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

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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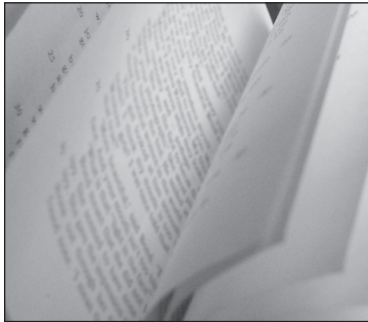
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Informational

Unit 1

Clarify Words and Ideas

**Martin Luther King, Jr.
and the March on Washington**

Alligators and Crocodiles

Unit 1

Clarify
Words and
Ideas

**Martin Luther
King, Jr. and
the March on
Washington**

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.

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.

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.

Unit Objectives

Cycle 1

Reading: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Cycle 2

Word Power: Chunk words into word parts (syllables) to help read words.

Writing: Write a complete answer that explains your thinking.

Unit Overview

The purpose of this unit is to teach clarifying strategies that will improve your students' reading comprehension. When students clarify, they check to make sure that they understand what they have read, and then they go back to clear up anything confusing. Clarifying helps students monitor comprehension at both the word and idea levels. Students need a variety of clarifying techniques to help them comprehend increasingly difficult text. Examples of clarifying strategies include:

- looking for familiar parts in words—base words, root words, prefixes, and suffixes.
- using context clues to figure out word meanings.
- rereading to review context.
- reading ahead to add context.
- using background knowledge to make connections.
- visualizing what is going on in the text.
- using a dictionary.

Cycle 1	
Welcome Lesson	<ul style="list-style-type: none"> • use of the team score sheet to record team names and points • Read and Respond homework
Lesson 1	<ul style="list-style-type: none"> • partner reading • team strategy discussion • strategy-use routine for class discussion
Lesson 3	<ul style="list-style-type: none"> • strategy-use rubric
Lesson 5	<ul style="list-style-type: none"> • writing a response to a strategy-use question • peer feedback routine
Lesson 6	<ul style="list-style-type: none"> • team discussion after the test
Lesson 7	<ul style="list-style-type: none"> • Read and Respond discussion
Lesson 8	<ul style="list-style-type: none"> • Two-Minute Edit • Class Council

Cycle 2	
Lesson 1	<ul style="list-style-type: none"> • Team Talk rubric • team discussion role cards
Lesson 2	<ul style="list-style-type: none"> • partner vocabulary study
Lesson 5	<ul style="list-style-type: none"> • writer's guide • editing checklist

Unit Topic/Content

In cycle 1, students will read *Martin Luther King, Jr. and the March on Washington*. This text tells about August 28, 1963, the day that Martin Luther King, Jr. gave his famous “I Have a Dream” speech on the steps of the Lincoln Memorial in Washington, D.C. At the time, black people were not treated equally in many parts of the United States, particularly in the south. They were segregated from white people and were not allowed to use many of the same facilities. Martin Luther King, Jr. was one of the most famous and influential workers for civil rights in this country, and his “I Have a Dream” speech helped to push the United States into changing its laws.

In cycle 2, students will read *Alligators and Crocodiles*. In this text, students will learn the characteristics that alligators and crocodiles share and the characteristics that set them apart from each other. They will also learn some amazing facts about these creatures.

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.

Martin Luther King, Jr. and the March on Washington

At a Glance

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 4–13	(Embedded) Process video: "Word Pronunciation Strategies" (Embedded) Background video: "The Montgomery Bus Boycott" (end at 3 min. 25 sec.)
Lesson 2	pages 14–23	(Embedded) Process video: "Word Meaning Strategies"
Lesson 3	pages 24–33	(Embedded) Process video: "Team Strategy Discussion"
Lesson 4	pages 34–41	(Embedded) Process video: "Sentence/Passage Strategies"
Lesson 5	writing in response to reading	
Lesson 6	pages 42–48	(Embedded) Process video: "Read and Respond Homework"
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	(Embedded) Process video: "Are we a super team?" (Embedded) Process video: "Team Goal Setting"

Alligators and Crocodiles

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 2–9	(Embedded) Process video: "Team Talk"
Lesson 2	pages 10–15	(Embedded) Process video: "Rating Vocabulary Words" (Optional) Background video: "Alligator Habitat" DragonflyTV: www.pbskids.org/dragonflytv/show/alligatorhabitat.html (1 min. 33 sec.–3min. 27 sec.)
Lesson 3	pages 16–21	(Optional) Background video: PBS LearningMedia: "Pesky Critters" Wild TV: "Wildlife in the City" www.pbslearningmedia.org/content/vt107.la.rv.text.peskycritter (end at 2 min. 10 sec.)
Lesson 4	pages 22–27	
Lesson 5	writing in response to reading	
Lesson 6	pages 28 and 29	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

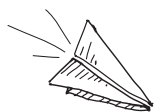
Welcome Lesson

Objective: Form teams to help students improve one another's reading and learning skills.

Teacher Background

In this lesson, you will:

1. Welcome your students to their new class, the Reading Edge.
2. Form teams for the first quarter and conduct a team-building activity.
3. Pass out team score sheets.
4. Introduce students to Read and Respond homework.



Active Instruction tp

(22 minutes)

Big Question

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

The Big Question: What is the most important skill that you learned in Getting Started? Why?

Set the Stage

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

What is the most important skill that you learned in Getting Started? Why?

Answers will vary.

2. Introduce the unit objective.

Our objective is to help one another improve our reading and learning skills. We'll do this by working in teams. If we work hard and help one another, everyone can and will succeed! Now let's get in our teams.

3. Randomly assign students to teams, and tell them which tables they will move to. Use 1-2-3 Move to prompt students to move. Give each team a team score sheet.

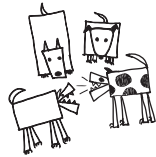
Students write responses to the Big Question.

Discuss the Big Question.



Post and present the objective.

Assign students to teams, and ask them to move.



Teamwork tp

(20 minutes)

Engage students in team building.

Team Discussion

1. Tell partners to use the questions in their student editions and their own questions to interview each other. Tell them to note things that they have in common.

1. What is one of your strengths?
2. What makes you proud?
3. What is your favorite thing to do?
4. What is your least favorite thing to do?

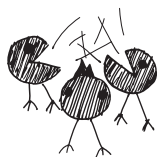
2. Ask partners to introduce each other to the team. Ask students to make a web in their notebooks of things they have in common. Tell teams to choose a team name based on what they have in common and to write it on their team score sheets and a table tent.
3. Review the role cards as necessary. Randomly assign a team leader, and ask the team leader to give a card to each teammate. Tell students to follow the directions on their cards as they discuss the Team Talk questions. Point out that the team has to make sure that each member knows the answer and can share it during the Lightning Round.

Cue students to use their role cards.

Team Talk Questions

1. What is your team name? Why did you choose that name?
Answers will vary.
2. What do you and your teammates have in common? How will that help you work together?
Answers will vary.
3. What did you find surprising about one of your teammates? Explain your answer.
Answers will vary.

4. Have students thoroughly discuss Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.
5. Circulate and give feedback to teams and students. Ask questions to encourage further discussion.



Class Discussion

(18 minutes)

Lightning Round

1. Remind students that you will use Random Reporter to choose the student who will answer for each team.
2. Tell them that Random Reporters will earn team celebration points for correct responses. Tell students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
3. Have each team count off, and tell students to write their number in their notebooks so they will remember it.
4. Use **Random Reporter** to have teams answer the first question. Write team names on the Team Celebration Points poster, and give each team a point.

Use **Random Reporter** to have teams share oral Team Talk responses for the remaining questions. Ask other teams to agree, disagree, or add on to responses.

5. Distribute Read and Respond forms. Explain the homework to the students. Tell them that they will practice reading and that they will each fill out a Read and Respond form. Review the questions on the form, and tell students that the questions relate to strategies and skills that they will practice in the Reading Edge. Tell them that completing Read and Respond forms and answering the questions will help them earn team points.

Allow students time to choose a reading selection from the classroom library to use for their 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?

- 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.

Randomly select team representatives who will share:



- oral Team Talk responses

Remind students to answer in full sentences.

Celebrate team successes!

The top team chooses a cheer.

Cycle 1:

Clarify
Words
and Ideas

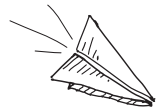
Lesson 1

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Teacher Background

In this lesson, you will introduce clarifying strategies and the use of the Clarifying Strategy Card. The Clarifying Strategy Card is a tool that prompts your students to stop when their comprehension breaks down and use strategies to fix it. The front of the card explains the clarifying process. The back of the card lists clarifying strategies. Your students will see the partners in the video using the Clarifying Strategy Card as they read. Students will be reading the text *Martin Luther King, Jr. and the March on Washington*, which tells the story of Martin Luther King, Jr.'s civil rights march in our nation's capital. As they read, encourage the use of sticky notes to mark what is unclear in the text and to use the strategies listed on the card to help them pronounce unfamiliar words and figure out their meanings.

In this lesson, you will also introduce student routines for partner reading and strategy-use discussion.

**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: When you are reading and you come to something that is unclear or confusing, what do you do?

Set the Stage

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

When you are reading and you come to something that is unclear or confusing, what do you do?

(Answers will vary.) Some students may say that they skip over it. Others may say that they stop and try to figure it out. Some students may say that if it is a word that they don't know, they look it up in a dictionary.

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.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Introduce clarifying and the Clarifying Strategy Card.

3. Refer students to the reading objective for this cycle.

Our reading objective for this cycle is use clarifying strategies to figure out the meanings of words, phrases, and passages. The word *clarify* comes from the word *clear*. Clarifying strategies help clear up problems that we have understanding what we read. If there is a word or phrase that we don't know, or if an idea is worded in a complicated way that is hard to understand, using clarifying strategies can help.

4. Refer students to the following Clarifying Strategy Card in their team folders. Have them note that the front of the card lists steps. Read the steps on the card aloud. Have them look at the back of the card and note that it includes strategies for pronouncing unfamiliar words and strategies for figuring out meaning.

<h2 style="text-align: center; color: white;">Clarifying</h2> <ol style="list-style-type: none"> 1. When you don't know or understand something...STOP! 2. Mark it with a sticky note. 3. Use strategies to figure it out. 4. When you clarify it, put a check mark on the sticky note. <p><i>If you still don't understand...</i></p> <ol style="list-style-type: none"> 5. Take the sticky-note problem to your team for help. 	<p>To pronounce an unfamiliar word:</p> <ul style="list-style-type: none"> • break the word into chunks. • blend it. • look for a base word. • reread it. <p>To figure out a word's meaning:</p> <ul style="list-style-type: none"> • reread or read ahead to find clues in the text. • look for familiar word parts. • picture what is going on in the text. • use background knowledge. • use a glossary or dictionary.
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5. Introduce the video “Word Pronunciation Strategies.”

We are going to watch a video of partners who are reading an interesting article. The partners will come to some tricky words that they don't know. What will they do? Skip over them? Use strategies? Watch carefully to see how they deal with sticky-note problems.

6. Show the video. Use **Think-Pair-Share** to debrief the video:

What did the partners do when they came to words that they couldn't pronounce?

What strategies did the partners use to help them pronounce the words?

Why did they use different strategies?

Show the video “Word Pronunciation Strategies.”



Show the video
 “The Montgomery
 Bus Boycott.”



Refer students to
 pages 4–7 in the text.

Teacher: Read aloud
 and think aloud to model
 clarifying strategies.

Students: Actively listen.

7. Introduce the text, author, and reading objective.
8. Show the video “The Montgomery Bus Boycott,” stopping at 3 min. 25 sec. Use **Think-Pair-Share** to ask:

Some laws in the United States supported segregation. How do you think Rosa Parks and others felt as they protested against the laws?

(Answers will vary.) I think people felt both brave and afraid. People wanted to stand up for their rights. They wanted the laws to change and be fair to both white people and black people. But I think people were also afraid of making others angry. They were afraid of what others might do to stop their protests. The video said that Martin Luther King, Jr.’s home was bombed.

The video said that the protestors were peaceful and did not fight back. Do you think this made them brave or fearful? Why?

(Answers will vary.) I think it made them brave. Even though they were threatened and knew they could get hurt, they stayed peaceful. I think it takes a lot of courage to listen to threats or get hurt and not fight back.

Interactive Read Aloud

1. Distribute copies of *Martin Luther King, Jr. and the March on Washington*. Have students preview pages 4–7.
2. Tell students that you will read aloud and then think aloud as you use some clarifying strategies. Read page 4 aloud. Model using some clarifying strategies. A sample Think Aloud follows.

Sample Think Aloud
<p>(Stop at the word <i>pouring</i>.) Hmm...I’m not sure how to pronounce this word. I’ll put a sticky note on it and look at the Clarifying Strategy Card. (Refer to the strategy card.) I think I recognize a base word in it, <i>pour</i>, and it is paired with an ending, <i>-ing</i>. I’ve heard this word before, but I’m not sure what it means in this sentence. How can you pour people? The Clarifying Strategy Card gives me a few strategies to use when I don’t know a word.</p> <p>One strategy is to reread or read ahead to find clues in the text, so I’m going to read the next sentence: “They have come by plane, by train, by car, and by bus.” I see. People are arriving in Washington, D.C., in a lot of different ways. I can make a mind movie of what people pouring into the city might look like. They are getting off of planes, trains, and buses in large groups, like water pouring out of a container. I think <i>pouring</i> must mean exiting like a stream of water.</p> <p>When I clarify, I need to check that I understand the text better after figuring out what difficult words and phrases mean. That is why I clarify: to help me understand what I read. Figuring out the word <i>pouring</i> helps me understand what is happening in Washington, D.C., on August 28. There are so many people arriving in the city that they are like a stream of water pouring into the city.</p> <p>Now I can check off that sticky note because I clarified the word.</p>



- Refer students to their Clarifying Strategy Cards. Use **Think-Pair-Share** to debrief the Think Aloud.

What did I do when I came to a word that I could not pronounce?

You stopped and marked the word with a sticky note. You looked at the Clarifying Strategy Card for a strategy to pronounce it. Then you broke the word into a base word and ending.

Which clarifying strategy did I use to figure out the meaning of a word?

You read ahead to find clues in the next sentence to help you understand what the word meant in the passage. You also made a mind movie about what was happening in the text. You explained how it helped you understand the text.

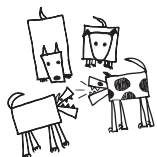
- Partner Practice: Have students read pages 6 and 7 aloud with their partners and use clarifying strategies to pronounce any unfamiliar words. Remind them to use sticky notes to mark words they need to figure out and to refer to their Clarifying Strategy Cards. When they have figured out a word, they can put a check on the sticky note.

- Debrief partner practice. Use **Think-Pair-Share** to ask:

What words or phrases in this section did you have to stop and clarify? How did you figure them out?

(Answers will vary.) We had to stop and clarify the word roller-skated. We used the photograph to see that the man was wearing roller skates, or shoes with wheels on them. So the man must have rolled on his feet all the way from Chicago to Washington, D.C. That helped me understand why it took the man eleven days to get there. Roller-skating isn't a fast way to travel a long distance.

Partner pairs: Read aloud/think aloud with the next passage to practice clarifying strategies.



Teamwork tp

(20 minutes)

Partner Prep

- Refer students to the teamwork routines for partner reading in their team folders. Explain that students will be partner reading regularly in the Reading Edge.

Prepare students for partner reading.

With Partners	First	Second	Third	Fourth	Finally
1 Partner Reading	Take turns reading a paragraph or section of text aloud. Mark problems with a sticky note.	Clarify confusing words and passages.	After each paragraph or section, the listening partner restates the main ideas or events.	Both partners make notes about main ideas or events. Review the paragraph or section, and discuss supporting details. Add them to your notes.	Take unsolved sticky-note problems to team discussion.

Point out to students that during partner reading, partners take turns reading and restating the main ideas in the text. One partner reads a paragraph or section of text aloud. The listening partner restates the main ideas or events in that section. Then they switch off reading and restating.

Partner reading—reading aloud, listening, and restating the important points—improves brain connections. It focuses attention for learning new information and helps us clarify our thinking.

2. Explain what partners should do when they come to a word, phrase, or section that needs clarifying. When they come to anything confusing or unclear in their reading, they will mark it with a sticky note and try to figure it out using clarifying strategies. If they cannot clarify it, they take their sticky-note problem and try to solve it with the help of the rest of their team during Team Discussion.
3. Have students read:
pages 8–13 aloud with partners.
4. Circulate and check for comprehension and evidence of strategy use, for example, the use of sticky notes.
5. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

1. Refer students to the following Teamwork Routines for strategy use in their team folders.

Strategy Use	<ul style="list-style-type: none"> Discuss sticky-note problems, and try to solve them. Discuss which strategies you used. How did you figure it out? Discuss how figuring out the problem helped you understand the text. Check that all team members can share your team’s strategy discussion in the Lightning Round.
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Point out that teams will discuss their sticky-note problems and use clarifying strategies to figure them out. Point out that teams will want to prepare all team members to share their team’s clarifying discussion because any team member can be called on in the Lightning Round.

2. Preview the Team Talk questions.

Team Talk Questions
<ol style="list-style-type: none"> 1. What word or phrase did your team clarify? [CV] <i>(Answers will vary.) We clarified the word crowd because we didn’t know how to say the word.</i>

continued

Prepare students for team discussion.

Team Talk Questions *continued*

2. How did you figure it out? **[CV]**

(Answers will vary.) First we blended the word to figure out how to say it. We recognized the word when we pronounced the low/ the same as in "how." We realized that the word was crowd, or a large group. That helped us understand that a really large group of people had gone to Washington, D.C., on August 28, 1963.

3. What happened 100 years before the people gathered at the Lincoln Memorial on August 28, 1963? **[MI]**

One hundred years before the people gathered at the Lincoln Memorial, President Abraham Lincoln helped to free the slaves. During the Civil War, President Lincoln argued that slavery had to end.

4. Which of the following means almost the same as *equally* on page 11? **[CV]**

- A. differently
- B. fairly
- C. unevenly
- D. meanly

Explain how you figured this out.

First I read ahead in the text and read that black people and white people were not treated equally. Then I reread the text and learned that black people had been slaves in the past, but they were freed by Abraham Lincoln. Even though they had been free for a long time, they were still not treated the same as whites, which was unfair. So I figured that equally must mean fairly.

3. 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.

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



Class Discussion tp

(18 minutes)

Lightning Round

1. Following is the strategy-use routine for class discussion.

Class Discussion

Strategy Use

- Describe your team’s strategy use.
- How did you resolve a sticky note?
- How did it help you understand the text?

Randomly select team representatives who will share their clarifying discussions.



Strategy Use

- describes a problem
- describes strategies used to solve it
- explains how the strategy helped to better understand the text

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

2. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
3. Use **Random Reporter** to have teams share their team’s strategy discussion. Ask each Random Reporter to respond to Team Talk questions #1 and #2.
4. Use **Random Reporter** to have teams share their discussions of Team Talk questions #3 and #4. Award team celebration points to teams whose Random Reporters answer the questions and explain their thinking.

Award poster points to teams whose Random Reporters:

- identify a word marked with a sticky note (what they needed to clarify),
- describe which strategies they used to figure it out, and
- explain how figuring out the word helped them to better understand the text.

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. Distribute the Read and Respond homework forms. Explain that students will choose a book or article to read from the classroom library or other source. For homework each day, students will read from their selected reading for twenty minutes. They will note the date and the page numbers read on their Read and Respond forms, and have it initialed by an adult listener.

Refer to the questions on the form. Explain that students will write answers to the questions, and in lesson 7, use their answers to prepare and make a presentation of their reading selection to their teams.

From Student Edition

Strategy Use

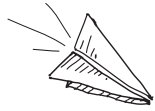
- Discuss sticky-note problems, and try to solve them.
- Discuss which strategies you used. How did you figure it out?
- Discuss how figuring out the problem helped you understand the text.
- Check that all team members can share your team's strategy discussion in the Lightning Round.

Lesson 2

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Teacher Background

In this lesson, students continue reading *Martin Luther King, Jr. and the March on Washington*. As students discuss the comprehension problems that they mark with sticky notes, encourage them to explain which strategies they used to solve them. Refer students to the Clarifying Strategy Card.



Active Instruction

(25 minutes)

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

The Big Question: What is the meaning of the underlined Spanish word in this sentence? Use your Clarifying Strategy Card.

After the warm rain, the grass in the park was a deep verde color, which told us that spring had arrived.

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

What is the meaning of the underlined Spanish word in this sentence? Use your Clarifying Strategy Card.

After the warm rain, the grass in the park was a deep verde color, which told us that spring had arrived.

(Answers may vary.) The underlined word means green. We used clues in the sentence to figure this out. The sentence is talking about the color of the grass and spring. We know that grass is green and looks fresh and new after spring rains and warmer weather. We tried the word green in the sentence, and it made sense.

Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.

Students write responses to the Big Question.

Teams review their cycle goal.

Post and present the reading objective.

Discuss the Big Question.



- Point out that students were able to figure out the meaning of a word in a different language. They used clues in the sentence, and they pictured what was going on in the sentence. They used their knowledge of related words to guess the meaning. Then they tried it in the sentence to see if it made sense.
- Introduce the video “Word Meaning Strategies.”

This team is trying to figure out the meanings of some tough words. As you watch, think about what advice you would give this team about using clarifying strategies.

Show the first part of the video.

The partners are stuck on some words. They figured out how to pronounce these words but haven’t figured out what they mean.

- Have teams discuss what advice they would give the partners to figure out the meanings of these words.

Use **Random Reporter** to have teams share their discussions.

- Show the second part of the video to see which strategies the partners used to clarify the words.

Use **Random Reporter** to have teams share strategies in the video.

Interactive Read Aloud

- Have students preview pages 14–17 in *Martin Luther King, Jr. and the March on Washington*.
- Tell students that you will read aloud and then think aloud as you use some clarifying strategies. Challenge students to actively listen because you will ask them to identify the strategies that you used. Read pages 14 and 15 aloud, stopping at the word *apart* to think aloud and clarify the word. A sample Think Aloud follows.

Sample Think Aloud
<p>I’ve stopped because I don’t know the meaning of the word <i>apart</i>. I’ll mark it with a sticky note and try some strategies. The first clarifying strategy I’m going to try is reading ahead to figure out the meaning. “Black people cannot eat in many restaurants or stay in many hotels.” This is a clue. It tells me that black people are kept out of many places. There is a photograph on these pages that shows a coin laundry with a big sign in the window that says “white only.” I think I understand the word <i>apart</i> now. It means to keep separated or away from each other. I’ll try out that meaning in the sentence to see if it makes sense. “...keep black people and white people separated.” Yes, that makes sense.</p> <p>I clarified it, so I can check off that sticky note. Clarifying the word <i>apart</i> helps me understand that there were laws in the south that kept black people and white people away from each other in many places.</p>

Show the video “Word Meaning Strategies.”



Refer students to pages 14–17 in the text.

Teacher: Read aloud and think aloud to model clarifying strategies.

Students: Actively listen.



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

- Use **Think-Pair-Share** to debrief the Think Aloud.

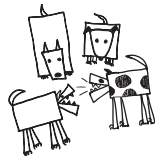
Which clarifying strategies helped me figure out the meaning of *apart*?

You read ahead to find clues. You used the clues about black people not being allowed in many places. You also used a photograph as a clue. These helped you figure out the meaning, which worked in the sentence.

- Partner Practice:** Have students read pages 16 and 17 aloud to their partners and use clarifying strategies to figure out any unfamiliar words. Use **Think-Pair-Share** to ask:

What words or phrases did you have to stop and clarify? How did you figure them out?

(Answers will vary.) We had to stop and clarify the word balcony. We reread the sentence for clues. The sentence said that black people had to sit way up in theaters. This was a clue that a balcony is seating that is higher up and above the other seats in a theater. This helped us understand one way that black people were kept apart from white people.



Teamwork tp

(20 minutes)

Partner Prep

- Refer students to the teamwork routines for partner reading in their team folders, and review the routine. Remind students that during partner reading, partners take turns reading and restating the main ideas in the text. One partner reads a paragraph or section of text aloud. The listening partner restates the main ideas or events in that section. Then they switch off reading and restating.
- Remind partners what they should do when they come to a word, phrase, or section that needs clarifying. When they come to anything confusing or unclear in their reading, they mark it with a sticky note and try to make sense of it using clarifying strategies. If they cannot clarify it, they take their sticky-note problem and try to solve it with the help of the rest of their team during Team Discussion.

Prepare students for partner reading.

With Partners	First	Second	Third	Fourth	Finally
1 Partner Reading	Take turns reading a paragraph or section of text aloud. Mark problems with a sticky note.	Clarify confusing words and passages.	After each paragraph or section, the listening partner restates the main ideas or events.	Both partners make notes about main ideas or events. Review the paragraph or section, and discuss supporting details. Add them to your notes.	Take unsolved sticky-note problems to team discussion.

Prepare students for team discussion.

3. Have students read:
pages 18–23 aloud with partners.
4. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback.

Team Discussion

1. Refer students to the following teamwork routines for strategy use in their team folders.

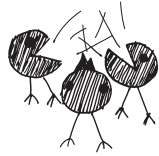
Strategy Use	<ul style="list-style-type: none"> Discuss sticky-note problems, and try to solve them. Discuss which strategies you used. How did you figure it out? Discuss how figuring out the problem helped you understand the text. Check that all team members can share your team’s strategy discussion in the Lightning Round.
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Remind teams that they will discuss their sticky-note problems and use clarifying strategies to figure them out. Point out that teams will want to prepare all team members to share their team’s clarifying discussion because any team member can be called on in the Lightning Round.

2. Preview the Team Talk questions.

Team Talk Questions
<ol style="list-style-type: none"> 1. What word or phrase did your team clarify? [CV] <i>(Answers will vary.) We clarified the word refuse because we did not understand what it meant.</i> 2. How did you figure it out? [CV] <i>(Answers will vary.) We figured this word out by rereading and reading ahead. The text said that some black people had sit-ins, where they sat in white-only places. Sometimes they had to be dragged out of those places. Black people would not leave these white-only places, so refuse must mean to not do something. Figuring this out helped us understand how people protested by not following the laws.</i> 3. Did all white people believe in treating black people unfairly? How can you tell? [MI] <i>(Answers will vary.) No. Many white people supported equal rights. The text says that many white people took part in the protests. In the drawing on pages 20 and 21, there are white people marching in the crowd. Many white people must not have liked the laws.</i> 4. What are some examples from today’s reading that show how black people were often treated unfairly? [MI] <i>According to the text, one thing that black people and white people could not share was water fountains. The text showed pictures of water fountains with signs saying who could use them. In one picture, the water fountain for black people was smaller and not as nice as the fountain for white people.</i>

3. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
4. 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 their clarifying discussions.

