



**Informational**

# Reread, Ask for Help, and Read On

The *Titanic*: Lost...and Found

Tentacles! Tales of the  
Giant Squid

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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The Lightning Round

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

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

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

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

## Unit Objectives

**Reading:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

**Writing:** Use key words from the text to write about a topic.

**Word Power (Cycle 1):** Separate compound words into their word parts to determine their meanings.

**Word Power (Cycle 2):** Identify common consonant blends to read difficult words.

## Unit Overview

In this unit, students will clarify word meanings in the text by rereading, asking for help, and reading on. Students will practice using clarifying strategies to build deeper connections with the text and to develop a richer understanding of the text.

In word power for cycle 1, students will pronounce and determine the meaning of compound words by separating each word and thinking about its meanings. In word power for cycle 2, students will identify common consonant blends to help them read difficult words.

This unit's writing objective is to use key words from the text to write about a topic. Encourage students to use key vocabulary from the text in their writing and in partner and team discussions.

Some classwork scores are not collected and recorded in level 2–3. Students in this level will not earn scores for the graphic organizer/notes or summary in the Lightning Round rows of the team score sheet or classwork scores for the teacher cycle record form.

Level 2–3 students earn word power scores by correctly answering the Team Talk questions that are labeled “(word power).” Correct Random Reporter responses earn 100 points for the individual student and 1 team celebration point for the team.

### Unit Topic/Content

*The Titanic: Lost...and Found* by Judy Donnelly is an informational text that describes the *Titanic*, the factors that caused the ship to sink, and its discovery in 1985 by a scientist named Robert Ballard.

*Tentacles! Tales of the Giant Squid* by Shirley Raye Redmond is a collection of stories about giant squid, some of the most mysterious creatures living in the oceans. Stories about these creatures were shared by sailors, who said that they attacked and sank ships. Their stories seemed unbelievable. Today, scientists know that giant squid are real, but have never been able to examine a living squid up close.

## 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

#### The *Titanic*: Lost...and Found

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 4–13	(Embedded) Background video: “ <i>Titanic</i> ”
Lesson 2	pages 14–21	(Embedded) “Fluency”
Lesson 3	pages 22–29	
Lesson 4	pages 30–38	
Lesson 5	writing in response to reading	
Lesson 6	pages 39–48	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

#### Tentacles! Tales of the Giant Squid

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 4–13	(Embedded) Background video: “Big Blue”
Lesson 2	pages 14–21	
Lesson 3	pages 22–31	
Lesson 4	pages 32–39	
Lesson 5	writing in response to reading	
Lesson 6	pages 40–48	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	



## Cycle 1:

Reread,  
Ask for  
Help, and  
Read On

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

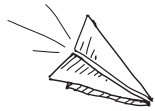
Post and present the reading objective.

## Lesson 1

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

**Teacher Background**

Today students will read about the structure of the *Titanic* and the passengers who sailed on the ship. The Big Question for this cycle asks students to consider if a ship can truly be unsinkable. This allows students to think about ships and the characteristics that make a ship safe. Use this question to help activate students' prior knowledge of sailing vessels and of the *Titanic* itself.

**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:** Is it possible for a ship to be unsinkable? Explain your thinking.

**Set the Stage**

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

**Is it possible for a ship to be unsinkable? Explain your thinking.**

*No, it is not possible for a ship to be unsinkable because something could always go wrong. For example, there could be a hurricane that causes giant waves to sink the ship.*

**What types of safety measures do ships have that ensure passengers could be safe if a ship sank?**

*Ships have lifeboats and buoys for passengers to use in case they sink. They also carry flares on board and a radio for contacting other ships in case of an emergency.*

Explain to students that in this cycle, they will read about a famous ship that was thought to be unsinkable.

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.

Refer students to pages 4–13 in the text. Begin the TIGRRS process; review the steps as needed.

Students use text features to help predict topic and intent of the author.

Students use text features to identify important information.

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

4. Distribute copies of *The Titanic: Lost...and Found*. 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 table of contents, chapter titles, 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. Have partners survey the text to determine topic and author's intent. Allow students a minute for this activity. Use **Think-Pair-Share** to ask:

**What is the topic of this text? How do you know?**

*The topic is the ship, the Titanic, and how it sank in the ocean. I know this because the cover shows the ship going down.*

**From your initial look at the text, what do you think the author's intent in writing it is? What kind of information does the author want the reader to learn? Explain your thinking.**

*I think the author's intent is to inform me about the Titanic and what made it sink. I think the author wants to provide the reader with information related to the Titanic so we can learn about why the ship sank and what happened to the people onboard.*

7. Have the students turn to page 4. Point out to students that the title of chapter 1 is "The Wonder Ship." Use **Think-Pair-Share** to ask:

**Why might the author have chosen this title for the first chapter?**

*Maybe the author chose this title because everyone thought the Titanic was an amazing ship because it was such a huge ship for that time period.*

Point out that students previewed features of the text, photographs, and a caption to figure out the answer to a question.

8. Remind students that as they read, they will 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, or
  - web.

9. Refer students to pages 5 and 6. Model looking for clues and identifying the appropriate graphic organizer to use.

### Sample Think Aloud

Now I want to think about which graphic organizer would best suit this text. When selecting a graphic organizer, I want to choose one that I think will best help me to record the information that I gain from the text. As I start previewing the text, I don't see information that is comparing or contrasting. I am not noticing any problems and solutions apparent in the book. There also don't appear to be any headings that tell me about different main ideas in the text. I see several dates in the text, and the information appears to be outlined as a sequence of events. This tells me that a sequence chain would be the best graphic organizer for this text. By using a sequence chain, I can show the dates, the sequence of events in the text, and details that are related to each event.

Build background about the topic.

Show the video "Titanic."



10. Show the video "Titanic" to students. Use **Think-Pair-Share** to ask:

**Do you think a disaster like this could happen today? Why or why not?**

*No, I don't think a disaster like this could happen today because there is so much technology now that helps ships and boats to avoid icebergs.*

### Interactive Read Aloud

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

**This cycle our reading objective is to clarify the meaning of words by rereading, reading ahead, and asking others for help. This will help us to better understand the information we are reading in the text and will help us to make connections to what we are reading.**

2. Explain to students the process of using these clarifying strategies to determine the meaning of unfamiliar or challenging words in the text.

**When you come across an unfamiliar word in the text, stop and think about it. Go back and reread the sentence again to see if there are any clues that can help you to clarify the word. You can also read ahead to try to clarify the word. Sometimes an author will provide additional information further in the text that will help the reader to better understand a difficult or unfamiliar word. If you still need further clarification of a word or term, ask another person for help. You could ask a friend close to you, your reading partner, or a member of your team to help you to better understand the word.**

3. Read pages 5–7 aloud, stopping at the word *squash*. A sample Think Aloud follows.

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

**Students:** Actively listen.

Sample Think Aloud

"On the lowest deck you can see the squash court and the swimming pool." I am uncertain of this word *squash*. In thinking about this word, I know that a *squash* is a type of vegetable. But I don't think that the word *squash* has that meaning in this context, so I will use the clarifying strategies that we are focusing on in this unit.

First, I will reread the paragraph to see if there are any clues to the meaning of the word *squash* that I may not have picked up on the first time I read this page (reread page 7 aloud).

OK, now I realize that the paragraph directs me to look at the illustration of the inside of the ship on pages 6 and 7. As I look at the illustration, I can see that the lowest deck shows two people with racquets in a room hitting a ball. It looks like they are playing a sport like tennis to me. Maybe in 1912, squash was a really popular sport. That makes sense.

So, in this case, rereading the text and paying close attention to the illustration on this page helped me to clarify the word *squash*.



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

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

**What strategy did I use to clarify the unfamiliar word? How did that help me to make meaning of the word in this context?**

*(Answers will vary.) You went back and reread the paragraph the word was in. You looked at the illustration on the page to help you make meaning of the word squash. When you looked at the illustration, you realized that squash is a game that is like tennis.*

**What other strategies could I have used if rereading the text didn't help me to clarify the unfamiliar word?**

*(Answers will vary.) You could have read ahead in the book, or asked a friend to help clarify the word.*

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 8 and 9. Use **Think-Pair-Share** to ask:

**What difficult words did you read that you could clarify using the strategies we have been discussing?**

*(Answers may vary.) We read ahead to help us to clarify the word watertight. When we read ahead, we understood that the word means that water can't get in.*

Use **Random Reporter** to debrief.

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

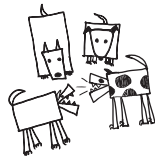


**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

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

A sample graphic organizer follows.

Sample Graphic Organizer
<h2>Sequence Chain</h2>
<p>April 10, 1912</p> <ul style="list-style-type: none"> <li>• <i>Titanic</i>, called “The Wonder Ship,” sets sail from England to America</li> <li>• Huge, resembles a floating palace</li> </ul>



## Teamwork tp

(20 minutes)

### 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 10–13 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, 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 partner reading, fluency, and the TIGRRS process.

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 what the word voyage meant. We reread the text and realized that the word means a trip people take. There are passengers waiting on the ship and people waving goodbye on the decks. The ship must be leaving to travel on the ocean. This helped us understand what the excitement was about and why all these people were on the ship.*

90 = *We didn't understand what the word voyage meant. We reread the text and realized that the word means a trip people take. There are passengers waiting on the ship and people waving goodbye on the decks. The ship must be leaving to travel on the ocean.*

80 = *We didn't understand what the word voyage meant.*
2. Why is the *Titanic* called "The Wonder Ship"? Support your answer with information from the text. **[DC, RE, SA]** (Team Talk rubric)
 

100 = *The Titanic was **gigantic**, very fancy, and was thought to be the safest ship ever made. The text explains that the Titanic was the biggest ship the world had ever seen. It was like a floating palace, and **experts** said that it was unsinkable. The Titanic was a wonder since no one had ever seen anything like it before.*

90 = *The Titanic was big, very fancy, and was thought to be the safest ship ever made. It was the biggest ship the world had ever seen. It was like a floating palace, and no one thought it could sink.*

80 = *The Titanic was big, very fancy, and was thought to be the safest ship ever made.*
3. Why did the *Titanic* have the nickname "The Rich Man's Special"? Explain, using support from the text. **[DC, SA]** (Team Talk rubric)
 

100 = *The Titanic had a lot of rich people on board. The text explains that some of the richest people in the world were sailing on the Titanic. Their tickets cost more than a sailor **earned** in a lifetime. Rich people probably wanted to sail on the ship since it was like a floating palace.*

90 = *The Titanic had a lot of rich people on board. Some of the richest people in the world were sailing on the Titanic. Their tickets cost more than a sailor made in a lifetime.*

80 = *The Titanic had a lot of rich people on board.*

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

(18 minutes)

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

- strategy use
- oral and written Team Talk responses
- 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.

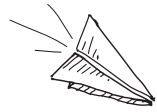
## Lesson 2

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

**Word Power Objective:** Separate compound words into their word parts to determine their meanings.

### Teacher Background

Today students will read about April 14, 1912, when the *Titanic* sustained massive damage after striking an iceberg off the coast of Canada. The captain and crew scramble to get the 2,227 passengers onto the 1,100 lifeboats as the *Titanic* begins to sink.



## 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
<b>watertight</b> (adjective) page 9	wat-er-tight (WOT-er-tahyt)	so well-fitted that water cannot enter or pass through	The plumber made sure that all the pipes in the home were <i>watertight</i> and sealed properly so no water could get through.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>compartments</b> (noun) page 9	com-part-ments (kuhm-PAHRT-ments)	separate rooms or sections	The first floor of the office building had many different <i>compartments</i> where small groups of people could have conferences.
<b>harbor</b> (noun) page 13	har-bor (HAHR-ber)	part of a body of water that is next to land and that provides safety for ships	My father took us down to the <i>harbor</i> so we could watch the large ships sail into shore.
<b>voyage</b> (noun) (connotation/denotation) page 13	voy-age (VOY-edj)	a long journey to a distant or unknown place	My father is on a <i>voyage</i> to Costa Rica to study the different animal species in the rain forest for his company.
<b>lifeboats</b> (noun) page 18	life-boats (LAHYF-bohtz)	small boats carried on a ship that are used for passengers to escape a sinking ship	It is very important for a ship to have enough <i>lifeboats</i> so all passengers can survive if the ship sinks.
<b>slanting</b> (verb) page 24	slant-ing (SLAHNT-ing)	becoming unlevel, sloping	My friend lives in a very old house, and all the wood floors are <i>slanting</i> and crooked.
<b>laboratory</b> (noun) page 40	lab-o-ra-to-ry (LAB-ruh-tawr-ee)	a room or building with special equipment for doing scientific experiments and tests	The scientist works in a <i>laboratory</i> that studies dangerous diseases and how they spread.
<b>lookout</b> (noun) page 46	look-out (LOOK-out)	a person who watches an area and warns others if there is danger	A <i>lookout</i> must always be on alert and ready to notify the captain and crew if there is possible danger near the ship.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

Review Vocabulary Vault.

