



Literature

Use Context Clues

Wagon Wheels

The True Story of Pocahontas

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

The Reading Edge Middle Grades 2nd Edition Teacher Edition

© 2013 Success for All Foundation. All rights reserved.

Produced by the Reading Edge Middle Grades 2nd Edition Team

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

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



A Nonprofit Education Reform Organization

200 W. Towson Blvd., Baltimore, MD 21204

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

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

Use
Context
Clues

Wagon Wheels

**The True Story
of Pocahontas**

The Lightning Round

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

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

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

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

Unit Objectives

Reading: Use other words and phrases in the text to clarify the meaning of difficult words.

Writing: Choose words and phrases from the text that support your point.

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

Word Power (Cycle 2): Break words into base words and endings to increase understanding of words.

Unit Overview

The focus of this unit is on using other sentences or passages in the text to clarify the meaning of difficult sections of the text, also referred to as using context clues. By using context clues, students will connect what they have already read to what they may find challenging in their reading.

The word power objective for cycle 1 is to pronounce and determine the meaning of compound words by separating each word and thinking about its meaning. Identifying compound words is a tool that may help students when they are unsure of how to pronounce or figure out a word. If they can identify two familiar words within a larger word, that will help them figure out the meaning. The word power objective for cycle 2 is to break words into base words and the endings *-ing*, *-ed*, and *-s*.

The writing objective is to choose words and phrases from the text that support the writer's point. Encourage students to select key words and phrases from the reading and use them in their oral and written responses.

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

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

Unit Topic/Content

In cycle 1, students will read *Wagon Wheels*, a historical narrative by Barbara Brenner. After the Civil War, Ed Muldie and his three boys arrive in Kansas to build a home on free land. But the arrival of winter slows down their dream of building a house; they have just enough time to build a dugout for themselves. When spring arrives, Ed Muldie leaves his boys behind and sets off to find better land. While waiting for their father's instructions, the boys must survive without him. Finally, their father sends for them, and the boys journey a hundred and fifty miles by themselves to reach their father and their new home.

The following background information can help enrich your students' experience of this book. In 1862, Abraham Lincoln signed the Homestead Act into law. This act gave many different people the opportunity to own land. Women, immigrants, farmers, and former slaves were the most common homesteaders. After paying \$18, homesteaders were required to live on, build on, and make improvements to the land they had been granted. Then, for an additional \$6, the land became theirs outright. The homesteaders went west to build their homes, and they took land that was being used by Indian tribes. The Osage tribe used to live on the land that is now Missouri, Kansas, Oklahoma, and Arkansas. The Osage tribe now lives on a reservation in Osage County, Oklahoma. *Wagon Wheels* is based on the real experiences of the Muldie family. Page 64 of this book offers valuable background information about this family's story. Additionally, you can visit www.middleschool.net/curlink/ss/cvltrecon/cvltreco.htm to learn more about the Civil War, www.nps.gov/home/homestead_act.html to learn more about the Homestead Act, www.nps.gov/nico/ to learn more about the town of Nicodemus, Kansas, and emints.more.net/ethemes/resources/S00000146.shtml to learn more about the Osage Indians.

In cycle 2, students will read *The True Story of Pocahontas* by Lucille Recht Penner. This book tells the story of Pocahontas' life as a young Powhatan princess and how she becomes a friend to the English settlers who come to the New World. Pocahontas saves the life of Captain John Smith when members of the tribe try to kill him. After Captain Smith is injured in a fire and returns home to England, Pocahontas is eventually taken prisoner by Captain Argall, who holds her in attempts to make peace and obtain corn from the Powhatan people. Pocahontas' father, Chief Powhatan, refuses, and Pocahontas remains in Jamestown, where she meets a tobacco planter named John Rolfe. They marry, have a child, and move to England, where she remains for the rest of her life.