Lightning Round

1. Following is the strategy-use routine for class discussion.

Class Discussion	
Strategy Use	<ul style="list-style-type: none"> Describe your team's strategy use. How did you resolve a sticky note? How did it help you understand the text?

2. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
3. Use **Random Reporter** to have teams share their team's strategy discussion. Ask each Random Reporter to respond to Team Talk questions #1 and #2. Award team celebration points to teams whose Random Reporter:
 - identifies a word marked with a sticky note (what they needed to clarify),
 - describes which strategies they used to figure it out, and
 - explains how figuring out the word helped to better understand the text.
4. Use **Random Reporter** to have teams share their discussions of Team Talk questions #3 and #4. Award team celebration points to teams whose Random Reporters use full sentences to answer the question and support their answers with examples from the text.
5. 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.

From Student Edition

Strategy Use	<ul style="list-style-type: none">• Discuss sticky-note problems, and try to solve them.• Discuss which strategies you used. How did you figure it out?• Discuss how figuring out the problem helped you understand the text.• Check that all team members can share your team's strategy discussion in the Lightning Round.
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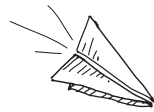
Lesson 3

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Teacher Background

In this lesson, you will introduce the strategy-use rubric. The rubrics in the Reading Edge, which can be found in the team folders, set expectations for student responses. They are tools for teams as they prepare for the Lightning Round to help them discuss, give feedback, and evaluate whether they have a high-quality response. The rubrics are also tools for evaluating and giving feedback during the Lightning Round. In the video that students see today, two teams are having strategy discussions. Using the strategy-use rubric, your students will evaluate their responses.

In today's reading, students will learn about how the idea for the civil rights march on Washington, D.C., began. They will also learn about whom people were waiting to hear a speech from.



Active Instruction tp

(25 minutes)

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

Students write responses to the Big Question.

The Big Question: What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

Because of the sultry July weather, the neighborhood pool was almost overflowing with people looking to escape the heat.

Teams review their cycle goal.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

Because of the sultry July weather, the neighborhood pool was almost overflowing with people looking to escape the heat.

(Answers may vary.) The word sultry means very hot. We figured that out by rereading the sentence for clues. The sentence says that it is July, a

Post and present the reading objective.





Introduce the strategy-use rubric.

swimming pool is full, and people are trying to escape the heat. These are clues that it must be hot outside. Putting the word hot in the sentence makes sense.

Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.

5. Display the strategy-use rubric (also in the team folder).

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.

Explain that rubrics are tools that teams will use to prepare their Random Reporters to earn points in the Lightning Round. Note that to earn points in the Lightning Round, the Random Reporter must give a 100-point answer. To earn points for strategy use, the Random Reporter will:

- identify a sticky-note problem a team member had understanding the text.
- describe a strategy that was used to solve the problem.
- explain how using the strategy helped in better understanding the text.

6. Introduce the video “Team Strategy Discussion.”

We are going to watch a video of a team preparing for the Lightning Round. They are discussing sticky-note problems.

Show the first part of the video. Use **Think-Pair-Share** to debrief.

How did the team prepare for the Lightning Round?

Do you think the team is ready for the Lightning Round? Why or why not?

7. Introduce the second part of the video.

The teams are about to enter the Lightning Round. Listen carefully to their Random Reporters, and use the strategy-use rubric to rate their answers.



Show the first part of the video “Team Strategy Discussion.”

Show the second part of the video.



Refer students to pages 24–27 in the text.

Teacher: Read aloud.

Students: Actively listen.

Show the second part of the video. Use **Think-Pair-Share** to debrief.

Looking at the strategy-use rubric, how did the team earn a point on the poster?

They earned a point because their Random Reporter gave a 100-point answer. He told about the sticky-note problem, which strategies they used to figure it out, and how it helped them better understand the text.

Interactive Read Aloud

1. Tell students that you will read aloud and then think aloud from *Martin Luther King, Jr. and the March on Washington* as you use some clarifying strategies. Challenge students to actively listen because you will ask them to identify the strategies that you used.
2. Read pages 24 and 25 aloud, stopping at the word *capital* to think aloud and clarify the word. A sample Think Aloud follows.

Sample Think Aloud

I stopped because I can pronounce this word, but I don't really know what it means in this sentence. I'll mark it with a sticky note and try some strategies from the Clarifying Strategy Card.

I know that a capital is the big version of a letter, like a capital A, but that does not make sense in this text. Let me reread the passage to see if I can make more sense out of this. (Reread page 25.) I see that they are talking about going to Washington, D.C. I know that is an important city in our country. I read that laws are made in Washington, D.C. So the word *capital* in this text means an important place or city where laws are made. That makes sense. Figuring it out helped me understand why the protesters and marchers chose Washington, D.C.



3. Use **Think-Pair-Share** to debrief the Think Aloud.

Which clarifying strategies helped me figure out the meaning of *capital*?

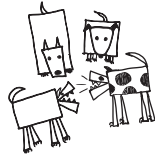
You reread the passage to find clues to help you figure out that the word capital in this text means something different from other uses of the word capital.

4. Partner Practice: Have students read pages 26 and 27 aloud to their partners and use clarifying strategies to figure out any unfamiliar words. Use **Think-Pair-Share** to ask:

What words or phrases in the passage did you have to clarify? How did you figure them out?

(Answers will vary.) We had to stop and figure out the word overcome. We reread the passage and thought about the main ideas of the text. The people are singing as they march in a protest. They are protesting the unfair treatment of black people. We figured out that the word overcome means to win against a problem. This helped us understand that the people in the protest will win over unfair laws.

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



Teamwork tp

(20 minutes)

Prepare students for partner reading.

Partner Prep

1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.

With Partners	First	Second	Third	Fourth	Finally
1 Partner Reading	Take turns reading a paragraph or section of text aloud. Mark problems with a sticky note.	Clarify confusing words and passages.	After each paragraph or section, the listening partner restates the main ideas or events.	Both partners make notes about main ideas or events. Review the paragraph or section, and discuss supporting details. Add them to your notes.	Take unsolved sticky-note problems to team discussion.

2. Remind partners what they should do when they come to a word, phrase, or section that needs clarifying. When they come to anything confusing or unclear in their reading, they mark it with a sticky note and try to make sense of it using clarifying strategies. If they cannot clarify it, they take their sticky-note problem and try to solve it with the help of the rest of their team during Team Discussion.
3. Have students read:
pages 28–33 aloud with partners.
4. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback.

Team Discussion

1. Refer students to the following teamwork routines for strategy use in their team folders.

Strategy Use	<ul style="list-style-type: none"> • Discuss sticky-note problems, and try to solve them. • Discuss which strategies you used. How did you figure it out? • Discuss how figuring out the problem helped you understand the text. • Check that all team members can share your team's strategy discussion in the Lightning Round.
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Prepare students for team discussion.

2. Remind teams to use the strategy-use rubric to prepare for the Lightning Round.

Team Talk Questions

1. What word or phrase did your team clarify? How did you figure it out? **[CV]**
(strategy-use rubric)
100 = We clarified the word preacher on page 32 because we did not understand what it meant. We used the dictionary and learned that a preacher is someone who speaks at a church. This must be Dr. King's job. Figuring out the word preacher helped us understand why people were waiting for Dr. King to speak. He was probably good at talking to crowds.
90 = We clarified the word preacher on page 32 because we did not understand what it meant. We used the dictionary and learned that a preacher is someone who speaks at a church.
80 = We clarified the word preacher on page 32 because we did not understand what it meant.
2. How can you tell that the crowd was interested in hearing Dr. King's speech? **[MI]**
I can tell that the crowd was interested in hearing Dr. King's speech because the crowd grew quiet when Dr. King took the stage to speak in front of the Lincoln Memorial. There was a huge crowd gathered, and crowds are usually very noisy. They had been sitting and listening to speeches all day. Dr. King must have been important for everyone to focus on him.
3. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
4. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion **tp**

(15 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.

Randomly select team representatives who will share their clarifying discussions.

2. Display the strategy-use rubric.

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.

Use strategy-use rubric to evaluate student responses.



Remind students that the Random Reporter’s response must provide all the elements listed in the three-point levels on the rubric to earn points on the poster for the team.

3. Use **Random Reporter** to have teams share their team’s strategy discussion. Ask each Random Reporter to respond to Team Talk question #1. Award team celebration points to teams whose Random Reporter:

- identifies a word marked with a sticky note (what they needed to clarify),
- describes which strategies they used to figure it out, and
- explains how figuring out the word helped to better understand the text.

Use **Random Reporter** to have teams share their discussions of Team Talk question #2. Award team celebration points to teams whose Random Reporters use full sentences to answer the question and support their answers with examples from the text.

4. 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.

From Student Edition

Strategy Use

- Discuss sticky-note problems, and try to solve them.
- Discuss which strategies you used. How did you figure it out?
- Discuss how figuring out the problem helped you understand the text.
- Check that all team members can share your team's strategy discussion in the Lightning Round.

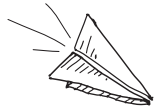
Lesson 4

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Teacher Background

In this lesson, students see video partners using the partner reading routine as they take turns reading aloud a section of text and restating the main ideas. Through trying to restate, the partners are alerted to the fact that they need to stop and use clarifying strategies to figure out the passage. During Interactive Read Aloud, read aloud a section of text and challenge students to restate the main ideas in the text with their partners. How did restating help them check their understanding?

Today students will continue to read about the march on Washington and about Martin Luther King, Jr.'s famous "I Have a Dream" speech.



Active Instruction

(25 minutes)

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

The Big Question: What is the meaning of the underlined phrase in this sentence? Use your Clarifying Strategy Card.

The riddle was a hard nut to crack, but we worked together as a team and solved it.

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

What is the meaning of the underlined phrase in this sentence? Use your Clarifying Strategy Card.

The riddle was a hard nut to crack, but we worked together as a team and solved it.

(Answers will vary.) "Hard nut to crack" means a difficult problem. We reread the sentence for clues. In the sentence, the speaker was working with a team to solve a riddle. We know that riddles can be difficult to solve. They needed to work together to come up with the solution.

Students write responses to the Big Question.

Teams review their cycle goal.

Post and present the reading objective.

Discuss the Big Question.





Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.

- Point out that students have been using strategies to clarify the meanings of words. Use **Think-Pair-Share** to ask:

Suppose you read a sentence or paragraph and you don't understand it. What do you do? What strategies could you use to figure out what the sentence or paragraph means?

If there are words that we don't know, we could clarify them first. We could reread what we don't understand. We could read on to see if there are clues in the text. We could picture what is happening to try to figure it out.

- Introduce the video “Sentence/Passage Strategies.”

We are going to watch a video of partners who are struggling with the meaning of a passage.

Show the video. Use **Think-Pair-Share** to debrief.

How did the partners know that they had a sticky-note problem?

What strategies did the partners use to figure out the meaning of the passage?

Interactive Read Aloud

- Have students preview today's reading, pages 34–37 in *Martin Luther King, Jr. and the March on Washington*.

Refer to the reading objective, and review the skill if necessary. Tell students that you will read aloud and then think aloud as you use some clarifying strategies. Read page 34, stopping after the phrase “man of peace.” A sample Think Aloud follows.

Sample Think Aloud

The text describes Martin Luther King, Jr. as a “man of peace.” What does that mean? I'll keep reading to see if I can find an explanation for this description.

(Read the rest of the page aloud.) Now I understand. Dr. King did not believe in fighting for equal rights physically. He did not get into fist fights or attack anyone for not agreeing with him. He used his words to fight equal rights. So another way of saying this phrase might be to describe Dr. King as peaceful. This helped me understand what kind of man Dr. King was and why he was important.

- Use **Think-Pair-Share** to debrief the Think Aloud.

Which clarifying strategies did I use?

You read ahead and identified clues that helped you figure out that Martin Luther King, Jr. was a peaceful man.

Show the video
“Sentence/Passage
Strategies.”



Refer students to
pages 34–37 in the text.

Teacher: Read aloud.
Students: Actively listen.

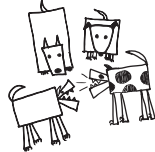


Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

- Partner Practice: Have students read pages 36 and 37 aloud to their partners. Listening partners restate the ideas in the passage. Use **Think-Pair-Share** to ask:

How did restating the ideas help you check your understanding?

My partner restated the main idea as being “Dr. King hoped for a better world.” I added, “He hoped that his children would not be judged for being black” as a main point. Restating helped us understand the important ideas that Dr. King was speaking about.



Teamwork

(20 minutes)

Partner Prep

Prepare students for partner reading.

- Prepare students for partner reading. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.

With Partners	First	Second	Third	Fourth	Finally
1 Partner Reading	Take turns reading a paragraph or section of text aloud. Mark problems with a sticky note.	Clarify confusing words and passages.	After each paragraph or section, the listening partner restates the main ideas or events.	Both partners make notes about main ideas or events. Review the paragraph or section, and discuss supporting details. Add them to your notes.	Take unsolved sticky-note problems to team discussion.

- Have students read:
pages 38–41 aloud with partners.
- Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback.

Team Discussion

Prepare students for team discussion.

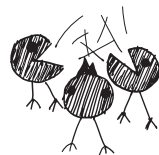
- Refer students to the following teamwork routines for strategy use in their team folders.

Strategy Use	<ul style="list-style-type: none"> Discuss sticky-note problems, and try to solve them. Discuss which strategies you used. How did you figure it out? Discuss how figuring out the problem helped you understand the text. Check that all team members can share your team’s strategy discussion in the Lightning Round.
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2. Remind teams to use the strategy-use rubric to prepare for the Lightning Round.

Team Talk Questions	
1. What word or phrase did your team clarify? How did you figure it out? [CV] (strategy-use rubric)	<p>100 = We clarified the phrase "moved by his words" because we didn't understand how a person could be moved by words. We reread the sentence and saw that the speech made some people cry. People's emotions were changed by his words. This helped us understand the effect that Dr. King's speech had on people who supported civil rights.</p> <p>90 = We clarified the phrase "moved by his words" because we didn't understand how a person could be moved by words. We reread the sentence and saw that the speech made some people cry. People's emotions were changed by his words.</p> <p>80 = We clarified the phrase "moved by his words" because we didn't understand how a person could be moved by words.</p>
2. Explain the reaction of the crowd to Dr. King's speech in front of the Lincoln Memorial. [MI]	<p>The crowd listened very carefully to Dr. King's speech. They leaned forward so they could hear him speak better. They were quiet during the speech and when it ended. Then the crowd clapped and cheered, and some people cried.</p>

3. Circulate and give feedback to teams and students. Use the strategy-use rubric to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
4. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Lightning Round

1. Display the strategy-use rubric.

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.

Randomly select team representatives who will share their clarifying discussions.



Remind students that the Random Reporter's response must provide all three levels on the rubric to earn points on the poster for the team.

2. Use **Random Reporter** to have teams share their team's strategy discussion. Ask each Random Reporter to respond to Team Talk question #1. Award team celebration points to teams whose Random Reporter:
 - identifies a word marked with a sticky note (what they needed to clarify),
 - describes which strategies they used to figure it out, and
 - explains how figuring out the word helped to better understand the text.
3. Use **Random Reporter** to have teams share their discussions of Team Talk question #2. Award team celebration points to teams whose Random Reporters describe the strategies they used and how it helped them understand the text.
4. 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.

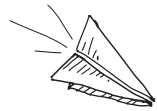
Remind students of the Read and Respond homework assignment.

Lesson 5

Writing Objective: Write a complete answer that explains your thinking.

Teacher Background

The writing project in lesson 5 prepares students for the writing section of the cycle test. In today's lesson, students will practice writing a response to a strategy-use question. Model using the strategy-use rubric as a checklist for drafting your response.



Active Instruction

(10 minutes)

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

The Big Question: What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

The hero scaled the vine-covered wall to sneak into the castle and rescue the kidnapped princess.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

The hero scaled the vine-covered wall to sneak into the castle and rescue the kidnapped princess.

Scaled means climbed. We used clues from the sentence to figure this out. The hero was going over the wall so he could sneak into the castle. He used the vines to climb it.

Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.

5. Remind students that this cycle, they have been using clarifying strategies, answering questions, and explaining their thinking. Refer students to the writing objective. Tell them that today they will practice writing a complete answer to a strategy question in preparation for the test in the next lesson.

Students write responses to the Big Question.

Teams review their cycle goal.

Post and present the writing objective.

Discuss the Big Question.



Introduce the writing project.

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

Read the prompt aloud.

Writing Prompt	
Read the protest signs drawn on pages 6, 13, 21, or 22, and mark with a sticky note a word, phrase, or sentence that you needed to clarify. Describe the problem and how you figured it out.	

Model a Skill

Model drafting an answer to a strategy question.

- Refer students to the strategy-use rubric. Remind students that a complete strategy-use written answer includes the same three levels outlined by the rubric. Review the rubric.

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.

- Model writing an answer to a strategy question. Point out that first you will tell what you had to mark with a sticky note.

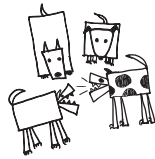
A word in the passage that confused me was the word *segregated* on page 13.

Point out that next you will describe the problem and the strategy that you used to figure it out.

I stopped and reread the rest of the sign for clues. I also thought about what I read in the text.

Point out that next you will explain how using the strategy helped you better understand the text.

I figured out that *segregated* means separated, because there were many laws in the south that separated black people and white people in public places. This helped me better understand what many people were marching for. They were marching for everyone, including children, to have equal rights.



Teamwork tp

(20 minutes)

Students write for 10 minutes.

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they answer all parts of the question and to the strategy-use rubric to check the quality of their response.

Monitor discussions as partners and teams give feedback.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions. Introduce the peer feedback routine.

Peer Feedback	
1.	Read your writing project to your teammates. Remember to read with expression.
2.	Ask each of the questions below. Note your teammates' suggestions in the margin of your writing project. <ul style="list-style-type: none"> – Did I identify a problem I had in understanding the text? – Did I describe the problem and which strategy I used to solve it? – Did I explain how using the strategy helped me better understand the text?
3.	Make revisions.

Students revise and edit their writing projects.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback.
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)

Team responses, feedback, and celebration

Display and evaluate randomly selected writing projects using the strategy-use rubric.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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 strategy-use rubric. Using the rubric, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer identify a problem he or she had understanding the text?**
- **Does the writer describe the problem and the strategy that was used to solve it?**
- **Does the writer explain how using the strategy helped him or her better understand the text?**

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

Reflection on Writing

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

Did using the rubric help you write a complete answer? How?

Answers will vary.

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

Answers will vary.

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

Read the protest signs drawn on pages 6, 13, 21, or 22, and mark with a sticky note a word, phrase, or sentence that you needed to clarify. Describe the problem and how you figured it out.

Peer Feedback	
1.	Read your writing project to your teammates. Remember to read with expression.
2.	Ask each of the questions below. Note your teammates' suggestions in the margin of your writing project. <ul style="list-style-type: none"> – Did I identify a problem I had in understanding the text? – Did I describe the problem and which strategy I used to solve it? – Did I explain how using the strategy helped me better understand the text?
3.	Make revisions.

Lesson 6

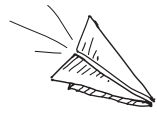
Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Writing Objective: Write a complete answer that explains your thinking.

Teacher Background

During today's cycle test, students will use strategies to clarify what they read and will identify which strategies they used to clear up anything confusing. Students may use the Clarifying Strategy Card as they read and answer the test questions.

Be prepared to pass out a colored pen to each student. After taking the test, students will discuss their answers with their teams, receive feedback, and have the opportunity to improve their answers using the colored pens. When you are scoring the test, score students' original answers and add extra points for improved answers.



Active Instruction

(5 minutes)

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

The Big Question: What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

The tiny dog was quivering in fear as the child approached its cage, but soon only its tail was wagging.

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

What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

The tiny dog was quivering in fear as the child approached its cage, but soon only its tail was wagging.

Students write responses to the Big Question.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Discuss the Big Question.



(Answers may vary.) Quivering means shaking. We figured this out by rereading and reading ahead for clues from the sentence. One clue was that the dog was afraid, and another was that by the end of the sentence, only the dog's tail was wagging. Wagging is similar to shaking. It makes sense to say that the dog was shaking in fear.



Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.



Prepare Students for the Test tp

(5 minutes)

Partner Review

1. Remind students that they have been practicing using clarifying strategies to figure out the meanings of words, phrases, and passages. Tell students that they will use these strategies and explain their thinking as they take the cycle test.
2. Have partners review their Clarifying Strategy Cards and writing projects.

Test Directions

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

2. What word or phrase from today's reading did you clarify? How did you figure it out? **[CV]**

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

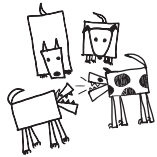
Today you will read about the effect that the march on Washington had on our nation.



Test tp

(30 minutes)

1. 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.
2. Spot check the Read and Respond homework.



Teamwork tp

(10 minutes)

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.

Teams discuss the answers to the test questions.

After the Test	
Independent Strategy Use	<ul style="list-style-type: none"> Describe your strategy use. How did you resolve a sticky note?
Skill-Question Discussion	<ul style="list-style-type: none"> Discuss the skill question in teams. Say the question in your own words, and tell what key words or phrases you identified. Read your answer to the team. Think about what you like about your answer and what you could have said differently. Use your colored pen to add comments to your answer.

3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Show the video “Read and Respond Homework.”



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. Explain that in the next lesson, with the help of their teams, students will each prepare an oral presentation about their homework reading selections. Students will use the questions and their answers on the Read and Respond homework form to discuss with their teams and prepare their presentations.

Introduce the video “Read and Respond Homework.”

We will watch a video of a team discussing their homework reading selections and preparing for presentations in the Lightning Round.

Show the video. Debrief the video.

How did the team use the Read and Respond form to prepare their presentations?

3. Remind students to bring their Read and Respond forms and homework reading selection to the next reading class.

Cycle 1 Test

Clarify Words and Ideas

Directions: Read *Martin Luther King, Jr. and the March on Washington*, pages 42–48. Answer the following questions on a separate piece of paper. You may use the Clarifying Strategy Card.

Part I. Comprehension (100 points)

1. When you are reading, what can you do if you come to something unclear or confusing? **[CV]**

(Accept reasonable responses.) For example, when I am reading and come to something unclear, I can stop and use clarifying strategies to figure it out. If it is an unfamiliar word, I can break it into chunks to pronounce it. I can reread or read on to find clues in the sentence. I can picture what is happening in the text.

2. What word or phrase from today’s reading did you clarify? How did you figure it out? **[CV]**

(Answers may vary.)

20 points = I clarified the phrase “law of the land” because I wasn’t sure what it meant. I reread the section for clues about what the phrase might mean. I figured out that the president helped to pass a law that gave black people the same rights as white people. The president signs laws for the country, which is another way of saying land. This helped me understand that equal rights became the law of the United States of America.

15 points = I clarified the phrase “law of the land” because I wasn’t sure what it meant. I reread the section for clues about what the phrase might mean. I figured out that the president helped to pass a law that gave black people the same rights as white people. The president signs laws for the country.

10 points = I clarified the phrase “law of the land” because I wasn’t sure what it meant.

3. The Civil Rights Act of 1964 says there cannot be segregation in public places. What are public places? How did you figure this out? **[DC, SA]**

I think public places are places in the community. Earlier, the text described how places like restaurants and movie theaters were segregated. Now there cannot be separate seating in these places. There cannot be “whites only” restaurants. These are places in the community where people go to meet others.

4. How can you tell that the march on Washington was an important event? **[MI]**

I can tell that it was important because President John F. Kennedy watched the speeches on television. People all over the world watched the speeches on television. That means that the march was famous in other countries too. People in other countries were interested in what was happening in Washington.

5. What was the effect of the march on Washington on the country? **[MI]**

One year after the march on Washington, the laws in the United States were changed to give equal rights to black people. Places were no longer allowed to separate white people and black people.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Use clarifying strategies to explain what the Civil Rights Act of 1964 did. How did you figure it out?

100 points = I was not sure what the Civil Rights Act did. I used context to help me figure it out. I know that people gathered in Washington, D.C., because they wanted equal rights. This made the government pass the Civil Rights Act in 1964. It meant that places could not be segregated. There could not be “whites only” places. So, the Civil Rights Act of 1964 must mean that everyone had to have the same rights. This helped me understand how the protests and march on Washington, helped to change the laws.

90 points = I was not sure what the Civil Rights Act did. I used context to help me figure it out. I know that people gathered in Washington, D.C., because they wanted equal rights. This made the government pass the Civil Rights Act in 1964. It meant that places could not be segregated. So, the Civil Rights Act of 1964 must mean that everyone had to have the same rights.

80 points = I was not sure what the Civil Rights Act did. I used context to help me figure it out.

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

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.

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

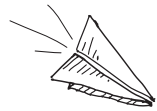
Lesson 7

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

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.

For Read and Respond, ask students all the questions but only give scores for strategy use, Team Talk, and fluency.



Active Instruction

(20 minutes)

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

The Big Question: What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

Some people oppose laws to raise speed limits because they think it makes roads dangerous.

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

What is the meaning of the underlined word in this sentence? Use your Clarifying Strategy Card.

Some people oppose laws to raise speed limits because they think that it makes roads dangerous.

(Answers may vary.) The word oppose means disagree with. I figured this out by using clues from the sentence. Some people think that raising speed limits makes roads dangerous. They disagree with making speed limits higher.

Use **Random Reporter** to debrief, and award team celebration points to teams that describe the strategies they used.

Students write responses to the Big Question.

Teams review their cycle goal.

Discuss the Big Question.

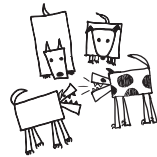


Connect the cycle objective to students' homework reading selections.

4. 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.

5. 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.



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 you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)



Team responses and feedback

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

Celebrate team successes!
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Award points for complete answers that explain the student's thinking. Use the strategy-use rubric to evaluate responses to question #3, give specific feedback, and award points.

Celebrate

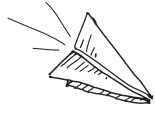
1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record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

Lesson 8

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

Teacher Background

In the first part of this lesson, students are introduced to and complete a Two-Minute Edit. Then students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new goals for further improvement. In the second part, students participate in their first Class Council and a Brain Game (optional).



Active Instruction

(2 minutes)

Two-Minute Edit

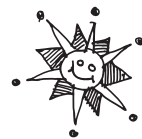
1. As students arrive for class, introduce the Two-Minute Edit. Tell them types of mistakes to look for in the sentence. Challenge teams to find and fix the mistakes in the following sentence.

There are three mistakes in this sentence. Can you find them and fix them?

Reading ahead and use background knowledge are a clarifying strategy.

Answer: Reading ahead and using background knowledge are two clarifying strategies.