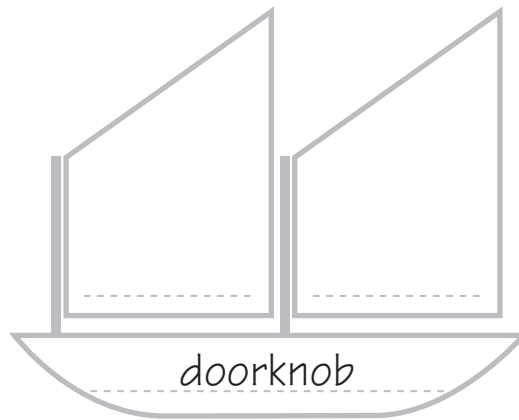
Introduce the word power skill.

Blackline master provided.

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 (compound words). Link the skill to the Word Treasure clue for compound words.

**This cycle, we will learn about compound words. Compound words are words that are made up of two individual words. If you don't recognize a word, you should see if it is made of two whole words that you do recognize. Thinking about the meaning of the two words will help you figure out the meaning of the whole compound word. The Word Treasure clue we use to remind us of how to break down compound words is a boat with two sails of equal size. This reminds us that two words make up a whole word.**

7. Display the Word Treasure clue, and write *doorknob* on the boat.



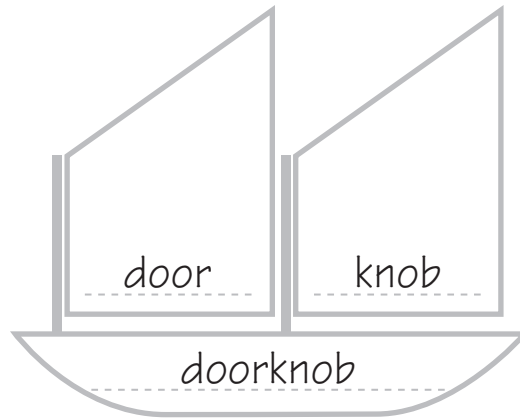
8. Model breaking down the compound word and defining it.

#### Sample Think Aloud

The word *doorknob* appears on the bottom of the boat. I'm not sure what it means, but I know that I should look for two words that I do recognize. I realize that it is made up of the words *door* and *knob*. I'll write each of these words on the boat's sails.

**(Model writing the word *door* on the left sail and *knob* on the right sail.)**

Now I've identified the two words that make up the compound word *doorknob*, I think I can figure out a definition for the word. A *knob* is a type of handle, so a *doorknob* is a handle on a door. That is the thing I usually grab when I want to open or close a door. Thinking about the two words in *doorknob* helped me define it.



tps

9. Repeat the activity with the word *lifetime*. Use **Think-Pair-Share** to ask:

**The word *lifetime* is a compound word. How would you use the Word Treasure clue to break it down?**

*I recognize the words life and time in the word lifetime. I would write the word life on the left sail and time on the right sail.*

**How would you define the word *lifetime*?**

*I think lifetime must mean the amount of time you spend living.*

10. Reveal the Word Treasure (skill).

Word  
Treasure

Sometimes two words combine to make one word.  
If you're having trouble reading a word like this, read the two words separately and then read the whole word.

11. Tell students that there are compound words in their vocabulary list. Remind them to look for these words the next time they review vocabulary.
12. Point out to students that the word power skill ties in closely with the reading objective and text of this unit. Explain that they may come across compound words that they need to clarify through rereading, reading on, and asking others for help.
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 14–21 in *The Titanic: Lost...and Found*.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 14–21 in the text.

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

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.

5. 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.
6. Model looking at this section of the text for clues about how the information is organized. Share your ideas.

Sample Think Aloud
Remember that yesterday we discussed which graphic organizer we would use to record information from this text, and I suggested that we use a sequence chain. From previewing the text, we saw that the text has several dates and events that occurred as a sequence of events in history. Today we will continue to use a sequence chain to help us record the information we read in the text about significant events and the sequence in which they occurred.

**Interactive Read Aloud**

1. Refer students to the reading objective. Remind students that they will clarify unfamiliar or difficult words in the text by rereading, reading on, and asking others for help.
2. Read page 15 aloud, stopping at the word *crow's nest*. A sample Think Aloud follows.

Sample Think Aloud
<p>"He is high above the ship in the crow's-nest." I'm not sure I know what the word <i>crow's-nest</i> means. I think that in this context, it doesn't mean an actual nest where a crow would lay its eggs. I will see which clarifying strategies will help me to better understand this word.</p> <p><b>(Model rereading page 15.)</b></p> <p>After rereading this section of text, I see that the crow's-nest is high above the ship. A lookout stands in it to watch for danger in the ocean, like icebergs. I missed those details before, but they let me know that a crow's-nest must be a high-up spot on a ship where people can see for a very far distance.</p> <p><b>(Continue reading page 15 aloud.)</b></p>

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

**What strategy did I use that helped me to clarify the word I had difficulty with?**

*You reread the section of text to find details to help you to clarify the word.*

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 pages 16 and 17. Use **Think-Pair-Share** to ask:

**What difficult words did you read that you could clarify using the strategies we have been discussing?**



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

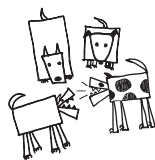
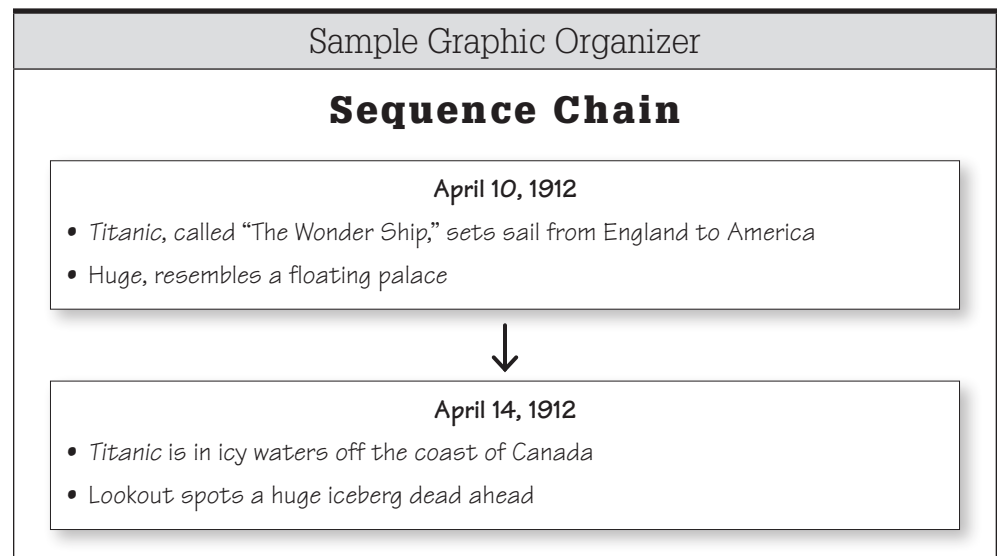
*We used the clarifying strategies to help us to better understand the word seaman. We reread and then read on, and we realized that the word is another word for sailor. A seaman is steering the ship. That's a job a sailor would have.*

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)

### 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 18–21 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.

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.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, 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
<p>1. What word did your team clarify? How did you figure it out? <b>(Write) [CV]</b> (strategy-use rubric)</p> <p style="margin-left: 20px;"><i>100 = We didn’t understand what the word deck meant. We reread the text and read ahead, which helped us to realize that the word refers to the top, flat part of a ship. The passengers come outside dressed in their nice clothes or are wearing lifejackets over pajamas. They must be on the part of the ship that is outside. Rereading the page helped us to understand where people are walking on the ship.</i></p> <p style="margin-left: 20px;"><i>90 = We didn’t understand what the word deck meant. We reread the text and read ahead, which helped us to realize that the word refers to the top, flat part of a ship. The passengers come outside dressed in their nice clothes or are wearing lifejackets over pajamas. They must be on the part of the ship that is outside.</i></p> <p style="margin-left: 20px;"><i>80 = We didn’t understand what the word deck meant.</i></p> <p>2. Why aren’t the passengers upset when the captain orders them into the lifeboats? Use support from the text in your answer. <b>[RE, SA]</b> (Team Talk rubric)</p> <p style="margin-left: 20px;"><i>100 = The passengers thought that they were safe. <b>The text states</b> that the people were joking and laughing because they weren’t afraid. They still <b>believed</b> they were on a ship that couldn’t sink. The passengers didn’t realize what was really happening, and they didn’t understand the danger they were in.</i></p> <p style="margin-left: 20px;"><i>90 = The passengers thought that they were safe. The people were joking and laughing because they weren’t afraid. They still thought they were on a ship that couldn’t sink.</i></p> <p style="margin-left: 20px;"><i>80 = The passengers thought that they were safe.</i></p>

*continued*

Team Talk Questions *continued*

3. In what ways were the poor people at risk of being in more danger than other passengers on the *Titanic*? Explain. **[RE, DC, SA]** (Team Talk rubric)
- 100 = *The poor people were more at risk because they were far away from the lifeboats. The text states that the poor passengers had rooms down below in the ship, and they didn't know which direction to go in. The passengers on the upper decks knew what was happening and where to go since they were much closer to the deck of the ship.*
- 90 = *The poor people were more at risk because they were far away from the lifeboats. The poor passengers had rooms down below in the ship, and they didn't know where to go.*
- 80 = *The poor people were more at risk because they were far away from the lifeboats.*
4. Which vocabulary word belongs in the blank? How do you know? **[CV]**  
We tested our soda can cars in science class by \_\_\_\_\_ the board they were sitting on and seeing how fast they rolled down.  
*Slanting, because the sentence says that the person is testing a car and they need a board that is on an angle to roll the car down.*
5. Write the compound word. Write the two words that make up the compound word, and then write a definition for the compound word. Use the sailboat clue if needed. **[CV]** (word power)  
flashlight  
*flash + light; a tool that flashes light so one can see in the dark*
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.

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- fluency selection



Show the video.



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.
3. Show the video “Fluency.”

