The author says that the woman has rotted teeth and tired eyes. She has had a lot of caffeine because she probably needs energy. Also, the author offers her a free breakfast but tells the woman it is a leftover. She probably tells this lie because she doesn’t want to embarrass the woman. Although the author never says that she feels sorry for the woman, the language she uses demonstrates this feeling.

15 points = I can tell that the author feels sorry for the woman in the corner booth because of how she says the woman looks and what she does for the woman. The author says that the woman has tired eyes. She has had a lot of caffeine. The author offers her a free breakfast but tells the woman it is a leftover. She doesn’t want to make the woman feel bad.

10 points = I can tell that the author feels sorry for her because of how she says the woman looks and what she does for the woman.

3. How does paragraph 2 on page 101 support the author's point of view?

[AP, DC, SA]

- A. It shows that people will return money.
- B. It shows that people sleep on couches.
- C. *It shows that a small gesture means a lot.*
- D. It shows that waitresses take breaks.

Explain how you determined this.

*20 points = Paragraph 2 on page 101 shows that a small gesture means a lot because the waitress gives a customer her tip money and it **improves** her customer's life. When the customer asks to borrow bus fare, the author gives her two dollars in tip money. **Although** this isn't much money, a few weeks later, the customer returns her money. Not only has the customer gotten a job, she has a place to sleep and she is able to return the author's **favor** by buying the author breakfast. Lending bus fare has a huge **impact** on the author's customer. **The changes in the customer's life show that a small gesture can mean a lot to someone.***

15 points = Paragraph 2 on page 101 shows that a small gesture means a lot because the waitress gives a customer her tip money, and it makes her customer's life better. When the customer asks to borrow bus fare, the author gives her two dollars. This isn't much money, but a few weeks later, the customer returns her money. Not only has the customer gotten a job, she has a place to sleep.

10 points = It shows that a small gesture means a lot because the waitress gives a customer her tip money, and it makes her customer's life better.

4. Why do you think the author includes comparisons between breakfast foods and changing society? **[AP, DC, SA]**

*20 points = I think the author includes these comparisons to **emphasize** that changing society is **possible**. The author **believes** that a short stack of pancakes can change society. This **relates** to how she offers a customer free pancakes, which **improves** her customer's life. **Also**, she writes that peace can spread "like warmed syrup." Syrup can spread **extremely** quickly. This shows that peace starts with one person but can be passed on among more people. **The mentions of pancakes and syrup are a creative way that the author communicates her beliefs about society.***

15 points = I think the author includes these comparisons to show that changing society can happen. The author feels that a short stack of pancakes can change society. This is like how she offers a customer free pancakes, which makes her customer's life better. She writes that peace can spread "like warmed syrup." Syrup can spread quickly.

10 points = I think the author includes these comparisons to show that changing society can happen.

5. What do the authors of “Peace Begins with One Person” and “Making It Up as I Go Along” have in common? **[AP, DC, SA]**

20 points = *They both think that you can do a lot with a small amount. The author of “Peace Begins with One Person” explains how her small tip made a difference in her customer’s life. The author of “Making It Up as I Go Along” discusses how improvising allows you to do more than you think is possible. Even if you don’t have a lot of dishes, you can still invite a lot of people to dinner. You can use jelly jars if you don’t have enough glasses. Both of these authors see the potential that exists even when you don’t have much.*

15 points = *They both think that you can do a lot with a little. The author of “Peace Begins with One Person” says her small tip made a difference. The author of “Making It Up as I Go Along” says that improvising lets you do more than you think you can. Even if you don’t have a lot of dishes, you can still invite a lot of people to dinner.*

10 points = *They both think that you can do a lot with a little.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Based on the essays you read this cycle, explain whether you agree with the theme that good can come from experiences that are typically considered bad.

After reading the essays this cycle, I do agree with the theme that good can come from experiences that are usually considered bad. Often when something bad happens, people think that it’s the end of the world. However, many of the essays focus on positive results of experiences that most people consider bad. For instance, the author of “Failure Is a Good Thing” describes how failure is not something terrible. In fact, it is how people learn. The author writes a newspaper column that is not always successful. When it isn’t, it’s because he’s trying something new and learning. Similarly, the author of “Making It Up as I Go Along” explains how improvising makes more possible than what you think. She owned a restaurant and made a lot of mistakes. A mistake is how she ended up creating a delicious soup. The waitress in “Peace Begins with One Person” helped a customer by giving her tip money, and the customer’s life greatly improved. The customer found a job to earn her own money. After reading these essays, I see that while something may seem awful at first, you can learn from a bad experience and it may not be as bad as you think.

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"> • Support a position with relevant evidence from the text. 	0–15 pts.

Part III. Vocabulary (100 points)

1. What is a synonym for the word *prescribed*? What is an antonym for the word *prescribed*? **[CV]**

(Accept reasonable responses.) A synonym for prescribed is the word decided. An antonym for prescribed is uncertain.

2. Everyone noticed Kenisha's _____ when she criticized people who ate meat while eating a hamburger.

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

- A. fluke
 - B. sentiments
 - C. *hypocrisy*
 - D. consumed
3. What is a synonym for the word *conventional*? What is an antonym for the word *conventional*? **[CV]**
- (Accept reasonable responses.) A synonym for conventional is the word regular. An antonym for conventional is uncommon.*
4. Which of the following is NOT an example of an oxymoronic statement? **[CV]**
- A. It was awfully nice that Mrs. Bensimon baked brownies for her class.
 - B. *Quinn went to the mall to buy a birthday gift for her best friend.*
 - C. Lachell's joke was seriously funny, so everyone laughed.
 - D. At the end of their argument, Ben and Adam agreed to disagree.

5. "Those are my _____ exactly!" Gerrie exclaimed when Jessica said it was so cold her fingers felt frozen.

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

- A. *sentiments*
- B. *improvising*
- C. *fluke*
- D. *hypocrisy*

6. Can *improvising* lead to a *fluke*? Explain, and give an example. **[CV]**

Improvising can lead to a fluke because improvising is working with what you have. A fluke is when luck happens by accident. You could use a different prop than you had planned for in a play and have it work out better than what you planned. This would be a fluke.

7. What is a synonym for the word *fluke*? What is an antonym for the word *fluke*? **[CV]**

(Accept reasonable responses.) A synonym for the word fluke is chance. An antonym for the word fluke is plan.

8. Billy realized how many potato chips he had _____ when he reached for another and the bag was empty.

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

- A. *prescribed*
- B. *improvising*
- C. *fluke*
- D. *consumed*

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

A word that we explored was credibility, which means ability to be believed. A sentence using credibility is "When Emily read that the author of the article about Saturn was a fashion designer, she doubted the author's credibility."

10. As used on page 28 in the sentence "...there's too much out there to experience to make me want to dwell too much in the past," *dwell* most nearly means— **[CV]**

- A. *research.*
- B. *travel.*
- C. *ignore.*
- D. *concentrate.*

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

Students will explain their thinking. For example, I used the context. The passage talks about there being a lot to experience and then mentions the past, so dwell must mean concentrate. If there is a lot to experience, it makes sense that you should think about the future, not about what happened in the past.

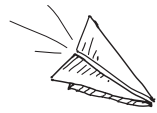
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

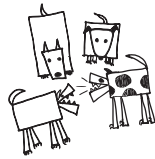
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students’ homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

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

Give students feedback on classwork.

Teacher's Note:

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

Read and Respond Questions

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



Class Discussion

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

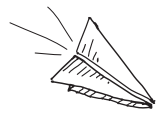
Lesson 8

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

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 use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

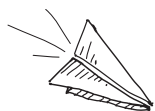
Cycle 2: Reading Essays

Lesson 1

Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

Teacher Background

Today students will read “We Never Go Away,” written by Dennis Downey. This essay is written in a different format than the essays students read last cycle and will read this cycle. This format is more similar to a poem than to an essay. This text describes how everything is connected.