2. Use **Random Reporter** to debrief, and award team celebration points to teams that find the mistakes and explain the edits that they made.



Celebrate/Set Goals

(20 minutes)

1. Use the video to explain how the Team Celebration Points poster scores and test results are combined to identify super teams, great teams, and good teams. You can introduce the video this way.

The team is about to find out how the team did this cycle. Will they be a super team, a great team, or a good team?

2. Introduce the video by telling students that it will explain how their team celebration points factor into their scores. Show the video.

Teams complete a Two-Minute Edit.



Show the video
“Are we a
super team?”





Distribute scored cycle tests, team score sheets, and celebration certificates.

Celebrate team successes.

Show the video “Team Goal Setting.”



Set new team goals.



3. Debrief the video. Use **Think-Pair-Share** to ask:

How do team celebration points help team scores?

Team celebration points increase team scores and help teams become super teams.

4. Distribute students’ scored cycle tests. Allow a few moments for students to review them.
5. 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.
6. 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.
7. Use the video to introduce the process for selecting a team goal. Debrief the video. Use **Think-Pair-Share** to ask:

How did the team use the team score sheet?

They used it to check their team scores from the cycle to see how they were doing. They used it to figure out what they wanted to improve and to set a goal for next cycle.

What is the team’s goal for next cycle? Why did they choose that goal?

Why would it help the team to set a goal for the next cycle?

If the team decides on a goal, all the team members know what they will work on next cycle. They will get 10 extra points added to their team celebration total if they make their goal.

8. Have each team discuss and set a goal for the next cycle and record it on their team score sheet.

Use **Random Reporter** to ask:

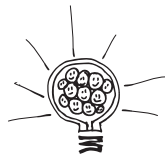
What is your team’s goal for the next cycle? Why did you choose that goal?

Accept supported answers.

9. 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.
10. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

How do you think your progress chart will help you in the Reading Edge?

My progress chart will help me see how far I’ve come in the Reading Edge and what I need to do to grow.



Class Council

(30 minutes)

Introduce students to the parts of a Class Council.

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.



Class compliments:

Explain that every Class Council begins with class compliments. These are encouraging words that anyone in the class can share during Class Council to acknowledge others. Class compliments provide opportunities to recognize students who help other students meet a goal or who treat others with kindness and respect at any time, even during other classes or times in the school day. Class compliments recognize good, cooperative, respectful behavior.

Read the sample compliment.

“I would like to compliment Ava for helping me with my math word problems. After she listened to what was confusing to me, she asked me questions and helped me to clarify the question.”

Post the Class Compliment on the board.



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

What did Ava do that earned a class compliment?

Ava listened actively and asked questions until her friend figured out the math problem. She didn't do the problem for her. She helped her do it herself.

Ask teams to discuss the following statements and suggest which one is not a class compliment.

“I would like to compliment Derek because he actively listened while I explained my thinking, even when he disagreed.”

“I would like to compliment Matt on his new football jersey. It is awesome.”

“I would like to compliment Susan for making sure everyone contributed to our team discussion.”

“I would like to compliment my team for not getting distracted by all of the noise in the hallway. We had a great discussion.”

Use **Random Reporter** to ask for responses.

Post these statements on the board.

The comment about Matt's football jersey is not an appropriate class compliment. It is not about something that Matt did for someone else, it is about something that he owns.

Review Progress:

Since this is the first Class Council, there is no goal to review.

Discuss a Concern:

During this section of the Class Council, students will discuss issues or problems that are getting in the way of reaching goals. Sometimes it is helpful to read a scenario to get the discussion started. If you wish to start with a scenario, one is provided below. Post it on the board. Ask students to discuss it in their teams, and then use **Random Reporter** to ask students to share their conversations. Guide students to come up with win-win solutions as discussed in their Getting Started unit.

The team is getting ready for the Lightning Round. Sarah keeps talking to her partner about her baby sister. Her teammate Thomas is getting annoyed. He is having trouble concentrating. No one is paying attention to his questions—they are listening to Sarah.

Set a class goal:

Since this is the first Class Council meeting, the class will set its first goal. Ask your students to identify something that they would like to address to assist them in reaching their individual and team goals. Identify a way to measure success so you can revisit the goal and evaluate success at your next Class Council meeting in the last lesson of the next cycle.



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:

Clarify
Words
and Ideas

Lesson 1

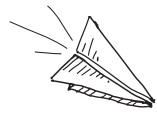
Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Teacher Background

In this lesson, you will introduce the Team Talk rubric. Like the strategy-use rubric, the Team Talk rubric sets the expectations for a quality response. You and your students will use it to evaluate their answers in Team Discussion and in the Lightning Round. Students will view a video of teams using the rubric to build a quality answer. They will also evaluate a team's answer using the rubric. Is it a 100-point answer? Why or why not?

The rubric specifies the use of academic language in a quality answer. Academic language is defined for students as the language used in school. Guide students and teams to an understanding of academic language by discussing examples of it in student answers. Sample 80-point, 90-point, and 100-point answers are provided for each Team Talk question in Reading Edge, and examples of academic language are indicated.

Students will also begin reading *Alligators and Crocodiles*, an informational text that will give students a close look at crocodiles and alligators. Today students will learn how alligators and crocodiles look and how they are similar and different.

**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: When you are answering questions in school, how do you know when you have a quality answer?

Set the Stage tp

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

When you are answering questions in school, how do you know when you have a quality answer?

A quality answer correctly answers the question. It explains your thinking and how you got to that answer.

Record student responses on the board.

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

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

become super teams. Tell them that they can earn team celebration points during the Lightning Round.

3. Introduce the text, author, and reading objectives.
4. Review the team celebration points poster, and challenge teams to build on their success.
5. Display and introduce the Team Talk rubric. The rubric can also be found in the team folder.

Post and present the reading objective.

Introduce the Team Talk rubric.

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.

6. Explain to students that the rubrics are tools for teams to use when they are getting ready for the Lightning Round. When they are discussing and answering Team Talk questions, they will need to have a high quality 100-point answer to get points for their team.
7. Review the Team Talk rubric, noting that correctly answering a question in full sentences is the bottom level of the rubric. Answering correctly in full sentences and including evidence to support the answer is the second level. The top level of the rubric describes a high-quality answer. Point out that the top level requires explaining the thinking behind an answer and using academic language, in other words, the language of school.
8. Display the following sample answers to a Team Talk question, and use the rubric to discuss the elements that make a 100-point answer. Note the color coding in the answers for a correct answer, supporting evidence and examples, wrap-up that connects the answer to the evidence, and examples of academic language.

Explain what makes a 100-pt, high-quality answer.

Sample Team Talk Question	
Explain the reaction of the crowd to Dr. King’s speech in front of the Lincoln Memorial.	
<p>Team A’s answer:</p> <p><i>The crowd listened very carefully to Dr. King’s speech.</i></p> <p>Team B’s answer:</p> <p><i>The crowd listened very carefully to Dr. King’s speech. They leaned forward so they could hear him speak better. They were quiet during the speech and when it ended, the crowd clapped and cheered, and some people cried.</i></p> <p>Team C’s answer:</p> <p><i>The crowd listened very carefully to Dr. King’s speech. They seemed to lean forward so they could hear him speak better. They were silent during the speech. After Dr. King finished speaking, the crowd clapped and cheered, and some people cried. The crowd was moved by what they had heard in Dr. King’s speech.</i></p>	<p>Correct answer in complete sentences</p> <p>Supporting evidence and examples</p> <p>Wrap-up that connects the answer to the evidence</p> <p>Uses academic language</p>

9. Introduce the video.

Now you will see a team discuss the answer to another Team Talk question and use the rubric to get ready for the Lightning Round. Let’s see if they prepare a 100-point answer.

Show the first part of the video. Use **Think-Pair-Share** to debrief.

How did the team use the rubric to prepare for the Lightning Round?

Show the second part of the video. Use **Think-Pair-Share** to debrief.

Why didn’t the team earn a team celebration point? What was missing from this answer?

Show the third part of the video. Use **Think-Pair-Share** to debrief.

Did the team use academic language in their answer? How?

Remind students that the rubrics will help them prepare high-quality answers and earn team points in the Lightning Round.

Show the video “Team Talk.”



Refer students to pages 4–5 in the text.

Teacher: Read aloud.

Students: Practice the skill or strategy.

Interactive Read Aloud

1. Have students preview pages 4 and 5 in *Alligators and Crocodiles*.

Refer to the reading objective, and review the skill if necessary. Tell students that you will read aloud and then think aloud as you use some clarifying strategies. Read pages 4 and 5 aloud, stopping at the word *pointed* to model using clarifying strategies. A sample Think Aloud follows.

Sample Think Aloud
<p>As I read, I came across a word that seems a bit tricky. “They both have huge jaws with...” Hmm, I’m not sure I know how to read this word. Wait, it looks like it has a suffix “-ed”. I do recognize the word <i>point</i> in it. So it must have something to do with points. I’ll reread the passage to see if I can find some clues to help me figure it out. “Crocodiles and alligators look alike. They both have huge jaws with ... teeth.” I understand what the word is now. Crocodiles and alligators both have big teeth that are sharp and pointed. That means their teeth come to a point. I was looking for a word that described teeth. That makes more sense than the word <i>points</i>. This helps me understand the features of crocodiles and alligators.</p>



2. Use **Think-Pair-Share** to debrief the Think Aloud.

Which clarifying strategies did I use?

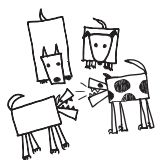
You identified a familiar part of the word. You reread the passage to figure out what word you were looking for.

3. Partner Practice: Have students read pages 6 and 7 aloud to their partners. Listening partners restate the ideas in the paragraph. Use **Think-Pair-Share** to ask:

How did restating the ideas help you check your understanding?

My partner restated the main idea as, “Crocodiles have a thinner snout than alligators do.” I added that crocodiles have snouts that come to a point and are shaped like a V. Alligators have a snout that is shaped like a U. Restating helped us get important ideas from the text.

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



Teamwork tp

(20 minutes)

Prepare students for partner reading.

Partner Prep

1. Refer students to the teamwork routines for partner reading in their team folders and review the routine.

With Partners	First	Second	Third	Fourth	Finally
1 Partner Reading	Take turns reading a paragraph or section of text aloud. Mark problems with a sticky note.	Clarify confusing words and passages.	After each paragraph or section, the listening partner restates the main ideas or events.	Both partners make notes about main ideas or events. Review the paragraph or section, and discuss supporting details. Add them to your notes.	Take unsolved sticky-note problems to team discussion.

Have students read:


pages 4–9 aloud with partners.

2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, for example, using sticky notes. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

1. Prepare students for Team Discussion. Refer them to the role cards in their team folders and explain that the role cards will help guide their discussions of Team Talk questions. Have teams distribute a role card to each team member.


Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.

 **First**

Read the question.


1. Read the question to your teammates.
2. Make sure everyone practices active listening.
3. Ask if everyone heard and understood the question.
4. Identify the right rubric.

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 **Second**


Answer the question.

1. Restate the question in your own words.
2. Use the rubric to form your answer.
3. Tell and explain your answer.
4. Ask if everyone heard your answer.

 **Third**

Agree OR disagree.

1. Restate your teammate's answer.
2. Agree and add additional information, OR disagree and explain why.
3. Ask if everyone heard your answer.

 **Finally**

Summarize.

1. Restate the group's agreed-upon answer.
2. Check to make sure each teammate understands the answer.
3. Make sure each teammate is ready for the Lightning Round.
4. Pass the role cards to the right.

2. Remind teams to use the rubrics to prepare for the Lightning Round.
3. Preview the Team Talk questions.

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

Prepare students for Team Discussion.

Teams distribute a role card to each team member.

Team Talk Questions

1. What word or phrase did your team clarify? How did you figure it out? **[CV]** (strategy-use rubric)

100 = We clarified the word bony because we didn't understand what it meant. We used the base word and context clues to figure it out. We knew it had something to do with the covering on the bodies of alligators and crocodiles from the context. And then we noticed that the base word is bone. This is just bone + y, so it must be a covering that is hard like bones. This helps us understand features of alligators and crocodiles.

90 = We clarified the word bony because we didn't understand what it meant. We used context clues and thought about the base word bone in it. So we used familiar parts of the word and context clues to figure it out.

80 = We clarified the word bony because we didn't understand what it meant.

2. Explain how alligators and crocodiles are not exact look-alikes. **[MI]** (Team Talk rubric).

100 = Alligators and crocodiles have many **similarities**, but can be told apart by their **snouts** and color. Alligators have wide, U-shaped snouts while crocodiles have **narrower** V-shaped snouts. Alligators are usually a dark color, and crocodiles are a lighter color than alligators. These show how alligators and crocodiles may look alike at first, but can be **identified** if you look closer.

90 = Alligators and crocodiles look alike, but can be told apart by their noses and color. Alligators have wide, U-shaped noses, but crocodiles have skinny V-shaped noses. Crocodiles are lighter in color than alligators.

80 = You can tell alligators and crocodiles apart by looking at their noses and their color.

3. How do you think scutes protect the bodies of alligators and crocodiles? **[DC]** (Team Talk rubric).

100 = The scutes on the bodies of alligators and crocodiles keep them from getting **harmed** because they **provide** a hard, **protective** covering. Human skin is thinner and can be **scraped** and torn by tree branches and rocks, but scutes that are like bones are hard. Alligator and crocodiles skin, then is hard to scrape open like human skin. These show how alligators and crocodiles are **protected** by their skin.

90 = Alligator and crocodile skin is hard and bony so it keeps them safe. Unlike human skin, which is easy to scrape open, alligator and crocodile skin keeps them from getting hurt.

80 = They keep alligators and crocodiles from getting hurt.

4. 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.
5. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(18 minutes)

This is the first use of the Team Talk rubric to prepare and evaluate responses.

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points they earn on their team score sheets.

Class Discussion	
Strategy Use	<ul style="list-style-type: none"> • Describe your team’s strategy use. • How did you resolve a sticky note? • How did it help you understand the text?
Team Talk (written and oral)	<ul style="list-style-type: none"> • Did you enjoy your reading? Why or why not? • Discuss Team Talk questions. • Explain your team’s discussion. • Read your team’s written answer to the class. • What makes it a good answer? How can you improve it?

Team responses and feedback



2. Use **Random Reporter** to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award team celebration points on the poster for 100-point responses. Record individual scores on the teacher cycle record form.
3. Use **Random Reporter** to have teams share their Team Talk responses (questions #2 and #3). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Award team celebration points on the poster 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?

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.

The top team chooses a cheer.

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

Remind students of the Read and Respond homework assignment.

Lesson 2

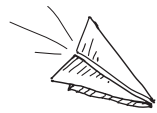
Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

Word Power Objective: Chunk words into word parts (syllables) to help read words.

Teacher Background

In this lesson, you will introduce vocabulary words for this cycle and the partner vocabulary study routine. Emphasize the value of the vocabulary study routine. Remind students that when partners quiz each other on a regular basis they are strengthening brain connections and memory. This studying will help them not only to do well on the cycle test, but also to build their vocabulary knowledge and their ability to understand and use more words.

Today’s reading describes where alligators and crocodiles live. It also details how well-suited alligators and crocodiles are for living in water, as their bodies allow them to swim quickly, stay still underwater for long periods, and catch prey in muddy water.



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.

Partner Vocabulary Study

1. Display the vocabulary words and the following partner vocabulary study routine.

Partner Vocabulary Study		
1.	Rate your knowledge of each vocabulary word.	<ul style="list-style-type: none"> + 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.
2.	Discuss with your partner a vocabulary word you know and one that needs further study.	
3.	Take turns pronouncing the vocabulary words, telling their meanings, and using the words in new sentences.	
4.	Listening partners give thumbs up if the word is used correctly or add ideas to help their partners.	

2. As they arrive for class, have students copy the vocabulary words in their notebooks and rate their knowledge of each word using +, ✓, or ? as outlined in step 1 of the partner vocabulary study routine. The routine can also be found in the team folder.
3. Spot-check the Read and Respond homework.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

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. Explain that each cycle students will have vocabulary words from the text they are reading that will be on the cycle test. The vocabulary section of the test makes up one third of their cycle test grade. Throughout the cycle, partners will have the opportunity to review and study the vocabulary words in preparation for the test.
4. 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
usually (adverb) page 6	us-u-al-ly (YOO-zhoo-uhl-ly)	most often	Although I <i>usually</i> like to try different routes home from school so I can see different neighborhoods, today I have to run straight home to take care of my little brother.
protects (verb) page 12	pro-TECTS (pruh-TEKTS)	guards from danger	A mother blue jay often <i>protects</i> her nest by swooping down on the heads of animals or even humans that come too close to it for her comfort.
excellent (adjective) (synonym/ antonym) page 14	ex-CEL-lent (EK-suh-luhnt)	of outstanding quality	Our five-star safety rating and glowing reviews from parents make our backyard trampoline an <i>excellent</i> choice for any family eager to get more physical exercise in a fun way.
tasty (adjective) page 17	ta-STY (TEY-stee)	good-tasting	Research shows taste buds change as people age; food that you think is too bitter now you might find quite <i>tasty</i> when you are an older adult.

continued

Word	Pronunciation	Definition	Sample Sentence
gulps (verb) page 19	gulps	swallows in large chunks	Our dog Rex is a pest at dinner time; he begs and begs for food, then <i>gulps</i> it down in record time and goes right back to begging for more.
hollow (adjective) (homograph) page 20	hol-low (HOL-oh)	having a space inside; empty	After she noticed a squirrel placing a nut in a <i>hollow</i> tree stump, Jamie liked to check it for treasures each time she walked past.
attack (verb) (homograph) page 23	a-ttack (uh-TAK)	go after in a violent way	The biting flies began to <i>attack</i> as soon as the wind died down, so the campers pulled out bug spray and long-sleeved clothing for protection.
gently (adverb) (synonym/ antonym) page 27	gent-ly (GEN-tlee)	not roughly or violently	Paula, knowing I was nervous about speaking in front of the crowd, <i>gently</i> tapped me on the shoulder and smiled warmly when it was my turn to speak.

- Refer to the partner vocabulary study routine chart and explain that students will use this routine for reviewing their vocabulary during the cycle in preparation for the cycle test.

Introduce the video.

A team is using the partner vocabulary study routine to practice and learn the vocabulary words.

Show the video. Debrief the video.

Why did the partners put a ✓ and not a + next to some words?

When partners use the vocabulary study routine, they are testing each other. Research has shown that learners who test themselves on vocabulary words are able to remember them better with each test. More practice improves memory of the words and their meanings. This study routine will help you not only to do well on the vocabulary part of the cycle test, but also build your vocabulary knowledge so you can understand and use more words.

Show the video
“Rating Vocabulary
Words.”



Explain why the study routine improves memory and builds vocabulary.

Partners practice the vocabulary study routine.

- Have partners practice the study routine with the next words in the vocabulary list.

Use **Random Reporter** to have teams report on a new sentence using a vocabulary word.

Explain Vocabulary Vault.

- Explain to teams how they can earn points using the Vocabulary Vault.

Another way to earn points is by bringing in a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc. Bring in or copy the sentence in which the word was used, and share it with your team. Write your team name on it, and put it in the Vocabulary Vault. We'll check the vault at the end of the cycle, and teams can earn points by reporting on their word findings.

Introduce the word power skill.

- Introduce word power.

We will learn about different word skills and earn Word Treasures. Word Treasures are clues that help us figure out certain words. It is important to figure out words to become a good reader, and every skill that helps you read is a Word Treasure. There are certain clues we can use to figure out these treasures.

- Introduce the word power skill (chunking). Link the skill to the Word Treasure clue for chunking.

This cycle we will break words down into smaller word parts, or syllables, to help us read them better. Sometimes when you can't figure out a word, it helps to break it into smaller chunks that you can sound out. Being able to sound out words is important to understanding them when we read. The Word Treasure clue we use to remind us of chunking is a boat without sails. This reminds us that we will use the boat's paddles to separate words into their word parts.

Blackline master provided.

- Display a boat without sails, and write the word *wriggle* on the bottom of the boat.



- Model chunking the word *wriggle*.

Sample Think Aloud

I'm not sure how I should say the word on the boat, but I can try to chunk it and figure it out. First, let me chunk it after the *i*. (Draw a paddle after the *i*, and model saying the word.) *Wri/ggle*. That doesn't sound familiar to me, and it's awkward to say. Let me chunk it after the first *g*. (Draw a paddle after the first *g*, and model saying the word.) *Wrig/gle*. Well, now I recognize the word *wriggle*. Chunking it after the first *g* helped me recognize it.



12. Repeat modeling with *gentle*.



13. Model identifying a pattern in how you chunked the words *wriggle* and *gentle*.

Sample Think Aloud
<p>Words can sometimes be chunked by following a pattern. This means that some words will always be chunked the same way. When I look at how I chunked <i>wriggle</i> and <i>gentle</i>, I notice that I divided both words between two consonants near the middle of the word. This turned the words into two easier chunks for me to read, which helped me read the whole word. Chunking words between two consonants near the middle of the word must be one of the patterns I can use to break down words.</p>

14. Reveal the Word Treasure (skill).

<p>Word Treasure</p>	<p>When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word.</p>
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15. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

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. Remind students that they began reading about alligators and crocodiles yesterday. If you have an Internet connection, show the following video to students: "GPS: Alligator Habitat" Dragonfly TV: www.pbslearningmedia.org/content/0ac58352-18c4-4fba-acea-966afc63d766/. Start the video at 1 min. 33 sec., and stop the video at 3 min. 27 sec.

Teams review their cycle goal.

Post and present the reading objective. Build background about the topic.

tps

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

Alligators and crocodiles live in some parts of the United States. What parts of the country might be best suited for these animals?

Alligators usually live in freshwater. That means they live in rivers and streams. Crocodiles usually live in saltwater, which means they live near oceans. That means crocodiles might live in coastal areas of the United States, along the Atlantic and Pacific Oceans. I also know they are cold-blooded, so they must live in warm areas, like in the southern United States.

Interactive Read Aloud

1. Tell students that you will read aloud. Challenge students to actively listen because you will be asking them to restate the ideas in these beginning paragraphs to their partners. Point out that if they have trouble clearly restating the text in their own words, it means they have not fully understood it. They will need to refer to their Clarifying Strategy Card and use strategies to clear up the problem.
2. Read pages 10 and 11 aloud. Have partners restate the ideas in the passage in their own words. Use **Think-Pair-Share** to prompt use of clarifying strategies.

Was your partner able to clearly restate the ideas in the paragraph? If not, what clarifying strategies did you use?

My partner had trouble with the word wetlands. We clarified it by using background knowledge and context clues. Wetlands is in the sentence that mentions lots of forms of water, like ponds, lakes, and swamps, so we knew wetlands was a land form that involves water. Then we noticed it is a compound word that combines wet and land, so it must be a kind of land that is very wet. It makes sense that crocodilians can be found in wetlands, places where the land has wet and spongy soil, like a marsh.

3. Partner Practice: Have students read pages 12 and 13 aloud to their partners. Listening partners restate the ideas in the paragraph. Use **Think-Pair-Share** to ask:

How did restating the ideas help you check your understanding?

When we tried to restate the ideas, we found we had to stop and reread to clarify the word breathe. We couldn't chunk it, but we did recognize the word breath in it, so we knew it had something to do with breath. When we reread the paragraph and looked at the illustration, we realized it's talking about how the crocodile's nose and eyes. Crocodiles and alligators have nostrils that stick above the water so they can breathe air while the rest of their bodies are underwater. Using context clues, the illustration, and familiar parts of the word helped us clarify the word breathe.

Refer students to pages 10–15 in the text.

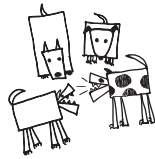
Teacher: Read aloud.

Students: Actively listen.

tps

Students: Practice the skill or strategy.

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



Teamwork tp

(20 minutes)

Partner Prep

1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.

Have students read and restate: sr

pages 10–15 aloud with partners.

2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Prepare students for team discussion. Refer them to the team discussion role cards in their team folders, and review the cards. Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.

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

Teams distribute a role card to each team member.

 <p>First</p> <p>Read the question.</p> <ol style="list-style-type: none"> 1. Read the question to your teammates. 2. Make sure everyone practices active listening. 3. Ask if everyone heard and understood the question. 4. Identify the right rubric. <p><small>© 2012 Success for All Foundation 34234 00000</small></p>	 <p>Second</p> <p>Answer the question.</p> <ol style="list-style-type: none"> 1. Restate the question in your own words. 2. Use the rubric to form your answer. 3. Tell and explain your answer. 4. Ask if everyone heard your answer. 	 <p>Third</p> <p>Agree OR disagree.</p> <ol style="list-style-type: none"> 1. Restate your teammate's answer. 2. Agree and add additional information, OR disagree and explain why. 3. Ask if everyone heard your answer. 	 <p>Finally</p> <p>Summarize.</p> <ol style="list-style-type: none"> 1. Restate the group's agreed-upon answer. 2. Check to make sure each teammate understands the answer. 3. Make sure each teammate is ready for the Lightning Round. 4. Pass the role cards to the right.
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3. Remind teams to use the rubrics to prepare for the Lightning Round.
4. Preview the Team Talk questions.

Team Talk Questions

1. What word or phrase did your team clarify? How did you figure it out? **[CV]** (strategy-use rubric)

100 = We clarified the phrase "slender-snouted" because we didn't know what it meant. We reread the text and looked at the illustration in the text to figure it out. We knew from earlier in the text that snout is an animal's nose and mouth that sticks out from their face. Then from the illustration we figured out that slender means narrow or thin. This crocodile has a narrow snout. This helped us understand how to describe this crocodile in contrast to other ones.

90 = We clarified the phrase "slender-snouted" because we didn't know what it meant. We reread the text and looked at the illustration to figure out it means a crocodile with a narrow snout.

80 = We clarified the phrase "slender-snouted" because we didn't know what it meant.

2. Why does the author say that alligators and crocodiles are built for living in the water? **[MI]** (Team Talk rubric)

100 = The bodies of alligators and crocodiles are built for living in the water because their parts are **suited** to being in the water. Their eyes, ears, and nostrils are on the tops of their heads, so they can have most of their bodies underwater and still see, hear, and **breathe**. They have a special eyelid that protects their eyes when they are underwater. Their strong tail and webbed feet help it swim quickly through water. They can hold their breath for 2 hours underwater. These features show that alligators and crocodiles can easily **navigate and survive** in the water.

90 = The bodies of alligators and crocodiles have parts that help them live in the water. Their eyes, ears, and nostrils are on the tops of their heads, so they can have most of their bodies underwater and still see, hear, and **breathe**. They have a special eyelid that protects their eyes when they are underwater.