### Celebrate

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

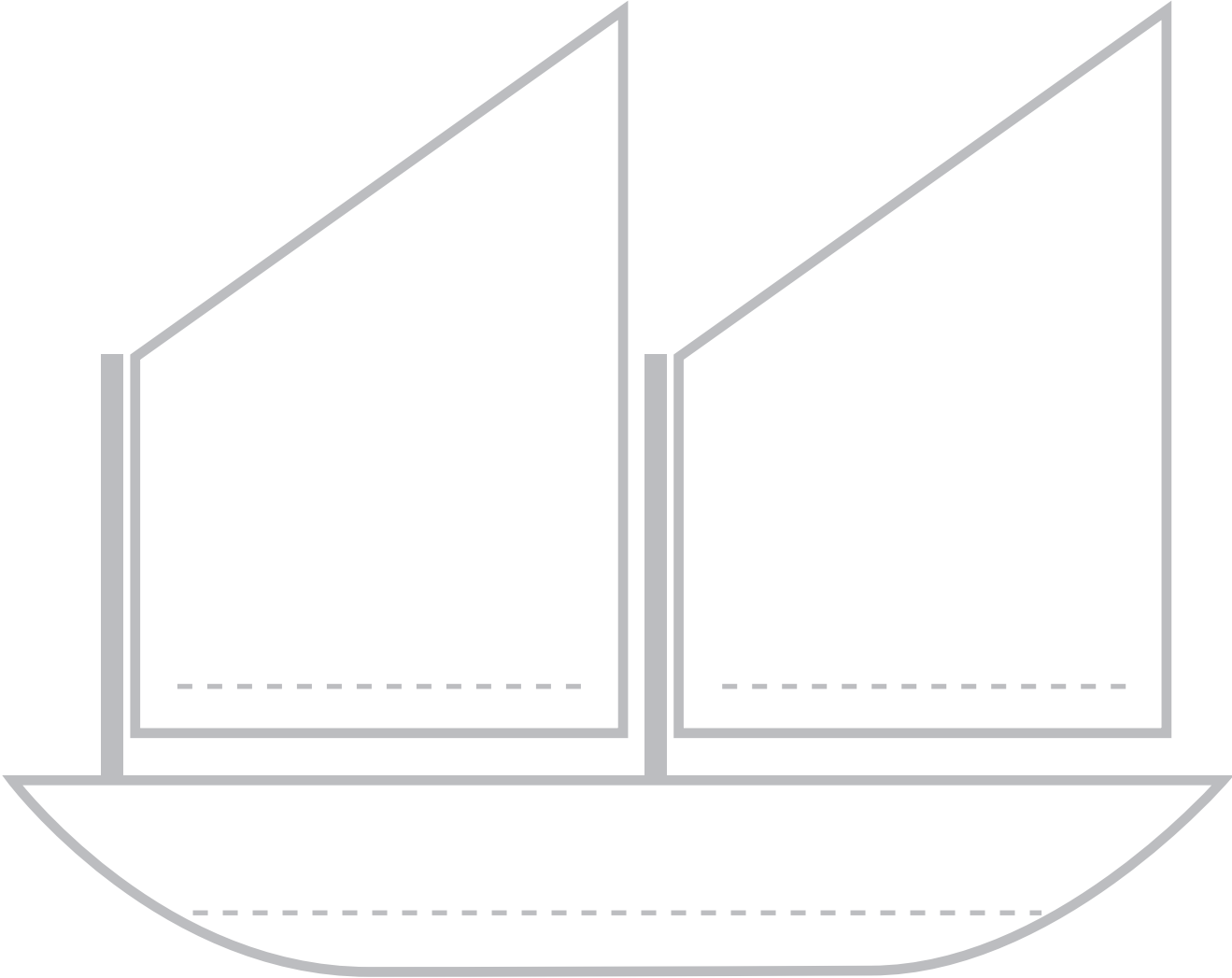
**How many points did your team earn today?**

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

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

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

Word	Pronunciation	Definition	Sample Sentence
<b>watertight</b> (adjective) page 9	wat-er-tight (WOT-er-tahyt)	so well-fitted that water cannot enter or pass through	The plumber made sure that all the pipes in the home were <i>watertight</i> and sealed properly so no water could get through.
<b>compartments</b> (noun) page 9	com-part-ments (kuhm-PAHRT-ments)	separate rooms or sections	The first floor of the office building had many different <i>compartments</i> where small groups of people could have conferences.
<b>harbor</b> (noun) page 13	har-bor (HAHR-ber)	part of a body of water that is next to land and that provides safety for ships	My father took us down to the <i>harbor</i> so we could watch the large ships sail into shore.
<b>voyage</b> (noun) (connotation/ denotation) page 13	voy-age (VOY-edj)	a long journey to a distant or unknown place	My father is on a <i>voyage</i> to Costa Rica to study the different animal species in the rain forest for his company.
<b>lifeboats</b> (noun) page 18	life-boats (LAHYF-bohtz)	small boats carried on a ship that are used for passengers to escape a sinking ship	It is very important for a ship to have enough <i>lifeboats</i> so all passengers can survive if the ship sinks.
<b>slanting</b> (verb) page 24	slant-ing (SLAHNT-ing)	becoming unlevel, sloping	My friend lives in a very old house, and all the wood floors are <i>slanting</i> and crooked.
<b>laboratory</b> (noun) page 40	lab-o-ra-to-ry (LAB-ruh-tawr-ee)	a room or building with special equipment for doing scientific experiments and tests	The scientist works in a <i>laboratory</i> that studies dangerous diseases and how they spread.
<b>lookout</b> (noun) page 46	look-out (LOOK-out)	a person who watches an area and warns others if there is danger	A <i>lookout</i> must always be on alert and ready to notify the captain and crew if there is possible danger near the ship.



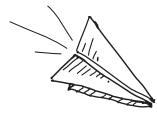
## Lesson 3

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

**Word Power Objective:** Separate compound words into their word parts to determine their meanings.

### Teacher Background

Today students will read about the chaotic evacuation of a portion of the large number of passengers on the *Titanic*, the attempts to contact other ships in hopes of a rescue, and the final moments of the ship's rapid descent into the icy ocean waters.



## 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 (compound words) and the Word Treasure clue for compound words (sailboat with two big sails).
5. Remind students that there are some words from this cycle's vocabulary list that are compound words. Write the word *watertight* on the board. Use **Think-Pair-Share** to ask:

**The word *watertight* is a compound word. What two words can you identify in it?**

*The words water and tight.*

**How would you define the word *watertight*?**

*When something is tight, it is close fitting. Something that is tight against water must not let water in. It is safe from leaking.*

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

**What are the other compound words from your vocabulary list? What words make up the compound words, and how would you define them?**

*Lifeboats: life + boats, boats used to save lives or rescue people; lookout: look + out, a person who looks out for danger.*

- 7. 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 22–29 in *The Titanic: Lost...and Found*.
- 5. 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.
- 6. Model looking at this section of the text for clues about how the information is organized. Share your ideas.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 22–29 in the text.

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

Sample Think Aloud

OK, as I am previewing these pages, I see that there is a lot of action taking place and an event is unfolding. The *Titanic* is about to sink, and many things are happening very quickly. I think a sequence chain will help me keep the information and ideas about the event organized.

**Interactive Read Aloud**

- 1. Read pages 22 and 23 aloud, stopping after the sentence on page 23, “The *Titanic* tries to signal the *Californian*.” Use **Think-Pair-Share** to prompt use of the skill or strategy.

**The word *signal* is a little unclear to me. What clarifying strategy could I use to help me better understand this word?**

*You could reread the information on the page to see if there is information related to that word that you missed.*

**Teacher:** Read aloud.

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



**How can I figure this out?**

*If you read ahead, you can see that the sailors on the Titanic fired off rockets to get the attention of the Californian. So, you can figure out that the sailors are trying to get the attention of other sailors by signaling, or sending up warnings.*

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

2. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of pages 23–25 aloud. Use **Think-Pair-Share** to ask:

**What difficult or unfamiliar words did you read that you needed help with clarifying?**

*We clarified the word gentleman by going back and rereading. After we reread, we saw that a man put on his best clothes. Being a gentleman must have to do with wearing nice clothes and looking good.*

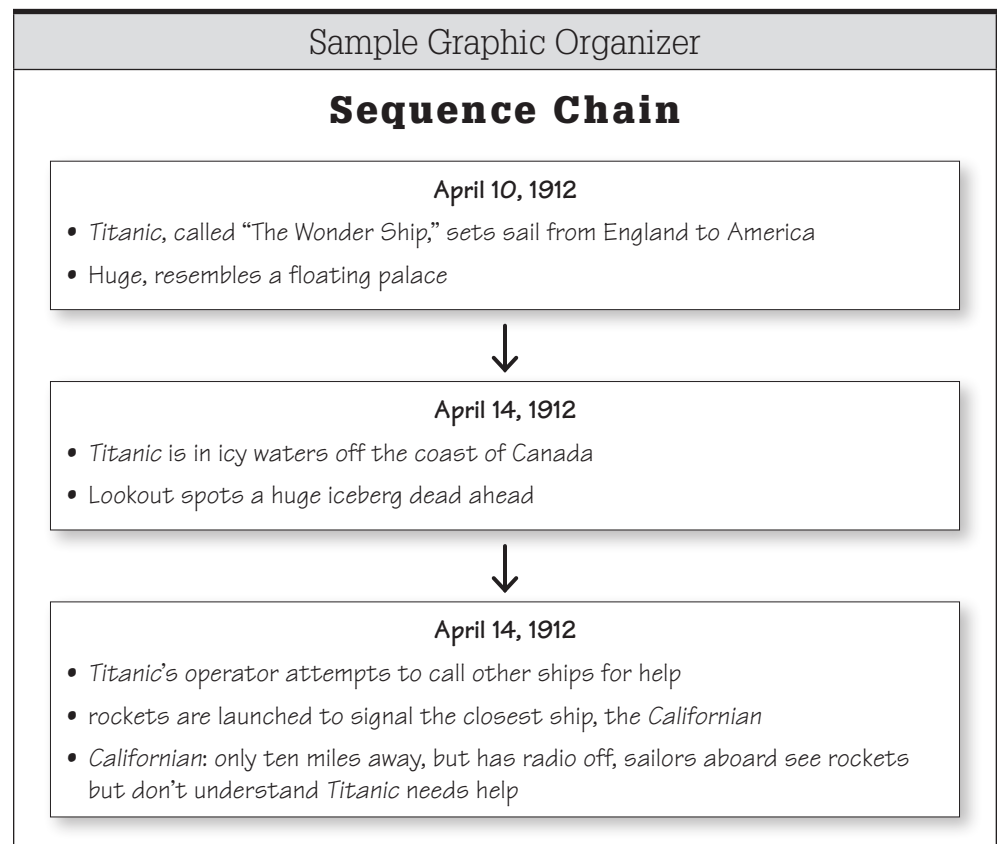
Use **Random Reporter** to debrief.

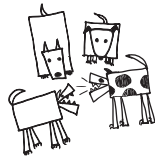
3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

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



**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, 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 26–29 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.

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 what the word lively meant. We read on in the text and realized that the word refers to upbeat or happy music. We knew this because on page 28, it says that the music changed to a hymn, and we know that hymns are usually serious and can be sad. Rereading the page helped us to clarify what the word lively meant, so we could understand that the music went from fast and happy to slow and sad.*

*90 = We didn’t understand what the word lively meant. We read on in the text and realized that the word means upbeat or happy. On page 28, it says that the music changed to a hymn.*

*80 = We didn’t understand what the word lively meant.*

*continued*

Team Talk Questions *continued*

2. What does the author mean when she says that a few of the people who jumped into the icy waters were “lucky”? Explain. **[DC, RE, SA]** (Team Talk rubric)

100 = *The author means that a few of the people who jumped were lucky because they made it to a lifeboat. The author **describes** the water as **icy**. It was **probably** freezing cold in the water. The ones who didn't reach lifeboats probably froze to death or drowned in the ocean.*

90 = *The author means that a few of the people who jumped were lucky because they made it to a lifeboat. The author said that the water was like ice. It was freezing cold in the water.*

80 = *The author means that a few of the people who jumped were lucky because they made it to a lifeboat.*

3. Do you think that ships should be required to keep their radios on all the time? Why or why not? **[DC, RE, SA]** (Team Talk rubric)

100 = *Yes, ships should be **available** to help another ship that needs help. The text says that the Californian didn't have its radio on, so it didn't **receive** the calls for help from the Titanic's **operator**. If the ship's radio had been on, the Californian could have **rescued** many of the passengers. **Ships are sometimes a long way from shore, so another ship is their only possible help in an emergency.***

90 = *Yes, ships should be ready to help another ship. The Californian didn't have its radio on, so it didn't get the calls for help from the Titanic. If the ship's radio had been on, the Californian could have saved many of the passengers.*

80 = *Yes, ships should be ready to help another ship.*

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

*Accept responses that show that students know the meaning of the word and can use it correctly. For example: Columbus went on a long voyage to reach the New World.*

5. Write the compound word. Write the two words that make up the compound word, and then write a definition for the compound word. Use the sailboat clue if needed. **[CV]** (word power)

*underwater*

*under + water; below the surface of water*

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.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



## Class Discussion tp

(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.

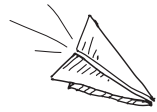
## Lesson 4

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

**Word Power Objective:** Separate compound words into their word parts to determine their meanings.

### Teacher Background

Today students will read about what happens to the passengers in the lifeboats, how many survive and are rescued after a cold night adrift in the ocean.