Active Instruction tp

(22 minutes)

Big Question

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

The Big Question: What does it mean when people say someone is “comfortable in their skin”?

Students write responses to the Big Question.

Set the Stage tp

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

What does it mean when people say someone is “comfortable in their skin”?

(Answers may vary.) When people say someone is “comfortable in their skin,” it means that a person feels confident about who they are. If someone is comfortable in their skin, they are not trying to change anything about who they are. Rather, they like who they are, and this fact is obvious to other people.

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 and make connections between essays. Use **Random Reporter** to have teams share their discussions.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Teams review notes and make connections between essays.



Refer students to pages 68–71 in the text.

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.

Interactive Read Aloud

1. Read page 68 aloud.
2. Use **Think-Pair-Share** to ask:

What is the author’s point of view? How does his word choice reflect his point of view?

The author’s point of view is that time will always continue. His word choice reflects his point of view because he uses words such as flow, came from, and endless.

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

What have you learned about the author’s point of view from the first three stanzas?

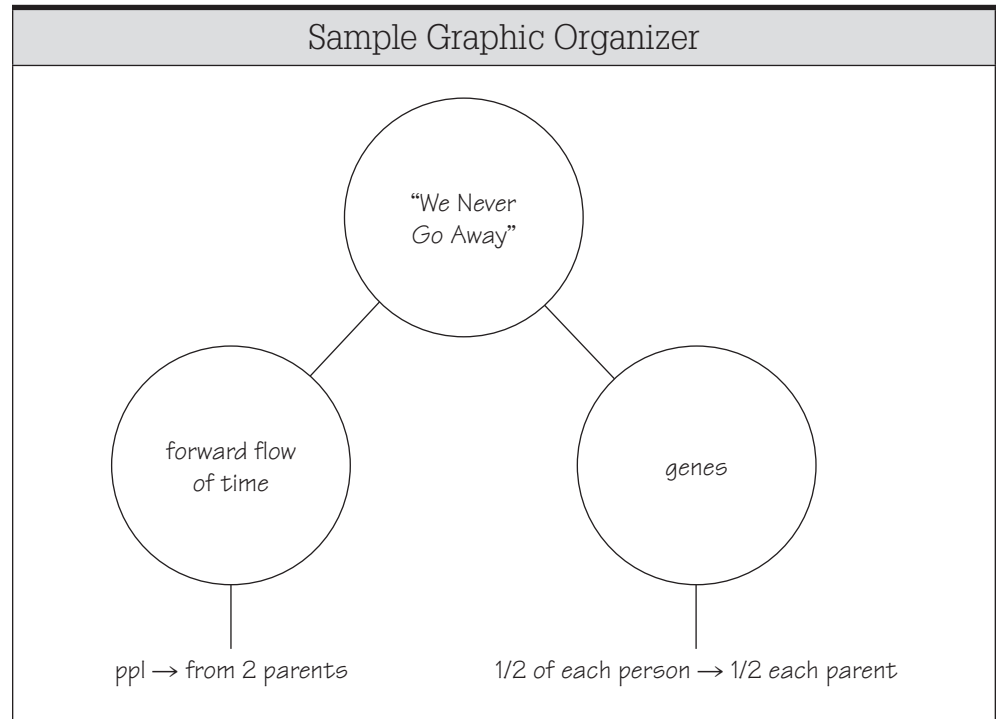
The author believes in genes and the forward flow of time, or that time continues on.

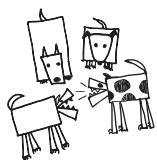
How does the author view genes?

He views genes as something you can’t see. A gene is one half of each person and comes from one half of each parent.

How does the author describe the forward flow of time?

Everyone comes from two parents. The parents came from two parents, and so on. The forward flow of time can actually be traced backward.





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 69 (starting at “The soul is the...”)-71 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions
<p>1. Describe the author’s opinion about the soul. [DC, RE, SA] (Team Talk rubric)</p> <p><i>100 = According to the author, the soul is a very important part of each person. Each person has a soul, and he writes that the soul is the “particular glow that the genes make.” I think he means that the soul can represent certain characteristics. Also, the soul allows the body to move and travel. The soul can’t be seen, but it is an important part of each person.</i></p> <p><i>90 = The author thinks the soul is a very important part of each person. Each person has a soul, and he writes that the soul is the “particular glow that the genes make.” The soul lets the body move.</i></p> <p><i>80 = The author thinks the soul is a very important part of each person.</i></p>

continued

Team Talk Questions *continued*

2. On page 70, at the end of the third section, why do you think the author put the word *hopefully* in parentheses? **[AP, DC, SA]** (Team Talk rubric)

100 = *I think the author put the word hopefully in parentheses to show that he hopes people **lead** long lives. The author **discusses** that generations are short. Humans **begin** their lives as children before becoming adults. **Then**, they become parents to children just like they once were. **Finally**, they become old. **However**, not everyone lives to old age. **Therefore**, putting hopefully in parentheses shows that he hopes they do. **Adding parentheses emphasizes the author's feelings.***

90 = *I think the author put the word hopefully in parentheses to show that he hopes people have long lives. The author says that generations are short. Humans start their lives as children before becoming adults. They become parents to children. They become old. Not everyone lives to old age.*

80 = *I think the author put it in parentheses to show that he hopes people have long lives.*

3. According to the author, how is a book similar to a box? **[AP, DC, SA]** (Team Talk rubric)

100 = *According to the author, a book is similar to a box because it carries things. A box can be used for **transporting** objects from one place to another. A book is used to carry ideas across time and among people. **Although** people may not think of a book as being similar to a box, the information a book **contains** is shared by people throughout time. **Comparing a book to a box shows a reader how the author feels about a book's purpose.***

90 = *According to the author, a book is similar to a box because it carries things. A box can be used for moving objects. A book is used to carry ideas across time and among people. The information a book has is shared throughout time.*

80 = *A book is similar to a box because it carries things.*

4. Why do you think the author decided to put the four lines on page 71 at the end rather than earlier in the essay? **(Write) [AP, DC, SA]** (Team Talk rubric)

100 = *I think the author decided to put the four lines on page 71 at the end because they **summarize** everything he has **discussed** throughout his essay. He discusses how parents **produce** children, and then those children produce children, and so on. He **states** that each person **contributes** to the lives of the tribe, the species, and the galaxy. These examples make it easier to understand why he says people aren't lost when they die and people never go away. **If these lines had appeared earlier, they would not have as much of an impact.***

90 = *I think the author decided to put the four lines on page 71 at the end because they sum up everything he has talked about throughout his essay. He talks about how parents have children, and then those children have children. He says that each person gives to the lives of the tribe. These examples make it easier to understand why he says people aren't lost.*

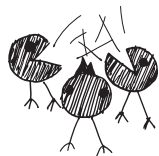
80 = *I think the author decided to put them at the end because they sum up everything he has talked about throughout his essay.*

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

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

Randomly select team representatives who will share:

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



Class Discussion tp

(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.

Celebrate team successes!

The top team chooses a cheer.

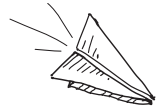
Remind students of the Read and Respond homework assignment.