80 = The bodies of alligators and crocodiles have parts that help them live in the water.

continued

Team Talk Questions *continued*

3. Does the author’s claim that “crocodilians have excellent senses” make sense? Explain. **[AA]** (Team Talk rubric)
- 100 = *The author’s claim that crocodilians have excellent senses does make sense because she provides a lot of evidence for it. The author says crocodilians can see, smell, and hear better than other reptiles. They can see better in the dark than humans. Also, their skin is sensitive so they can feel movement in the water nearby. These features show that the five senses of alligators and crocodiles give them more information than humans get from their senses.*
- 90 = *The author’s claim that crocodilians have excellent senses does make sense because she provides a lot of evidence for it. The author says crocodilians can see, smell, and hear better than other reptiles. They can see better in the dark than humans. Also, their skin is sensitive so they can feel movement in the water nearby.*
- 80 = *The author’s claim that crocodilians have excellent senses does make sense because she provides a lot of evidence for it.*
4. What is a synonym for the word *gently*? What is an antonym for *gently*? (Reminder: an antonym is a word meaning the opposite.) **[CV]**
(Accept reasonable responses.) A synonym for the word *gently* is the word *softly*. An antonym for the word *gently* is the word *roughly*.
5. Chunk the following word by drawing a paddle between the word parts. **[CV]** (word power)
mammals *mam/mals*

For the word power skill question, accept reasonable alternate answers as correct.

5. 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.
6. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Lightning Round

- Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points they earn on their team score sheets.
- Use **Random Reporter** to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Team responses and feedback



- Use **Random Reporter** to have teams share their Team Talk responses (questions #2 and #3). Display and use the Team Talk rubric 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!

- 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.

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

Word	Pronunciation	Definition	Sample Sentence
usually (adverb) page 6	us-u-al-ly (YOO-zhoo-uhl-ly)	most often	Although I <i>usually</i> like to try different routes home from school so I can see different neighborhoods, today I have to run straight home to take care of my little brother.
protects (verb) page 12	pro-TECTS (pruh-TEKTS)	guards from danger	A mother blue jay often <i>protects</i> her nest by swooping down on the heads of animals or even humans that come too close to it for her comfort.
excellent (adjective) (synonym/antonym) page 14	ex-cel-lent (EK-suh-luhnt)	of outstanding quality	Our five-star safety rating and glowing reviews from parents make our backyard trampoline an <i>excellent</i> choice for any family eager to get more physical exercise in a fun way.
tasty (adjective) page 17	ta-sty (TEY-stee)	good-tasting	Research shows taste buds change as people age; food that you think is too bitter now you might find quite <i>tasty</i> when you are an older adult.
gulps (verb) page 19	gulps	swallows in large chunks	Our dog Rex is a pest at dinner time; he begs and begs for food, then <i>gulps</i> it down in record time and goes right back to begging for more.
hollow (adjective) (homograph) page 20	hol-low (HOL-oh)	having a space inside; empty	After she noticed a squirrel placing a nut in a <i>hollow</i> tree stump, Jamie liked to check it for treasures each time she walked past.
attack (verb) (homograph) page 23	a-ttack (uh-TAK)	go after in a violent way	The biting flies began to <i>attack</i> as soon as the wind died down, so the campers pulled out bug spray and long-sleeved clothing for protection.
gently (adverb) (synonym/antonym) page 27	gent-ly (GEN-tlee)	not roughly or violently	Paula, knowing I was nervous about speaking in front of the crowd, <i>gently</i> tapped me on the shoulder and smiled warmly when it was my turn to speak.



Lesson 3

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

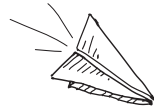
Word Power Objective: Chunk words into word parts (syllables) to help read words.

Teacher Background

Today students will read about the feeding habits of alligators and crocodiles and some other fun facts about them. Alligators and crocodiles often lie in wait for animals that come to the river to drink. When an animal, such as a wildebeest, comes too close, a crocodile or alligator can leap out and draw the animal in the water to drown it.

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. Respond form for next cycle.



Active Instruction tp

(15–25 minutes)

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

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

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.

Partner Vocabulary Study	
1.	Rate your knowledge of each vocabulary word.
2.	Discuss with your partner a vocabulary word you know and one that needs further study.
3.	Take turns pronouncing the vocabulary words, telling their meanings, and using the words in new sentences.
4.	Listening partners give thumbs up if the word is used correctly or add ideas to help their partners.

- + 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.

2. Spot-check the Read and Respond homework.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.



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.
4. Remind students of the word power skill (chunking) and the Word Treasure clue for chunking (a boat without sails).
5. Point out that there is a word from this cycle’s vocabulary list that they can chunk between consonants near the middle of the word. Display a boat without sails, and write the word *hollow* on the bottom of the boat.
6. Use **Think-Pair-Share** to ask:

Where should you place a paddle to correctly chunk the word *hollow*?

You should place a paddle between the two l’s to chunk it.



7. Confirm or model by chunking *hollow* between the two l’s. Have students read the word parts and then the whole word. Point out that it was easy to recognize the word when you chunked it between two consonants in the middle of the word.
8. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

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. Tell students that they will read about the eating habits of alligators and crocodiles today. If you have an Internet connection, have students watch the following video: “Pesky Critters”: Wild TV “Wildlife in the City” www.pbslearningmedia.org/content/vt107.la.rv.text.peskycritter/. Stop the video at 2 min. 10 sec.

Teams review their cycle goal.

Post and present the reading objective.

Build background about the topic.

tps

Refer students to pages 16–19 in the text.

Teacher: Read aloud.

Students: Practice the skill or strategy.

tps

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

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

According to the video, what dangers are people experiencing due to sharing a living space with alligators and crocodiles?

Humans and their pets are living too close to alligators and crocodiles, so they are becoming prey for them. When people or animals get too close to where alligators or crocodiles are hiding in the water, they might get attacked.

Interactive Read Aloud

1. Tell students that you will read aloud. Challenge students to actively listen because you will ask them to restate the ideas in these initial paragraphs to their partners. Point out that if they have trouble clearly restating the text in their own words, it means they have not fully understood it. They will need to refer to their Clarifying Strategy Card and use strategies to clear up the problem.
2. Read pages 16–17 aloud. Have partners restate the ideas in the paragraph in their own words. Use **Think-Pair-Share** to prompt use of the clarifying strategies.

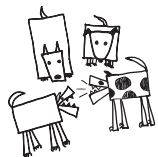
Was your partner able to clearly restate the ideas in the paragraph? If not, which clarifying strategies did you use?

My partner had trouble restating the ideas because he didn't understand the phrase "on the menu." We reread the whole paragraph and clarified that "on the menu" means available to eat. We figured out that menu refers to eating at a restaurant, but it could still be used to talk about eating in general.

3. Partner Practice: Have students read pages 18–19 aloud to their partners. Listening partners restate the ideas in the paragraph. Use **Think-Pair-Share** to ask:

To check your understanding, what do alligators and crocodiles eat?

Alligators and crocodiles eat meat, which means animals and fish and insects. The book says they are not picky, as long as the food is meat.



Teamwork tp

(20–30 minutes)

Partner Prep

1. Refer students to the teamwork routines for partner reading in their team folders, and review the routine.
2. Have students read and restate: sr
pages 16–21 aloud with partners.
3. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, such as the use of sticky notes. Give students feedback. Prompt and reinforce their discussions.

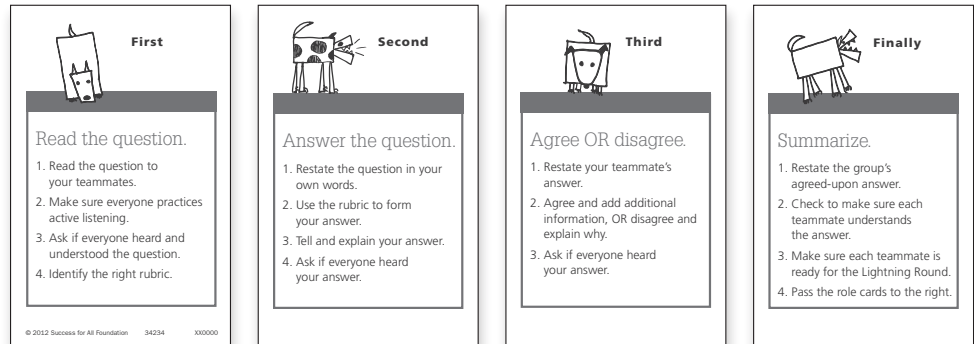
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

Prepare students for team discussion.

- Prepare students for team discussion. Refer them to the team discussion role cards in their team folders, and review them. Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.

Teams distribute a role card to each team member.



- Remind teams to use the rubrics to prepare for the Lightning Round.
- Preview the Team Talk questions.

Team Talk Questions

- What word or phrase did your team clarify? How did you figure it out? **[CV]** (strategy-use rubric)

100 = We clarified the word herd because we didn't understand it. The caption says that a crocodile tries to grab a wildebeest from the herd. We reread and looked at the illustration and used our background knowledge to figure it out. We remembered that you use the word herd to describe a group of sheep or farm animals, so it must be any group of animals traveling together. This helped us understand that the crocodile can jump out and get an animal from a group of them together.

90 = We clarified the word herd because we didn't understand it. The caption says that a crocodile tries to grab a wildebeest from the herd. We reread and looked at the illustration and used our background knowledge to figure it out. We remembered that you use the word herd to describe a group of sheep or farm animals, so it must be any group of animals traveling together.

80 = We clarified the word herd because we didn't understand it.

continued

Team Talk Questions *continued*

2. Explain how alligators and crocodiles hunt prey. **[MI]** (Team Talk rubric)

100 = Alligators and crocodiles lie in the water waiting for animals and then catch them. Once the animals come near the alligator or crocodile shoots out and catches the **prey** in their strong **jaws**. Then they hold the animal underwater until it **drowns**. Then they eat it. Without strong jaws, alligators and crocodiles would have trouble catching larger prey like a wildebeest.

90 = Alligators and crocodiles lie in the water waiting for animals and then catch them. Once the animals come near the alligator or crocodile shoots out and catches the **prey** in their strong **jaws**. Then they hold the animal underwater until it **drowns**. Then they eat it.

80 = Alligators and crocodiles lie in the water waiting for animals and then catch them.

3. On page 20, the author says that crocodilians lose teeth and grow new ones all through their lives. Why might alligators and crocodiles lose their teeth? Why would it be important to grow new ones as they get older? **[DC]** (Team Talk rubric)

100 = Alligators and crocodiles probably lose teeth because they use them to hunt, and they need new ones or else they can't capture prey. The author says **crocodilians** grab and hold their prey underwater until they drown. I'm sure the prey is **flailing** about, trying to get free. It's probably a big **struggle**, so it would be easy for crocodilians to lose teeth. And, the teeth being **hollow** might make them easy to fall out. Also, if they don't grow new teeth back, they wouldn't be able to hold their prey underwater. They prey would be able to **escape**. This helps us understand how important teeth and strong jaws are to alligators and crocodiles; they probably couldn't survive without them.

90 = Alligators and crocodiles probably lose teeth because they use them to hunt, and they need new ones or else they can't capture prey. The author says **crocodilians** grab and hold their prey underwater until they drown. I'm sure the prey is **flailing** about, trying to get free. It's probably a big **struggle**, so it would be easy for crocodilians to lose teeth. And, the teeth being **hollow** might make them easy to fall out. Also, if they don't grow new teeth back, they wouldn't be able to hold their prey underwater.

80 = Alligators and crocodiles probably lose teeth because they use them to hunt, and they need new ones or else they can't capture prey.

4. Which word from the vocabulary list belongs in the blank? **[CV]**

Unlike wasps, honeybees only _____ when they feel their hive or livelihood are threatened.

- A. usually
- B. gulps
- C. protects
- D. attack

5. Chunk the following word by drawing a paddle between the word parts. **[CV]** (word power)

juggle jug/gle

For the word power skill question, accept reasonable alternate answers as correct.

4. 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.
5. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(20 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
2. Use **Random Reporter** to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record these points on the poster. Record individual scores on the teacher cycle record form.
3. Use **Random Reporter** to have teams share their Team Talk responses (questions #2 and #3). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Ask other teams to agree, disagree, or add on to the responses. Award team celebration points for 100-point responses. Record these points on the poster. 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.

Team responses and feedback



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lesson 4

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

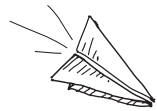
Word Power Objective: Chunk words into word parts (syllables) to help read words.

Teacher Background

Today students will read about the largest crocodylian and how crocodylian mothers take care of their babies. These big reptiles make nests where they lay their eggs. Given how dangerous alligators and crocodiles are, people are often surprised at how gently they take care of their young.

Teacher's Note:

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



Active Instruction tp

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



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.

Review the word power skill.



Point out that the word *snaggletooth* is a compound word if necessary.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 22–23 in the text.

Teacher: Read aloud.

Students: Practice the skill or strategy.

4. Remind students of the word power skill (chunking) and the Word Treasure clue for chunking (a boat without sails).

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

Why do you think you should learn how to chunk words?

Chunking words and breaking them into two word parts will help me read difficult words.

6. Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

If you hear a rumble while trekking through the swamp, be aware that alligators might be near.

Crocodiles are known for their snaggletooth smiles.

7. Use **Random Reporter** to select students to chunk the underlined words into their correct word parts.

Rumble = *rum/ble*; snaggletooth = *snag/gle + tooth*

8. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

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.

Interactive Read Aloud

1. Explain how previewing a text can help to clarify its topic and purpose.

Previewing a text, or looking at the title, subtitles, pictures, captions, and other text features, can help you clarify what you will be reading about and the purpose of the author.

Model previewing page 22 to clarify its topic and purpose.

Sample Think Aloud

When I look at page 22, the two big things I notice that will help me preview the text are the title and the photograph. The title is King of the Crocs, which makes me think this section of the text is about the largest, strongest crocodilian. The photograph is of a very large crocodile that has lifted itself straight up, out of the water to catch food held by a person. I know that the last section we read talked about how alligators and crocodiles lie still in water and then reach up and grab prey and hold it underwater. This picture is showing a very powerful crocodile because it can actually jump up in the air to catch prey. I think that when we read the text on the next page, we'll learn about the features of a particular kind of crocodile that is the largest and strongest kind.

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



2. Partner Practice: Student partner pairs use the preview/think-aloud process to practice the skill or strategy with the next passage in the text.

Have partners preview page 24. Use **Think-Pair-Share** to ask:

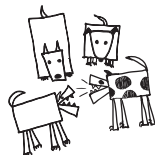
What is the photograph of on page 24?

The photograph shows an alligator or a crocodile on top of a mound of plants.

What is the purpose of this text feature?

We think this author wants us to see how crocodilians take care of their young. We can see a crocodile on top of a nest, and the title of this page is Nest and Nursery. This tells us that this section of the text will be about how alligators and crocodiles have babies and take care of their young.

Use **Random Reporter** to debrief.



Teamwork

(20–30 minutes)

Partner Prep

1. Prepare students for partner reading. Have students read and restate: **pages 22–27 aloud with partners.**
2. Circulate and check for comprehension, restating of main ideas, and evidence of strategy use, such as the use of sticky notes. 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.

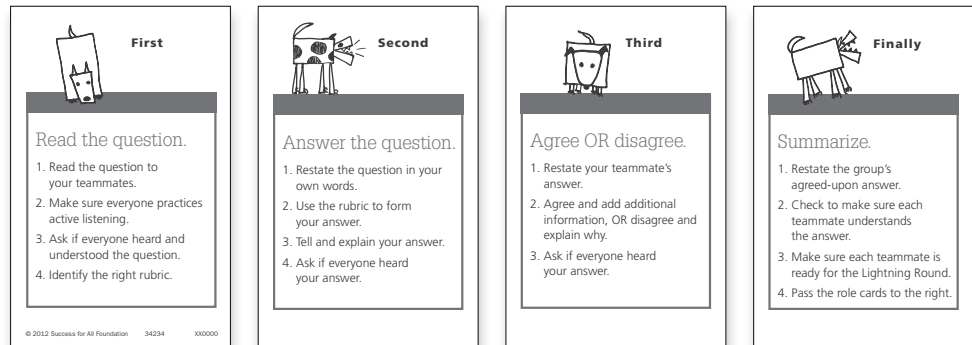
Cue students to use their student routines for strategy use and Team Talk discussion.

At this level, students will not be scored on their summaries. Have them focus on giving oral retellings of the text, prompting them to use the most important ideas and leaving out less important details.

Teams distribute a role card to each team member.

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. Prepare students for team discussion. Refer them to the team discussion role cards in their team folders, and review them. Point out that teams will discuss their sticky-note problems and then go on to a discussion of the other Team Talk questions.



3. Remind teams to use the rubrics to prepare for the Lightning Round.
4. Preview the Team Talk questions.

Team Talk Questions

1. What word or phrase did your team clarify? How did you figure it out? **[CV]** (strategy-use rubric)

100 = We clarified the phrase "uncovers the nest" because we didn't know what it meant. We used our background knowledge and we pictured what was going on in the text. We had read earlier in the text that crocodilians either lay eggs in a nest that is a mound of plants and mud, or they dig a hole. We know that turtles lay eggs in sand and then cover them up so they don't get eaten, so it makes sense that alligators and crocodiles would do that too. So then uncovering the nest means digging up the plants or dirt on top of the nest so the eggs are exposed and the little babies can get out of the nest. This helped us understand that mother alligators and crocodiles protect their babies with a covered nest and stay close so that they can be there to uncover it once the babies are ready.

90 = We clarified the phrase "uncovers the nest" because we didn't know what it meant. We used our background knowledge and we pictured what was going on in the text. We had read earlier in the text that crocodilians either lay eggs in a nest that is a mound of plants and mud, or they dig a hole. We know that turtles lay eggs in sand and then cover them up so they don't get eaten, so it makes sense that alligators and crocodiles would do that too. So then uncovering the nest means digging up the plants or dirt on top of the nest so the eggs are exposed and the little babies can get out of the nest.

80 = We clarified the phrase "uncovers the nest" because we didn't know what it meant.

continued

Team Talk Questions *continued*

2. Explain how alligators and crocodiles take care of their young. **[MI]** (Team Talk rubric)

*100 = Alligators and crocodiles do a lot to take care of their young. They build nests by digging a hole in the ground or by building a mound of plants, mud, and leaves. They lay their eggs in the nest and then cover it up. They stay close by, **protecting** the nest. When the mother hears squeaks from the eggs, she **uncovers** the nest so the babies can get out. When the **hatchlings** are ready, the mother **gently** carries them in her mouth to the water. These things show that alligator and crocodile mothers want to help their babies **survive**.*

*90 = Alligators and crocodiles do a lot to take care of their young. They build nests by digging a hole in the ground or by building a mound of plants, mud, and leaves. They lay their eggs in the nest and then cover it up. They stay close by, **protecting** the nest. When the mother hears squeaks from the eggs, she **uncovers** the nest so the babies can get out. When the **hatchlings** are ready, the mother **gently** carries them in her mouth to the water.*

80 = Alligators and crocodiles do a lot to take care of their young by building nests and taking the hatchlings to the water.

3. On page 23, the author says “saltwater crocodiles may be the most dangerous crocodilians of all.” Why might this be true? Support your answer with evidence from the text. **[MI, DC, SA]** (Team Talk rubric)

*100 = Saltwater crocodiles might be the most dangerous crocodilians because they are so big and they are the most likely to attack. The author says these are the largest crocodilians, and they can grow to more than 20 feet long. They also might weigh over 2,200 pounds. Even though they are so large, they are still **excellent** swimmers and can move quickly in water. Such a large body must make **capturing** and holding **prey** down in the water easier. That means these crocodiles can kill and eat large animals easily. These things show that saltwater crocodiles are deadly because they attack and can so easily kill animals.*

*90 = Saltwater crocodiles might be the most dangerous crocodilians because they are so big and they are the most likely to attack. The author says these are the largest crocodilians, and they can grow to more than 20 feet long. They also might weigh over 2,200 pounds. Even though they are so large, they are still **excellent** swimmers and can move quickly in water. Such a large body must make **capturing** and holding **prey** down in the water easier. That means these crocodiles can kill and eat large animals easily.*

80 = Saltwater crocodiles might be the most dangerous crocodilians because they are so big and they are the most likely to attack.

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

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: Jake keeps telling me that fried crickets are really tasty, but I just can't get over the thought of eating bugs.

continued

For the word power skill question, accept reasonable alternate answers as correct.

Team Talk Questions <i>continued</i>	
5. Chunk the following word by drawing a paddle between the word parts. [CV] (word power)	turtles <i>tur/tles</i>

5. 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.
6. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(20 minutes)

Lightning Round

1. Remind students that Random Reporters will earn team celebration points for quality responses. Remind students that you will record points on the Team Celebration Points poster and that they can keep track of points that they earn on their team score sheets.
2. Use **Random Reporter** to have teams share their strategy-use responses (question #1). Display and use the strategy-use rubric 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. Use **Random Reporter** to have teams share their Team Talk responses (questions #2 and #3). Display and use the Team Talk rubric to evaluate responses and give specific feedback. Ask other teams to agree, disagree, or add on to the responses. 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.

Team responses and feedback



Celebrate team successes!

The top team chooses a cheer.

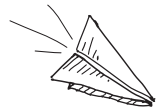
Remind students of the Read and Respond homework assignment.

Lesson 5

Writing Objective: Write a complete answer that explains your thinking.

Teacher Background

In this lesson, students will practice writing a paragraph in preparation for the cycle test. Emphasize for students the qualities of an informative paragraph: begins with a clearly introduced topic followed by examples or facts that support the topic and ends with a closing statement that supports the information.



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.

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.

Partner Vocabulary Study		
1.	Rate your knowledge of each vocabulary word.	<ul style="list-style-type: none"> + 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.
2.	Discuss with your partner a vocabulary word you know and one that needs further study.	
3.	Take turns pronouncing the vocabulary words, telling their meanings, and using the words in new sentences.	
4.	Listening partners give thumbs up if the word is used correctly or add ideas to help their partners.	

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 discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Read the prompt aloud.

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

Highlight the writing objective.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that this cycle they have been using the Team Talk rubric to help them prepare quality answers that include supporting examples or facts. Refer students to the writing objective. Tell them that today they will practice writing a quality answer to a question in preparation for the test in the next lesson.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt
Would you say that alligators and crocodiles are dangerous animals? Include supporting examples or facts from the reading.

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

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none"> Clearly introduce the topic. Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> Begin by introducing the topic. In the middle, provide facts, examples, or events that help a reader understand the information. End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> Use words and phrases that help a reader understand how the facts or events are related. Include details or examples that help a reader make a mind movie.
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: write a complete answer that explains your thinking?

Under ideas and organization, the guidelines about developing the topic with relevant details and providing facts, examples, or events relate to our writing objective.

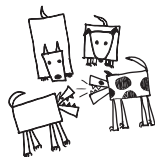
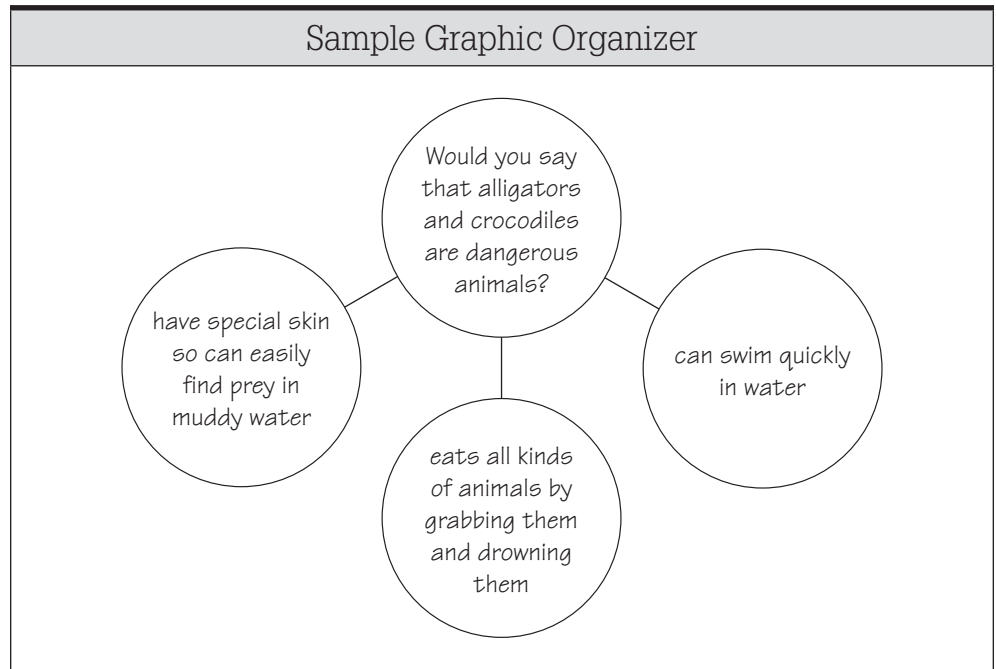


7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model a Skill

Model planning using a graphic organizer.

Tell students that before writing, it can be useful to organize their ideas. Demonstrate the use of a graphic organizer for prewriting. A sample graphic organizer follows.



Teamwork 

(20 minutes)

Independent Work

Students write for 10 minutes.

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

Monitor discussions as partners and teams give feedback.

Team Discussion

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

Peer Feedback	
1.	Read your writing project to your teammates. Remember to read with expression.
2.	Ask each of the questions below. Note your teammates' suggestions in the margin of your writing project. <ul style="list-style-type: none"> – Did I identify a problem I had in understanding the text? – Did I describe the problem and which strategy I used to solve it? – Did I explain how using the strategy helped me better understand the text?
3.	Make revisions.

Students revise and edit their writing projects.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

Editing Checklist	
✓	capitalization and punctuation
✓	words spelled correctly
✓	no sentence fragments or run-on sentences
✓	verb tense consistent
✓	Subjects and verbs agree.
✓	standard English

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)

Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—write a complete answer that explains your thinking.

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

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

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer include facts and examples to help a reader understand the information?**
- **Does the writer end with a closing statement that supports the information?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Did you find it easy or difficult to include examples in your writing? Do you think the examples were effective?

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

Would you say that alligators and crocodiles are dangerous animals? Include supporting examples or facts from the reading.

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

Lesson 6

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

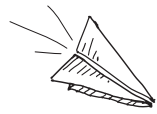
Writing Objective: Write a complete answer that explains your thinking.

Word Power Objective: Chunk words into word parts (syllables) to help read words.

Teacher Background

During today's cycle test, students will use strategies to clarify what they read and will identify which strategies they used to clear up anything that was confusing. Students may use the Clarifying Strategy Card as they read and answer the test questions.

Be prepared to pass out a colored pen to each student. After taking the test, students will discuss their answers with their teams, receive feedback, and have the opportunity to improve their answers using the colored pens. When you are scoring the test, score students' original answers, and add extra points for improved answers.