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

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
4. Remind students of the word power skill (compound words) and the Word Treasure clue for compound words (a sailboat with two sails of the same size).
5. Use **Think-Pair-Share** to ask:

#### Why do you think you should learn about compound words?

*I think we should learn about compound words because knowing how to break them down into two smaller words will help me figure out word meanings. That will help me understand the texts I read.*

**Preparation:** Display the Word Power Challenge.

6. Direct students' attention to the Word Power Challenge. Tell students that they will work in teams to read the compound words, identify their word parts, and define the words.

**Word Power Challenge**

My father said that we would start our trip as soon as we saw daylight so we wouldn't have to drive in the dark.  
All the teachers eat their meals in the separate lunchroom so they can have a break from all the students.

7. Use **Random Reporter** to select students to read the compound words, identify the word parts, and define the compound words.

Daylight = *day + light; light during the day from the sun*

Lunchroom = *lunch + room; a room where lunch is eaten*

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. Refer students to today's reading, pages 30–38 in *The Titanic: Lost...and Found*.
5. 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.
6. Model looking at this section of the text for clues about how the information is organized. Share your ideas.

Teams review their cycle goal.

Post and present the reading objective.

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

**Sample Think Aloud**

The first thing I notice on page 31 is that there is a time and date in the first sentence. This tells me that the text is giving information related to an event in history and facts related to this event. As I look at the illustrations, I see that time is passing. It is going from night to day. That tells me that events are unfolding. I will continue to use a sequence chain to help me to record the information related to the events and the dates that they occurred.

**Teacher:** Read aloud.

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



### Interactive Read Aloud

1. Read page 31 aloud, stopping after "...bitter, bitter cold." Use **Think-Pair-Share** to prompt use of the skill or strategy.

**I'm not familiar with the word *bitter* as it is used here. What strategy should I use to help me to clarify this word in this context?**

*You could reread the page again to see if there are clues in the text. Or you could read ahead, or ask someone for help if you need to.*

**How can I figure out what it means?**

*When you read on in the text, you learn that the passengers waiting in the lifeboats are sitting and trying to stay warm. Some have fur coats, others have bathrobes and slippers. One man is only in his underwear. The people who jumped into the water and swam to lifeboats are coldest of all. Their hair and clothes are icing up. It must be very cold for ice to form on their clothes and heads. The word bitter is referring to just how freezing the temperatures are.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of pages 31–33. Use **Think-Pair-Share** to ask:

**What difficult or unfamiliar words did you read that you needed help with clarifying?**

*A word that we needed help with was lean on page 32. We reread the passage and read on to see that lean here means to move to one side so the lifeboat wouldn't sink. They are trying to keep the boat balanced.*

Use **Random Reporter** to debrief.

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

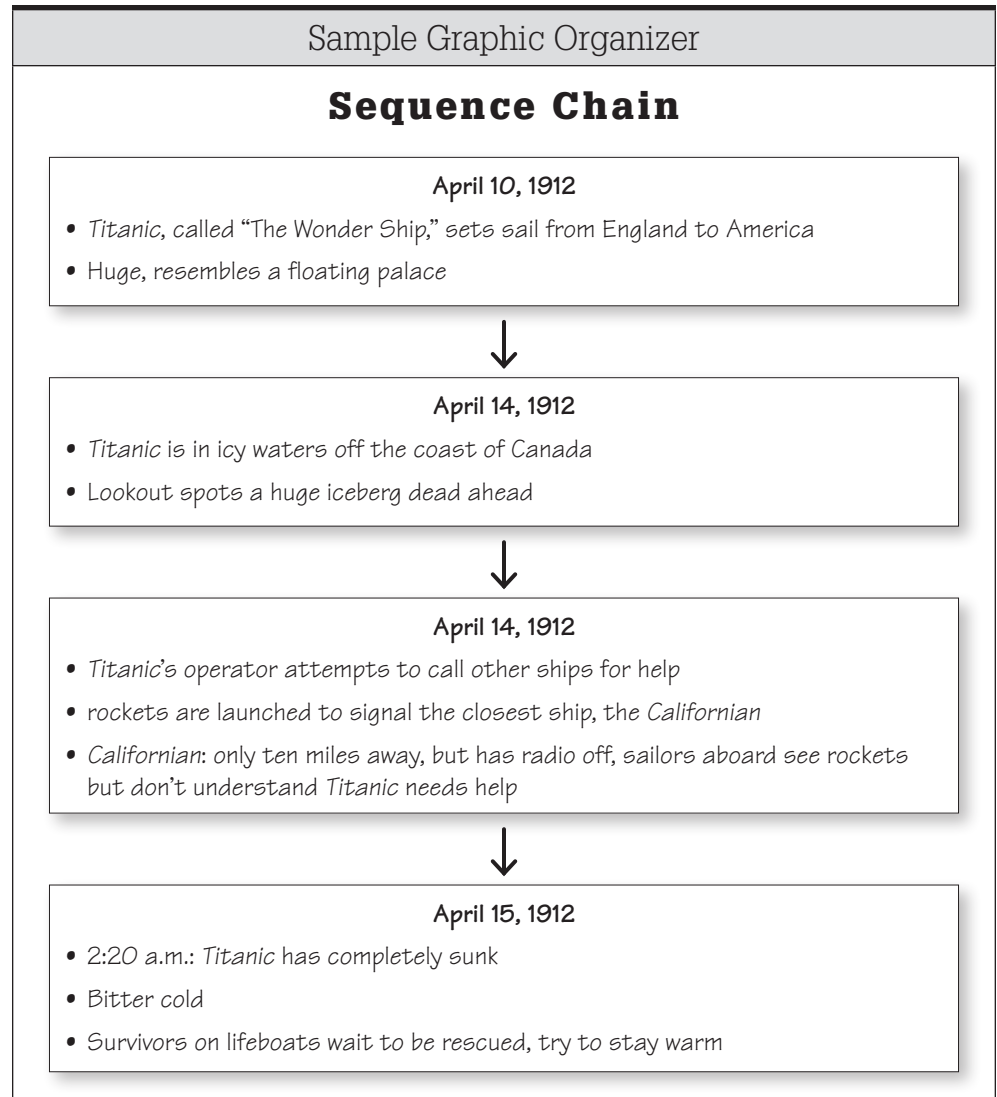
Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

**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.

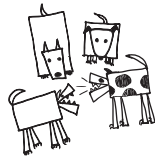


4. Refer to the reread and review step of the TIGRRS process. Reread page 20 aloud. Model this step with the text. A sample Think Aloud follows.

**Teacher:** Reread to clarify, and review notes.

Sample Think Aloud

I reread page 20 because I wanted to be sure I understood how the passengers evacuated the ship. After rereading this page, I see that many of the lifeboats were only half full, so the sailors were rushing the people off the ship. It also says that the sailors knew there was trouble, so they weren’t taking their time; they were just getting people off as quickly as possible. If the sailors had slowed down a little and packed more people in the lifeboats, there could have been more survivors. It’s difficult during a crisis like this, however, to stop and carefully monitor lifeboats and the occupants.



# 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 34–38 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

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 reread page 36 because I didn’t understand why it would take hours to get people off the lifeboats and onto the rescue ship. After rereading, I was able to see that the sea was very rough. They had to be very careful so no one fell overboard and drowned. I can imagine that if the ocean was very choppy, it would be very difficult to have people get from a lifeboat onto a large ship.*

2. Write a summary of the text that you read today. MI

*The survivors had to wait for several hours before a rescue ship, the Carpathia, was able to come. After help arrived, the sailors on the Carpathia helped get all the survivors onboard. People around the world heard about the tragic sinking of the Titanic, and many questions were asked. New safety laws were passed because of the sinking of the Titanic, including a law that said that all ships must carry enough lifeboats for all passengers onboard. Also, ships could no longer turn off their radios, and patrol planes flew out to sea to scout out icebergs that could be dangerous to ships.*

*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 what the word patrol meant. We read on, which helped us to realize that the word refers to ships or planes that check for danger. They fly over the ocean and tell ships where icebergs are floating. This helped us understand how ships stay safe from icebergs since the Titanic's accident.*
- 90 = *We didn't understand what the word patrol meant. We read on, which helped us to realize that the word refers to ships or planes that check for danger. They fly over the ocean and tell ships where icebergs are floating.*
- 80 = *We didn't understand what the word patrol meant.*
4. "Get in the lifeboats, the sailors tell them. Women and children go first. Men go only if there is room." In this passage, the word *lifeboats* most nearly means— **[CV]**
- A. swimming tubes.
  - B. rescue rafts.
  - C. life vests.
  - D. floatation devices.
5. Write the compound word. Write the two words that make up the compound word, and then write a definition for the compound word. Use the sailboat clue if needed. **[CV]**
- nightgown  
*night + gown; a gown or dress that you wear to bed at night*

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
- fluency selection



## Class Discussion tp

(15 minutes)

### Lightning Round

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

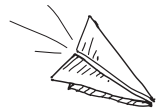
Remind students of the Read and Respond homework assignment.

## Lesson 5

**Writing Objective:** Use key words from the text to write about a topic.

### Teacher Background

In this writing activity, students will explain why there were so few survivors of the *Titanic* sinking. Students should include key words to support their writing.



## Active Instruction tp

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

### Partner Vocabulary Study

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

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. 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 it is important to use key words from the text when they are writing about ideas related to information they have gained in the text. Point out that as they have been reading, they have been including key words in the notes they have recorded.

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

Read the prompt aloud.



Writing Prompt
The <i>Titanic</i> had more than 2,200 passengers onboard, yet only 705 were rescued. Identify and describe the reasons why such a low number of passengers were rescued. Be sure to use key words from the text to support your answer.

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

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

*Explain ideas or information on a topic because it is asking us to identify and describe the reasons that caused so few passengers to be rescued from the Titanic.*

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

**Which guideline relates to our writing objective: use key words from the text to write about a topic?**

*Style, because we need to include key words from the text to write about a topic.*

- Tell students that this ten-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.

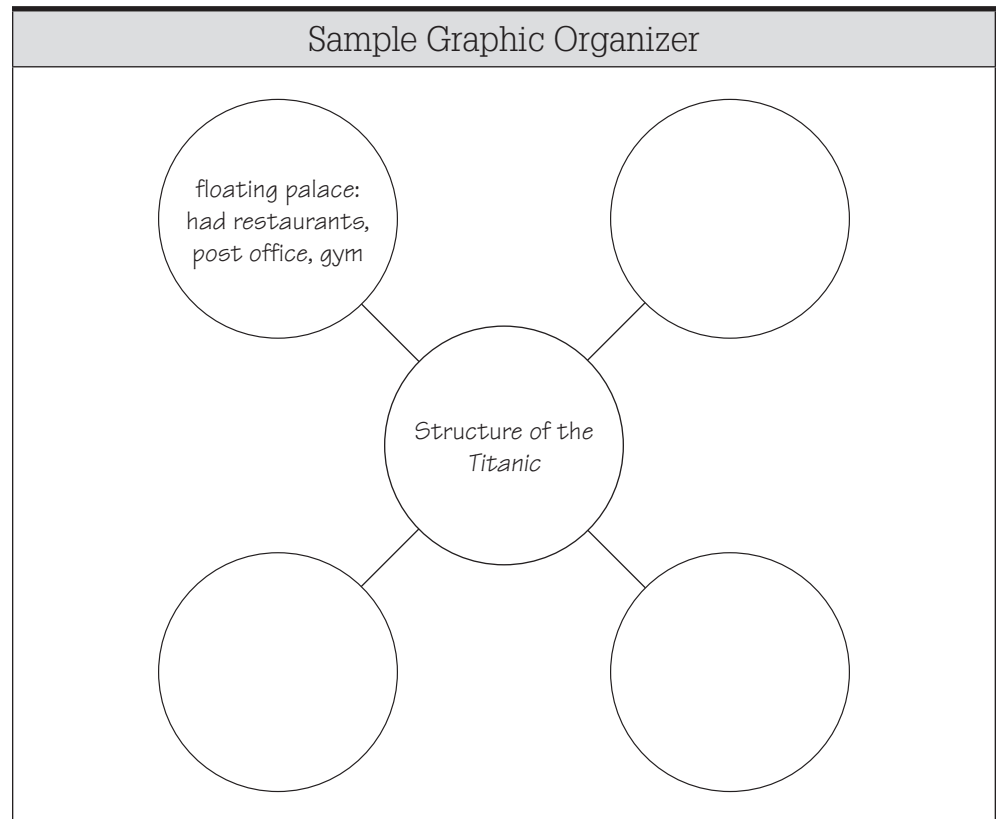
Model planning using a graphic organizer.