Lesson 2

Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

Teacher Background

Today students will read “Do What You Love,” written by Tony Hawk, a professional skateboarder. In his essay, Hawk reflects on the fact that many people do not take him seriously because they don’t consider skateboarding a real job. However, Hawk discusses the importance of doing what you love and taking pride in what you 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
scorned (verb) page 103	skornd	mocked	Once Kerrie moved to the city, she <i>scorned</i> her friends for living in the country because she thought there was nothing to do there.
explicitly (adverb) page 104	ex-plic-it-ly (ik-SPLIS-it-lee)	clearly; directly	“I told you <i>explicitly</i> to be home by 4:30 p.m., so I don’t understand why you’re arriving an hour late,” Mrs. Jeffries said to Malik.

continued

Word	Pronunciation	Definition	Sample Sentence
avid (adjective) page 105	av-id (AV-id)	very interested; enthusiastic	Savannah is an <i>avid</i> reader who always checks out as many books as the library allows.
endorsements (noun) page 105	en-dorse-ments (en-DOORS-mintz)	promotions of a product that people get paid for	Many retired athletes are able to earn money by doing product <i>endorsements</i> .
exclusively (adverb) page 156	ex-clu-sive-ly (ik-SKLOO-siv-lee)	only; limited to one specific person, thing, or group	Lillian was excited to find a website devoted <i>exclusively</i> to her favorite band so she could learn more about them.
tangible (adjective) page 234	tan-gi-ble (TAN-juh-buhl)	something that can be seen or felt	When Steven was younger, a <i>tangible</i> reward motivated him more than just hearing that he had done a good job.
infinite (adjective) page 152	in-fi-nite (IN-fuh-nit)	unlimited; endless	"I am impressed by your <i>infinite</i> patience when helping students who are struggling," the principal at Mrs. Sherman's school told her.
longevity (noun) page 153	lon-gev-i-ty (lon-JEV-i-tee)	ability to last a long time	The <i>longevity</i> of a car's tires depends on how the car is driven.

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 and make connections between essays. Use **Random Reporter** to have teams share their discussions.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes and make connections between essays.

Refer students to pages 103–105 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

Interactive Read Aloud

1. Read page 103 (paragraphs 1 and 2) aloud.
2. Use **Think-Pair-Share** to ask:

How does the author feel about skateboarding?

Skateboarding is what he loves to do, even though people have negative views about this sport. He believes you should be proud of what you do.

How does the author feel about people who dislike skateboarding?

The author feels that these people don't understand skateboarding and that they view this sport as a waste of time and dangerous because they don't really understand it.

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

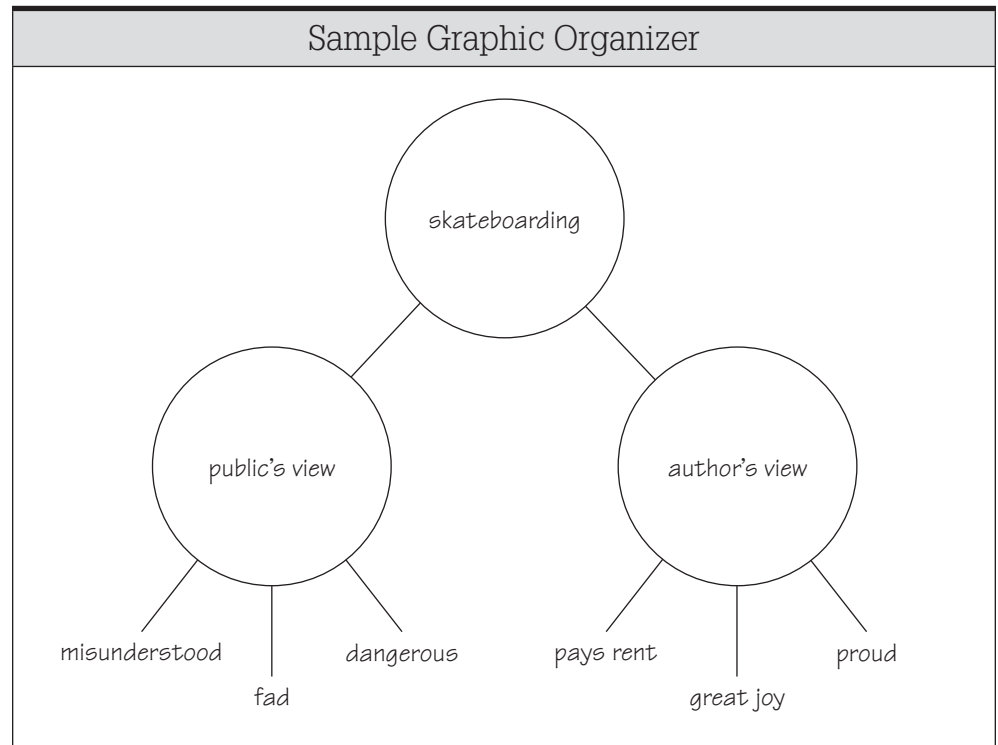
What should we note on our web about the author's point of view about skateboarding?

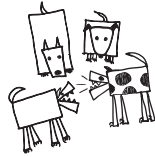
For the author, skateboarding is his job. It is what pays his rent, and it is his greatest joy. He is proud to skateboard.

What should we note about the public's view about skateboarding?

The public doesn't understand skateboarding. They see it as a fad that is dangerous.

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





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: SF
pages 103 (paragraph 3)–105 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

1. On page 104, the author writes "...it seemed to *him* that my future was bleak." Why do you think the author put the word *him* in italics, or lighter type? **[AP, DC, SA]** (Team Talk rubric)
 - 100 = *I think the author put the word **him** in italics to **emphasize** that he and his teacher had different **opinions** about skateboarding. The author's teacher said that the author would not make a living as a skateboarder and thought his future looked bad. **However**, the author was **determined** and **continued** riding his skateboard so he could **improve**. Putting the word *him* in italics helps a reader understand the difference between the author's and the teacher's opinions.*
 - 90 = *I think the author put the word **him** in italics to show that he and his teacher had different ideas about skateboarding. The author's teacher said that the author's future looked bad. The author kept riding his skateboard so he could get better.*
 - 80 = *I think the author put the word **him** in italics to show that he and his teacher had different ideas about skateboarding.*

continued

Team Talk Questions *continued*

2. Which of the following statements best states the author's point of view about pro skaters? **[AP, DC, SA]** (Team Talk rubric)

- A. Skateboarders don't do anything except skateboarding.
- B. Skateboarders always travel to many different countries.
- C. *Skateboarders are not defined by their skating culture.*
- D. Skateboarders only care about their hair and tattoos.

Explain why you selected the statement you did.

100 = *I selected C because the author explains that **despite negative stereotypes** of skateboarders, they have other roles and **participate in various activities**. For example, many pro skaters are fathers who attend PTA meetings. Pro skaters are homeowners and world travelers. Despite having unusual hairdos and tattoos, pro skaters aren't **extremely** different from everyone else. They still are **similar in several** ways to non-skaters. **Although pro skaters have their own culture, it does not define who they are.***

90 = *I selected C because the author says that even though there are bad views of skateboarders, they have other jobs and do a lot of activities. Many pro skaters are fathers. Pro skaters are homeowners and world travelers. Pro skaters aren't very different from everyone else. They are still a lot like non-skaters in many ways.*

80 = *I selected C because the author says that skateboarders have other jobs and do a lot of activities.*

3. What is the author's point of view about doing what you love? **(Write) [AP, DC, SA]** (Team Talk rubric)

100 = *The author **believes** that doing what you love is more important than anything else. The author **describes injuries** and people mocking him. **However**, he did not give up skateboarding. **Also**, he did not earn much money from skateboarding. The author **explains** that doing what you love can make you happier than being rich. **Since the author did not give up skateboarding even though he faced obstacles**, it shows that doing what he loves is important to him.*

90 = *The author thinks that doing what you love is more important than anything else. The author writes about getting hurt and people mocking him. He did not give up. He did not earn much money from skateboarding.*

80 = *The author thinks that doing what you love is more important than anything else.*

continued

Team Talk Questions *continued*

4. How would you describe the author's attitude toward his son? **[DC, RE, SA]**
(Team Talk rubric)

100 = I would describe the author as supportive of his son because he wants his son to be happy. The author **explains** that his son is very **talented** for a thirteen-year-old, but this **creates** pressure on his son. **Although** his son used to skate for endorsements, he doesn't anymore. **However**, this is fine because the author doesn't want him to feel **overwhelmed**. The author seems very supportive because he doesn't mind that his son just skates for fun.