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.

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

Partner Review

1. Remind students that they have been practicing using clarifying strategies to figure out the meanings of words, phrases, and passages, and writing a complete answer that explains their thinking. Tell students that they will use these skills as they take the cycle test.
2. Have partners review their notes 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 question #1 asks about clarifying strategies.
4. Ask students to identify key words or phrases in question #1.

1. What word or phrase from today's reading did you clarify? How did you figure it out? **[CV]**

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

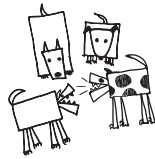
Today you will finish reading about alligators and crocodiles by learning about how some of them are endangered.



Test tp

(30 minutes)

1. 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.
2. Spot-check the Read and Respond homework.



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.

After the Test	
Independent Strategy Use	<ul style="list-style-type: none"> Describe your strategy use. How did you resolve a sticky note?
Skill-Question Discussion	<ul style="list-style-type: none"> Discuss the skill question in teams. Say the question in your own words, and tell what key words or phrases you identified. Read your answer to the team. Think about what you like about your answer and what you could have said differently. Use your colored pen to add comments to your answer.

3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.

Lightning Round

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

Celebrate

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 of the Read and Respond homework assignment.

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

Clarify Words and Ideas

Directions: Read *Alligators and Crocodiles*, pages 28 and 29, 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 use the Clarifying Strategy card.

Part I. Comprehension (100 points)

1. What word or phrase from today's reading did you clarify? How did you figure it out?

20 points = I clarified the phrase "of least concern" because I wasn't sure what it meant. I found a clue earlier in the text and I used background knowledge to figure it out. It says this crocodile was once endangered, which means it was dying out. But then the text says "now," so it's like things are different now. I know from background knowledge that this means this crocodile must not be so endangered now. And, I know the word least means less or farthest below, and the word concern means worry. This helped me understand that this crocodile used to be in danger of dying out, but now it has grown in numbers.

15 points = I clarified the phrase "of least concern" because I wasn't sure what it meant. I found a clue earlier in the text and I used background knowledge to figure it out. It says this crocodile was once endangered, which means it was dying out. But then the text says "now," so it's like things are different now. I know from background knowledge that this means this crocodile must not be so endangered now. And, I know the word least means less or farthest below, and the word concern means worry.

10 points = I clarified the phrase "of least concern" because I wasn't sure what it meant.

2. Alligators and crocodiles are reptiles. In what ways are alligators and crocodiles like other reptiles? In what ways are they different from other reptiles? Support your answer with evidence from the text. **[RE, SA]**

*20 points = Alligators and crocodiles are both alike other reptiles and a bit different from them. All reptiles, including alligators and crocodiles, are **cold-blooded**. All reptile bodies have scales or bony plates called **scutes**. That's what alligators and crocodiles have. Alligators and crocodiles are also different from other reptiles. They have better hearing, sight, and sense of smell than other reptiles. Also, they stay close to their nest after they lay eggs. Most other reptiles lay eggs and then leave the nest. **This shows that crocodilians are reptiles, but also have some features that distinguish them from other reptiles.***

15 points = Alligators and crocodiles are both alike other reptiles and a bit different from them. All reptiles, including alligators and

crocodiles, are **cold-blooded**. All reptile bodies have scales or bony plates called **scutes**. That's what alligators and crocodiles have. Alligators and crocodiles are also different from other reptiles. They have better hearing, sight, and sense of smell than other reptiles. Also, they stay close to their nest after they lay eggs. Most other reptiles lay eggs and then leave the nest.

10 points = Alligators and crocodiles are both alike other reptiles and a bit different from them.

3. On page 20, the author notes that southern Florida is the only place in the world where you can find both alligators and crocodiles in the wild. Based on that statement, explain what you know about southern Florida. Support your answer with evidence from the text. **[DC, SA]**

20 points = Southern Florida must be a good **habitat** for both alligators and crocodiles. First, I know this means that southern Florida must be warm, because alligators and crocodiles live in warm places because they are **cold-blooded**. Also, I know that southern Florida must include a lot of water, because the author says on page 11 that alligators and crocodiles are never far from water. Also, alligators and crocodiles eat meat, so there must be insects, birds, snakes, or mammals available by the water for them to eat. Finally, I know southern Florida must have both **saltwater** and **freshwater** bodies of water, because on pages 6 and 7 I learned that alligators usually live in saltwater and crocodiles usually live in freshwater. These land features show what needs to be in place to support the life of both alligators and crocodiles.

15 points = Southern Florida must be a good **habitat** for both alligators and crocodiles. First, I know this means that southern Florida must be warm, because alligators and crocodiles live in warm places because they are **cold-blooded**. Also, I know that southern Florida must include a lot of water, because the author says on page 11 that alligators and crocodiles are never far from water. Also, alligators and crocodiles eat meat, so there must be insects, birds, snakes, or mammals available by the water for them to eat. Finally, I know southern Florida must have both **saltwater** and **freshwater** bodies of water, because on pages 6 and 7 I learned that alligators usually live in saltwater and crocodiles usually live in freshwater.

10 points = Southern Florida must be a good place for both alligators and crocodiles to live.

4. Gharials and caiman are cousins of alligators and crocodiles. What do you think this means about the way they look, how they live, or what they eat? Support your thinking. **[MI, DC]**

20 points = Gharials and caiman **most likely live similarly** to alligators and crocodiles. They probably need to live where it's warm and near bodies of water. They lay eggs in nests and take care of their babies by protecting them in the water. They are strong swimmers that catch prey and eat it in the water. **Since alligators and**

crocodiles share the same features, I assume gharials and caiman would also be similar.

15 points = *Gharials and caiman are probably like alligators and crocodiles. They need to live where it's warm and near bodies of water. They lay eggs in nests and take care of their babies by protecting them in the water. They are strong swimmers that catch prey and eat it.*

10 points = *Gharials and caiman are probably live just like alligators and crocodiles.*

5. Alligators and crocodiles usually hunt in the water. Why do you think this is so? Support your thinking. **[MI, DC]**

20 points = *Alligators and crocodiles usually hunt in the water because their bodies have lots of advantages in the water. They have powerful tails and webbed feet that can help them swim quickly in the water. They can hold their breath for up to two hours underwater. They can lie very still in the water for long periods of time with only their eyes and nostrils above the water. Also, water helps them hunt because they snatch their prey, hold it in their strong jaws, and keep it underwater until it drowns. These features of the bodies of alligators and crocodiles show how hunting in water is easier for these reptiles than any other way.*

15 points = *Alligators and crocodiles usually hunt in the water because their bodies have lots of advantages in the water. They have powerful tails and webbed feet that can help them swim quickly in the water. They can hold their breath for up to two hours underwater. They can lie very still in the water for long periods of time with only their eyes and nostrils above the water. Also, water helps them hunt because they snatch their prey, hold it in their strong jaws, and keep it underwater until it drowns.*

10 points = *Alligators and crocodiles usually hunt in the water because their bodies are made for it.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

What is unusual about how alligators and crocodiles take care of their young? Include facts or supporting details from the text in your answer.

The way alligators and crocodiles take care of their young is a bit unusual because it is different from most other reptiles. Most reptiles lay eggs in a nest and then leave. However, alligators and crocodiles either dig a hole to make a nest or build up a nest of plants, mud, and leaves. Once they lay their eggs they cover the nest, and then stay nearby to protect their eggs. When a squeaking noise comes from the eggs, the mother uncovers the nest so the hatchlings can get out. Once the babies are hatched, the mother gently carries them in her mouth to the water so they can swim. This is pretty unusual because alligators and crocodiles are fierce reptiles that can kill large mammals with their strong jaws. But with their babies, they can be very gentle and caring.

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

Writing to Inform or Explain		
Ideas	<ul style="list-style-type: none"> Clearly introduces the topic Develops the topic with relevant details 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by introducing the topic In the middle, provides facts, examples, or events that help a reader understand the information Ends with a closing statement that supports the information 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help a reader understand how the facts or events are related Includes details or examples that help a reader make a mind movie 	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"> Use details to support the main idea. 	0–15 pts.

Part III. Vocabulary (100 points)

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

(Accept reasonable responses.) A synonym for the word protects is guards or defends. An antonym for the word protects is abandons or leave alone.

2. What word from the vocabulary list belongs in the blank? **[CV]**

When challenging each other to see who can hold their breath the longest underwater, I've noticed each of my little cousins _____ air after coming to the surface.

- A. tasty
- B. protects
- C. gulps
- D. attack

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: I have seen birds taking baths after a rainstorm using the hollow part of that tree root as a birdbath.

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

(Accept reasonable responses.) A synonym for the word excellent is outstanding or well suited. An antonym for the word excellent is inferior or poor.

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

Damian _____ drops his backpack and coat right inside the door when he gets home from school, but his Dad’s promise of extra playtime made him be careful to hang up his things right away.

- A. usually
- B. gently
- C. hollow
- D. protects

6. Write a meaningful sentence for the word *tasty*. **[CV]**.

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Keisha couldn’t wait for dinner because she knew her mother was making the tasty, mouth-watering recipe for grilled salmon.

7. Write a meaningful sentence for the word *attack*. **[CV]**.

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Before you begin to attack me on my homework not being done yet, let me tell you about how I helped my little brother with his science project all afternoon.

8. What word from the vocabulary list belongs in the blank? **[CV]**

Although she took care to tip-toe _____ across the floor, Olivia still woke her mother while making her breakfast.

- A. protects
- B. excellent
- C. usually
- D. gently

Chunk the following words by drawing paddles between the word parts. **[CV]**
(word power)

9. reptiles *rep/tiles*

10. nursery *nur/sery*

For the word power skill questions, accept reasonable alternate answers as correct.

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

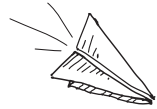
Lesson 7

Reading Objective: Use clarifying strategies to figure out the meanings of words, phrases, and passages.

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.

For Read and Respond, ask students all the questions but only give scores for strategy use, Team Talk, and fluency.



Active Instruction

(20 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Display a sentence that could be improved, for example, a sentence that is incomplete, awkwardly worded, uninteresting, lacks punctuation, or in which the subject and verb do not agree. As students arrive, have teams discuss how they would improve the sentence. A sample Two-Minute Edit sentence follows.

What would you do to make this sentence better?

Alligators and crocodiles has a strong tail push large bodies through water.

Answer: Alligators and crocodiles have a strong tail to push their large bodies through water.

3. 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.

Two-Minute Edit



Vocabulary Vault

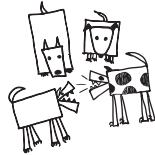
Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.

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.



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 written Team Talk responses and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)

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.

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.

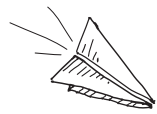
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class. A Two-Minute Edit sample sentence follows.

What would you do to make this sentence better?

crocodilians live warm areas around World.

Answer: Crocodilians live in warm areas around the world.

2. Use **Random Reporter** to check corrections. Award team celebration points.

Vocabulary

1. 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.



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.

Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

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.



3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

What was your team's highest score?

What score do you want to improve?

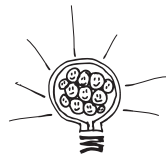
What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

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 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.

Scenario:

Some kids in Jana's reading class have been teasing her because she always gets good grades. Jana has been thinking about messing up on the next reading test.

Pretend that you are Jana. What would you do? Pretend that you are one of Jana's teammates. What would you do?

Some kids have been teasing Carson because he is having trouble keeping up in reading class. He's been thinking about going to the nurse during the next reading class—after all, reading does make him feel queasy.

(Optional) To save time, assign half of the teams to discuss Jana's problem and half to Carson's problem.

Pretend that you are Carson. What would you do? Pretend that you are one of Carson's teammates. What would you do?

Discussion Hints:

- Putting yourself in another's shoes is one way to better understand how to be a good friend. Help students develop empathy for others with role-playing and taking on someone else's point of view.
- Model how to show respect for one another while giving feedback, asking for help, and recognizing successes. Make your classroom a sarcasm-free zone.
- Support teamwork: Use team-building activities, review team goals regularly, and celebrate as a class when goals are met. Present the beginning of each cycle as a fresh starting point and another opportunity to set goals and move ahead with one another's help.
- Be an active listener. Model how to ask open-ended questions. Paraphrase what the other person tells you, and check your understanding. Provide examples of situations in which you can see each situation from someone else's point of view.
- The middle grades are a time for learning how to be a good friend and how to choose new friends. Change teams once or twice each grading period to give students a chance to get to know a broader circle of people. Make class celebrations meaningful and participatory for students. Emphasize how great it feels to set and meet goals when everyone participates.



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?

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 2-3 Clarify Words and Ideas

English Language Arts Standards: Reading: Informational Text

Craft and Structure

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

English Language Arts Standards: Reading: Foundational Skills

Phonics and Word Recognition

RF.2-5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.2-5.4. Read with sufficient accuracy and fluency to support comprehension.

RF.2-5.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts Standards: Writing

Text Types and Purposes

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

English Language Arts Standards: Language

Vocabulary Acquisition and Use

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

English Language Arts Standards: History/Social Studies and Science/Technology

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

English Language Arts Standards: History/Social Studies and Science/Technology

Text Types and Purposes

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Media Acknowledgements

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

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(Ocean Today video series)

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

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Informational

Unit 2

Sound
Blending
and
Chunking

Twisters!

**The Bravest Dog Ever:
The True Story of Balto**

Unit 2

Sound Blending and Chunking

Twisters!

The Bravest Dog Ever: The True Story of Balto

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.

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.

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.

Unit Objectives

Reading: Clarify words in the text by blending sounds and breaking words into chunks.

Word Power: Identify common consonant blends to help read difficult words.

Writing: Use details to support the main idea.

Unit Overview

The focus of this unit is clarifying words by blending their sounds and breaking them into chunks to help students sound out unfamiliar words. Words that are unfamiliar by sight are often recognized when students hear them and recognize the sounds in the words. Once students recognize words, clarifying their meaning is possible. Students will also begin using the TIGRRS process for reading informational texts.

This unit's word power lessons will focus on identifying consonant blends in words. Recognizing common consonant blends is important for being able to read fluently.

This unit's writing objective, to use details to support the main idea, has students focus on identifying the most important information that will help them to answer a question about a topic. Students will have to differentiate between the most important information and the less important details in the text.

Scores are not collected and recorded in level 2-3 units for some classwork questions. Level 2-3 students will not earn graphic organizer/notes or summary scores as indicated in the Lightning Round scores rows of the team score sheet and in the Classwork Scores column of the teacher cycle record form.

Level 2-3 students earn word power scores by correctly answering the Team Talk questions that have "word power" in parentheses after them. Correct Random Reporter responses earn 100 points for the individual student and 1 team celebration point for the team.

Unit Topic/Content

In cycle 1, students will read *Twisters!* by Kate Hayden. This informational text provides information about tornadoes, such as how they form, where you are most likely to see one, and how people stay safe during tornado outbreaks.

In cycle 2, students will read *The Bravest Dog Ever: The True Story of Balto* by Natalie Standiford. This literary nonfiction text tells the story of the 1925 diphtheria outbreak in Nome, Alaska. Harsh winter conditions isolated the town from other cities, making dog sled teams the only way to get life-saving medicine to the town.

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

Twisters!

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 4–9	
Lesson 2	pages 10–15	(Optional) Background video: “Hunt for the Supertwister: How do Tornadoes Form?” <i>Nova</i> (2 min. 15 sec.–4 min.): www.pbslearningmedia.org/content/ess05.sci.ess.watcyc.downdraft/
Lesson 3	pages 16–21	(Embedded) Process video: “Partner Fluency Practice”
Lesson 4	pages 22–27	(Optional) Background video: “Scientist Profile: Meteorologist,” <i>DragonflyTV</i> (2 min. 7 sec.): www.pbslearningmedia.org/content/784ff928-3c48-4ab2-99b7-af74b48abf8c/
Lesson 5	writing in response to reading	
Lesson 6	pages 28–32	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

The Bravest Dog Ever: The True Story of Balto

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 5–15	(Optional) Background video: “Dogs that Changed the World: The Sled Dogs of the Arctic Circle,” <i>Nature</i> (end at 2 min. 5 sec.): www.pbslearningmedia.org/content/vtl07.la.ws.process.sleddogs/
Lesson 2	pages 16–25	
Lesson 3	pages 26–33	
Lesson 4	pages 34–41	(Optional) Background video: “Dogs that Changed the World: The Sled Dogs of the Arctic Circle,” <i>Nature</i> (2 min. 5 sec.–3 min. 15 sec.): www.pbslearningmedia.org/content/vtl07.la.ws.process.sleddogs/
Lesson 5	writing in response to reading	
Lesson 6	pages 42–48	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Sound
Blending
and
Chunking

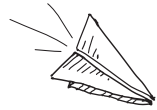
Lesson 1

Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

Teacher Background

In this cycle, students will clarify words by blending sounds and chunking words into smaller, easier-to-read parts. In the text *Twisters!*, students have opportunities to encounter domain specific or scientific words as they discuss tornadoes. Students need to be able to clarify difficult words to better understand informational texts.

Teachers should note that this text begins with an account of what a witness might experience if he or she saw a tornado. The account itself is fictitious but is based on fact. A farmer named Rob notices that his dog is hiding under the tractor. Soon after, he realizes that the sky is growing dark and stormy. It begins to hail, and lightning and thunder crash overhead. Suddenly, a dark funnel twists down from the clouds and touches the ground.

**Active Instruction** 

(22 minutes)

Big Question

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

The Big Question: What do you think something called a twister looks like? Describe it.

Set the Stage

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

What do you think something called a twister looks like? Describe it.

I think that something called a twister would look swirled or twisted, like a metal spring. I think it might look like a jumble or it might spin around.

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.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 4–9 in the text. Introduce the TIGRRS process.

Model using text features to help predict topic and intent of the author.

Model choosing a graphic organizer to make notes.

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

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

This text is informational. The fact boxes, maps, and diagrams are evidence that the text is informational.

5. Explain to students that when they read informational texts, they will use the TIGRRS process to help them understand and organize information in the text. Explain that TIGRRS stands for topic, intent, graphic organizer, read and restate, reread and review, and summarize.
6. Model surveying the text to determine the topic of the text.

Sample Think Aloud
Let me survey the cover and first few pages of <i>Twisters!</i> to see if I can figure out the topic of this text. On the cover, I see two people running, and it looks like there is a tornado behind them. When I flip through the first few pages, I see more drawings and photographs of tornadoes. I think the word <i>twister</i> is another way of saying tornado. The topic of this text is tornadoes.

7. Model determining the intent of the author.

Sample Think Aloud
Now that we know that the topic of <i>Twisters!</i> is tornadoes, let's figure out the author's intent, or purpose for writing the text. We already determined that this text is informational. There are fact boxes, maps, and diagrams in the text. Those are the kinds of text features we use to gather information. Since the topic of the text is tornadoes, I think the author wants to inform us about tornadoes. We might learn about how they form and where you will most likely see a tornado.

8. Remind students that as they read, they make notes about the important ideas. Point out that the next step in the TIGRRS process is to choose a graphic organizer for making notes. Choices include, but are not limited to a:
 - Venn diagram,
 - timeline/sequence chain,
 - T-chart, and
 - web.

9. Refer students to pages 4–9. Model looking for clues and identifying the appropriate graphic organizer to use.

Sample Think Aloud

Let me look through the text we'll read today and see if I can identify the best graphic organizer for this text. I don't see a lot of information that asks me to compare and contrast, so a Venn diagram will not help me organize information here. I don't see a lot of dates or times given, so a timeline might not be best either. I do see a lot of text that provides descriptions of an event. A web is probably the best organizer I can use for this text. A web will allow me to record main ideas and then details that support them.

Interactive Read Aloud

1. State the reading objective, and explain its importance.

This cycle our reading objective is to clarify words in the text by blending sounds and breaking words into chunks. Sometimes when we don't recognize or understand a word, we can break it down into individual letter sounds and chunks to figure out how to say it. This makes clarifying the word for its meaning easier.

2. Explain the clarifying strategy of blending sounds to students.

Words are made up of letters that each make a sound. When we want to say words, we blend those letter sounds together. When you come across an unfamiliar word, stop and think about it. Break the word down into its individual letters, and then blend their sounds together. This can help you recognize the word and realize that you know what it means.

3. Explain the clarifying strategy of chunking to students.

Sometimes words are too long to easily blend the sounds together. They might be two or more beats, or syllables, long. In these situations, you can chunk the word into smaller word parts. Then you figure out how to say the smaller word parts, and put them together again to say the whole word.

4. Read page 4 aloud, stopping at the words *spring* and *tractor*. A sample Think Aloud follows.

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

Students: Actively listen.

Sample Think Aloud

"It was a peaceful..." Hmm, this next word is giving me some trouble. When I think about the clarifying strategies we're using in this unit, I think blending the sounds will work best here since it's such a short word. I'll break the word down into its individual letter sounds, and then put them together. (Model saying *s-p-r-i-n-g*, emphasizing each letter sound. Then say it twice more with increasing speed.) The word is *spring*, I recognize that now. It's the season between winter and summer. This is usually a season with nice weather.

(Continue reading page 4 aloud.)

"He hid under a..." The next word is keeping me from finishing the sentence. It's longer than the word *spring*, so it might be better to chunk it to help me figure out how to say it. I can tell it has two syllables, but I need to figure out where to chunk it to read it correctly. It doesn't sound right when I chunk it after the *a*—*tra/ctor*. However, if I chunk it between the *c* and *t*, I think I recognize it—*tra/ctor*. After thinking about this, I see that the word I got stuck on is *tractor*. I know what a tractor is; it's a large piece of farming equipment that farmers drive through their fields.

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



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

What strategies did I use to figure out the words? How did they help me clarify them?

(Answers will vary.) You blended the sounds in the word spring. You sounded out each letter and then said them all together until you recognized the word. You chunked the word tractor into smaller word parts. This helped you clarify it because you figured out how to read it. You figured out that you chunk the word after the c.

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 continue reading pages 4 and 5. Use **Think-Pair-Share** to ask:

What difficult words did you read that you could clarify by using the sound blending or chunking strategies?

We use sound blending to clarify the word sense. We broke the word down into its individual letters, s-e-n-s-e, and then read it more quickly. We recognized the word. It means to feel or know about something that is going to happen. So animals can sometimes feel things that humans cannot.

Use **Random Reporter** to debrief.

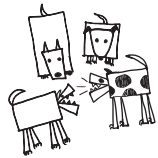
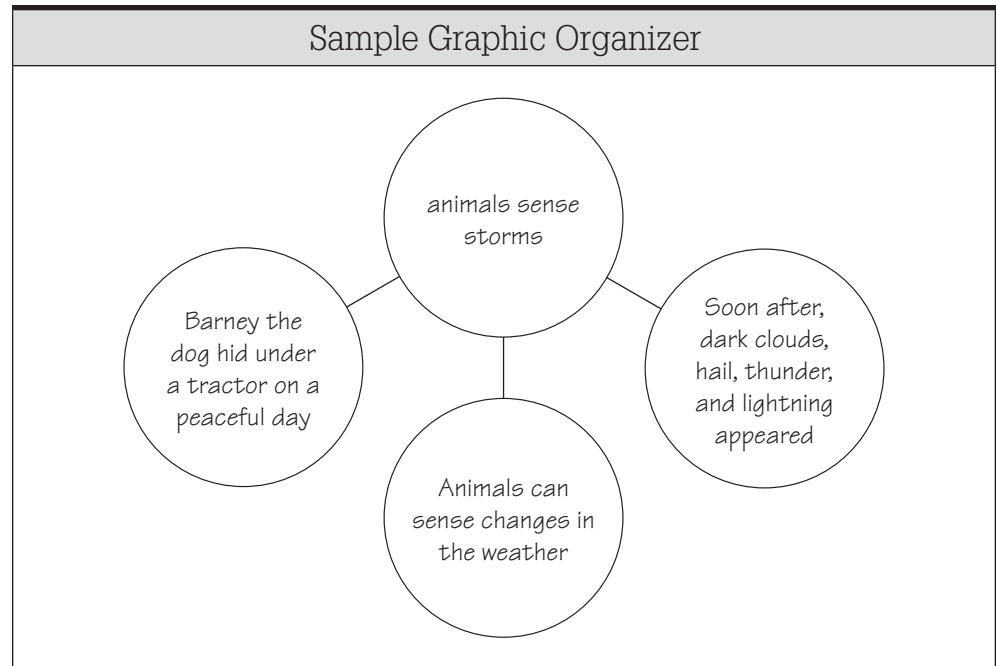
- Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

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

A sample graphic organizer follows.

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





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, and the TIGRRS process before having students read and restate: sr
pages 4–9 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use and oral and written Team Talk responses. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

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

Team Talk Questions

1. What word did your team clarify? How did you figure it out? **(Write) [CV]** (strategy-use rubric)
 - 100 = *We did not understand the word finger because we could not pronounce it. We blended sounds in the word. We broke the word down into f-i-n-g-e-r, and then read it more quickly. We recognized the word to mean a finger, like on our hands. This helped us because the author described the way the cloud looked as it formed a tornado.*
 - 90 = *We did not understand the word finger because we could not pronounce it. We blended sounds in the word. We broke the word down into f-i-n-g-e-r. We recognized the word to mean a finger, like on our hands.*
 - 80 = *We did not understand the word finger because we could not pronounce it.*

2. How might a waterspout appear different from the tornado Rob watched travel across the land? **[RE]** (Team Talk rubric)
 - 100 = *A waterspout would probably look cleaner than a tornado. The tornado Rob watched was picking up mud and grass as it skipped and bounced across the ground. He **described** it as getting dirtier and dirtier. Water from the sea is usually clear or blue. So a tornado that forms over water would suck up clear liquid instead of dirt and mud.*
 - 90 = *A waterspout would probably look cleaner than a tornado. The tornado Rob watched was picking up mud and grass as it skipped and bounced across the ground. Water from the sea is usually clear or blue.*
 - 80 = *A waterspout would probably look cleaner than a tornado since it's made from water.*

3. Similes are comparisons that use the words *like* or *as*. What is an example of a simile from today's reading? Why do you think the author uses similes to describe the twister Rob sees? **[AC, DC]** (Team Talk rubric)
 - 100 = *The author says that the clouds bubbled at the top like boiling milk. Similes help readers see what the tornado looks like. I know what boiling milk in a pan looks like, so I can **imagine** what the clouds look like as they grow and begin to spin. They look like they are bubbling up. The author is helping readers who have never seen a tornado understand what it looks like.*
 - 90 = *The author says that the clouds bubbled at the top like boiling milk. Similes help readers see what the tornado looks like. I know what boiling milk in a pan looks like, so I can think about what the clouds look like as they grow and begin to spin.*
 - 80 = *The author says that the clouds look like boiling milk. This helps me think about what a tornado looks like.*

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) and important ideas that they added to their graphic organizers.