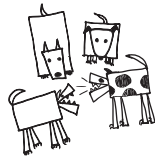
**Model a Skill**

1. Remind students that the first step in the writing process is planning, or prewriting. Explain to students that since the writing objective requires them to use key words from the text in their writing, they will use a web to help them organize their ideas.
2. Use the following web to model generating and organizing ideas related to the structure of the *Titanic*. Explain to students that when you are preparing to write about a topic or idea, you should go back into the text to locate the particular information that you want to include.
3. Have students turn with you to pages 4–11. Tell students that when you are revisiting the text to write about information or ideas, you should skim over the pages to find facts that will support your ideas.

**As I skim over these pages, I am looking for key information and words from the text that will provide facts about the structure of the *Titanic*. I see on page 6 that the *Titanic* is described as a floating palace, and that it had restaurants, a post office, and a gym. I will add these facts to my graphic organizer.**

4. Model skimming pages 7–11, and add important facts related to the *Titanic*'s structure.





## Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

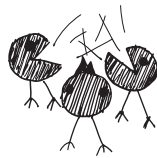
Students revise and edit their writing projects.

### 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 key words from the text to write about a topic.

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

For example, ask:

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

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

### Reflection on Writing

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find it easy or difficult to include key words from the text in your writing?**

*Answers will vary.*

**Do you think the key words were helpful in supporting your ideas?**

*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

The *Titanic* had more than 2,200 passengers onboard, yet only 705 were rescued. Identify and describe the reasons why such a low number of passengers were rescued. Be sure to use key words from the text to support your answer.

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

## Lesson 6

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

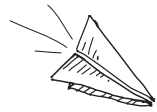
**Writing Objective:** Use key words from the text to write about a topic.

**Word Power Objective:** Separate compound words into their word parts to determine their meanings.

### Teacher Background

Today's cycle test challenges students to use the clarifying strategies that they have learned about and practiced in this cycle to better understand the information and ideas presented in the text.

In today's reading, students will read about the discovery of the *Titanic* wreckage in 1985, by a scientist from Massachusetts named Robert Ballard. With the help of his underwater robot invention, *Argo*, Ballard is able to take underwater video pictures and explore the sunken ship.



## Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they reread 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 the meaning of words by rereading, reading ahead, and asking others for help. They have also practiced using key words from the text to write about a topic. Use **Think-Pair-Share** to ask:

### **What should we do when we come to a word that is unfamiliar or difficult to understand?**

*We should reread to see if there was some information that we missed, read on to get more information related to the word, or ask another person to help us clarify the word we are having trouble with.*

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.

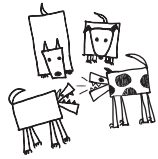
**Today you will read about the discovery of the *Titanic's* wreckage.**



## 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)

### Lightning Round

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

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

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

Cycle 1 Test

Reread, Ask for Help, and Read On

**Directions:** Read *The Titanic: Lost...and Found*, pages 39–48. 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 is the topic?

*5 points = The topic is finding the Titanic.*

What is the author’s intent?

*5 points = It is to inform the reader about how the Titanic was found.*

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 = In 1985, a scientist from Massachusetts, Robert Ballard, located the Titanic several miles down, at the bottom of the Atlantic Ocean. Ballard had studied information about the Titanic for years in his laboratory before he took a team of scientists to the sunken ship. With the help of his underwater robot invention, Argo, Ballard took video pictures of the Titanic so the world could see what was left of the ship.*

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

*20 points = A word that I didn’t understand was roughly on page 39. I didn’t know what the author meant by saying that the map shows roughly where the Titanic sank. To help me clarify, I reread the page. When I reread the information on the page, I saw that the text said that no one knew where the Titanic sank. The map must show where they think the Titanic sank. By rereading, I was able to understand that roughly used in this context means about where the ship sank.*

*15 points = A word that I didn’t understand was roughly on page 39. I didn’t know what the author meant by saying that the map shows roughly where the Titanic sank. To help me clarify, I reread the page. When I reread, I saw that the text said that no one knew where the Titanic sank. The map shows where they think the Titanic sank.*

*10 points = A word that I didn’t understand was roughly on page 39.*

3. What does the author mean on page 43 when she says that Robert Ballard “didn’t even have to get his feet wet”? Explain, using support from the text. **[DC, SA]**

20 points = *The author means that Argo, the underwater robot, did all the work. The text states that Argo was sent out to skim the ocean floor, looking for the Titanic while Ballard sat and watched the pictures on the screen that Argo sent back. Ballard just had to carefully watch the screen in case Argo came across the ship.*

15 points = *The author means that Argo, the underwater robot, did all the work. Argo was sent out to go over the ocean floor, looking for the Titanic while Ballard sat and watched the pictures on the screen that Argo sent back.*

10 points = *The author means that Argo, the underwater robot, did all the work.*

4. On page 45, why do you think the author describes the scientists seeing the *Titanic* as “like seeing a ghost?” Explain. **[DC, SA]**

20 points = *I think the author says it because it was so mysterious, like a ghost ship. The Titanic had been sunk deep under the ocean for more than seventy years when it was discovered. The text states that Ballard could see how beautiful the ship was, even though it was broken. It probably looked like a ghostly haunted shipwreck.*

15 points = *I think the author says it because it was so mysterious, like a ghost ship. The Titanic had been sunk deep under the ocean for more than seventy years when it was discovered. Ballard could still tell that it was a beautiful ship.*

10 points = *I think the author says it because it was so mysterious, like a ghost ship.*

5. Why do you think Robert Ballard left a note asking that the *Titanic* be left in peace? Explain, using support from the text. **[DC, RE, SA]**

20 points = *I think he was worried someone would come along and destroy it. The text states on page 47 that Ballard didn’t tell anyone where he found the ship because he was worried that treasure hunters would come and loot it. Ballard wanted the Titanic to stay just as it was, at the bottom of the ocean, like a grave on the ocean floor.*

15 points = *I think he was worried someone would come along and mess it up. On page 47, it says that Ballard didn’t tell anyone where he found the ship because he was worried that treasure hunters would steal from it.*

10 points = *I think he was worried someone would come along and mess it up.*

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

Write at least one paragraph to answer the following question:

How did new technology help scientists to discover the *Titanic*? Explain, and be sure to include key words from the text.

*New technology helped scientists to discover the Titanic because before the developments in technology, no one could have found the Titanic on the ocean floor. On page 39, the text states that no one could even find the ship because no divers could go down in such deep waters. It wasn't until Robert Ballard invented the underwater robot, Argo, that the Titanic could be found. On page 41, the text says that Argo could dive down very, very deep. It had lights, a video camera, and could take underwater video pictures that could be sent to TV screens on a ship. So, new technology definitely helped scientists to discover the Titanic.*

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

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

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

1. It is the job of the \_\_\_\_\_ to watch for danger and to alert the ship's captain of any hazards ahead.

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

- A. laboratory
- B. lookout
- C. lifeboats
- D. harbor

2. "The lowest part of the *Titanic* is divided into sixteen watertight compartments." In this sentence, the word *compartments* most nearly means— **[CV]**

A. decks.  
 B. crow's-nests.  
 C. *small rooms*.  
 D. engines.

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

*Accept responses that show that students know the meaning of the word and can use it correctly. For example: After the boat hit the dock and got a hole in the bottom, it began slanting down as it started to sink.*

4. This summer, my family will be taking a \_\_\_\_\_ from Florida to the Bahamas in a small boat.

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

A. *voyage*  
 B. harbor  
 C. *slanting*  
 D. lookout

5. Write a meaningful sentence using the word *laboratory*. **[CV]**

*Accept responses that show that students know the meaning of the word and can use it correctly. For example: The scientists spent many hours working in the laboratory, testing different ways of curing a serious disease.*

6. The large ship was docked in the \_\_\_\_\_ so the passengers could walk around and shop in the many stores close by.

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

A. *slanting*  
 B. lifeboats  
 C. watertight  
 D. *harbor*

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

*(Accept reasonable responses.) A synonym for watertight is sealed or waterproof. An antonym for watertight is leaking or holey.*

8. Every ship must have the proper number of \_\_\_\_\_ so all passengers can survive in an emergency.

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

A. harbor  
 B. *lifeboats*  
 C. *voyage*  
 D. watertight

Write each compound word on your paper. Write the two words that make up the compound word, and then write a definition for the compound word. **[CV]** (word power)

9. nighttime

*night + time; the period of time at night, when it is dark*

10. dollhouse

*doll + house; a house where dolls live*

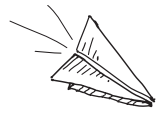
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

## Lesson 7

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

### 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.

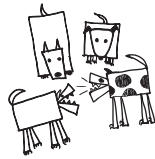
Two-Minute Edit



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

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



# Class Discussion tp

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

## Lightning Round

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

## Celebrate

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

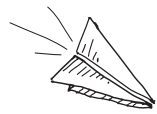
## Lesson 8

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

### Teacher Background

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

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



## Active Instruction

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

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

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

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

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration!  
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

*Accept supported answers.*

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



## Class Council

(30 minutes)

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



## Brain Game

(5 minutes)

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

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

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



## Cycle 2:

Reread,  
Ask for  
Help, and  
Read On

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 4–13 in the text.

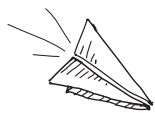
Students use text features to help predict the topic and intent of the author.

## Lesson 1

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

**Teacher Background**

Today students will read about the stories people told long ago about giant squid attacking ships in the oceans.

**Active Instruction** 

(22 minutes)

**Big Question**

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

**The Big Question:** How might a scientist study something that has never been seen alive? Explain.

**Set the Stage** 

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

**How might a scientist study something that has never been seen alive? Explain.**

*A scientist could study something that has never been seen alive by studying pictures, videos, tracks, fossils, or dead specimens of the particular species.*

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 objectives.
4. Have partners survey today's text together. Use **Think-Pair-Share** to ask:
 

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

*This text is informational. The drawings, pictures, and diagrams are evidence that the text is informational.*
5. Refer students to the next steps in the TIGRRS process. Use **Think-Pair-Share** to have students predict the topic and identify clues and predict the author's intent. Randomly select a few students to share.

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

Build background about oceans.

Show video "Big Blue."



**Teacher:** Read aloud.

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



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

**Which graphic organizer(s) will work best with this text? Why?**

*A web, because there is a lot of information about giant squid in the text, and a web will help us to keep the information organized.*

**T:** Giant squid

**I:** To inform the reader about giant squid

**G:** Web

7. Introduce and show the video "Big Blue" to students.

**Today we will read about giant squid...mysterious creatures that live deep in the ocean. Let's watch a brief video about oceans to gain some background knowledge about sea life.**

8. After showing the video, use **Think-Pair-Share** to ask:

**How much of the ocean have scientists explored?**

*(Answers may vary.) Scientists have explored only 10% of the oceans.*

**Why do you think scientists have explored such a small percentage of the oceans in the world?**

*I think they haven't been able to explore much of the oceans because it is so hard to go down that far. The oceans are very deep, and it would be very difficult to be able to go to the bottom of the oceans.*

### **Interactive Read Aloud**

1. Refer to the reading objective, and review the skill if necessary.
2. Read page 5 aloud, stopping at the after the phrase "creature of mystery." Use **Think-Pair-Share** to prompt use of the skill or strategy.

**I'm not sure about the phrase "creature of mystery." What could I do to clarify this phrase?**

*You could go back and reread the sentence to see if you missed any information, you could read on, or ask someone for help. When you read on, you learn that few people have ever seen a giant squid, and that no one has seen one alive and healthy in its home. It sounds like the giant squid is rare and that little is known about it. That's what it must mean to be a "creature of mystery." The giant squid is an animal that is mysterious and not understood very well.*

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

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have partners read the remainder of pages 5–7. Use **Think-Pair-Share** to ask:

**What word in the text did you need help clarifying? How did you figure it out?**

*We needed help clarifying the word myth, so we read on in the text. After reading on, we saw that the word myth relates to stories or tales that people tell. This helped us to better understand what we are reading and to see that people thought the giant squid was just a made-up story.*

Use **Random Reporter** to debrief.