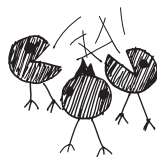
90 = I would describe the author as supportive of his son because he wants his son to be happy. The author says that his son is very good for a thirteen-year-old, but this puts pressure on his son. His son used to skate for endorsements, but he doesn't anymore. This is fine with the author.

80 = I would describe the author as supportive of his son because he wants his son to be happy.

5. What is a synonym for the word *avid*? What is an antonym for the word *avid*? **[CV]**
(Accept reasonable responses.) The word *avid* means *enthusiastic*, so a synonym is the word *excited*. An antonym for *avid* is the word *disinterested*.

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

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



Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

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



Lightning Round

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

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

Word	Pronunciation	Definition	Sample Sentence
scorned (verb) page 103	skornd	mocked	Once Kerrie moved to the city, she <i>scorned</i> her friends for living in the country because she thought there was nothing to do there.
explicitly (adverb) page 104	ex-plic-it-ly (ik-SPLIS-it-lee)	clearly; directly	"I told you <i>explicitly</i> to be home by 4:30 p.m., so I don't understand why you're arriving an hour late," Mrs. Jeffries said to Malik.
avid (adjective) page 105	av-id (AV-id)	very interested; enthusiastic	Savannah is an <i>avid</i> reader who always checks out as many books as the library allows.
endorsements (noun) page 105	en-dorse-ments (en-DOORS-mintz)	promotions of a product that people get paid for	Many retired athletes are able to earn money by doing product <i>endorsements</i> .
exclusively (adverb) page 156	ex-clu-sive-ly (ik-SKLOO-siv-lee)	only; limited to one specific person, thing, or group	Lillian was excited to find a website devoted <i>exclusively</i> to her favorite band so she could learn more about them.
tangible (adjective) page 234	tan-gi-ble (TAN-juh-buhl)	something that can be seen or felt	When Steven was younger, a <i>tangible</i> reward motivated him more than just hearing that he had done a good job.
infinite (adjective) page 152	in-fi-nite (IN-fuh-nit)	unlimited; endless	"I am impressed by your <i>infinite</i> patience when helping students who are struggling," the principal at Mrs. Sherman's school told her.
longevity (noun) page 153	lon-gev-i-ty (lon-JEV-i-tee)	ability to last a long time	The <i>longevity</i> of a car's tires depends on how the car is driven.

Lesson 3

Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

Teacher Background

Today students will read “Being Content with Myself,” by Kamaal Majeed, a high school student. In his essay, Majeed reflects on people’s expectations of him because he is black. He has experienced peers who thought he should listen to a certain type of music due to his race. However, he does not let these expectations prevent him from being true to himself.

Teacher’s Note:

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

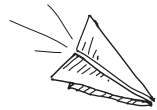
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



Active Instruction

(15–25 minutes)

Partner Vocabulary Study

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

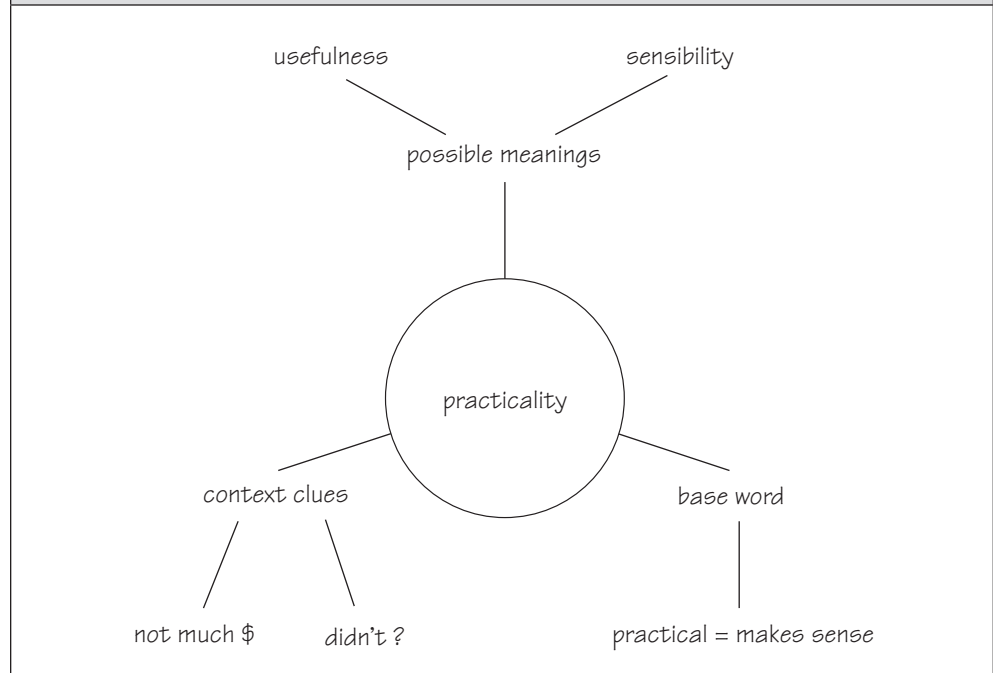
Vocabulary

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

Sample Think Aloud

A word that I wasn't sure about when I read "Do What You Love" was *practicality*. I haven't heard this word before. I did recognize the base word *practical*, though. I am familiar with the word *practical*. It means sensible or useful. If something is practical, it makes sense. I'm still not quite sure what *practicality* means. Let me read the sentence again. (Read aloud the second sentence in paragraph 1 on page 105.) I'm starting to get an idea. The author's parents knew that he loved skateboarding, so even when he didn't have much money, they supported him and didn't question the usefulness of skateboarding. So *practicality* means usefulness or sensibility. I'll check the dictionary to confirm. (Model looking up *practicality* in the dictionary.) The definition listed confirmed my thought. Using a familiar base word and context clues helped me figure out the meaning of *practicality*. I think I can make a sentence using *practicality*: Kyra's practicality was obvious when she suggested that her friends carpool to the concert instead of driving separately.

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.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes and make connections between essays.

Build background about stereotypes.



Refer students to pages 155–157 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 and make connections between essays. Use **Random Reporter** to have teams share their discussions.
5. Use **Think-Pair-Share** to ask:

What are stereotypes?

Stereotypes are unfair beliefs or statements about a group of people.

Why do you think stereotypes exist?

(Answers may vary.) I think they exist because people may not take the time to get to know people or to investigate their ideas.

Why may stereotypes be negative?

They may be negative because they make it seem as though everyone who is part of a certain group is the same way. It can be hurtful to lump everyone together in this manner.

I agree that stereotypes can often be hurtful. It is important to get to know people before making judgments.