Cue students to discuss strategy use and graphic organizers.

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



Class Discussion tp

(18 minutes)

Randomly select team representatives who will share:

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



Lightning Round

1. Use **Random Reporter** to have teams share strategy use and oral and written Team Talk responses. 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

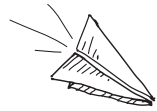
Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

In this lesson, students will continue reading about Rob’s experience with the tornado and some of the things a witness might experience when a tornado passes his or her home. Then the text will explain more about how tornadoes form and what strange things have happened because of tornadoes.

Preview the optional video, “*Hunt for the Supertwister: How do Tornadoes Form?*” Nova www.pbslearningmedia.org/content/ess05.sci.ess.watcyc.downdraft/ (2 min. 15 sec.–4 min.), to share with your students if there is time.



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 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
deathly (adjective) page 5	death-ly (DETH-lee)	having the appearance of death	I knew a scary scene was coming up in the movie because there was a <i>deathly</i> silence as the character slowly opened the door.

continued

Word	Pronunciation	Definition	Sample Sentence
rooted (verb) (homograph) page 7	root-ed (ROOT-id)	fixed in place as if by roots	Maleeka had trouble walking her dog because he stood <i>rooted</i> under the tree, searching for the squirrel that ran into the branches.
whisk (verb) page 7	whisk (WISK)	move with a quick, sweeping stroke	On a stormy day, a strong wind can <i>whisk</i> up lawn furniture or toys and drop them in your neighbors' yards.
ache (verb) (connotation/denotation) page 11	ache (AKE)	suffer from a continuous dull pain	Raul's shoulders often <i>ache</i> after baseball practice because he pitches so often.
wispy (adjective) (synonym) page 18	wisp-y (WIS-pee)	thin and weak	We were surprised that the <i>wispy</i> sapling had survived the storm while the tall oak tree had snapped in half from the strong winds.
forecast (verb) (synonym) page 28	fore-cast (FOHR-kahst)	predict	Political pollsters try to <i>forecast</i> the outcome of elections based on surveys of expected voters, but these are not always very reliable.
orbit (verb) page 28	or-bit (AWR-bit)	to move around an object in a circular or elliptical path	Scientists are not quite sure how the moon formed, but they do know that gravity makes the moon <i>orbit</i> Earth every twenty-seven days or so.
brewing (verb) (connotation/denotation) page 30	brew-ing (BROO-ing)	forming	The teacher could see that trouble was <i>brewing</i> as the basketball game got more heated, so he volunteered to referee the game to keep everything fair between the students.

Review Vocabulary Vault.

Introduce the word power skill.

Blackline master provided.

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.
6. Introduce the word power skill (consonant blends). Link the skill to the Word Treasure clue for consonant blends.

This cycle we will identify consonant blends in words. When two consonants are next to each other in a word, their sounds blend together. Being able to sound out words is important to understanding them when we read. The Word Treasure clue we use to remind us of consonant blends is a glue brush. This reminds us that certain consonants tend to “stick” together when they are next to each other in words.

7. Display the clue, and write the words *stillness* and *spin* under it.



stillness spin

8. Circle the *st* in *stillness* and the *sp* in *spin* to show which letters stick together. Explain that circling the letters in a consonant blend help you to identify and remember it.



①*stillness* ①*spin*

9. Model reading the *st* in *stillness*, and then read the whole word.
10. Use **Think-Pair-Share** to have students read the other word with their partners.
11. Reveal the Word Treasure (skill).



Word
Treasure

Some words contain consonant blends. If you're having trouble reading these words, read the consonant blend first, and then read the whole word.

12. Point out to students that the word power skill ties in closely with this unit's reading objective of blending sounds. Remind students to look for the consonant blends you just discussed and others as they use this clarifying strategy to read the text.
13. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

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. Refer students to today's reading, pages 10–15 in *Twisters!*
5. Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer selected in the previous lesson.
6. Model looking at this section of the text for clues about how the information is organized. Use a Think Aloud to share your ideas.

Sample Think Aloud

Remember that for yesterday's reading we used a web to record important ideas from the text. Let's see if we'll continue using a web, or if there's a better organizer we can use. There is still a lot of text that describes events and provides details. The text seems to discuss how tornadoes form and some of the things tornadoes have done. I think we can continue using a web to record ideas and supporting details from the text.

7. If you have time and an Internet connection, share the video "Hunt for the Supertwister: How do Tornadoes Form?" from *Nova* with students: www.pbslearningmedia.org/content/ess05.sci.ess.watcyc.downdraft/ (Watch from 2 min. 15 sec.–4 min.). Use **Think-Pair-Share** to ask:

Think about what the computer model of the tornado showed you. How does this match the author's description of a tornado forming from yesterday's reading?

The author compared the way the clouds looked in the storm to boiling milk. In the computer model, the clouds billow up and move around a lot. They look a lot like boiling milk, so the author gives a pretty accurate description of a storm forming a tornado.

Teams review their cycle goal.

Post and present the reading objective. Refer students to pages 10–15 in the text.

Students review or identify a graphic organizer that they will use to make notes.

Build background about the topic.



Review the skill as necessary.

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

Students: Actively listen.

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



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



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

Interactive Read Aloud

1. Refer students to the reading objective. Remind students that they are clarifying words in the text by blending sounds and breaking words into chunks. Explain that words that seemed unfamiliar when first read may be recognizable once readers use sound blending or chunking to pronounce them correctly.
2. Read page 10 aloud, stopping at the word *bomb*. A sample Think Aloud follows.

Sample Think Aloud

“The barn exploded as if a...” I’m stuck on the next word in the sentence. I need to use one of my clarifying strategies to help me figure out how to say it before I can understand what it means. It’s a pretty short word, so I’ll use sound blending to figure it out. (Model sounding out the letters *b-o-m-b* slowly, and then say it twice more with increasing speed.) Now I recognize the word *bomb*. A *bomb* is something that explodes.

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

How did I figure it out?

You figured it out by blending the sounds of each letter together. You then thought about the word and its meaning. You then realized what the word meant and imagined what it sounded and looked like when the tornado hit the barn.

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of pages 10 and 11 aloud. Use **Think-Pair-Share** to ask:

What difficult words did you read that you could clarify by using the sound blending or chunking strategies?

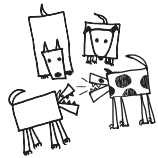
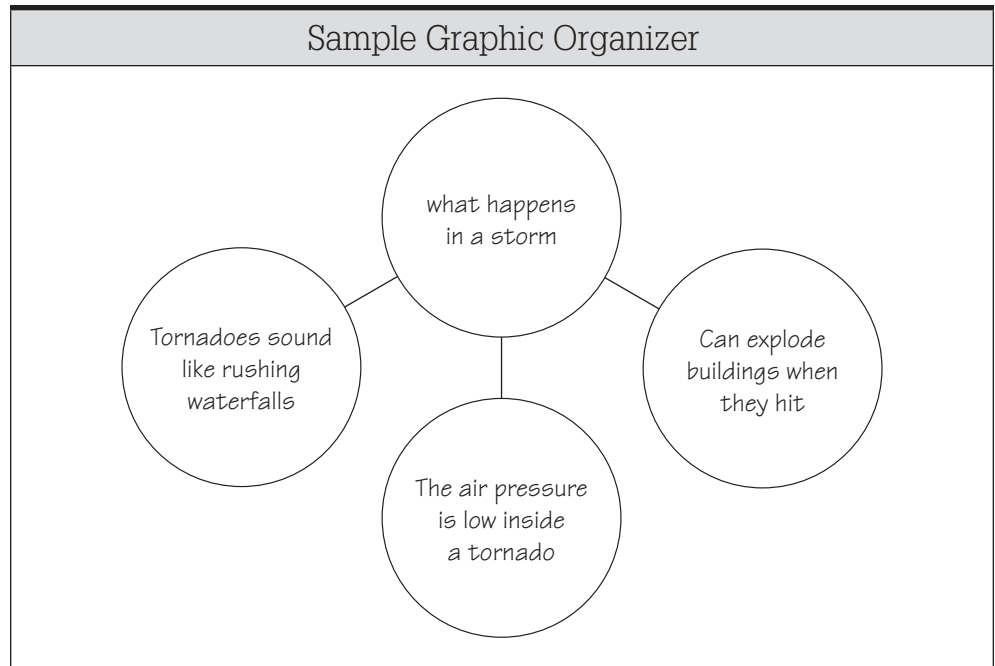
We used chunking to clarify the word pressure. We broke the word down into chunks, pres/sure. We recognized the word pressure to mean the weight of the way the air feels. We know that your ears pop when the pressure changes as you go up a mountain or in a plane.

Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.



Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading and the TIGRRS process.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, and the TIGRRS process before having students read and restate: sr
pages 10–15 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use and oral and written Team Talk responses. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

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

Team Talk Questions

1. What word did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = *We did not understand the word object because we could not say it. We used the chunking strategy. We broke the word down into object. We realized that the word meant a thing. Tornadoes might damage trucks but leave small things alone. This helped us understand that you don't know what a tornado will do.*

90 = *We did not understand the word object because we could not say it. We used the chunking strategy. We broke the word down into object. We realized that the word meant things. Tornadoes might damage trucks but leave small things alone.*

80 = *We did not understand the word object because we could not say it.*

2. According to the text, how do tornadoes form? Do you think they form all the time or only during certain weather events? Explain your reasoning. **[MI, SA]**
(Team Talk rubric)

100 = *Tornadoes form when warm and cold air meet during thunderstorms. The warm air is sucked up in a swirling funnel cloud. The text describes things that happen in a thunderstorm, like hail, thunder, and lightning. That shows that tornadoes form when cold and warm air meet during thunderstorms.*

90 = *Tornadoes form when warm and cold air meet during thunderstorms. The warm air is sucked up in a swirling cloud. Rob sees hailstones, thunder, and lightning before the tornado.*

80 = *Tornadoes form when warm and cold air meet during thunderstorms.*

3. What is a possible main idea of today's reading? What evidence from the text supports this main idea? **[MI, SA]** (Team Talk rubric)

100 = *A possible main idea is that we don't know what tornadoes will do. Rob thought he was safe from the tornado because it turned away from his home, but the tornado turned toward him again. It did not hurt a neighbor's home. These show that you cannot tell where a tornado will go or what it will destroy.*

90 = *A main idea might be that we don't know what tornadoes will do. Rob thought he was safe from the tornado because it turned away from his home, but then the tornado turned toward him again. It did not hurt a neighbor's home.*

80 = *A main idea might be that we don't know what tornadoes will do.*

4. "The scientists use a computer to help them forecast twisters." In this sentence on page 28, the word *forecast* most nearly means— **[CV]**

- A. pinpoint.
- B. develop.
- C. destroy.
- D. guess.

5. Circle the consonant blend in the following word. **[CV]** (word power)

spiraled spiraled

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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



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



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use and oral and written Team Talk responses. 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.

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brewing (verb) (connotation/ denotation) page 30	brew-ing (BROO-ing)	forming	The teacher could see that trouble was <i>brewing</i> as the basketball game got more heated, so he volunteered to referee the game to keep everything fair between the students.



Lesson 3

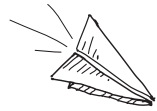
Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

In today's reading, students will learn more about the unpredictable things tornadoes do as they travel along the earth. They will also read about some of the characteristics of tornadoes, such as size, color, appearance, and speed.

In this lesson, you will also introduce the partner routine for practicing fluency and the fluency rubric. The fluency rubric will help partners give feedback to each other to improve their fluency. It is also a tool for evaluating and giving feedback to students in the Lightning Round.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.

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.
4. Remind students of the word power skill (consonant blends) and the Word Treasure clue for consonant blends (glue brush).



- Point out that there are some words from this cycle’s vocabulary list that have consonant blends in them, but that these consonant blends are not at the beginning of the words. Write *wispy* on the board. Use **Think-Pair-Share** to ask:

What is the consonant blend in this word, and how do you say the word?

The consonant blend is sp. You blend the letters together to make the sp sound.

wispy

- Tell students that there are other words from this cycle’s vocabulary list that have consonant blends. Use **Think-Pair-Share** to ask:

Do any other words from your vocabulary list have consonant blends in them? Identify the word and the consonant blend.

The word forecast has the consonant blend st.

foreca(st)

- Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

- Ask students to review their team’s goal for this cycle and assess their progress.
- Review the Team Celebration Points poster, and challenge teams to build on their successes.
- Remind students of the text, author, and reading objective.
- Refer students to today’s reading, pages 16–21 in *Twisters!*
- Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.
- Model looking at this section of the text for clues about how the information is organized. Use a Think Aloud to share your ideas.

Teams review their cycle goal.

Post and present the reading objective. Refer students to pages 16–21 in the text.

Students review or identify a graphic organizer that they will use to make notes.

Sample Think Aloud

Remember that we’ve been using a web to record important information from this text. Let’s just check that this is still the best graphic organizer for this next section of the text. We are still reading details about how tornadoes behave and the characteristics of tornadoes. This sounds like we are still reading main ideas and important details that support them, so a web is still a good organizer to use.

Teacher: Read aloud.

Students: Practice the skill or strategy.



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



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

Interactive Read Aloud

1. Read page 16 aloud, stopping at the word *certificate*. Use **Think-Pair-Share** to prompt use of the skill or strategy.

“A twister once blew away a man’s birth...” This is a long, tricky word. Which strategy have we been discussing that might help me clarify this word?

You should use the chunking strategy to clarify the word. That will help you break the long word down into smaller parts.

How can I figure this out?

You can chunk it as cer/ti/fi/cate. That will help you recognize the word. A birth certificate is an official record of your birth. A man’s birth record was blown away, but it landed in a friend’s yard. The friend recognized the name on the birth certificate. It is strange that a man’s birth certificate would happen to land in a friend’s yard after a tornado.

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students finish reading pages 16 and 17 aloud. Use **Think-Pair-Share** to ask:

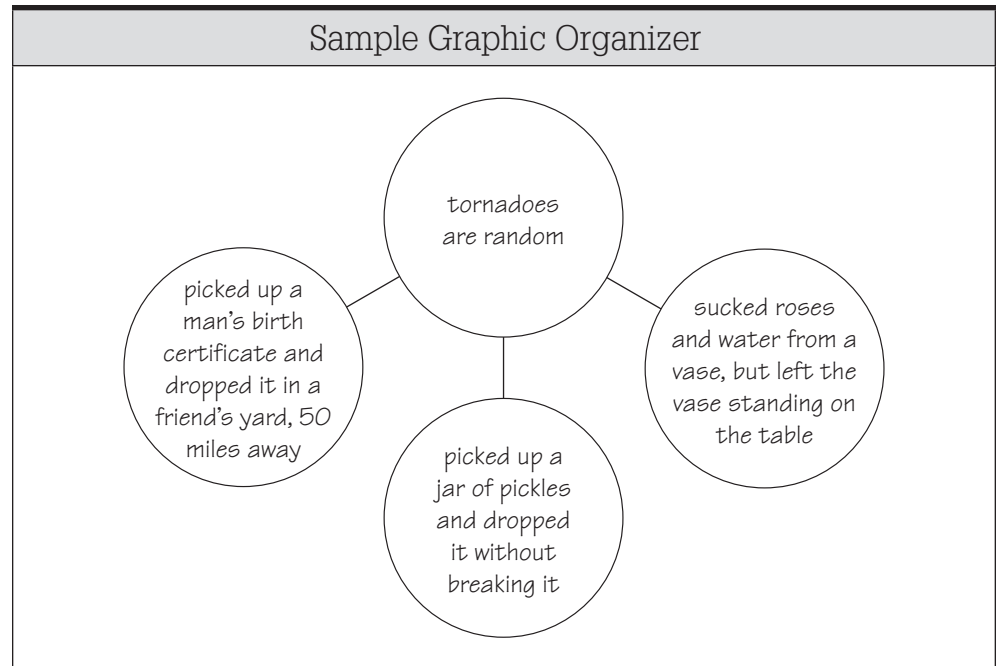
What difficult words did you read that you could clarify by using the sound blending or chunking strategies?

We used the chunking strategy on the word damaging. This was a long word, so we broke it into the chunks dam/ag/ing. Then we recognized the word and also that it was a base word and ending, damage and ing. This helped us realize that the tornado picked up the jar and didn’t break it.

Use **Random Reporter** to debrief.

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

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



Introduce the fluency routine.

4. Introduce the partner routine for practicing fluency and the fluency rubric. Explain that fluency is about pronouncing words correctly, reading smoothly and with expression, and reading at a speed that is just right for understanding the text. Point out that when we practice fluency, we become better and more fluent readers.
5. Refer students to the teamwork routine for fluency, and review the routine.

With Partners	First	Second	Third	Fourth	Finally
3 Fluency	Choose a short passage from the text.	Practice reading it aloud with your partner.	Use the fluency rubric to give your partner feedback.	Make sure all team members are prepared for a fluency check in the Lightning Round.	

- Display the following fluency rubric (also on the team folder). Remind students that the rubrics are tools to help teams get ready for the Lightning Round. Explain that teams can earn points on the poster when they practice and prepare their team members to read a short passage fluently. Review the levels on the rubric.

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.

- Introduce the video.

Let’s watch as these partners practice fluency. Using the fluency rubric, think about what feedback you would give the partners. Do they pronounce words correctly? Do they read at just the right rate for the text? Do they read smoothly and with expression?

Show the first part of the video “Partner Fluency Practice.” Use **Think-Pair-Share** to debrief.

Using the fluency rubric, what feedback would you give the partner?

Accept reasonable responses.

Show the second part of the video. Use **Think-Pair-Share** to debrief.

What feedback did the listening partner give the reading partner? How did the feedback help?

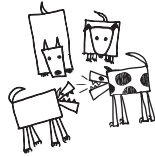
- Refer again to the fluency teamwork routine, and tell partners to practice the routine in partner reading. Point out that teams earn points for fluency during the Lightning Round if their Random Reporters give a 100-point response. Teams will want to be sure that all team members are ready to read a passage fluently.

Show the video clip
“Partner Fluency Practice,” segment 1.



Show the video clip
“Partner Fluency Practice,” segment 2.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 16–21 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. What word did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = We did not understand the word along because we could not say it aloud. We used the sound blending strategy and broke it down into its letter sounds, a-l-o-n-g. Then we recognized the word. It means to go over or forward. This helped us because we learned that tornadoes can change size as they move over or across the ground.

90 = We did not understand the word along because we could not say it aloud. We used the sound blending strategy and broke it down into its letter sounds, a-l-o-n-g. Then we recognized the word. It means to go over or forward.

80 = We did not understand the word along because we could not say it aloud.

continued

Team Talk Questions *continued*

2. Look at the photograph on page 19. Do you think the only danger from a tornado is being sucked up by it? Support your reasoning. **[DC, SA]**
(Team Talk rubric)

100 = *Tornadoes are also dangerous because of the **objects** they pick up. On page 19, you can see a lot of objects and trash flying around the tornado. These are the **remains** of things the tornado has **destroyed**. These objects could hit you. The photograph shows that tornadoes can be dangerous even if you are not very close to them.*

90 = *Tornadoes are also dangerous because of the things they pick up. On page 19, you can see a lot of trash flying around the tornado. These are things the tornado has damaged. These things could hit you.*

80 = *Tornadoes are also dangerous because of the things they pick up.*

3. Will Keller's experience tells us that tornadoes are— **[MI, SA]** (Team Talk rubric)
- A. always safe to observe from below.
 - B. simple and harmless weather events.
 - C. *more than simple tubes of swirling wind.*
 - D. deadly to anyone who experiences one.

What evidence from the text supports this idea?

100 = *Will Keller saw a tornado up close as it passed over him. As he looked up into the tornado, he saw a lot of **mini** tornadoes inside the bigger tornado. They just look like tubes or slices of pie on the outside. This shows that tornadoes are more than what most people **observe** from the outside.*

90 = *Will Keller saw a tornado up close as it passed over him. As he looked up into the tornado, he saw a lot of smaller tornadoes inside the bigger tornado. They just look like tubes or slices of pie on the outside.*

80 = *Will Keller saw smaller tornadoes within the big tornado.*

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

(Accept reasonable responses.) The word ache means to suffer from a dull, consistent pain, so a synonym is the word hurt. An antonym for ache is heal or soothe.

5. Circle the consonant blend in the following word. **[CV]** (word power)

twister *twi*ster

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) and important ideas that they added to their graphic organizers.
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 and graphic organizers.

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



Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, 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 4

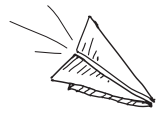
Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

Today students will read about where tornadoes mostly form in the United States and why. Tornadoes can be different strengths, graded on how much damage the tornado caused in the area it hit. People who live in Tornado Alley, where tornadoes most frequently occur, have developed strategies to protect themselves from harm, even if a tornado destroys their homes.

Preview the video “Scientist Profile: Meteorologist,” *DragonflyTV* www.pbslearningmedia.org/content/784ff928-3c48-4ab2-99b7-af74b48abf8c/ to show students and introduce the work of meteorologists in tracking tornadoes.



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.

Review the word power skill.

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.
4. Remind students of the word power skill (consonant blends) and the Word Treasure clue for consonant blends (glue brush).



The word *spacecraft* has three consonant blends (*sp*, *cr*, and *ft*). Accept any as correct.

Teams review their cycle goal.

Post and present the reading objective. Refer students to pages 22–27 in the text.

Students review or identify a graphic organizer that they will use to make notes.

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

Why do you think you should learn about consonant blends?

I think being able to identify consonant blends is important to being able to read words. If I can recognize the sounds two consonants make when they are together, I can read more words that have that consonant blend in them.

- Direct students' attention to the Word Power Challenge.

Word Power Challenge

Spacecraft, such as satellites, send images and information about the weather back to computers on Earth.

Tornadoes may skip off the ground, leaving one house standing while its neighbor is destroyed.

- Use **Random Reporter** to select students to identify the consonant blends in the underlined words.

Spacecraft = (sp)ace(cr)a(ft); standing = (st)anding

- Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

- Ask students to review their team's goal for this cycle and assess their progress.
- Review the Team Celebration Points poster, and challenge teams to build on their successes.
- Remind students of the text, author, and reading objective.
- Refer students to today's reading, pages 22–27 in *Twisters!*
- Remind students to use their graphic organizer to note important ideas that they find in the text. Review the graphic organizer that students selected in the previous lesson.
- Model looking at this section of the text for clues about how the information is organized. Use a Think Aloud to share your ideas.

Sample Think Aloud

Should we continue using a web to record important information from the text? Let me preview the text and find out. The text continues to describe tornadoes and where they usually form. It describes how people prepare for storms when they live in areas that often get tornadoes. I'm still learning important ideas and supporting details, so a web seems like a good match to keep using.

Build background about the topic.



- If you have time and an Internet connection, watch the video “Scientist Profile: Meteorologist,” *DragonflyTV* www.pbslearningmedia.org/content/784ff928-3c48-4ab2-99b7-af74b48abf8c/. Use **Think-Pair-Share** to ask:

Howie Bluestein is a meteorologist who tracks severe storms and tornadoes. How do you think his work helps other meteorologists?

Howie Bluestein tries to observe and record information about tornadoes as closely as possible. He can share that information with other meteorologists, and they can all study it to figure out what happens when tornadoes form. It helps to have someone watch tornadoes in person rather than just from computers.

Interactive Read Aloud

- Read page 22 aloud, stopping at the word *alley*. Use **Think-Pair-Share** to prompt use of the skill or strategy.

“There is an area in the U.S. that is called Tornado...” This next word is giving me some trouble. Which of the strategies that we have been discussing could I use to clarify it?

You could use the sound blending strategy to break the word down into its letter sounds.

How can I figure it out?

You can break the word down into a-l-l-e-y and say the letter sounds slowly, and then faster. Clarifying the word alley will help you understand why this area in the country is called Tornado Alley. An alley is a narrow street. Tornado Alley is a narrow area in the country that tends to get the most tornadoes.

- 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 continue reading pages 22 and 23 aloud. Use **Think-Pair-Share** to ask:

What difficult words did you read that you could clarify by using the sound blending or chunking strategies?

We used chunking to clarify the word occur. We broke the word down into chunks, oc/cur. We recognized the word occur to mean happen. So, about 300 tornadoes happen in the area called Tornado Alley each year.

Use **Random Reporter** to debrief.

Teacher: Read aloud.

Students: Practice the skill or strategy.



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

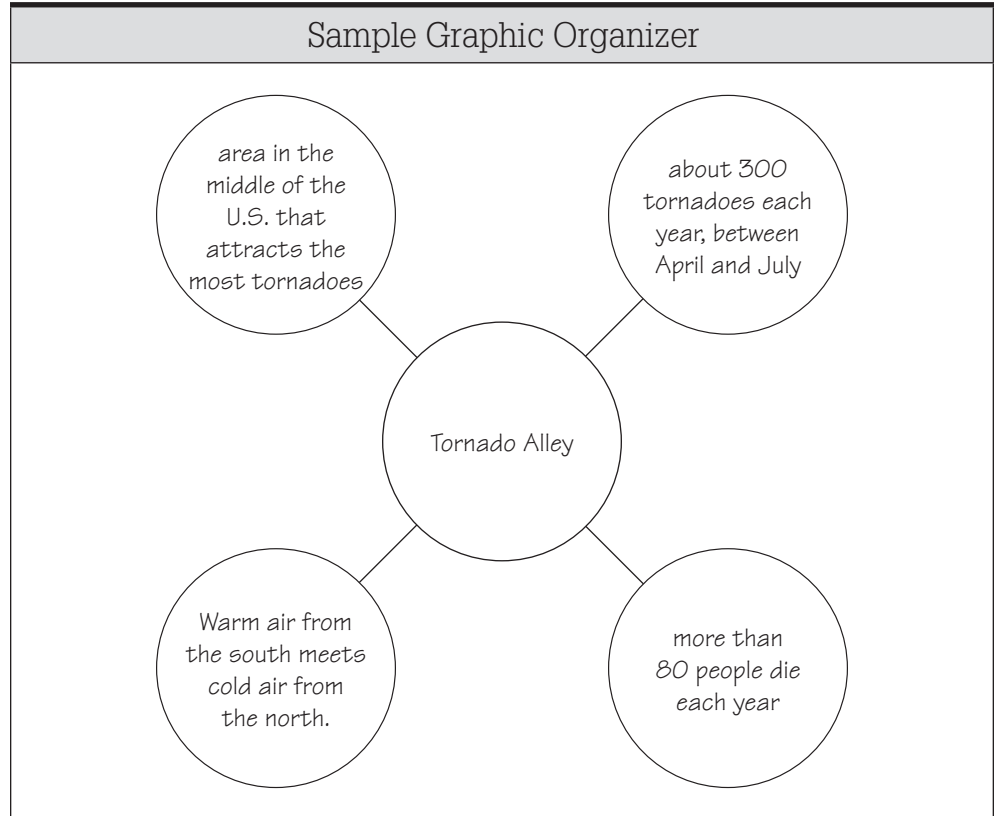


Partner pairs: Review, reread to clarify, and add to the graphic organizer.