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

Wagon Wheels

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 7–15	(Embedded) Background video: "Settling the West"
Lesson 2	pages 16–29	
Lesson 3	pages 30–43	(Embedded) "Team Talk Response"
Lesson 4	pages 44–55	
Lesson 5	writing in response to reading	
Lesson 6	pages 56–63	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

The True Story of Pocahontas

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 4–11	(Embedded) Background video: "First Americans"
Lesson 2	pages 12–21	
Lesson 3	pages 22–33	
Lesson 4	pages 34–42	
Lesson 5	writing in response to reading	
Lesson 6	pages 43–48	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

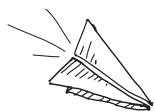
Use
Context
Clues

Lesson 1

Reading Objective: Use other words and phrases in the text to clarify the meaning of difficult words.

Teacher Background

After a difficult trip from Kentucky, the Muldie family arrives in Kansas with the hope of building a home on free land. Upon arriving, they learn that the harsh winter is approaching, and they will only have time to build a dugout for themselves. They build the dugout in the ground and use branches for the roof. Although the dugout is not much more than dirt walls and a dirt floor, it soon begins to feel like home.



Active Instruction tp

(22 minutes)

Big Question

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

The Big Question: How would you feel if you had to move to a new place, far away from your home, to start a new life?

Set the Stage

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

How would you feel if you had to move to a new place, far away from your home, to start a new life?

(Answers may vary.) I would feel scared, but excited, because it would be different and new, but it might be a better opportunity.

Tell students that the text they will begin reading today is about a family that travels west to start a new life.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Distribute copies of *Wagon Wheels*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

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

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

(Accept reasonable responses.) For example, the book will be about a father and his three sons who travel west in a wagon to make a home on the Prairie.

Build background about the Westward Expansion in the 1800s and the Homestead Act.

Show video "Settling the West."



- 5. Introduce and show the video "Settling the West."

Today we will read about a family that moves west in search of a new start. Let's watch a brief video about this period in American history.

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

Why did the United States government want settlers to move west?

(Answers will vary.) The government wanted settlers to move west to expand the U.S. territory to try to move the Indians to other parts of the country.

Review the skill as necessary.

Interactive Read Aloud

- 1. State the reading objective.

This cycle our reading objective is to use other words and phrases in the text to clarify the meaning of difficult words.

Explain the skill to students.

This skill is helpful when we read because if we don't understand a word, we can look at surrounding text for clues about the word's meaning. Context clues might include synonyms and antonyms, explanations and descriptions, or even the illustrations in a text. We can often use context to help us figure out something that might be challenging when we're reading.

- 2. Read pages 7–11 aloud, stopping after the words "...a carpenter." A sample Think Aloud follows.

Refer students to pages 7–15 in the text.

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

Students: Actively listen.

Sample Think Aloud
<p>I really am not sure what the word <i>carpenter</i> means. I think I've heard the word before, but I am really drawing a blank on what it means. I will read ahead and see if the text gives me any clues about what this word means.</p> <p>(Read the rest of page 11 aloud.)</p> <p>OK, in this last sentence, the father says that he can build fine wood houses. I think that maybe the word <i>carpenter</i> means someone who builds with wood. That makes sense because the father says earlier that holes in the ground are for rabbits and snakes. I'm glad I found some clues in the text that helped me clarify the word I had trouble with.</p>



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

How did I use the skill?

When I came to the word carpenter, I didn't really know what it meant, so I looked for clues to help me clarify the part that I found unclear.

How did using the skill help me figure out difficult words?

Using the skill helped me to better understand what I read. Before, I didn't know what the word carpenter meant, so I didn't really understand what I was reading. After reading on, I was able to use the words and phrases in the text to help me clarify what the word meant.

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

Teacher: Model making notes on a graphic organizer.