Interactive Read Aloud

1. Read pages 155 and 156 (stopping at paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

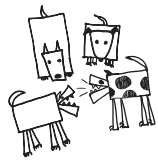
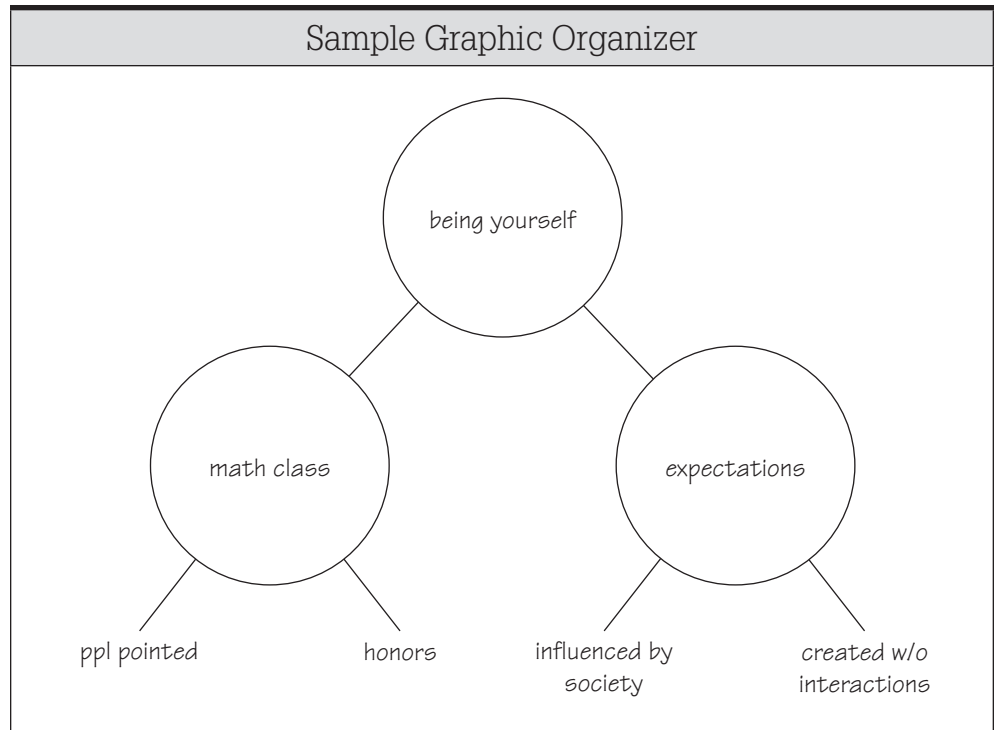
How does the author explain the reason he’s often asked the same question?

The author says that society influences people to think a certain way about people of a certain race and have certain expectations of those people without even interacting with them.

3. **What can we add to our web?**

We can add that the author is himself despite people’s expectations. Also, he had an experience where people laughed at him and he thought it was because of something embarrassing, such as food in his teeth. However, they were surprised to see him in an honors class.

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



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 156 (paragraph 1) and 157 aloud with partners.
(if skipping Interactive Read Aloud, pages 155–157)
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

Team Discussion

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

Team Talk Questions
<p>1. How did the author’s response in Spanish class impact him? [DC, RE, SA] (Team Talk rubric)</p> <p><i>100 = The author’s response in Spanish class made him feel alienated. The author’s Spanish teacher asked him if he liked rap music or rock music more. The author replied that he liked rock music more. His classmates’ expressions were shocked. They probably expected him to listen to rap simply because of his skin color. Therefore, the author felt hurt. A response to a simple question about music resulted in a stereotype becoming obvious.</i></p> <p><i>90 = The author’s response in Spanish class made him feel alone. The author’s Spanish teacher asked him if he liked rap music or rock music more. The author said that he liked rock music more. His classmates looked shocked. The author felt hurt.</i></p> <p><i>80 = The author’s response in Spanish class made him feel alone.</i></p> <p>2. What do you think the last paragraph on page 156 means? (Write) [AP, DC, SA] (Team Talk rubric)</p> <p><i>100 = I think the last paragraph on page 156 means that there’s not a relationship between skin color and personality. The author explains that his skin color has not changed his personality. Although people have stereotypes of how he should act because of his skin color, he does not let that influence him. Also, he explains that despite not letting stereotypes influence him, his skin color is still the same. The author does not believe that skin color affects how you act, just as your actions can’t affect your skin color.</i></p> <p><i>90 = I think the last paragraph on page 156 means that there’s not a relationship between skin color and personality. The author says that his skin color has not changed his personality. People have stereotypes of how he should act because of his skin color, but he does not let that change him.</i></p> <p><i>80 = I think it means that there’s not a relationship between skin color and personality.</i></p>

continued

Team Talk Questions *continued*

3. On page 157, the author writes “I believe in being myself.” What evidence supports his statement? **[DC, RE, SA]** (Team Talk rubric)

100 = *The author demonstrates that he believes in being himself because of his lifestyle. For example, the author wears clothes that fit him well despite people’s opinion that he should wear clothes that are too big for him. He listens to various types of music, such as pop and techno, despite people’s opinion that he should just listen to rap. Since the author does not listen to people’s opinions, it shows that he is true to himself.*

90 = *The author shows that he believes in being himself because of how he lives his life. The author wears clothes that fit him well. People think that he should wear clothes that are too big for him. He listens to a lot of kinds of music, such as pop.*

80 = *The author shows that he believes in being himself because of how he lives his life.*

4. Based on the author’s point of view, which of the following statements would he most likely agree with? **[AP, DC, SA]**

- A. It is important that you are popular with your peers.
- B. It is important that you take honors-level classes.
- C. It is important to listen to rock and techno music.
- D. *It is important that you are happy with yourself.*

Explain why the author would likely agree with this. **(Write)**

100 = *The author would likely agree that it is important to be happy with yourself because he describes the importance of being true to himself. He explains how popularity in high school depends on following trends. However, he does not want to stop being true to himself just so others approve of him. He states that being true to himself can make him unpopular sometimes, but he wants to be content with himself. Since the author is not concerned with others’ opinions, it shows his point of view that you should be happy with yourself.*

90 = *The author would likely agree that it is important to be happy with yourself because it is important for him to be true to himself. He says that popularity in high school depends on following trends. He does not want to stop being true to himself just so others approve of him. He wants to be content with himself.*

80 = *The author would likely agree that it is important to be happy with yourself because it is important for him to be true to himself.*

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

The math club was started _____ for students who liked math, so students who don’t enjoy math are encouraged to select another club.

Exclusively. I know because exclusively means limited, and this club is only for students who like math. If students don’t enjoy math, they can join another club they’ll like more.

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

Randomly select team representatives who will share:

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

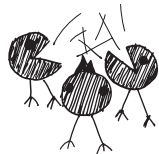


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

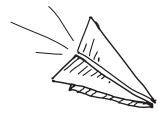
Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

Teacher Background

Today students will read “A Duty to Family, Heritage, and Country,” by Ying Ying Yu, a high school student. In her essay, she reflects on China’s strict culture and the impact it has had on her. She also discusses her belief in duty and how it can lead to achievement.

Teacher’s Note:

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



Active Instruction

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Post and present the reading objective. Teams review notes and make connections between essays.

Refer students to pages 233–235 in the text.



3. Remind students of the text, author, and reading objective..
4. Have teams review their notes and make connections between essays. Use **Random Reporter** to have teams share their discussions.

Interactive Read Aloud

1. Read page 233 aloud.
2. Use **Think-Pair-Share** to ask:

How do you think the author feels about the emphasis China places on education?

I think the author might disagree with the emphasis China places on education. She explains that grades mean more than anything else and that if she didn't pay attention, she was beaten with a ruler. She did anything to get a good grade. If she agreed with China's views about education, she probably wouldn't mention these negative examples.