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

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

A sample graphic organizer follows.

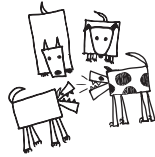


- Refer to the reread and review step of the TIGRRS process. Reread pages 18 and 19 aloud. Model this step with the text. A sample Think Aloud follows.

Teacher: Reread to clarify, and review notes.

Sample Think Aloud

I reread this section because I found this information interesting. It also reinforced something from the first part of the text. In the story about Rob, he noticed that the tornado got dirtier and dirtier as it picked up mud from fields. This section talks about how tornadoes might be different shapes, sizes, and colors. It talks about how picking up mud from a field will turn a tornado brown and possibly make it smell. This is interesting, because tornadoes can take on some of the characteristics of the ground they form over.



Teamwork tp

(20 minutes)

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

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

At this level, students will not be scored on their summaries. Have them focus on giving oral retellings of the text, prompting them to use the most important ideas and leaving out less important details.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, fluency, and the TIGRRS process before having students read and restate: sr
pages 22–27 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
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
<ol style="list-style-type: none"> 1. What section of text did you choose to reread, and why? What new connection did you make by rereading and reviewing your notes? <i>I reread the section on page 14 about how tornadoes form because I read some information today that supported it. The text said that tornadoes form when warm and cold air meet. Today I read that tornadoes form most often in Tornado Alley because it is a part of the country where warm air from the south meets cold air from the north. This shows that this is a part of the country where the conditions for making tornadoes occurs most often.</i> 2. Write a summary of the text you read today. [MI] <i>Most tornadoes in the United States form in Tornado Alley. Tornadoes are measured on a scale of one to five. They are numbered based on how much damage they do to the area. People who live in Tornado Alley prepare for tornadoes by having underground shelters. People also know where to hide to stay safe, and what supplies they should have for emergencies.</i>

continued

Team Talk Questions *continued*

3. What word did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = We didn't understand the word emergency because we had trouble saying it aloud. We used the chunking strategy. We broke the word down into e/mer/gen/cy. Then we knew the word meant something that happens suddenly and is dangerous. This helped us because people keep certain items in their houses to help them survive dangerous situations.

90 = We didn't understand the word emergency because we had trouble saying it aloud. We used the chunking strategy. We broke the word down into e/mer/gen/cy. Then we knew the word meant something that happens suddenly and is dangerous.

80 = We didn't understand the word emergency because we had trouble saying it aloud.

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

As if he was _____ to the sidewalk, Breon would not move until his brother agreed to go inside and get a jacket to protect him from the cold temperatures. Rooted. *The phrase "would not move" was a clue. If you are rooted in a place, it means you aren't moving, like a tree's roots keep it in place.*

5. Circle the consonant blend in the following word. **[CV]** (word power)

scientist scientist

Cue students to discuss strategy use and graphic organizers.

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

Randomly select team representatives who will share:



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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

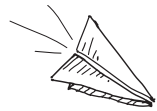
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use details to support the main idea.

Teacher Background

In this activity, students will focus on providing information that supports the main idea that answers the question in the prompt.



Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

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

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Tell students that when writing, it is important to provide details and information that support the main idea, or topic of their writing. Point out that as they have been reading *Twisters!* they have been recording and making notes about important information.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.



Students identify the purpose for writing.

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

Highlight the writing objective.

Model writing a topic sentence.

Writing Prompt

How does the environment over which a tornado travels affect the tornado?

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

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

It asks me to explain ideas or information on a topic. I'm not asked to support a claim or argument. I am writing information, not about a story.

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

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none"> Clearly introduce the topic. Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> Begin by introducing the topic. In the middle, provide facts, examples, or events that help a reader understand the information. End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> Use words and phrases that help a reader understand how the facts or events are related. Include details or examples that help a reader make a mind movie.
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: use details to support the main idea?

The ideas and organization guidelines relate to the writing objective.

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

Model a Skill

1. Remind students that when writing to use details to support a main idea, it is important to begin their writing with a sentence that introduces the main idea. The topic or main idea should be clearly introduced so readers know what you are writing about. Remind students that this is also part of their writing rubric.

Blackline master provided.

tps

2. Display the following possible topic sentences.

Tornadoes form mainly in the area called Tornado Alley in the Midwest United States.

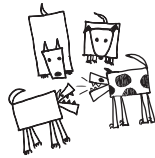
The land and environment under a tornado affect the way it looks and what it carries as it moves.

Tornadoes come in many shapes, sizes, and colors, and no two are alike.

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

Which of the topic sentences would best match the writing prompt? Why is it the best match?

The middle topic sentence best matches the writing prompt. It states two ways that the land or environment under a tornado affects it. I know from this topic sentence that the paragraph will talk about how the environment affects the way it looks and how the environment affects what is carried by the tornado. The other two sentences do not discuss how the environment affects tornadoes directly. They discuss different topics.



Teamwork tp

(20 minutes)

Independent Work

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

Team Discussion

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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



Class Discussion **tp**

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—use details to support the main idea.

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

For example, ask:

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

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

How did thinking about the topic sentence help you improve your writing?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Writing Prompt

How does the environment over which a tornado travels affect the tornado?

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

Tornadoes form mainly in the area called Tornado Alley in the Midwest United States.

The land and environment under a tornado affect the way it looks and what it carries as it moves.

Tornadoes come in many shapes, sizes, and colors, and no two are alike.

Lesson 6

Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

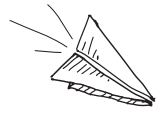
Writing Objective: Use details to support the main idea.

Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

Today's cycle test continues to challenge students to identify difficult words in the text and to use clarifying strategies to figure out how to pronounce or explain their meanings.

In today's reading, students will read about how meteorologists study computer models and radar images to figure out the locations of severe storms that might form tornadoes. They can use this information to warn the public and give people time to seek shelter. Satellites in space send information to meteorologists to help them figure this out. Other meteorologists follow storms on the ground and send information back to television stations to help them warn the public.



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.

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 clarifying words in the text by blending sounds and breaking words into chunks and using details to support the main idea. Use **Think-Pair-Share** to ask:

Why is it important to understand individual words as you read a text?

If you cannot understand the words you read, you might miss important information in the text. You have to clarify difficult words before you continue reading so you understand the information the author is trying to give you.

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

2. Have partners review their notes 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 question #2 asks about clarifying strategies.
4. Ask students to identify key words or phrases in question #2.

2. What word from today's reading did you clarify? How did you figure it out? **[CV]**

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

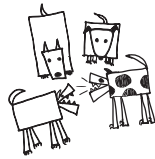
Today you will read about tracking tornadoes.



Test tp

(30 minutes)

1. 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.
2. Spot-check the Read and Respond homework.



Teamwork **tp**

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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



Class Discussion **tp**

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 1 Test

Sound Blending and Chunking

Directions: Read pages 28–32 of *Twisters!* Use the TIGRRS process, and answer the following questions on a separate piece of paper.

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

Part I. Comprehension (100 points)

1. What is the topic?

5 points = The topic of this section is using technology to track tornadoes.

What is the author’s intent?

5 points = The author wants to inform readers about how scientists use computers and radar to learn about tornadoes.

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

10 points = Scientists use computers to follow storms and tell television weather reporters about tornadoes. Weather reporters can then warn everyone about the storm on the news. Scientists get their information from satellites that collect information about the weather. Some scientists also track storms on the road and follow tornadoes. Their information helps save lives.

2. What word from today’s reading did you clarify? How did you figure it out? **[CV]**

20 points = I needed to clarify the word satellite on page 29. I did not know how to pronounce this word. I broke the word into sat/el/lite. Then I recognized the word satellite. I know that satellites send signals to Earth from space. This helped me understand how scientists get information about the weather. Satellites must be able to look at the planet and gather information about the weather.

15 points = I needed to clarify the word satellite on page 29. I did not know how to pronounce this word. I broke the word into sat/el/lite. Then I recognized the word satellite. I know that satellites send signals to Earth from space.

10 points = I needed to clarify the word satellite on page 29. I did not know how to pronounce this word.

3. Why do you think it is important that TV weatherman Gary England and his news team may stay on the air for thirty hours when there are storms? **[DC, SA]**

20 points = Gary England and the news team stay **on the air** to tell people about new tornadoes. When tornadoes might form, people need to hear the **latest** news about where the storms are and if there is really a tornado nearby. This shows how television and news reporters have helped keep people safe during tornadoes.

15 points = Gary England and the news team stay on TV to tell people about new tornadoes. When tornadoes might form, people need to hear where the storms are and if there is really a tornado nearby.

10 points = Gary England and the news team stay on TV to tell people about new tornadoes.

4. Why do you think it is risky for scientists to follow and track tornadoes on the ground? Support your thinking. **[DC, SA]**

20 points = We can't tell where tornadoes might go, and that could hurt the scientists. **Earlier in the text**, we learned that tornados can skip over the ground. They can change direction and not hit some things but **destroy** others. This shows that the scientists could suddenly be in the wrong place if a tornado changes direction.

15 points = We can't tell where tornadoes might go, and that could hurt the scientists. We learned that tornados can skip over the ground. They can change direction and not hit some things but hurt others.

10 points = We can't tell where tornadoes might go, and that could hurt the scientists.

5. How does today's reading support the idea that tornadoes are affected by the environment they travel over? Support your answer with evidence from the text. **[MI, SA]**

20 points = The reading **discusses** dust devils. A dust devil is a tornado that forms in a sandy desert. It sucks up sand as it travels over the ground. It would look different from a tornado that travels over grass or mud. This shows that whatever a tornado travels over will **affect** how it looks or what it carries in it.

15 points = The reading talks about dust devils. A dust devil is a tornado that forms in a sandy desert. It sucks up sand as it travels over the ground. It would look different from a tornado that travels over grass or mud.

10 points = The reading talks about dust devils in the desert.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Explain how scientists work to keep the public safe when tornadoes might form.

Scientists study information from satellites and track storms to let people know about them. They use computers to gather information from satellites and make forecasts about where tornadoes might form. This information can tell them how fast the storm with the tornado is traveling. Other scientists follow tornadoes on the road and see them happening. They also have satellites and computers in their trucks. They can tell television weather reporters where the tornado is and where it is going, or can tell if one is beginning to form. These scientists help give people information as quickly as possible so they have time to look for shelter before the tornado arrives.

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

Writing to Inform or Explain		
Ideas	<ul style="list-style-type: none"> Clearly introduces the topic Develops the topic with relevant details 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by introducing the topic In the middle, provides facts, examples, or events that help a reader understand the information Ends with a closing statement that supports the information 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help a reader understand how the facts or events are related Includes details or examples that help a reader make a mind movie 	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"> Use details to support the main idea. 	0–15 pts.

Part III. Vocabulary (100 points)

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

(Accept reasonable responses.) A synonym for the word deathly is horribly or dreadfully. An antonym for the word deathly is noisy or lively.

2. “Twisters out at sea are called waterspouts. They whisk up water.” In this passage on page 7, the word *whisk* most nearly means— **[CV]**
- boil.
 - carry.
 - rain.
 - clean.

3. Thin, _____ clouds may seem pretty against a bright blue sky, but they are a warning that the weather will most likely turn stormy in the near future.

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

- A. wispy
- B. rooted
- C. forecast
- D. deathly

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: If you look up into the night sky, you can see satellites as they orbit Earth, sending radio, television, and cell phone signals all over the world.

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

(Accept reasonable responses.) A synonym for the word brewing is forming or growing. An antonym for the word brewing is dying or disappearing.

6. Some people believe that woolly bear caterpillars _____ what kind of winter an area will have by the thickness of the orange stripe in the middle of their bodies.

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

- A. orbit
- B. whisk
- C. wispy
- D. forecast

7. "That's because the air pressure inside a twister is very low. This makes people's ears ache and causes buildings to explode." In this passage on page 11, the word *ache* most nearly means— **[CV]**

- A. feel a dull pain.
- B. become clogged.
- C. become cold.
- D. hear a ringing sound.

8. Write a meaningful sentence using the word *rooted*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The child was so nervous about meeting his favorite superhero at the amusement park that he stood rooted in line instead of walking up to him to have his picture taken.

Circle the consonant blends in the following words. **[CV]**

9. storming storming

10. waterspout waterspout

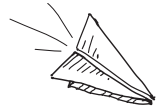
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

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.

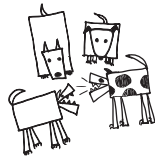
Two-Minute Edit



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 written Team Talk responses and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion **tp**

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

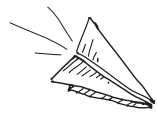
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

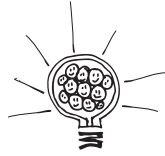
Distribute team score sheets and celebration certificates.

Class celebration!
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)



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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

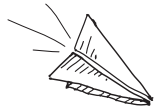
Sound
Blending
and
Chunking

Lesson 1

Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

Teacher Background

Today students will begin reading about Balto and will learn about the problem that the town of Nome faced in the winter of 1925. At the time, there were few ways to reach distant towns in Alaska, and in winter, dog sleds were the only reliable way to travel through the snow. The practice of using dogs to pull sleds was learned from the Inuit native to Alaska, who had been traveling this way for thousands of years. In the early 1900s, dog sleds were still used in mining towns and by people for regular travel. Today, people still use dog sleds, but mostly for tourism or competition. For many people, including the Inuit, snow mobiles have replaced dog sleds as a primary way to travel.

**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 makes someone or something a hero?

Set the Stage 

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

What makes someone or something a hero?

(Answers may vary.) A hero is a person who does brave things to help others in need. This person might go above and beyond his or her regular abilities to help another person who is in trouble. A hero isn't necessarily asked for help, but helps out because he or she sees the need for it. A hero may sacrifice his or her own safety or comfort to help someone else.

Can animals be heroes? Why or why not?

Yes. Animals can do brave deeds to help other animals or humans. They can protect them from danger or save their lives.

No. They do not make decisions about whether to help someone.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

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

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

4. Distribute copies of *The Bravest Dog Ever: The True Story of Balto*. 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. *The Bravest Dog Ever: The True Story of Balto* has informational and literary aspects. This means that the text tells a story, but it is about real people or events and provides factual information about them within the narrative. We call these texts literary nonfiction. Some examples of literary nonfiction are essays, biographies, memoirs, or speeches.

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

After previewing *The Bravest Dog Ever: The True Story of Balto*, what do you think the book will be about? Explain the clues that you used to make this prediction.

Accept reasonable responses. For example, the book will be about a dog named Balto that did a very brave thing. It must have to do with pulling a sled, because the cover shows a dog pulling a sled.

6. If you have time and an Internet connection, share the following video, “Dogs that Changed the World: The Sled Dogs of the Arctic Circle,” from *Nature* with students: www.pbslearningmedia.org/content/vtl07.la.ws.process.sleddogs/ (end at 2 min. 5 sec.). Use **Think-Pair-Share** to ask:

The video showed why the dogs used by the Inuit are well suited for pulling sleds. Do you think the average dog in your neighborhood would make a good sled dog? Why or why not?

(Answers will vary.) No. Most dogs in my neighborhood are too small to pull a sled. It would take a lot more of them to be able to pull a person on a sled. Most of the dogs also have short fur, so they would not do well in the ice and snow.

Build background about the topic.

7. Tell students that they will read about a sickness called diphtheria in the text. If you have an Internet connection and time, visit <http://kidshealth.org/parent/infections/lung/diphtheria.html#> or describe the symptoms of diphtheria to students. Point out that this disease is now very rare in the United States, but it was more common in the 1920s, when the events of this text take place.

Interactive Read Aloud

1. State the reading objective.

This cycle our reading objective is to clarify words in the text by blending sounds and breaking words into chunks.

Remind students that they will continue using these strategies to clarify difficult words as they read the text.

2. Read page 5 aloud, stopping at the words *very* and *frontier*. A sample Think Aloud follows.

Sample Think Aloud

“This is a true story about a...” (stop at the word *very*.) OK, I found a tricky word that I am not sure how to say. I think blending the sounds will work best here since it’s such a short word. I’ll break the word down into its individual letter sounds and then combine them together. (Model saying *v-e-r-y*, emphasizing each letter sound. Then say it twice more with increasing speed.) The word is *very*, I recognize that. When you say that something is very big, you are emphasizing that it is larger than normal. So Balto the dog must be braver than most other dogs.

(Continue reading until the word *frontier*.)

“Nome was a...” (Stop at the word *frontier*.) Hmm, I’m not sure how to say this word. It might be better to chunk it to help me figure out how to say it. It doesn’t sound right when I chunk it after the *o—fro/ntier*. That sounds awkward. However, if I chunk it after the *n—fron/tier*, that sounds a lot better. After thinking about this, I see that the word I got stuck on is *frontier*. Chunking the word helped me figure out how to say it.

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

What strategies did I use to figure out the words? How did they help me clarify them?

(Answers will vary.) You blended the sounds in the word very. You sounded out each letter and then said them all together until you recognized the word. You chunked the word frontier into smaller word parts. This helped you clarify it because you figured out how to read it. You figured out that you chunk the word after the n.

Review the skill as necessary.

Refer students to pages 5–7 in the text.

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

Students: Actively listen.

tps

Teacher: Model making notes on a graphic organizer.

- Use a Think Aloud to model creating a graphic organizer, such as a problem and solution T-chart, and making notes.

Sample Think Aloud
<p>Literary nonfiction texts might use story maps, but they also could use the same kinds of graphic organizers we usually use in informational texts, such as Venn diagrams, T-charts, webs, or timelines. When you're reading literary nonfiction, you should think about what the best organizer is for your text.</p> <p>I don't notice a lot of information for comparing and contrasting or sequencing ideas. There aren't any headings to tell me about different main ideas in the text. But I think I notice language that tells me about problems and solutions. For example, on page 6, the text says that planes, trains, boats, and cars can't travel through snow and ice. The solution to this problem is that people traveled by dog sled. So I will create a problem and solution T-chart to record information from the text.</p>

A sample graphic organizer follows.

Sample Graphic Organizer	
Problem	Solution
<p>Nome was a frontier town buried under ice and snow most of the year. You could not travel there by plane, train boat, or car.</p>	<p>People used dog sleds to travel to Nome.</p>

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

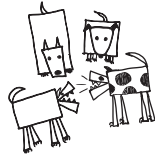
- Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 6 and 7. Use **Think-Pair-Share** to ask:

What difficult words did you read that you could clarify by using the sound blending or chunking strategies?

(Answers may vary.) We blended sounds to help us read the word travel. When we recognized the word, we realized that it means to go from one place to another.

Use **Random Reporter** to debrief.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 8–15 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. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

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

Team Talk Questions

1. What word did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = We didn’t understand how to say the word terrible. We chunked the word to figure out how to say it in smaller parts—ter/ri/ble. Then we knew the word meant very bad. This helped us understand the text better because we knew that this illness in Nome was very bad, and it was important to cure it quickly.

90 = We didn’t understand how to say the word terrible. We chunked the word to figure out how to say it in smaller parts—ter/ri/ble. Then we knew the word meant very bad.

80 = We didn’t understand how to say the word terrible.

continued

Team Talk Questions *continued*

2. Why did Gunnar choose Balto to be his lead sled dog? **[RE, MI]** (Team Talk rubric)

100 = *Balto must have **behaved** like a good lead sled dog. The lead dog runs in front of the other dogs. He follows the trail, and the other dogs follow what he does. Lead dogs are the strongest and smartest dogs. **This means that Balto must have been Gunnar's smartest and strongest dog.***

90 = *Balto must have acted like a good lead sled dog. The lead dog runs in front of the other dogs. He follows the trail, and the other dogs follow what he does. Lead dogs are the strongest and smartest dogs.*

80 = *Balto must have been strong and smart.*

3. Why was it important that the medicine travel from Anchorage to Nome quickly? **[RE]** (Team Talk rubric)

100 = *Without the medicine, the sickness would spread. **In the text**, the doctor worried that the children he saw would die from the **diphtheria** if they did not get medicine. He was worried that other children and adults would catch diphtheria. **This shows that the quicker the medicine arrived, the fewer problems the town would have with diphtheria.***

90 = *Without the medicine, the sickness would spread. The doctor worried that the children he saw would die from their sickness if they did not get medicine. He was worried that other children and adults would get very sick too.*

80 = *Without the medicine, the sickness would spread to other children and adults.*

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

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:



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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(18 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, 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 cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

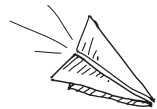
Lesson 2

Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

In this lesson, students will read about what the people of Nome decided to do to transport the life-saving medicine hundreds of miles through snow. A dog-sled relay was the fastest way they could think of. A call was made to anyone willing to volunteer their teams to transport the medicine over short distances before passing it to another team. Gunnar and twenty other men volunteered to join the relay. Drivers had to protect the medicine while keeping their dogs moving through blizzards and deadly temperatures.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their 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
frontier (noun) page 5	fron-tier (fruhn-TEER)	land at the edge of a settled region	Life on the <i>frontier</i> was often lonely, since one had few neighbors and did not get news from big cities very often.

continued

Word	Pronunciation	Definition	Sample Sentence
relay (noun) page 16	re-lay (REE-lay)	a series of people ready to take turns in a journey or race	In a <i>relay</i> , a runner passes a baton off to a teammate when it is time for the teammate to take over the race.
frowned (verb) page 16	frowned	looked unhappy or displeased	T.J. <i>frowned</i> when he heard that Belinda was sick with the flu and could not make it to their basketball game.
hitched (verb) (homograph) page 30	hitched	attached with a rope or harness	The farmer <i>hitched</i> his mule to the loaded cart so he could bring his vegetables to the market to sell.
panic (verb) (connotation/ denotation) page 30	pa-nic (PAN-ik)	to have a sudden strong fear that can affect others	"Let's stay calm and not <i>panic</i> as we exit the classroom; I'm sure they are just testing the alarm," the teacher said as the fire alarm rang throughout the school.
skidded (verb) page 32	(skid-ded) (SKID-id)	slid or slipped sideways	The ground was still wet from the rain, so Hector's bike <i>skidded</i> when he hit the brakes to slow down on the steep hill.
powdery (adjective) page 37	pow-der-y (POU-der-ee)	resembling tiny, loose particles of something, such as sand	The soft, <i>powdery</i> sand of the dunes was much more comfortable on our feet than the sharp rocks on the beach.
bravery (noun) page 47	bra-ver-y (BREY-vuh-ree)	courage or daring in the face of danger	The mayor rewarded the firefighters for their <i>bravery</i> in saving the city's public library from being destroyed by the fire.

- 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.

Introduce the word power skill.

6. Introduce the word power skill (consonant blends). Link the skill to the Word Treasure clue for consonant blends.
7. Display the clue, and write the words *friend*, *skate*, and *break* under it.



friend skate break



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

Remember that we learned about the glue brush in the last cycle. What does this clue mean?

The glue brush glues two consonants together to make a blend. Certain consonants stick together to make sounds.



fr*ie*nd sk*at*e br*ea*k

9. Circle the *fr* in *friend*, the *sk* in *skate*, and the *br* in *break* to show which letters stick together. Explain that circling the letters in a consonant blend help you to identify and remember it. Tell students that learning and reading common consonant blends can help in reading difficult words.
10. Model reading the *fr* in *friend*, and then read the whole word.
11. Use **Think-Pair-Share** to have students read the other two words with their partners.
12. Review the Word Treasure (skill).

Word
Treasure

Some words contain consonant blends.
If you're having trouble reading these words, read the consonant blend first, and then read the whole word.

13. Point out to students that the word power skill ties in closely with this unit's reading objective of blending sounds. Remind students to look for the consonant blends you just discussed and others as they use this clarifying strategy to read the text.
14. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Teams review their cycle goal.

Post and present the reading objective.

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



Review the skill as necessary.

Refer students to pages 16–18 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, summarize story events or information, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Interactive Read Aloud

1. State the reading objective.

This cycle our reading objective is to clarify words in the text by blending sounds and breaking words into chunks.

2. Read page 16 aloud, stopping at the word *fifteen*. A sample Think Aloud follows.

Sample Think Aloud
<p>“It will still take about...” Hmm, I’ve reached a word that I’m not sure how to pronounce. Let me think about a clarifying strategy I could use to figure it out. I think chunking the word into more recognizable word parts might help. Let’s see, if I chunk it to be <i>fiifteen</i>, that doesn’t seem to make sense. I still don’t recognize the word. But I think chunking it to <i>fifteen</i> does help. <i>Fifteen</i>. I recognize that word; it’s a number. That helps this sentence make more sense. The doctor is worried that fifteen days is too long a time to wait for the medicine.</p>

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

How did using the chunking strategy help me clarify the word fifteen?

By chunking the word, you figured out how to say the word correctly. Then you recognized the word and knew what it meant. That helped you figure out what was happening in the text.

4. Model creating a graphic organizer, such as a problem and solution T-chart, and making notes. A sample graphic organizer follows.

Sample Graphic Organizer	
Problem	Solution
<p>The train carrying diphtheria medicine was stuck in snow, still a long way from Nome.</p>	<p>Use dog-sled relays to carry the medicine over the snow to Nome.</p>

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

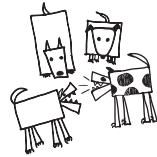


5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 18 aloud. Use **Think-Pair-Share** to ask:

What difficult words did you read that you could clarify by using the sound blending or chunking strategies?