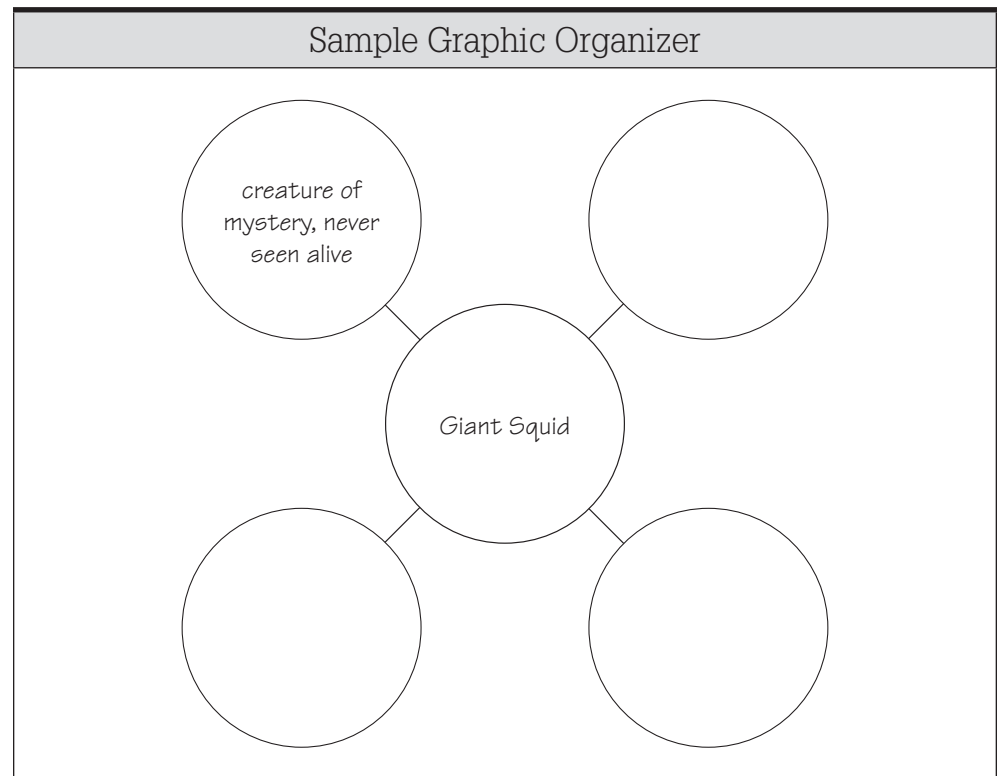
4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

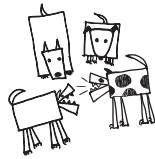
Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.



**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, 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 8–13 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, 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 what the word freighter meant. We reread the text and saw that it was an oil freighter. Then, we read on and realized that the word refers to a type of ship that transports things like oil. Reading ahead and using the information in the text helped us to clarify what the word freighter meant, so we could understand that a freighter is a large ship that transports things.*

*90 = We didn’t understand what the word freighter meant. We reread the page and looked at the drawing. We read on and saw that the word means a type of large ship.*

*80 = We didn’t understand what the word freighter meant.*

*continued*

Team Talk Questions *continued*

2. How do scientists know that giant squid didn't attack oil freighters? Explain. **[RE]** (Team Talk rubric)

*100 = Scientists know that giant squid don't attack oil freighters because they only come to the **surface** if they are sick. **The text states** that scientists know that giant squid come to the surface when they are weak, sick, and about to die. That is why a giant squid wouldn't be able to attack an oil freighter. Animals that are sick or weak wouldn't have the strength to attack a large ship.*

*90 = Scientists know that giant squid don't attack oil freighters because they only come to the top of the water if they are sick. Scientists know that giant squid come to the top when they are weak, sick, and about to die.*

*80 = Scientists know that giant squid don't attack oil freighters because they only come to the top of the water if they are sick.*

3. How do you think sailors felt about giant squid? Explain your thinking using information from the text. **[DC, SA]** (Team Talk rubric)

*100 = I think sailors felt **terrified** of giant squid because of the stories people were telling about them. **The text explains** that people told stories of giant squid chasing sailing ships, pulling ships down into the sea, and attacking oil freighters. **After** hearing stories like these, a sailor would probably be afraid of a giant squid attacking his ship while at sea.*

*90 = I think sailors were afraid of giant squid because of the stories people were telling about them. People told stories of giant squid chasing sailing ships, pulling ships down into the sea, and attacking oil freighters.*

*80 = I think sailors were afraid of giant squid because of the stories people were telling about them.*

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
- fluency selection



## Class Discussion

(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 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.

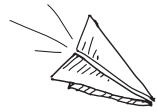
# Lesson 2

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

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

## Teacher Background

Today students will read about what scientists know about giant squid and why the ancient stories told about them aren't accurate.



## 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
<b>creature</b> (noun) page 5	crea-ture (KREE-cher)	an animal of some type	The zoo guide described the animal to us and then asked us to guess what <i>creature</i> we thought it was.
<b>myth</b> (noun) (connotation/ denotation) page 6	myth (mith)	a story or idea that many people believe but is not true	Our teacher told us an ancient Native American <i>myth</i> about a crow being a sign of bad luck.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>hypnotize</b> (verb) page 7	hyp-no-tize (HIP-nuh-tahz)	to hold someone's attention in a powerful and mysterious way	We watched the magician try to <i>hypnotize</i> people in the audience by using his wand and a swinging pocket watch.
<b>freighter</b> (noun) page 12	freight-er (FREY-ter)	a large ship that carries goods or materials	On our trip to the harbor, we saw a huge oil <i>freighter</i> pulling into the dock.
<b>tentacle</b> (noun) page 33	ten-ta-cle (TEN-tuh-kuhl)	a long, flexible arm that is used for grabbing or feeling	An octopus's <i>tentacle</i> is so strong and flexible that it can unscrew a lid from a jar to get at a treat inside.
<b>distracts</b> (verb) page 35	dis-tracts (dih-STRAKTZ)	takes attention away from something or someone	My sister always <i>distracts</i> me by dancing around the room when I am trying to do my homework.
<b>tracking</b> (verb) page 42	track-ing (TRAK-eng)	following or watching the path of something or someone	Scientists thought they were <i>tracking</i> a whale by following signals from a special device, but they were actually following a giant shark.
<b>capture</b> (verb) (connotation/denotation) page 43	cap-ture (KAP-cher)	to take and hold as a prisoner by using force	A team of researchers was sent to <i>capture</i> the rare white tiger that was spotted roaming the jungles of India.

Review Vocabulary Vault.

Introduce the word power skill.

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.**

Blackline master provided.

7. Display the clue, and write the words *crab* and *crack* under it.



*crab* *crack*

8. Circle the *cr* in each word to show which letters stick together. Explain that circling the letters in a consonant blend helps you to identify and remember it.



*crab* *crack*

tps

9. Model reading the *cr* in *crab* and then 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, first read the consonant blend, and then read the whole word.

12. Introduce *fr* and *tr* as consonant blends. Write the words *frighten* and *tractor* under the clue.  
 13. Circle the *fr* and *tr* in the words, and remind students that these two letters stick together to form the consonant blends.  
 14. Model reading the *fr* in *frighten* and then the whole word.  
 15. Use **Think-Pair-Share** to have students read the other word with their partners.  
 16. Explain to students that as they are reading the text for this cycle, they should be paying particular attention to words that contain consonant blends. Point out that consonant blends are very common in many words and can be in the beginning, middle, or end parts of words.  
 17. 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.

**Teacher:** Read aloud.

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



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



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

### Set the Stage

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

### Interactive Read Aloud

1. Read pages 14 and 15 aloud, stopping at the word *overboard*. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**I'm not sure about the word *overboard*. What should I do to help me clarify this word? How can I figure it out?**

*You should go back and reread, read ahead, or ask others for help. This will help you because there may be more information in the text that will give more information about the word. Since the passage is talking about sailors on a boat or ship, I think the word *overboard* must mean off the boat and into the water. That is the only way a sailor can really go missing on a boat.*

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

**What word did you and your partner need help clarifying? How did you figure it out?**

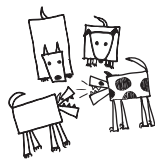
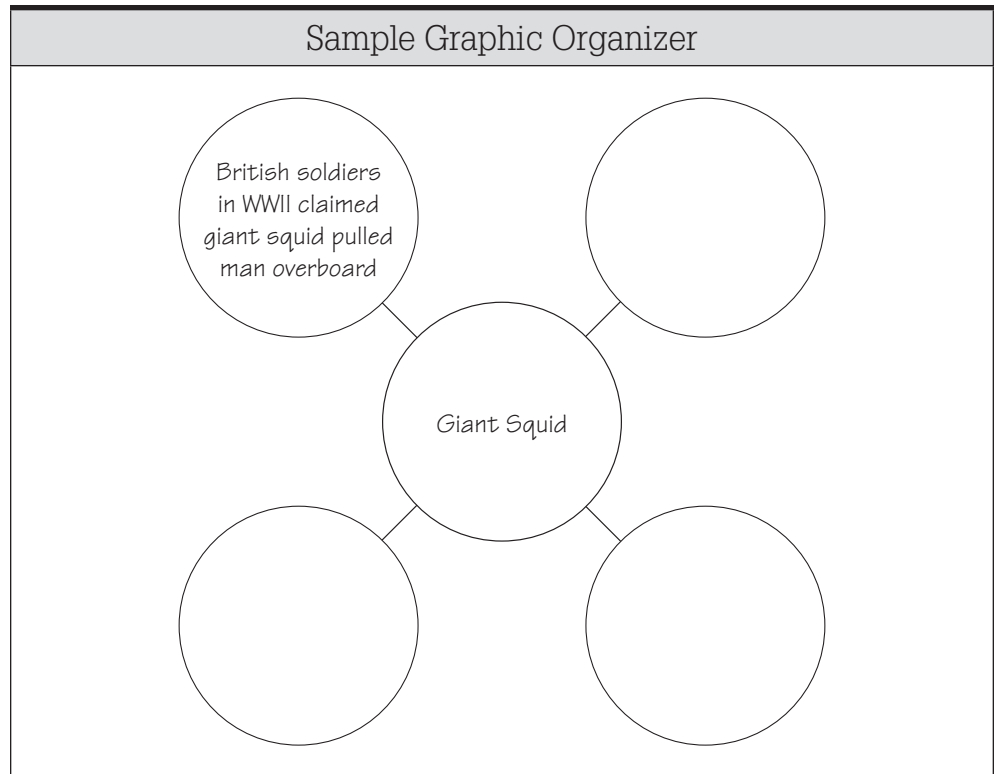
*We needed help clarifying the word keepers. We asked another person for help and discovered that lighthouse keepers are people who are in the lighthouse, watching the sea for ships. This helped us to understand how a person might have seen a giant squid fight a baby whale in the ocean.*

Use **Random Reporter** to debrief.

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

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

A sample graphic organizer follows.



## Teamwork tp

(20 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 18–21 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

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.