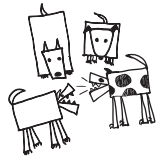
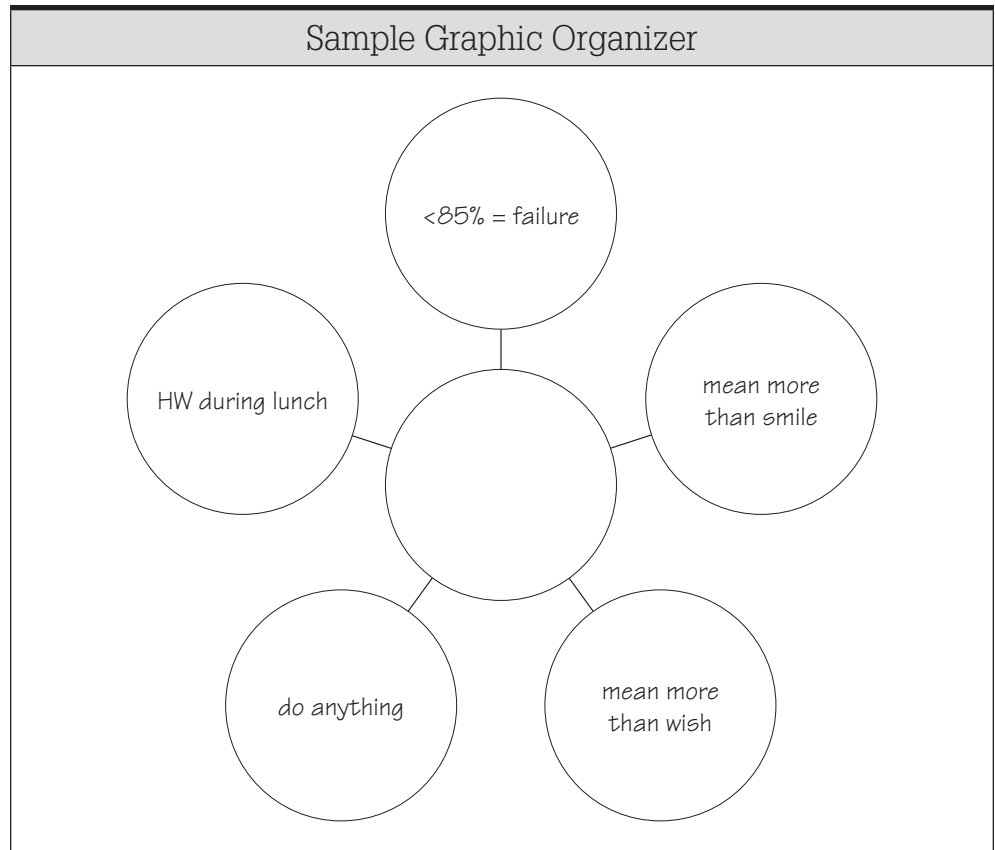
3. Use **Think-Pair-Share** to ask:

What can we add to our webs about the importance of grades?

We can add that the author did homework during lunch, she would do anything to get a good grade, a grade less than 85% is considered a failure, and grades mean more than a mother's smile or a wish made when blowing out birthday candles.

Teacher's Note:

Explain to students that the center of the web is blank because the topic of the essay is not yet clear. As they read further, they will identify the topic and can fill in the topic.



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 234 and 235 aloud with partners.
(if skipping Interactive Read Aloud, pages 233–235)
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

Team Discussion

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

Team Talk Questions
<p>1. Why is the red scarf so important to the author? [DC, RE, SA] (Team Talk rubric)</p> <p>100 = <i>The red scarf is important to the author because of what it represents. The red scarf symbolizes responsibility and excellence. When the author first wore the red scarf, she realized that not only would her family be happy, so would her country. People in her country would be proud of all her excellent qualities. The red scarf is more than just a piece of clothing to the author.</i></p> <p>90 = <i>The red scarf is important to the author because of what it stands for. The red scarf stands for responsibility. When the author first wore the red scarf, she knew that not only would her family be happy, so would her country.</i></p> <p>80 = <i>The red scarf is important to the author because of what it stands for.</i></p> <p>2. How does the author’s word choice show how she feels about duty? (Write) [AP, DC, SA] (Team Talk rubric)</p> <p>100 = <i>The author uses words and phrases that demonstrate the role duty plays in her life. For example, she writes that duty was “always there to haunt me and to keep me strong.” The word haunt shows that she could never forget about duty. She writes “We struggle on” to show that duty doesn’t make life easy. Also, she mentions phrases such as “I must” and writes that they “govern my life.” The author’s word choice reflects her feelings about duty.</i></p> <p>90 = <i>The author uses words and phrases that show the role duty plays in her life. She writes that duty was “always there to haunt me and to keep me strong.” She writes “We struggle on” to show that duty doesn’t make life easy.</i></p> <p>80 = <i>The author uses words and phrases that show the role duty plays in her life.</i></p>

continued

Team Talk Questions *continued*

3. Explain why the author can't be a gardener. How does this make her feel? **[DC, RE, SA]** (Team Talk rubric)

100 = *The author can't be a gardener because her family **expects** her to be a lawyer. **Since** she has studied so much and gotten a great education, it **appears** that her career will be in law. Her family supports her becoming a lawyer. I think the author feels like she's being pulled in two directions. **On one hand**, she really **enjoys** working outdoors and with dirt. **However**, she **realizes** that she doesn't have input about her career. **Despite** her love of gardening, the author doesn't have much say in her career.*

90 = *The author can't be a gardener because her family wants her to be a lawyer. She has studied so much, and it seems that her career will be in law. Her family supports this. I think the author feels like she's being pulled in two directions. She really likes working outdoors, but she doesn't have input.*

80 = *The author can't be a gardener because her family wants her to be a lawyer. I think the author feels like she's being pulled in two directions.*

4. As used on page 235 in the sentence "I believe in the power of duty to impel," *impel* most nearly means— **[CV, SA]** (Team Talk rubric)

- A. decrease.
- B. educate.
- C. *inspire*.
- D. encourage.

How does knowing the meaning of *impel* help you understand the text?

100 = *Knowing the meaning of impel helps me understand the text because it **demonstrates** that duty is powerful. **According to** the author, duty offers her something true. Duty makes her efforts worthwhile and is worthy of support from her family and country. The author **believes** that duty can lead her to a great achievement. **The meaning of impel helps me understand the huge role that duty plays in the author's life.***

90 = *Knowing the meaning of impel helps me understand the text because it shows that duty is powerful. The author says that duty offers her something true. Duty makes her efforts worthwhile and is worthy of support from her family.*

80 = *It helps me understand the text because it shows that duty is powerful.*

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

- A. Johnny's longevity was amazing since he had been very ill during his childhood and doctors expected him to have a short life.
- B. *Everyone admired the longevity of the singer's career since she had one song and no one ever heard about her again.*
- C. The company is trying to improve the longevity of their backpacks since many people complained that they fell apart after a few months.
- D. Stella's mom always reminds her to eat vegetables, which contribute to health and longevity.

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

Randomly select team representatives who will share:

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

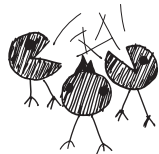


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

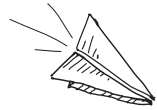
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

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

Teacher Background

You may want to briefly skim over the essays read this cycle and jot down a few ways that each essay supports the theme that people can have a major impact on others. Having these examples handy will also be helpful in the event that students struggle with generating evidence for their responses.



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. Describe the writing project to students.

For today's writing project, you will determine how the essays you read this cycle support a theme. This will allow you to practice the writing objective of supporting a position with relevant evidence. Remember that to effectively support your position, it is important to select relevant evidence from the text.

Read the prompt aloud.



Students identify the purpose for writing.

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

Highlight the writing objective.

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

Writing Prompt
Explain whether the essays you read this cycle support the theme that people's opinions can have a major impact on others. Be sure to include relevant evidence in your response.

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?

The prompt is asking me to write a literary response. I know because I have to explain how the essays I read support a certain theme.

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

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

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

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

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

Ideas because it says "support your point with evidence from the text" and organization because it also says to use evidence from the text.

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 making a clear point.

Blackline master provided.



Model a Skill

Remember that one criterion is making a clear point. I'm not sure if I've made a clear point in my response. I will show you my first paragraph, which includes my opening. After we read it, you will have a chance to discuss whether it can be improved.

Read the following example aloud.

People often have a lot of opinions. One author wrote about how she wanted to be a gardener, but due to her family's expectations, this wasn't possible. She had to become a lawyer because this is what her family wanted. Another author wrote about how people couldn't believe he preferred rock music over rap music and how the expressions on their faces made him feel very alone.

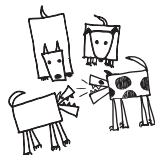
Use **Think-Pair-Share** to ask:

Is my point clear? Why or why not?

Your point is not clear because you don't explain what impact people's opinions have. You just state that people have opinions. This doesn't make your position clear.

How could I improve my opening?

(Answers will vary.) You could improve your opening by being more specific. For instance, you could say "People often have a lot of opinions that affect how someone feels, and this is a common theme in the essays read this cycle." This shows your reader the impact of people's opinions.