We used the sound blending strategy to clarify the word radio. At first, we could not read it. Then, we broke the word down into each letter sound, r-a-d-i-o, and recognized the word. A radio is something you listen to for music or news.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 19–25 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

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

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

Team Talk Questions

1. What word did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = *We did not understand the word wrapped because we could not pronounce it. We clarified by blending sounds. We said the word slowly by sounding out all the letters, w-r-a-p-p-e-d, and then said it quickly. We recognized the word and that it meant covered. This helped us understand that the first driver covered the box of medicine with fur to keep it warm.*

90 = *We did not understand the word wrapped because we could not pronounce it. We clarified by blending sounds. We said the word slowly by sounding out all the letters, w-r-a-p-p-e-d, and then said it quickly. We recognized the word and that it meant covered.*

80 = *We did not understand the word wrapped because we could not pronounce it.*

2. Why do you think they used a dog-sled relay instead of just one team? **[RE, DC]**
(Team Talk rubric)

100 = *I think the relay would allow the medicine to reach Nome faster. There were twenty-one teams waiting to carry and pass along the medicine. **This meant** that the dogs were always waiting and ready to run. One team of dogs would probably get tired and need to rest **often**. This shows that the relay could keep moving quickly without needing to stop.*

90 = *I think the relay would help the medicine to reach Nome faster. There were twenty-one teams waiting to carry and pass along the medicine. The dogs were always waiting and ready to run. One team of dogs would probably get tired and need to stop.*

80 = *I think the relay would help the medicine to reach Nome without stopping too often.*

3. What information from the text supports the idea that the dog-sled relay was difficult? Support your answer. **[DC, SA]** (Team Talk rubric)

100 = *The drivers and dogs dealt with poor weather during the relay. It became windy and colder, and a **blizzard** was coming that would slow the teams down. In one team, two dogs froze to death, so the driver **hitched** himself to the sled and helped pull it to the next stop. These show the **difficult conditions** the drivers and dogs faced along the relay.*

90 = *The drivers and dogs had a lot of bad weather during the relay. It became windy and colder, and a storm was coming that would slow the teams down. In one team, two dogs froze to death.*

80 = *The drivers and dogs had a lot of bad weather during the relay.*

4. What is a synonym for the word *panic*? What is an antonym for the word *panic*? **[CV]**
(Accept reasonable responses.) A synonym for panic is *startle* or *terrify*. An antonym for the word panic is *stay calm* or *soothe*.

5. Circle the consonant blend in the following word. **[CV]** (word power)

skiwear skiwear

Cue students to discuss strategy use and graphic organizers.

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



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, 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?

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- 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.

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bravery (noun) page 47	bra-ver-y (BREY-vuh-ree)	courage or daring in the face of danger	The mayor rewarded the firefighters for their <i>bravery</i> in saving the city's public library from being destroyed by the fire.

Lesson 3

Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

In this lesson, students will read about how Gunnar and Balto took their turn in the relay and the problems they experienced. The blizzard slowed down the relay teams, and Gunnar was anxious to begin his leg of the journey. He stayed awake waiting for the other team so he could leave as soon as possible. He wanted to travel quickly, though he had problems along the way.

Teacher's Note:

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

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

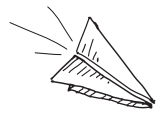
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

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



5. Point out that some words from this cycle's vocabulary list have consonant blends in them. Write *frontier* on the board. Point out that you chunked this word to clarify it in lesson 1. Use **Think-Pair-Share** to ask:

What is the consonant blend in this word, and how do you say the word?

The consonant blend is fr. You blend the letters together to make the /fr/ sound.

frontier

6. Tell students there are other words from this cycle's vocabulary list that have consonant blends. Use **Think-Pair-Share** to ask:

What other words from your vocabulary list have consonant blends in them? Identify the word and the consonant blend.

The word frowned has the consonant blend fr. The word skidded has the consonant blend sk. The word bravery has the consonant blend br.

frowned skidded bravery

7. Point out to students that there were words in the first cycle's vocabulary list with these consonant blends in them. Have students review the first cycle vocabulary list, and use **Think-Pair-Share** to ask:

What words from the first cycle have these consonant blends in them? Identify the word and the consonant blend.

The word whisk has the consonant blend sk. The word brewing has the consonant blend br.

8. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

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

Teams review their cycle goal.

Post and present the reading objective.

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



Review the skill as necessary.

Refer students to pages 26 and 27 in the text.

Teacher: Read aloud.

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

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



Interactive Read Aloud

1. State the reading objective.

This cycle our reading objective is to clarify words in the text by blending sounds and breaking words into chunks.

2. Read page 26 (stopping before the word *Bluff*) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

“They were going to run 31 miles from...” I’m having trouble reading that next word. What clarifying strategy could I use to help me read it?

You could use the sound blending strategy to help read it. You should read each letter in the word slowly at first, and then quickly—B-l-u-f-f.

How can I figure it out?

If you can recognize the word, you might recognize the meaning. That will help you understand what Gunnar and Balto are doing or where they are going.

3. Model creating a graphic organizer, such as a problem and solution T-chart, and making notes. A sample graphic organizer follows.

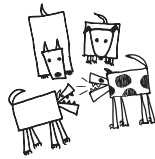
Sample Graphic Organizer	
Problem	Solution
A dog-sled team was running late and Gunnar wanted to be ready to go when they came.	Gunnar stayed awake so he would be able to move as soon as possible when the next team arrived.

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 26 aloud. Use **Think-Pair-Share** to ask:

What difficult words did you read that you could clarify by using the sound blending or chunking strategies?

We clarified the word slowed because we could not say the word. We said each letter first and then blended them together—s-l-o-w-e-d. Then we understood the word and how the storms made it take a dog sled team longer to reach Gunnar than expected.

Use **Random Reporter** to debrief.



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 28–33 aloud with partners.
(if skipping Interactive Read Aloud, pages 26–33)
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. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

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

Team Talk Questions

1. What word did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = We did not understand the word package because we could not say it correctly. We clarified package by breaking it into smaller word parts. We chunked it to pack/age. Then we recognized the word to mean a box. We figured out that Gunnar was looking for a box in the snow.

90 = We did not understand the word package because we could not say it correctly. We clarified package by breaking it into smaller word parts. We chunked it to pack/age. Then we recognized the word to mean a box.

80 = We did not understand the word package because we could not say it correctly.

continued

Team Talk Questions *continued*

2. How do Balto's actions in the snowdrift support Gunnar's decision to make him a lead dog? **[RE]** (Team Talk rubric)
- 100 = *Balto stayed calm in the snowdrift. The text states that the other dogs began to **panic** when they ran into the snowdrift. But Balto stayed calm, and this helped the other dogs stay calm until Gunnar dug them out. This shows that Gunnar was right to choose Balto, since he was smart enough to stay calm in the snowdrift.*
- 90 = *Balto stayed calm in the deep snow. The other dogs began to get nervous when they ran into the snow. But Balto stayed calm, and this helped the other dogs stay calm until Gunnar dug them out.*
- 80 = *Balto stayed calm in the deep snow instead of getting nervous.*
3. Which of the following best describes how Gunnar felt when he couldn't find the medicine after the sled turned over? **[RE, SA]** (Team Talk rubric)
- A. scared
B. calm
C. brave
D. patient
- What clues in the text helped you figure this out?
- 100 = *The text says that he dug for it wildly. **That means** he was digging quickly. I think Gunnar was afraid he would not find the medicine in the deep snow. If he lost the medicine in the snow, then the town of Nome would not be saved from **diphtheria**. This shows that Gunnar was afraid of letting down the whole relay and the people of Nome.*
- 90 = *The text says that he dug for it wildly. He was digging through the snow quickly. I think Gunnar was afraid he would not find the medicine in the deep snow. If he lost the medicine in the snow, then the town of Nome would not be saved.*
- 80 = *The text says that he dug for it wildly, like he was afraid of losing it.*
4. "But the doctor frowned. 'It will still take about fifteen days. That's a long time. Too long.'" In this passage, the word *frowned* most nearly means— **[CV]**
- A. looked excited.
B. danced.
C. cheered.
D. looked unhappy.
5. Circle the consonant blend in the following word. **[CV]** (word power)
- brink brink

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) and important ideas that they added to their graphic organizers.

Cue students to discuss strategy use and graphic organizers.

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



Class Discussion tp

(20 minutes)

Randomly select team representatives who will share:

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



Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, 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 4

Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

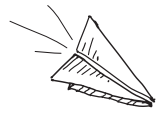
Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

In this lesson, students will read about a very dangerous moment in Gunnar and Balto's trip to Nome. They came to a place in the frozen river where the ice had cracked. Gunnar considered himself lucky because Balto stopped and ignored his commands to continue going forward, since the ice was breaking. When Gunnar reached the next relay point, he was afraid that the driver was either asleep or gone, and did not want to wait to harness his dogs. He decided to finish the journey 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.



Active Instruction tp

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



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.

Review the word power skill.



The word *brisk* has two consonant blends (*br* and *sk*). Accept either or both as correct.

Teams review their cycle goal.

Post and present the reading objective.

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

Build background about the topic.



4. Remind students of the word power skill (consonant blends) and the Word Treasure clue for consonant blends (glue brush).

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

Why do you think you should learn about consonant blends?

I think being able to identify consonant blends is important to being able to read words. If I can recognize the sounds two consonants make when they are together, I can read more words that have that consonant blend in them.

6. Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

The cold temperatures of Alaska in winter can hurt your skin if you don't wear gloves.

Sled dogs can pull a heavy sled at a brisk run for several miles.

7. Use **Random Reporter** to select students to identify the consonant blends in the underlined words.

Skin = (sk)in; brisk = (br)(sk)

8. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the text, author, and reading objective.

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

5. If you have time and an Internet connection, share another segment of the video "Dogs that Changed the World: The Sled Dogs of the Arctic Circle" from *Nature* with students: www.pbslearningmedia.org/content/vt107.la.ws.process.sleddogs/ (from 2 min. 5 sec. to 3 min. 15 sec.). Use **Think-Pair-Share** to ask:

Why can sled dogs survive falls into icy water better than humans?

Sled dogs have thick, fluffy fur. Their fur might also be waterproof. When they fall in the water, they can get out and just shake the water out of their fur. It never reaches their bodies. Humans do not have fur. Icy cold water would get their clothes wet and make them cold all over.

Refer students to pages 34 and 35 in the text.



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

Partner pairs: Identify important events or details to add to the graphic organizer. Point out that students will have to continue reading to identify the solution to this problem.

Interactive Read Aloud

1. Read page 35 aloud, stopping when you get to the word *short*. Use **Think-Pair-Share** to prompt use of the skill or strategy.

“Suddenly Balto stopped...” I’m having trouble figuring out how to say the next word. What clarifying strategy might work best in this situation?

Blending sounds will work best. You should say each letter slowly, s-h-o-r-t, and then more quickly.

How can I figure it out?

If you figure out how to pronounce the word correctly, you might recognize it. You will realize that Balto stopped very quickly and without being asked to do it.

2. Finish reading page 35 aloud. Use **Think-Pair-Share** to ask:

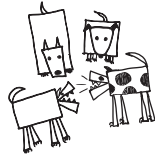
What difficult words did you read that you could clarify by using the sound blending or chunking strategies?

We used the chunking strategy to clarify the word river. We didn’t recognize the word at first, so we chunked it as riv/er. Then we recognized that it was a body of flowing water.

How did clarifying this word help you understand the text?

We realized that Balto saved his team’s life by stopping instead of continuing onto the breaking ice. They would have fallen into the freezing water of the river. They would have drowned or frozen to death.

Sample Graphic Organizer	
Problem	Solution
Balto stopped the team short because the river ice was cracking in front of them.	



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 36–41 aloud with partners.
(if skipping Interactive Read Aloud, pages 34–41)
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. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

At this level, students will not be scored on their summaries. Have them focus on giving oral retellings of the text, prompting them to use the most important ideas and leaving out less important details.

Team Talk Questions

1. What word did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)

100 = We did not understand how to say the word cozy. We decided to chunk the word to see if we could recognize it. We chunked it to say colzy and recognized the word to mean comfortable or warm. This made sense in the sentence, since Gunnar wanted to sit by a fire. We could tell how tired and cold Gunnar was after his part of the relay.

90 = We did not understand how to say the word cozy. We decided to chunk the word to see if we could recognize it. We chunked it to say colzy and recognized the word to mean comfortable or warm. This made sense in the sentence, since Gunnar wanted to sit by a fire.

80 = We did not understand how to say the word cozy.

continued

Team Talk Questions *continued*

2. Why was it important for Gunnar to dry off Balto’s paws after they got wet? **[RE, DC]** (Team Talk rubric)

100 = *If the water froze on Balto’s paws, he might never walk again. Balto was Gunnar’s lead dog, so I know he was the smartest and strongest dog. If Balto could not lead the team, Gunnar might be in trouble. Gunnar knew it was **important** to keep his lead dog healthy to run.*

90 = *If the water turned to ice on Balto’s paws, he might never walk again. Balto was Gunnar’s lead dog, so I know he was the smartest and strongest dog. If Balto could not lead the team, Gunnar might be in trouble.*

80 = *If the water turned to ice on Balto’s paws, he might never walk again.*

3. Do Balto’s actions in today’s reading support Gunnar’s decision to make him a lead dog? Why or why not? **[RE, SA]** (Team Talk rubric)

100 = *Balto **proved** that he was smart, strong, and had good senses. Balto was able to take his team around the cracking river ice and onto **solid** land. He was able to find the trail again after taking a new path. He **also** found the trail in the thick snow. I see why Gunnar would choose Balto to be his lead dog.*

90 = *Balto showed that he was smart, strong, and had good senses. Balto was able to take his team around the cracking river ice and onto land. He was able to find the trail again after taking a new path. He found the trail in the thick snow.*

80 = *Balto showed that he was smart, strong, and had good senses.*

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

The bag of flour exploded into a _____ cloud of white dust when Jameel accidentally dropped it on the floor.

Powdery. The word flour and the phrase “cloud of white dust” were clues. If something is powdery, it is made of tiny loose bits of something. Flour is soft and covers things like a powder.

5. Circle the consonant blend in the following word. **[CV]** (word power)

frozen frozen

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

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:



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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

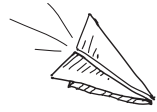
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use details to support the main idea.

Teacher Background

In this activity, students will focus on providing information that supports the main idea that answers the question in the prompt.

**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. Tell students that when writing, it is important to provide details and information that support the main idea, or topic of their writing. Point out that as they have been reading *The Bravest Dog Ever: The True Story of Balto*, they have been recording and making notes about important information.

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

Read the prompt aloud.



Writing Prompt
Explain how the people of Alaska worked together to get the diphtheria medicine from Anchorage to Nome as quickly as possible.

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

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

It is asking me to explain ideas or information on a topic. I'm not asked to make a claim or argument, and I am not reading literature. Also, the prompt uses the word explain.

Students identify the purpose for writing.

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

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

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none"> Clearly introduce the topic. Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> Begin by introducing the topic. In the middle, provide facts, examples, or events that help a reader understand the information. End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> Use words and phrases that help a reader understand how the facts or events are related. Include details or examples that help a reader make a mind movie.
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: use details to support the main idea?

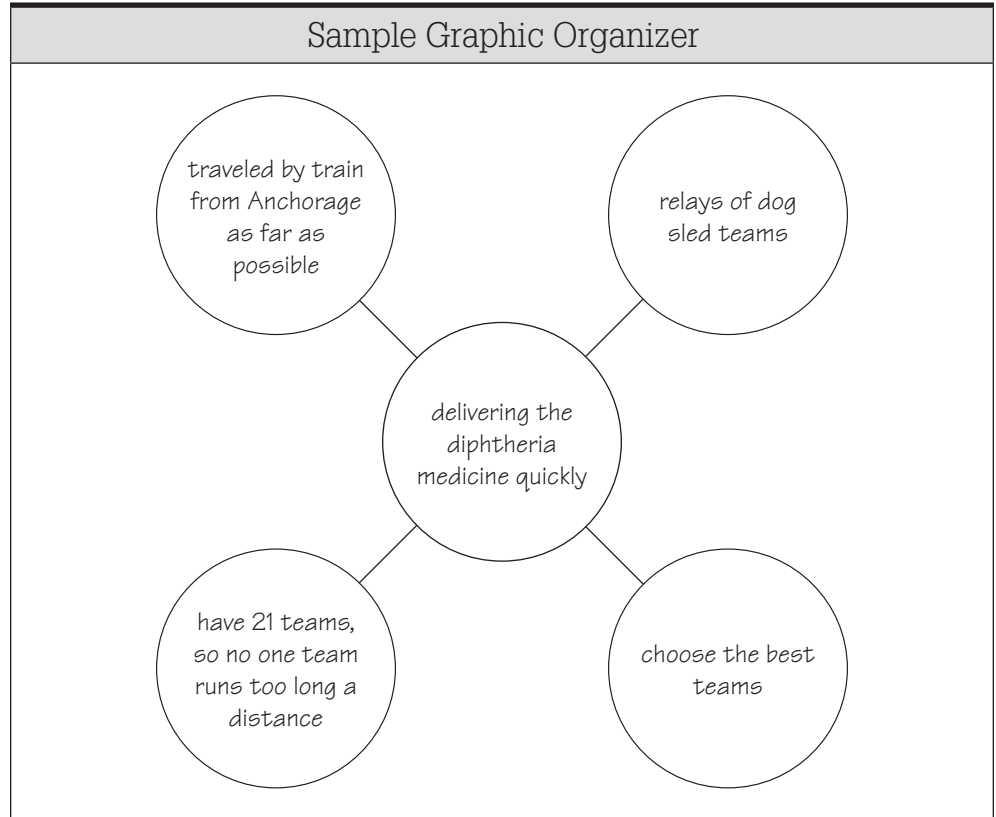
The ideas and organization guidelines relate to the writing objective.

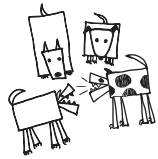
7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model planning using a graphic organizer.

Model a Skill

1. Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer's guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.
2. Display the following concept map. Point out that for today's writing activity, it is important to collect all the details that support the main idea so they remember to include them in their response.





Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

Independent Work

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

Team Discussion

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



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing to inform or explain and the writing objective—use details to support the main idea.

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

For example, ask:

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

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

Did you find it easy or difficult to include examples in your writing? Do you think the examples were effective?

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.

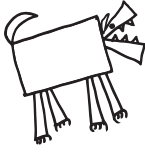
Remind students of the Read and Respond homework assignment.

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

Writing Prompt

Explain how the people of Alaska worked together to get the diphtheria medicine from Anchorage to Nome as quickly as possible.

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



Lesson 6

Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

Writing Objective: Use details to support the main idea.

Word Power Objective: Identify common consonant blends to help read difficult words.

Teacher Background

Today's cycle test continues to challenge students to identify difficult words in the text and to use clarifying strategies to figure out how to pronounce or explain their meanings.

In today's reading, Gunnar and Balto's team finally make it to Nome after traveling for twenty straight hours and fifty-three miles. The medicine arrives sooner than anyone expected, and the town doctor is able to stop the diphtheria outbreak. Balto becomes famous for his role as the lead sled dog on the team, and a memorial is built to him and all the other dogs and drivers involved in the relay.

Today the relay is commemorated by the annual Iditarod race. The trail traveled by the relay was part of the Iditarod trail, which was a mail and supply line for cities in Alaska's interior. Gold from mines was also carried along the trail back to Anchorage. Now the race just pits dog-sled teams against the elements in an effort to preserve dog-sled culture and traditions.

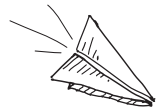
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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.



Active Instruction tp

(5 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.

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 clarifying words in the text by blending sounds and breaking words into chunks and using details to support the main idea. Use **Think-Pair-Share** to ask:

What should you do when you come across a word you cannot read or pronounce?

I should stop and mark the word with a sticky note. I should use clarifying strategies, such as sound blending or chunking, to see if I can recognize the word.

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

2. Have partners review their notes 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 question #1 asks about clarifying strategies.
4. Ask students to underline key words or phrases in question #1.

1. What word from today's reading did you clarify? How did you figure it out? **[CV]**

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

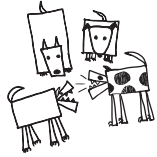
Today you will finish reading about Gunnar and Balto's trip and find out if they were successful.



Test **tp**

(30 minutes)

1. 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.
2. Spot-check the Read and Respond homework.



Teamwork **tp**

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)



Random Reporters share team discussion of a test question.

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 team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 2 Test

Sound Blending and Chunking

Directions: Read *The Bravest Dog Ever: The True Story of Balto*, pages 42–48. Use the TIGRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. What word from today’s reading did you clarify? How did you figure it out? **[CV]**

20 points = I needed to clarify the word surprised on page 44. I did not know how to pronounce this word. I broke the word into smaller chunks—sur/prised. I realized that the doctor was not expecting to get the medicine so soon. This helped me understand how he felt when he saw it so early.

15 points = I needed to clarify the word surprised on page 44. I did not know how to pronounce this word. I broke the word into smaller chunks—sur/prised. I realized that the doctor was not expecting to get the medicine so soon.

10 points = I needed to clarify the word surprised on page 44.

2. What was surprising about the relay to deliver the medicine to Nome? **[RE, SA]**

- A. Very few people volunteered to help.
- B. It only took five and a half days.
- C. The dog-sled teams faced poor weather.
- D. The medicine was not lost.

Support your answer with information from the text.

20 points = The doctor and other people thought it would take fifteen days. They were worried that fifteen days would still be too slow to get the medicine to Nome. They also thought the blizzard would slow the relay down even more. This shows that the people of Nome did not know how fast twenty-one dog-sled teams could travel.

15 points = The doctor and other people thought it would take fifteen days. They were worried that fifteen days would still be too slow to get the medicine to Nome. They thought the storm would slow the relay down.

10 points = The doctor and other people thought it would take fifteen days.

3. Why do you think Gunnar gave so much credit to Balto for the success of the relay? Support your thinking. **[DC, SA]**

20 points = Gunnar believed that Balto did the most important work on the trail. Balto helped keep the other dogs calm. He stopped the sled from traveling over cracking ice. He **also** found the trail again after leading the team around the ice. Gunnar knew that Balto was the **main reason** they made it to Nome alive.

15 points = Gunnar believed that Balto did the most important work on the trail. Balto helped keep the other dogs calm. He stopped the sled from traveling over cracking ice. He found the trail again after leading the team around the ice.

10 points = Gunnar believed that Balto did the most important work on the trail.

4. Would Balto have been as famous if Gunnar had stopped at Point Safety? Support your thinking. **[DC, SA]**

20 points = A different dog and driver would be the most **famous**. I think Balto and Gunnar became famous because they were the ones to **deliver** the medicine. If Gunnar had stopped at Point Safety, a different driver and team would have finished the relay. This shows that Gunnar's **decision** affected who people thought were heroes.

15 points = A different dog and driver would be more well known. I think Balto and Gunnar became famous because they were the ones to hand over the medicine. If Gunnar had stopped at Point Safety, a different driver and team would have finished the relay.

10 points = A different dog and driver would be more well known.

5. Why do you think the dog-sled relay was the best way to get the medicine to Nome? Support your thinking. **[DC, SA]**

20 points = The dog-sled teams were able to travel **even** when trains or other things couldn't. **Earlier in the text**, the train became stuck in the deep snow. I know that dog sleds were able to travel over snow and frozen rivers. The dogs stayed on the trail in a **blizzard**. They were able to **deliver** the medicine faster than anyone thought. This shows they were the best way to get the medicine to Nome at the time.

15 points = The dog-sled teams were able to travel when trains or other things couldn't. The train became stuck in the deep snow. I know that dog sleds were able to travel over snow and frozen rivers. The dogs stayed on the trail in a storm. They were able to get the medicine to Nome faster than anyone thought.

10 points = The dog-sled teams were able to travel when trains or other things couldn't.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

The relay to deliver medicine to Nome became famous all over the world. Use information from the text to explain why people were interested in what happened on the relay.

The relay to bring medicine to Nome was a great act of kindness and bravery. People from around the world knew that the dog-sled teams and their drivers faced a lot of danger on the journey. They traveled through such bad weather that one driver lost two of his dogs. He had to help pull the sled. Balto kept his team from falling into an icy river. His actions kept the medicine safe. He also found the trail again in the blizzard. This was an unusual story of bravery and hard work by animals.

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

Writing to Inform or Explain		
Ideas	<ul style="list-style-type: none"> Clearly introduces the topic Develops the topic with relevant details 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by introducing the topic In the middle, provides facts, examples, or events that help a reader understand the information Ends with a closing statement that supports the information 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help a reader understand how the facts or events are related Includes details or examples that help a reader make a mind movie 	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"> Uses details to support the main idea 	0–15 pts.

Part III. Vocabulary (100 points)

1. It took a lot of _____ for Rhea to stand up to the bully, but she made him realize that he would rather be a friend than be mean.

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

- A. panic
- B. frontier
- C. *bravery*
- D. relay

2. "He led the dog to a patch of powdery snow. Gunnar rubbed Balto's paws in the powder." In this passage, the word *powdery* most nearly means— **[CV]**
- light and loose.*
 - packed hard.
 - wet and heavy.
 - solid ice.
3. What is a synonym for the word *frontier*? What is an antonym for the word *frontier*? **[CV]**
- (Accept reasonable answers.) A synonym for the word frontier is outskirts or edge. An antonym for the word frontier is city.*
4. Mark began to _____ when the pot of cooking pasta began to boil over on the stove, but his mother quickly turned down the heat and stirred the water. Choose the word that belongs in the blank. **[CV]**
- hitched
 - panic*
 - frowned
 - bravery
5. "At last someone said, 'What about a dog-sled relay? When one team of dogs gets tired, a new team will be ready to take over.'" In this passage, the word *relay* most nearly means— **[CV]**
- delivery.
 - training.
 - race.*
 - theft.
6. What is a synonym for the word *frowned*? What is an antonym for the word *frowned*? **[CV]**
- A synonym for the word frowned is glared or pouted. An antonym for the word frowned is smiled or grinned.*
7. Penny took a bad step and _____ across the ice rink on her back until she bumped into a wall. Choose the word that belongs in the blank. **[CV]**
- skidded*
 - relay
 - panic
 - hitched
8. "So the driver hitched himself to the sled. He helped the rest of the dogs pull through the storm." In this passage, the word *hitched* most nearly means— **[CV]**
- snagged.
 - released.
 - untied.
 - fastened.*

Circle the consonant blends in the following words. **[CV]** (word power)

9. sky *sky*

10. frost *frost*

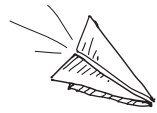
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Clarify words in the text by blending sounds and breaking words into chunks.

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.

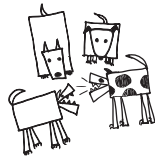
Two-Minute Edit



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 written Team Talk responses and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

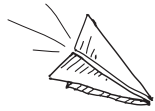
Lesson 8

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

Teacher Background

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

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

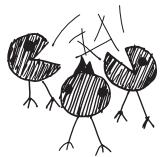


Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

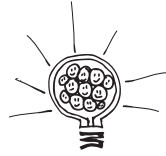
Distribute team score sheets and celebration certificates.

Class celebration!
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

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 2-3 Sound Blending and Chunking

English Language Arts Standards: Reading: Informational Text

Craft and Structure

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

English Language Arts Standards: Reading: Foundational Skills

Phonics and Word Recognition

RF.2-5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.2-5.4. Read with sufficient accuracy and fluency to support comprehension.

RF.2-5.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts Standards: Writing

Text Types and Purposes

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.3.2b. Develop the topic with facts, definitions, and details.

English Language Arts Standards: Language

Vocabulary Acquisition and Use

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

English Language Arts Standards: Reading: History/Social Studies and Science/Technology

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

English Language Arts Standards: Writing: History/Social Studies, Science/Technology

Text Types and Purposes

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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WNET

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