Sample Graphic Organizer	
Title: <u>Wagon Wheels</u>	
<p style="text-align: center;">Characters:</p> <p>Daddy Willie Little Brother narrator</p>	<p style="text-align: center;">Setting:</p> <p>Where: Nicodemus, Kansas; prairie land</p> <p>When:</p>
<p>Problem:</p>	
<p>Event: <u>Daddy, Willie, Little Brother, and the narrator arrive in Nicodemus, Kansas.</u></p> <p>Event: _____</p> <p>Event: _____</p> <p>Event: _____</p> <p>Event: _____</p>	
<p>Solution:</p>	

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

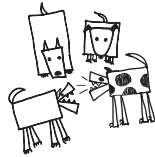


5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 12. Use **Think-Pair-Share** to ask:

What word did you and your partner need to clarify? How did you figure it out?

We needed help with clarifying the word mean. To help us understand the word, we looked for context clues in the text. It said that they had better get a dugout before the ground freezes. So, that made us think that the word mean here meant really bad, like the winters in Kansas are really cold and rough.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: **Sr**
pages 13–15 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **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 = A word that we clarified was whistle, in "the wind began to whistle across the prairie." To clarify, we used context clues, like the drawing on pages 14 and 15. It shows the grass bent over, like there is a strong wind blowing. Whistle here must mean that the wind is blowing hard and is making a lot of noise. This helped us understand what it was like to live on the prairie.

90 = A word that we clarified was whistle, in "the wind began to whistle across the prairie." To clarify, we used context clues, like the drawing on pages 14 and 15. It shows the grass bent over, like there is a strong wind blowing.

80 = A word that we clarified was whistle.

2. What does the phrase "it wasn't much of a place" on page 14 refer to? Explain using support from the text. **[RE, SA]** (Team Talk rubric)

100 = The phrase "it wasn't much of a place" refers to the dugout that they built. The text states that the dugout had a dirt floor, dirt walls, and no windows. So, it wasn't much of a place because it was very simple and was more like a hole in the ground.

90 = The phrase "it wasn't much of a place" is talking about the dugout that they built. It says that the dugout had a dirt floor, dirt walls, and no windows.

80 = The phrase "it wasn't much of a place" is talking about the dugout that they built.

3. The narrator in the story indicates that he is glad. Why is he glad and what does he mean by this? **[DC, RE]** (Team Talk rubric)

100 = The narrator in the story indicates that he is glad because they have the dugout. In the text, the little boy says that they were "glad to have that dugout when the wind began to whistle across the prairie." The wind was probably very cold, and they were happy to have shelter for the winter.

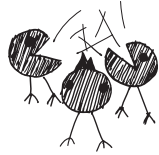
90 = The narrator in the story means that he is glad because they have the dugout. The little boy says that they were "glad to have that dugout when the wind began to whistle across the prairie."

80 = The narrator in the story means that he is glad because they have the dugout.

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

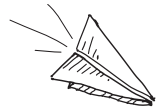
Lesson 2

Reading Objective: Use other words and phrases in the text to clarify the meaning of difficult words.

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

Teacher Background

Today students will read about the cold winter the family experiences in Kansas and how their supplies run out. Indians arrive in their camp, and everyone is frightened. The Indians drop off food and firewood for the families, and the people are able to make fires to keep warm and eat deer meat, fish, beans, and squash.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