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

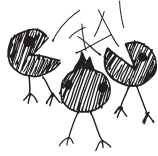
1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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



Class Discussion tp

(30 minutes)

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—support a position with relevant evidence from the text.

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

For example, ask:

- **Does the writer clearly make his or her point?**
- **Does the writer support his or her position with relevant evidence from the text?**
- **Does the writer end with a closing statement?**
- **Does the writer use correct punctuation, spelling, and grammar?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Did you find it easy or difficult to identify evidence that supported your position? Do you think the evidence is effective?

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

Explain whether the essays you read this cycle support the theme that people’s opinions can have a major impact on others. Be sure to include relevant evidence in your response.

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

People often have a lot of opinions. One author wrote about how she wanted to be a gardener, but due to her family's expectations, this wasn't possible. She had to become a lawyer because this is what her family wanted. Another author wrote about how people couldn't believe he preferred rock music over rap music and how the expressions on their faces made him feel very alone.

Lesson 6

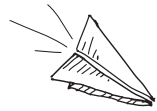
Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

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

Teacher Background

Today’s cycle test challenges students to continue identifying how an author’s ideas are developed in addition to how today’s essay relates to previous essays read this cycle.

For today’s assessment, students will read “A Musician of Many Cultures,” written by Yo-Yo Ma, a Grammy Award-winning cello player. In this essay, he describes belonging to three cultures and the relationship between culture and music.



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 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 analyzing in detail how an author's ideas are developed and refined by particular sentences or paragraphs and supporting a position with relevant evidence from the text. Use **Think-Pair-Share** to ask:

Select one of the essays you've read so far this cycle, and explain how the author developed his or her ideas.

(Answers may vary.) In Tony Hawk's essay "Do What You Love," he discussed doing what you love. He developed his ideas by repeating certain words and phrases that related to this. For example, he used words and phrases such as pride, most proud of, and I'm proud.

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

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

Test Directions

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

5. Read the last sentence on page 154. What is the author's point of view?
[AP, DC, SA]

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

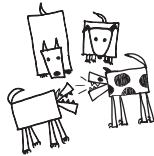
Today you will read about belonging to multiple cultures.



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

Teams discuss the answers to the test questions.

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



Class Discussion tp

(10 minutes)

Lightning Round

Random Reporters share team discussion of a test question.



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

What connections do you see between “A Musician of Many Cultures” and other essays you read this cycle?

(Answers may vary.) I see connections between this essay and “Being Content with Myself” because both authors don’t allow other people to influence their lives. Rather, they live according to what they feel is best for themselves.

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 2 Test

Reading Essays

Directions: Read “A Musician of Many Cultures,” pages 152–154, 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 are the authors of “A Musician of Many Cultures” and “Being Content with Myself” similar? **[DC, RE, SA]**

20 points = The authors of these essays are similar because they don’t let other people’s opinions influence them. In “A Musician of Many Cultures,” the author describes how people from different cultures each believed theirs was best. People expected that the author would choose to be part of one culture. However, the author realized that he didn’t need to choose. The author of “Being Content with Myself” explains how people had certain expectations of him because of his race. Despite these expectations, he was true to himself. Both these authors made decisions for themselves about their lives.

15 points = The authors of these essays are similar because they don’t listen to other people’s opinions. In “A Musician of Many Cultures,” the author says people thought that he would choose to be part of one culture. The author learned that he didn’t need to choose. The author of “Being Content with Myself” says that people had certain expectations of him. He was true to himself.

10 points = The authors of these essays are similar because they don’t listen to other people’s opinions.

2. Which of the following statements best describes the author’s point of view about belonging to multiple cultures? **[AP, DC, SA]**
- You shouldn’t belong to multiple cultures.
 - You can only belong to the French or Chinese cultures.
 - You should only belong to multiple cultures as an adult.
 - You can learn a lot from belonging to multiple cultures.

How did the author’s word choice help you determine this?

20 points = The author’s word choice helped me determine that you can learn a lot from belonging to multiple cultures because he describes benefits of each culture. For example, his Chinese heritage has “cultural depth and longevity.” At the same time, the French culture of the city where he was born offers artistic traditions that make him “passionate.” He likes how Americans have a “commitment to opportunity.” The words he uses to describe the

culture show that he can learn a lot from each and enjoys the different cultures.

15 points = The author's word choice helped me determine that you can learn a lot from belonging to multiple cultures because he talks about good parts of each culture. His Chinese heritage has "cultural depth and longevity." At the same time, the French culture has artistic traditions. He likes how Americans have a "commitment to opportunity."

10 points = It helped me determine that you can learn a lot from belonging to multiple cultures because he talks about good parts of each culture.

3. How does culture influence the author's music? **[DC, RE, SA]**

*20 points = Culture influences the author's music because he **incorporates elements of various** cultures in his music. **For example**, he explores different musical traditions because he **realizes** that music doesn't belong to just one culture. He has met other musicians who also feel that music can incorporate pieces of different cultures. **As a result**, the author has learned about musical traditions from fellow musicians. Culture plays a huge role in the author's music and how he feels about music.*

15 points = Culture influences the author's music because he uses parts of different cultures in his music. He explores different musical traditions because he sees that music doesn't belong to just one culture. The author has learned about musical traditions from fellow musicians.

10 points = Culture influences the author's music because he uses parts of different cultures in his music.

4. How do the authors of "A Musician of Many Cultures" and "A Duty to Family, Heritage, and Country" view China differently? **[DC, RE, SA]**

*20 points = The author of "A Musician of Many Cultures" feels that China has a lot to offer, but the author of "A Duty to Family, Heritage, and Country" feels that China is a strict country. The author of "A Musician of Many Cultures" was not born in China and did not grow up in China. **Therefore**, he does not **appear** to see it negatively. **On the other hand**, the author of "A Duty of Family, Heritage, and Country" feels that her achievements come with a cost. **These two authors share a heritage but experienced China differently.***

15 points = The author of "A Musician of Many Cultures" feels that China has a lot to offer, but the author of "A Duty to Family, Heritage, and Country" feels that China is a strict country. The author of "A Musician of Many Cultures" was not born in China and did not grow up in China. He doesn't see it negatively. The author of "A Duty of Family, Heritage, and Country" feels that her achievements come with a cost.

10 points = *The author of "A Musician of Many Cultures" feels that China has a lot to offer, but the author of "A Duty to Family, Heritage, and Country" feels that China is a strict country.*

5. Read the last sentence on page 154. What is the author's point of view?
[AP, DC, SA]

20 points = *The author's point of view is that people should not always follow others' expectations. He writes "we must look beyond the voice we've been assigned." This means that even if people expect you to be a certain way, this does not mean you have to be that way. You need to find what works best for you. He found his voice by making three cultures a part of him instead of choosing to be Chinese, French, or American. This sentence reflects the advice the author has for other people based on his experiences.*

15 points = *I think the author means that people should not always follow others' ideas. He writes "we must look beyond the voice we've been assigned." This means that even if people expect you to be one way, this does not mean you have to be that way. He found his voice by making three cultures a part of him.*

10 points = *I think the author means that people should not always follow others' ideas.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Based on this cycle's essays, what is a common theme you can identify?

After reading this cycle's essays, a common theme is that it's okay to be comfortable in your own skin, regardless of people's expectations. For example, the author of "Being Content with Myself" explains that in middle school, many of his peers expected him to listen to a certain kind of music and dress a certain way simply because he was black. However, he listened to all types of music and dressed how he wanted to dress. He believed in being himself despite what other people thought. In "Do What You Love," the author discusses how he is proud to be a professional skateboarder, even though a lot of people do not consider what he does to be a "real" job. He takes pride in his job because it is what he loves doing. The author of "A Musician of Many Cultures" describes how people tried to convince him that their culture was best. He came to realize that he didn't need to choose one culture and that it was okay to apply different parts of each culture to his life. The experiences described by the authors of the various essays show that you can be yourself and that it shouldn't matter what others think.