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

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

Team Talk Questions	
<p>1. What word did your team clarify? How did you figure it out? <b>(Write) [CV]</b> (strategy-use rubric)</p>	<p><i>100 = We didn't understand what the word surface meant. We reread the text and realized that the word refers to the top of the water. Sailors and other people could only have seen the giant squid when it was at the top of the water. Giant squid usually live deep in the ocean, where people cannot go or see. This helped us understand why we know so little about giant squid.</i></p> <p><i>90 = We didn't understand what the word surface meant. We reread the text and realized that the word refers to the top of the water. Sailors and other people could only have seen the giant squid when it was at the top of the water. Giant squid usually live deep in the ocean, where people cannot go or see.</i></p> <p><i>80 = A team member didn't understand what the word surface meant.</i></p>
<p>2. On page 19, what does the author mean by the question "What do you think?" Explain, using support from the text. <b>[DC, SA]</b> (Team Talk rubric)</p>	<p><i>100 = The author asks this because the facts show that a giant squid would not be able to do the things that people say it can do. <b>The text explains</b> that scientists know that a giant squid is not as strong as a whale. They live deep in the ocean and only come to the <b>surface</b> when they are sick or dying. <b>That is why</b> a giant squid could not attack a ship, as people said in stories. <b>The author wants readers to think about the facts and decide for themselves.</b></i></p> <p><i>90 = The author asks this because the facts show that a giant squid would not be able to do the things that people say it can do. Scientists know that a giant squid is not as strong as a whale. They live deep in the ocean and only come to the top of the water when they are sick or dying. A sick giant squid could not attack a ship.</i></p> <p><i>80 = The author asks this because the facts show that a giant squid would not be able to do the things that people say it can do.</i></p>
<p>3. What reason does the author give for why people tell stories? Explain. <b>[RE, SA]</b> (Team Talk rubric)</p>	<p><i>100 = The author says that people tell stories to <b>explain</b> things they don't understand. <b>The text explains</b> that people told stories about giant squid attacking ships and battling baby whales, but scientists know these stories aren't real. <b>It reminds me of the stories that Native Americans told to explain things.</b></i></p> <p><i>90 = The author says that people tell stories about things they don't understand. People told about giant squid attacking ships and battling baby whales, but scientists know these stories aren't real.</i></p> <p><i>80 = The author says that people tell stories about things they don't understand.</i></p>
<p>4. What word is a synonym for <i>capture</i>? What word is an antonym for <i>capture</i>? (Reminder: an antonym is a word meaning the opposite.) <b>[CV]</b> (Accept reasonable responses.) A synonym for <i>capture</i> is <i>take</i>. An antonym for <i>capture</i> is <i>release</i>.</p>	

continued

Team Talk Questions *continued*

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

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 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.

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

- strategy use
- oral and written Team Talk responses
- fluency selection



## Class Discussion tp

(15 minutes)

### Lightning Round

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

Word	Pronunciation	Definition	Sample Sentence
<b>creature</b> (noun) page 5	crea-ture (KREE-cher)	an animal of some type	The zoo guide described the animal to us and then asked us to guess what <i>creature</i> we thought it was.
<b>myth</b> (noun) (connotation/ denotation) page 6	myth (mith)	a story or idea that many people believe but is not true	Our teacher told us an ancient Native American <i>myth</i> about a crow being a sign of bad luck.
<b>hypnotize</b> (verb) page 7	hyp-no-tize (HIP-nuh-tahz)	to hold someone's attention in a powerful and mysterious way	We watched the magician try to <i>hypnotize</i> people in the audience by using his wand and a swinging pocket watch.
<b>freighter</b> (noun) page 12	freight-er (FREY-ter)	a large ship that carries goods or materials	On our trip to the harbor, we saw a huge oil <i>freighter</i> pulling into the dock.
<b>tentacle</b> (noun) page 33	ten-ta-cle (TEN-tuh-kuhl)	a long, flexible arm that is used for grabbing or feeling	An octopus's <i>tentacle</i> is so strong and flexible that it can unscrew a lid from a jar to get at a treat inside.
<b>distracts</b> (verb) page 35	dis-tracts (dih-STRAKTZ)	takes attention away from something or someone	My sister always <i>distracts</i> me by dancing around the room when I am trying to do my homework.
<b>tracking</b> (verb) page 42	track-ing (TRAK-eng)	following or watching the path of something or someone	Scientists thought they were <i>tracking</i> a whale by following signals from a special device, but they were actually following a giant shark.
<b>capture</b> (verb) (connotation/ denotation) page 43	cap-ture (KAP-cher)	to take and hold as a prisoner by using force	A team of researchers was sent to <i>capture</i> the rare white tiger that was spotted roaming the jungles of India.



## Lesson 3

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

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

### Teacher Background

Today students will read information related to squid, such as their size and characteristics.

#### 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:

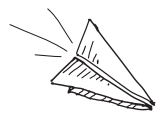
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

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).

tps

5. Point out that there are some words from this cycle's vocabulary list that have consonant blends in them. Write *creature* 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 cr. You blend the letters together to make the cr sound.*

creature

6. Tell students 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 tracking has the consonant blend tr. The word freighter has the consonant blend fr. The word distracts has the consonant blend tr in the middle.*

tracking freighter distracts

7. 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. Read page 22 aloud, stopping at the word *backbone*. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**I'm unsure about the word *backbone*. What should I do to help me to clarify this word?**

*You should try to go back and reread the information on the page. When you reread, you learn that giant squid are mollusks. They have soft, slippery bodies and no backbones. So that must mean that they don't have a hard back or spine like humans. Our backbones keep us from bending and flexing too much, but giant squid must be flexible.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 23–27. Use **Think-Pair-Share** to ask:

**What word did you and your partner need help clarifying? How did you figure it out?**

Teams review their cycle goal.

Post and present the reading objective.

**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.



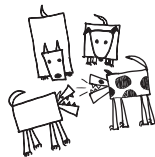
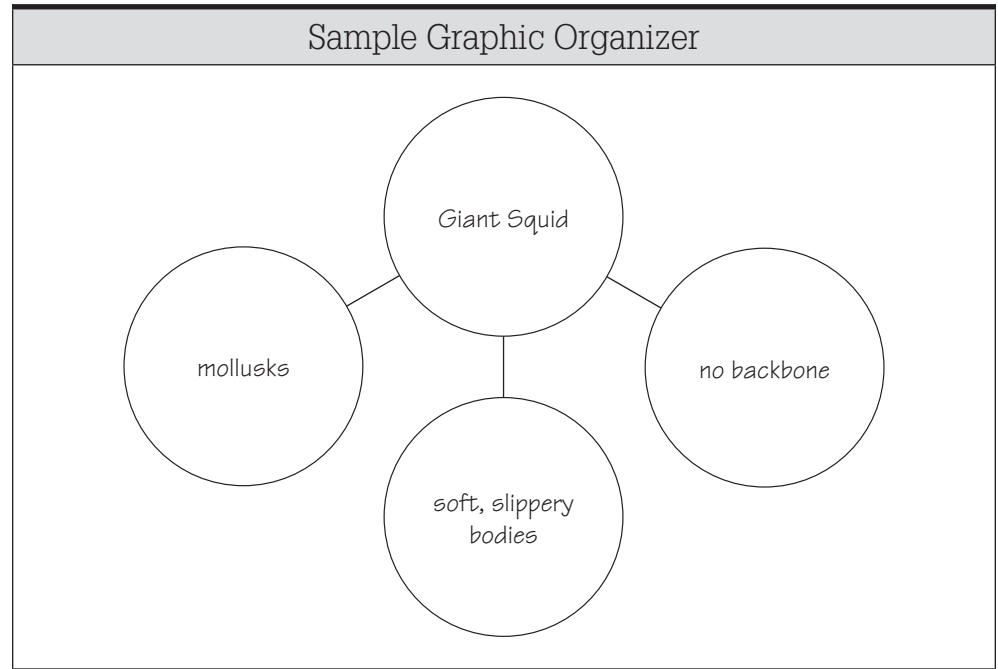
**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

*We needed help with clarifying the word tentacles. We read ahead in the text and realized that tentacles are the two longest parts of the squid, because the text says that the giant squid has two long tentacles and eight arms.*

Use **Random Reporter** to debrief.

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

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



## Teamwork tp

(20–30 minutes)

### 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 28–31 aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 22–31)**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, 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 didn't understand what the word beak meant. We reread and read on to figure it out. We realized that the word refers to the hard, bird-like mouth in the middle of the squid. The text says that it is like a parrot's beak. I know parrots and other birds have hard mouths for eating seeds. This helped us understand how giant squid eat their food.*

*90 = We didn't understand what the word beak meant. We reread and read on to figure it out. We realized that the word refers to the hard, bird-like mouth in the middle of the squid. The text says that it is like a parrot's beak. I know parrots and other birds have hard mouths for eating seeds.*

*80 = We didn't understand what the word beak meant.*
2. How does the drawing on page 28 help to support the text on the page? Explain. **[RE, SA]** (Team Talk rubric)
 

*100 = The drawing shows how tiny squid can be. The text explains that some squid are so small that they could swim in a cereal bowl. The drawing supports this by showing a tiny squid in a cereal bowl with some pieces of cereal. This helps me to understand how squid are different sizes.*

*90 = The drawing shows how tiny squid can be. On the page, it says that some squid are so small that they could swim in a cereal bowl. The drawing shows a tiny squid in a cereal bowl.*

*80 = The drawing shows how tiny squid can be.*
3. Describe a squid's body, using information from the text. **[MI, SA]** (Team Talk rubric)
 

*100 = A squid's body is long and narrow. The text explains that a squid's body is shaped like a tube and that its mouth is similar to a parrot's beak. The shape of the squid helps it to be able to move quickly through the water.*

*90 = A squid's body is long and narrow. A squid's body is shaped like a tube, and its mouth is like a parrot's beak.*

*80 = A squid's body is long and narrow.*

*continued*

Team Talk Questions *continued*

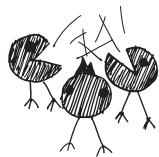
- 4. Which vocabulary word belongs in the blank? How do you know? **[CV]**  
It is difficult to focus when you have something around that \_\_\_\_\_ you from your task, like a loud TV or video game.  
*Distracts. "Loud TV" and "video game" are clues. They can take your attention away from what you're doing.*
- 5. Circle the consonant blend in the following word. **[CV]** (word power)  
treasure     trasure

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 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.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- fluency selection



## Class Discussion tp

(15 minutes)

### Lightning Round

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

Celebrate team successes!

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.

## Lesson 4

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

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

### Teacher Background

Students will read how squid catch and eat fish, how large giant squid grow, and how squid defend themselves when threatened.

#### 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:

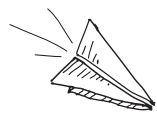
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

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

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind students to look for the vocabulary words as they read and record the page numbers where they find the words in their journals.
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.
5. Remind students of the word power skill (consonant blends) and the Word Treasure clue for consonant blends (glue bottle and brush).

tps

**Preparation:** Display the Word Power Challenge.

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

**Why do you think you should learn about consonant blends?**

*So we can sound out the words and blend them better. Also, so we can take apart the word and look for different word parts that will help us in reading and understanding the words.*

7. Direct students' attention to the Word Power Challenge.

**Word Power Challenge**

Scientists are hoping to unlock the secrets of the giant squid so they can learn more about the oceans.

Long ago, sailors had to transport goods across the oceans while facing many unknown dangers.

8. Use **Random Reporter** to select students to identify the consonant blends in the underlined words.

*secrets = secrets; transport = transport*

9. 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. Read page 32 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**I think I remember seeing the word *oar* in the text before, but I'm not sure I understand exactly what the word means. What should I do to clarify this word?**

*You should go back to the previous page and reread the text to clarify the word. This will help you to see that oar refers to a paddle that someone uses to row a boat.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of pages 32–35. Use **Think-Pair-Share** to ask:

**What word did you and your partner need help clarifying? How did you figure it out?**

Teams review their cycle goal.

Post and present the reading objective.

**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.



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

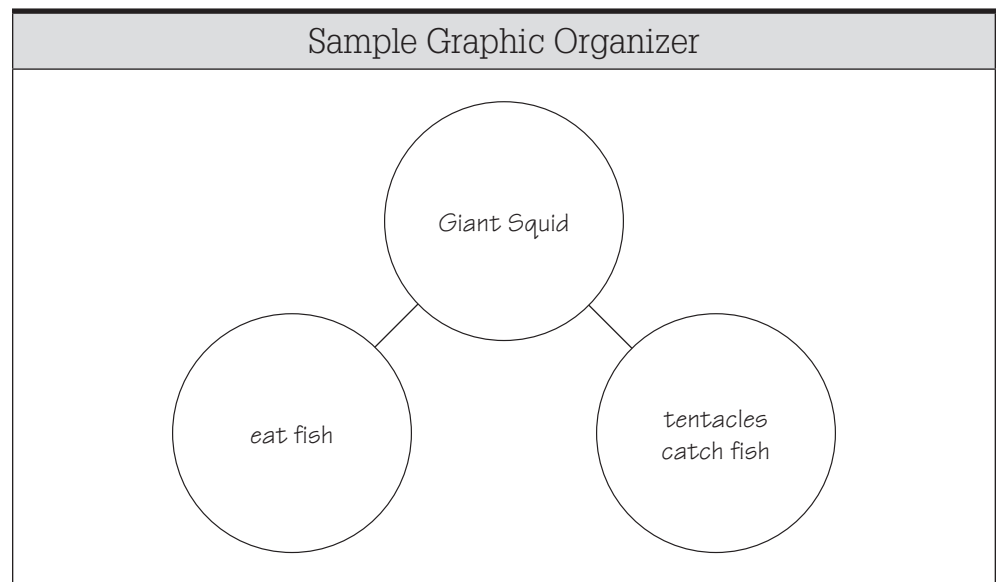
*We needed help with the word sac. We reread and read ahead to help us clarify the word. After rereading and reading on, we realized that the sac was where the squid stores the ink it will squirt out. This helped us understand that a giant squid has ways of protecting itself.*

Use **Random Reporter** to debrief.