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

Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
prairie (noun) page 11	prair-ie (PRAIR-ee)	large, mostly flat area of land that has few trees and is covered in grasses	During the late 1800s, many pioneer families moved to the <i>prairie</i> lands to farm.
carpenter (noun) page 11	car-pen-ter (KAHR-puhn-ter)	person who makes or fixes wooden objects or wooden parts of buildings	My mother hired a <i>carpenter</i> to build the wooden bookshelves in our basement.
dugout (noun) (compound word) page 13	dug-out (DUHG-out)	shelter made by digging a hole in the ground or into the side of a hill	At the zoo, we saw a prairie dog making a <i>dugout</i> to hide under to get out of the hot sunshine.
supply (noun) page 21	sup-ply (suh-PLAHY)	an item such as food, equipment, or fuel that is needed for a particular purpose	The news reported that the fuel <i>supply</i> in our country had dropped significantly over the last one hundred years.
saddlebag (noun) (compound word) page 24	sad-dle-bag (SAD-l-bag)	one of a pair of bags that are laid across the back of a horse behind the saddle	The cowboy stored his canteen in the <i>saddlebag</i> so he could drink while he was riding his horse.
shelter (noun) (connotation/ denotation) page 30	shel-ter (SHEL-ter)	a structure that covers or protects people or things	My friends and I used boards and bricks to build a <i>shelter</i> that we could use as a fort.
fire (verb) (homograph) page 51	fire	to shoot	We watched the troops at the military ceremony stand in formation and <i>fire</i> their weapons in a twenty-one gun salute.
toward (preposition) page 59	toward	in the direction of something or someone	The dangerous storm was quickly moving <i>toward</i> us, so we took cover in the basement.

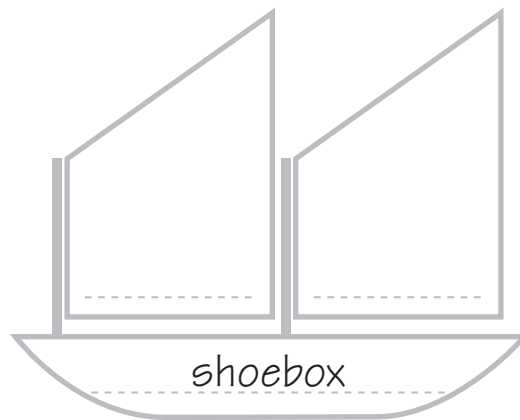
Review Vocabulary Vault.

Introduce the word power skill.

Blackline master provided.

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

This cycle, we will learn about compound words. Compound words are made up of two individual words. If you don't recognize a word, you should see if it is made up 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.



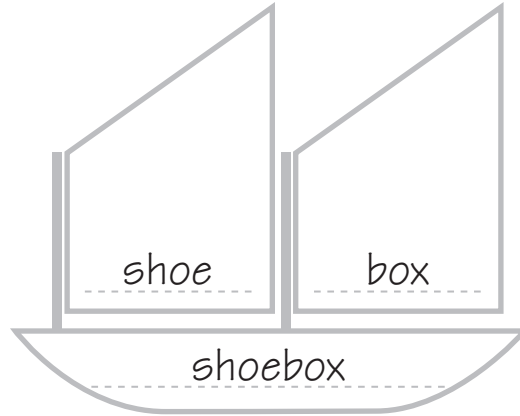
7. Display the clue (a sailboat with two sails of equal size), and write *shoebbox* on the boat.
8. Model breaking down the compound word and defining it.

Sample Think Aloud

The word *shoebbox* 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 *shoe* and *box*. I'll write each word on the boat's sails.

(Model writing the word *shoe* on the left sail and *box* on the right sail.)

Now I've identified the two words that make up the compound word *shoebbox*. I think I can figure out a definition for the word. We use boxes to carry or hold things. I know that when I shop for shoes, they usually come in a box. A shoebox must be a box that holds shoes. Thinking about the two words in *shoebbox* helped me define it.



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

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

The first sail would have the word night on it, and the second sail would have the word light on it.

How would you define the word *nightlight*?

It's a light that you use at night to help you see in the dark.

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 out for these words when they review their vocabulary.
12. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

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

Teams review their cycle goal.

Post and present the reading objective.

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



Review the skill as necessary.

Refer students to pages 16–29 in the text.

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

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

Interactive Read Aloud

1. Remind students why the reading objective is important.

This cycle our reading objective is to use other words and phrases in the text to clarify the meaning of difficult words. Clarifying difficult words will help us to better understand what we are reading and will help us to make deeper connections to the text.