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"> • Support a position with relevant evidence from the text. 	0–15 pts.

Part III. Vocabulary (100 points)

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Aidan read science fiction novels exclusively, even though his friends recommended other genres to him.

2. Since the _____ for the new cookies featured a popular actor, many people wanted to buy the cookies.

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

- A. endorsements
- B. longevity
- C. infinite
- D. scorned

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

(Accept reasonable responses.) A synonym for explicitly is specifically. An antonym for explicitly is vaguely.

4. In which of the following sentences is the word *infinite* used incorrectly? **[CV]**
- A. "It will be hard to decide on a topping for my ice cream cone because the choices seem infinite," Jada told Kennedy.
 - B. After reading the travel brochure about New York City, Cole could tell that the city offered an infinite variety of activities.
 - C. Gregory didn't know how to solve his dilemma, so he appreciated his father's infinite wisdom when he asked for advice.
 - D. Mrs. Mills said that students had to complete the quiz in thirty minutes, so students were glad for the infinite amount of time.

5. Mandy's decision to give up junk food was _____ by her brother since he loved eating sweets.

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

- A. avid
 - B. scorned
 - C. tangible
 - D. infinite
6. Write a meaningful sentence using the word *longevity*. **[CV]**
- Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The soap opera's longevity was obvious because Darla's grandmother and mother had watched it and now Darla watched it.*
7. Mr. Byrd focused on _____ results so parents could see that their students really understood fractions.

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

- A. avid
 - B. incarnation
 - C. tangible
 - D. longevity
8. Write a meaningful sentence using the word *avid*. **[CV]**
- Accept responses that show the student knows the meaning of the word and can use it correctly. For example: People can always tell that Chase is an avid tennis fan because he loves talking about tennis with everyone he meets.*
9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

A word that we explored is flimsy, which means weak or thin. A sentence using the word flimsy is "Natalia's flimsy jacket did not keep her warm in school when the heater broke."

10. As used on page 156 in the sentence “My wardrobe still consists solely of clothes that are appropriate to my proportions,” *solely* most nearly means— **[CV]**

- A. *entirely*.
- B. *quickly*.
- C. *partially*.
- D. *likely*.

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

Students will explain their thinking. For example, I used the context. The author talks about how people expected him to wear loose-fitting clothes, but he did not dress this way at all, so solely must mean entirely.

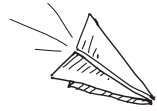
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

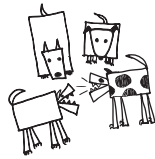
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students’ homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

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

Give students feedback on classwork.

Teacher's Note:

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

Read and Respond Questions

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



Class Discussion

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

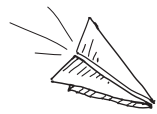
Lesson 8

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

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.

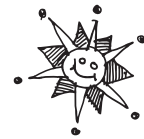


Active Instruction

(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.

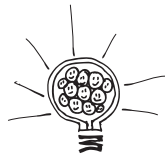


Use **Random Reporter** to ask:

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 use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



Brain Game

(5 minutes)

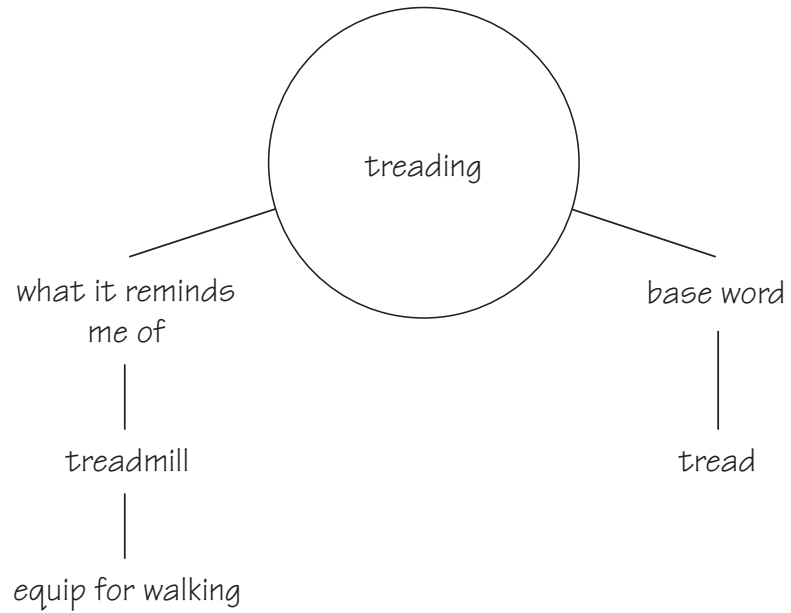
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

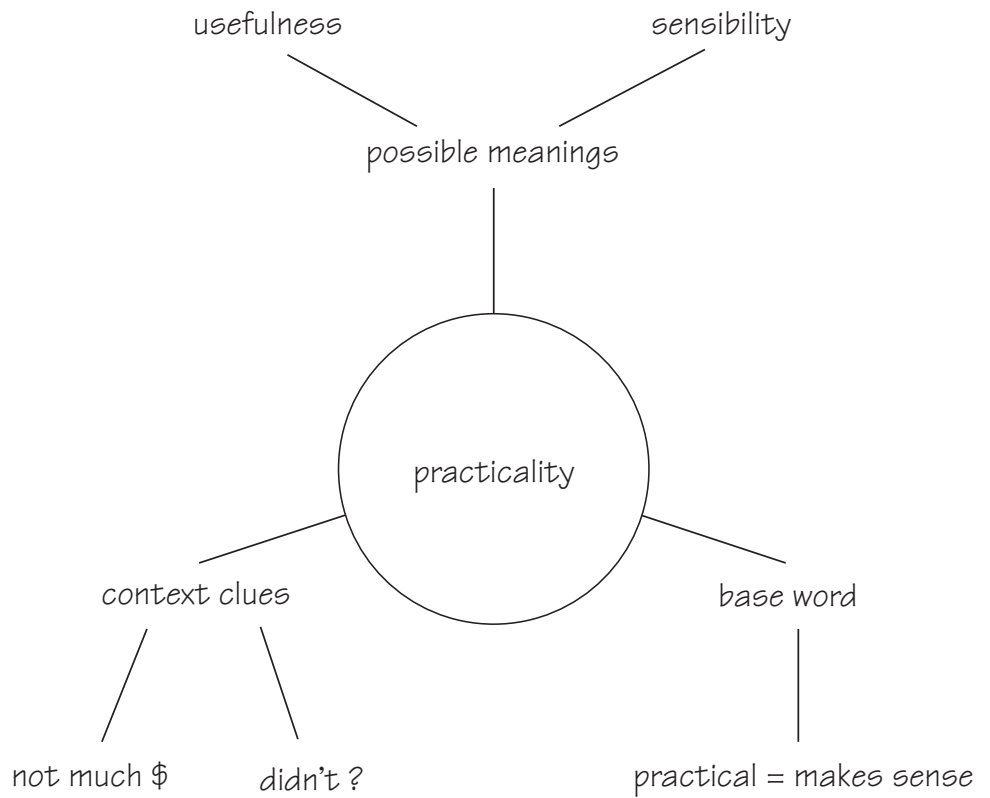
How will use of this skill improve your success in other classes?

Word Power Journal Sample Entries

**Sample Word Map
Cycle 1**



**Sample Word Map
Cycle 2**



Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found on the Reading Edge online resources.

Contact your SFA coach for more information.

Level 8H Reading Essays

English Language Arts Standards: Reading: Informational Text

Craft and Structure

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

English Language Arts Standards: Writing

Text Types and Purposes

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

Media Acknowledgements

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

Twin Cities Public Television (DragonflyTV)

National Science Foundation (Science Nation online magazine)

The National Park Service

The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)

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

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

National Aeronautics and Space Administration and the California Institute
of Technology

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