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

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

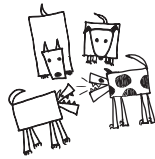
A sample graphic organizer follows.



4. Refer to the reread and review step of the TIGRRS process. Reread page 22 aloud. Model this step with the text. A sample Think Aloud follows.

Sample Think Aloud
I am rereading page 22 because I want to make sure I understand the information about mollusks. The text says that squid aren't fish, that they are actually mollusks. The text says that mollusks do not have backbones. That must be why squid can move in all different directions. It also helps them with swimming, because they can bunch up their bodies and use force to push off. Going back and rereading this page helped me to make a new connection with how not having a backbone helps the giant squid move and swim.

**Teacher:** Reread to clarify, and review notes.



# Teamwork tp

(20–30 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 36–39 aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 32–39)**
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.

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.

### Team Talk Questions

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 reread page 30 because I didn’t understand the information about the body and beak of the giant squid. After rereading, I realized that the hard beak is in the middle of the squid and that the beak is the squid’s mouth. The beak would be very dangerous because it is very powerful and can crack strong objects.*
2. Write a summary of the text that you read today. **[MI]**  
*Giant squid have tentacles with rows of suction cups on them. The squid capture the fish with their suction cups, and tiny teeth next to the suction cups sink into the fish. Sperm whales eat giant squid. Some squid protect themselves by squirting ink and distracting the attacker. Giant squid also fight back using the suction cups on their tentacles. Scientists study dead giant squid to learn about them. The largest giant squid ever found weighed 1,000 pounds.*

*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 what the word phrase suction cups meant. We reread the text and looked at the picture on the page, which helped us to see that the word refers to the sucker-like, round, squishy "cups" on the squid's tentacles. There are arrows pointing at these cups in the picture. This helped us understand how giant squid use their tentacles to capture food.*

*90 = We didn't understand what the word phrase suction cups meant. We reread the text and looked at the picture on the page, which helped us to see that the word refers to the sucker-like, round, squishy "cups" on the squid's tentacles. There are arrows pointing at these cups in the picture.*

*80 = We didn't understand what the word phrase suction cups meant.*

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: The octopus wrapped its long tentacle around the fish, trapping it in its suction cups.*

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

fried    fried

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
- fluency selection



## Class Discussion tp

(15 minutes)

### Lightning Round

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

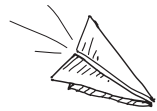
Remind students of the Read and Respond homework assignment.

## Lesson 5

**Writing Objective:** Use key words from the text to write about a topic.

### Teacher Background

Students will use key words from the text to write about giant squid and their feeding habits.



## 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. Explain to students that they will use the information they have read in the text to describe information about the giant squid and how researchers have obtained this 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 the process of how giant squid catch and eat their food. Use key terms from the text to support your answer.

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

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

*Explain ideas or information on a topic because it has the word explain. It asks us to explain the process of how giant squid catch and eat their food.*

Students identify the purpose for writing.

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

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

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

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

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

**Which guideline relates to our writing objective: use key words from the text to write about a topic?**

*Style, because we need to use key words from the text to write about a topic.*

Highlight 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.

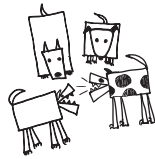
### Model a Skill

1. Model selecting and using a graphic organizer.

Sample Think Aloud
When I select a graphic organizer for my writing prompt, I want to think about what the prompt is asking me to do. The first word is <i>explain</i> , which tells me that I will be providing information related to a topic. I also see the words <i>process</i> and <i>how</i> . So, I know that I will be explaining information related to the methods giant squid use to capture and consume their food. When writing about a process, I want to use a graphic organizer which will allow me to organize the information in a sequential order to show the flow of events. I will use a sequence chain to help me with this writing task. I will also make sure I use transition words like <i>first</i> , <i>next</i> , <i>then</i> , and <i>last</i> to order the events.

2. Display the following sample graphic organizer.

Sample Graphic Organizer
<p style="text-align: center;"><b>Sequence Chain</b></p> <p><b>Title:</b> <u>How Squid Catch and Eat Food</u></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">First</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Next</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Then</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px;">Last</div>



## 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 key words from the text about a topic.

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

For example, ask:

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

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

### Reflection on Writing

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

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

*Answers will vary.*

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

*Answers will vary.*

**Did you find it easy or difficult to include key words from the text in your writing?**

*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 the process of how giant squid catch and eat their food. Use key terms from the text to support your answer.

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

## Lesson 6

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

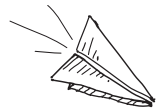
**Writing Objective:** Use key words from the text to write about a topic.

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

### Teacher Background

Today's cycle test challenges students to clarify the meanings of words by rereading, reading ahead, and asking others for help.

Today students will read about how scientists are using video cameras on sperm whales and a one-man submarine, *Deep Rover*, in attempts to track and document live footage of giant squid.



## Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they reread 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 the meaning of words by rereading, reading ahead, and asking others for help. They have also practiced using key words from the text to write about a topic. Use **Think-Pair-Share** to ask:

**What should you do when you come to a word that you don't understand? How will this help you to make meaning of what you are reading?**

*You should reread the section of text, read ahead to see if there is more information that will help you understand the word, or ask someone for help. These strategies will help clarify the word so you can better understand the information that you are reading.*

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.

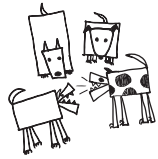
**Today you will read more information about giant squid.**



## 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)

### Lightning Round

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

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

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

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

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

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

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

Cycle 2 Test

Reread, Ask for Help, and Read On

**Directions:** Read *Tentacles! Tales of the Giant Squid*, pages 40–48. 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 is the topic?

*5 points = The topic is how scientists are trying to find live giant squid to study.*

What is the author’s intent?

*5 points = It is to inform the reader about how scientists are trying to find live giant squid to study.*

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 have only been able to study dead giant squid, but they are trying to find a live specimen by putting video cameras on the backs of sperm whales. They are also using Deep Rover, a one-person submarine. Scientists still have many questions about giant squid that they hope to answer one day.*

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

*20 points = I did not understand the word fixed on page 43. I reread to see if I could figure out what the word meant. After I reread the text, I realized that scientists had attached a camera to the whale, so fixed must mean attached. This helped me understand how scientists are trying to catch a live giant squid on film.*

*15 points = I did not understand the word fixed on page 43. I reread to see if I could figure out what the word meant. After I reread the text, I realized that scientists had attached a camera to the whale, so fixed must mean attached.*

*10 points = I did not understand the word fixed on page 43.*

3. Why do you think scientists are tracking sperm whales to try to find a live giant squid? Explain, using information from the text. **[DC, RE, SA]**

*20 points = Scientists know that sperm whales eat giant squid. Earlier, the text showed a photograph of a whale’s skin with sucker scars on it. They know that sperm whales and giant squid meet in the ocean. This is why attaching cameras to sperm whales and following them might help them find a live giant squid.*

15 points = *Scientists know that sperm whales eat giant squid. There is a picture of a whale's skin with sucker scars on it. They know that sperm whales and giant squid meet in the ocean.*

10 points = *Scientists know that sperm whales eat giant squid.*

4. Do you think using sperm whales to find giant squid is a good strategy? Why or why not? **[DC, SA]**

20 points = *Using sperm whales to find giant squid is easy, but it might take a long time. Scientists know that sperm whales and giant squid **often** meet. They can let the sperm whale do the work of finding a giant squid. **But**, they cannot **predict** when the sperm whale will find one. They are relying on the **chance** that the whale with a camera will meet a giant squid.*

15 points = *Using sperm whales to find giant squid is easy, but it might take a long time. Scientists know that sperm whales and giant squid meet. They can let the sperm whale do the work of finding a giant squid. They don't know when the sperm whale will find one.*

10 points = *Using sperm whales to find giant squid is easy, but it might take a long time.*

5. What does the author mean when she says that the giant squid is "one of the sea's great mysteries"? Explain, using support from the text. **[DC, SA]**

20 points = *The author means that not a lot of **information** is known about the giant squid. On page 46, **the text explains** that there are many questions that scientists still have about these creatures. They want to know how big they grow and how long they live. They want to know how deep they swim. **If scientists are able to get a live giant squid on tape, they will probably be able to understand a lot more about these creatures.***

15 points = *The author means that not a lot is known about the giant squid. There are many questions that scientists still have about these creatures. They want to know how big they grow and how long they live.*

10 points = *The author means that not a lot is known about the giant squid.*

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

Write at least one paragraph to answer the following question:

Why has it been so hard for scientists to study giant squid? Explain, and use key words from the text to support your answer.

*There are a few reasons why it has been so hard for scientists to study giant squid. The text explains that no one has ever seen a live giant squid, so scientists can only study dead ones. Scientists collect the dead giant squid that wash up on beaches all around the world. The photographs in the text show that scientists take the squid to their laboratories to study them. Since they can only study dead giant squid, it is hard to know a lot of information about them. The text also says that giant squid live in the deepest, darkest regions of the ocean, so it would be very hard to capture one on film or video. This explains why it is difficult to understand how the giant squid lives.*

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

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

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

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

*(Accept reasonable responses.) A synonym for the word myth is tale. An antonym for the word myth is fact.*
2. The large \_\_\_\_\_ transported oil across the ocean to the refinery for processing.

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

  - creature
  - tentacle
  - freighter*
  - tracking
3. Write a meaningful sentence using the word *tracking*. **[CV]**

*Accept responses that show that students know the meaning of the word and can use it correctly. For example: Mrs. Brown was tracking her son’s path by following his footprints.*
4. What is a synonym for the word *distracts*? What is an antonym for the word *distracts*? **[CV]**

*(Accept reasonable responses.) A synonym for the word distracts is disturbs. An antonym for the word distracts is focuses.*

5. In the video, we watched as a snake charmer tried to \_\_\_\_\_ the king cobra snake.

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

- A. freighter
- B. hypnotize
- C. distracts
- D. capture

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

*Accept responses that show that students know the meaning of the word and can use it correctly. For example: We weren't sure what kind of creature had chewed a hole in our fence and knocked over the trash can.*

7. Having a squid or an octopus wrap a \_\_\_\_\_ around you would probably hurt because of the suction cups.

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

- A. tentacle
- B. freighter
- C. hypnotize
- D. creature

8. Scientists have tried to \_\_\_\_\_ a giant squid, but they have been unsuccessful so far.

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

- A. creature
- B. hypnotize
- C. distracts
- D. capture

Circle the consonant blends in the following words. **[CV]** (word power)

9. trout     trout

10. crafted     crafted

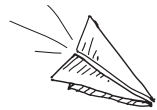
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze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

## Lesson 7

**Reading Objective:** Clarify the meaning of words by rereading, reading ahead, and asking others for help.

### 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



### 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 Vault

### Vocabulary

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

Teams review their cycle goal.

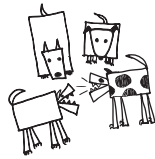
### Set the Stage

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

Connect the cycle objective to students' homework reading 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

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



# Class Discussion

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

## Lightning Round

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

## Celebrate

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

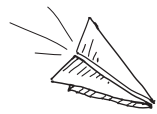
# Lesson 8

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

## Teacher Background

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

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

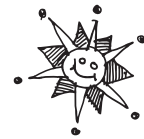


## Active Instruction tp

(2 minutes)

### Two-Minute Edit

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



## Celebrate/Set Goals

(20 minutes)

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

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

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

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

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration!  
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.

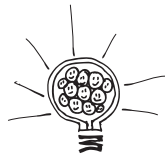


Use **Random Reporter** to ask:

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

*Accept supported answers.*

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



## Class Council

(30 minutes)

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



## Brain Game

(5 minutes)

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

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

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

## 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 Reread, Ask for Help, and Read On

#### **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.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### **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.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words.

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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