2. Read page 16 aloud, stopping after the word *supper*. A sample Think Aloud follows.

Sample Think Aloud
<p>I'm thinking about the word <i>supper</i>. I'm not really familiar with this word, and I want to make sure I understand what it means. Looking at the sentences that come before this word in the text, I see that it is talking about cooking food, like rabbit stew or fish. It also says the word <i>night</i>. This makes me think that the word <i>supper</i> must be another word for <i>dinner</i>. That must have been what they called their dinner back then.</p>

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

What did I do to help me clarify the difficult word?

You found context clues in the sentences that came before it, which helped you to understand what the word meant.

How will this help me to be a better reader?

It will help you to be a better reader because you will be able to make meaning of what you are reading, and you will understand the text better.

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

Sample Graphic Organizer

Title: *Wagon Wheels*

Characters:

Daddy
Willie
Little Brother
narrator

Setting:

Where: Nicodemus, Kansas;
prairie land

When:

Problem:

Event: *Daddy, Willie, Little Brother, and the narrator arrive in Nicodemus, Kansas.*

Event: *The family makes a dugout to help them get through the harsh winter.*

Event: *The town runs low on food and wood for fires.*

Event: _____

Event: _____

Solution:

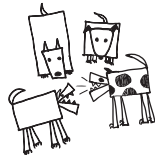
Partner pairs: Read aloud/think aloud with the next passage to practice the skill/strategy.

- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students finish reading pages 16–21. Use **Think-Pair-Share** to ask:

What difficult word did you and your partner need to clarify? How did you figure it out?

We clarified the word lick because we weren't sure what it meant when it said "lick of food." We looked for context clues and saw that they had run out of food. They couldn't hunt or fish in the winter. They ran out of cornmeal to make cornmeal mush. No one in Nicodemus had food. So lick here really means a bite or bit of food. This helped us to better understand how hard winter was on the prairie.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Partner Prep

- Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 22–29 aloud with partners.
- Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

- Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
- Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, and fluency. Tell students that they should also be ready to share notes they added on the graphic organizer.
- 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 and fluency.

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 = A word we needed to clarify was feast. We looked for context clues to help us figure it out. We saw that the Indians had given the people of Nicodemus deer meat, fish, beans, and squash. They had sticks to light fires. We knew they didn't have food before, and now they were able to cook and eat again. When they had a feast, they must have eaten food. Figuring it out helped us to see how grateful they were for the food the Indians had given them.

90 = A word we needed to clarify was feast. We looked for context clues to help us figure it out. We saw that the Indians had given the people of Nicodemus deer meat, fish, beans, and squash. They had sticks to light fires. When they had a feast, they must have eaten food.

80 = A word we needed to clarify was feast.

2. Why does Johnny say, "I will get my gun, Daddy" on page 22? Explain, using support from the text. **[DC, SA]** (Team Talk rubric)

100 = Johnny says that he will get his gun because Indians come into their camp. **The text explains** that they heard the sound of horses, and they were so scared because they had heard stories about Indians. Johnny told his father he would get his gun to help **protect** them.

90 = Johnny says that he will get his gun because Indians come into their camp. They heard the sound of horses, and they were so scared because they had heard stories about Indians.

80 = Johnny says that he will get his gun because Indians come into their camp.

3. What does Daddy mean when he says that the Osage Indians saved their lives? Explain, using support from the text. **[DC, RE, SA]** (Team Talk rubric)

100 = Daddy means that if the Osage Indians hadn't brought them supplies, they would have died. **Before**, they were freezing and starving, **but** the Osage Indians came and delivered firewood and food for the people. Daddy means that they owe their lives to the Osage Indians who brought them supplies to survive.

90 = Daddy means that if the Osage Indians hadn't brought them supplies, they would have died. They were freezing and starving when the Osage Indians came and delivered firewood and food for the people.

80 = Daddy means that if the Osage Indians hadn't brought them supplies, they would have died.

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: My teacher is also a carpenter who makes and sells wooden cabinets and shelves for fun during the summer.

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)

southwest

south + west; a direction between south and west

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



Class Discussion tp

(15 minutes)

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.

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?

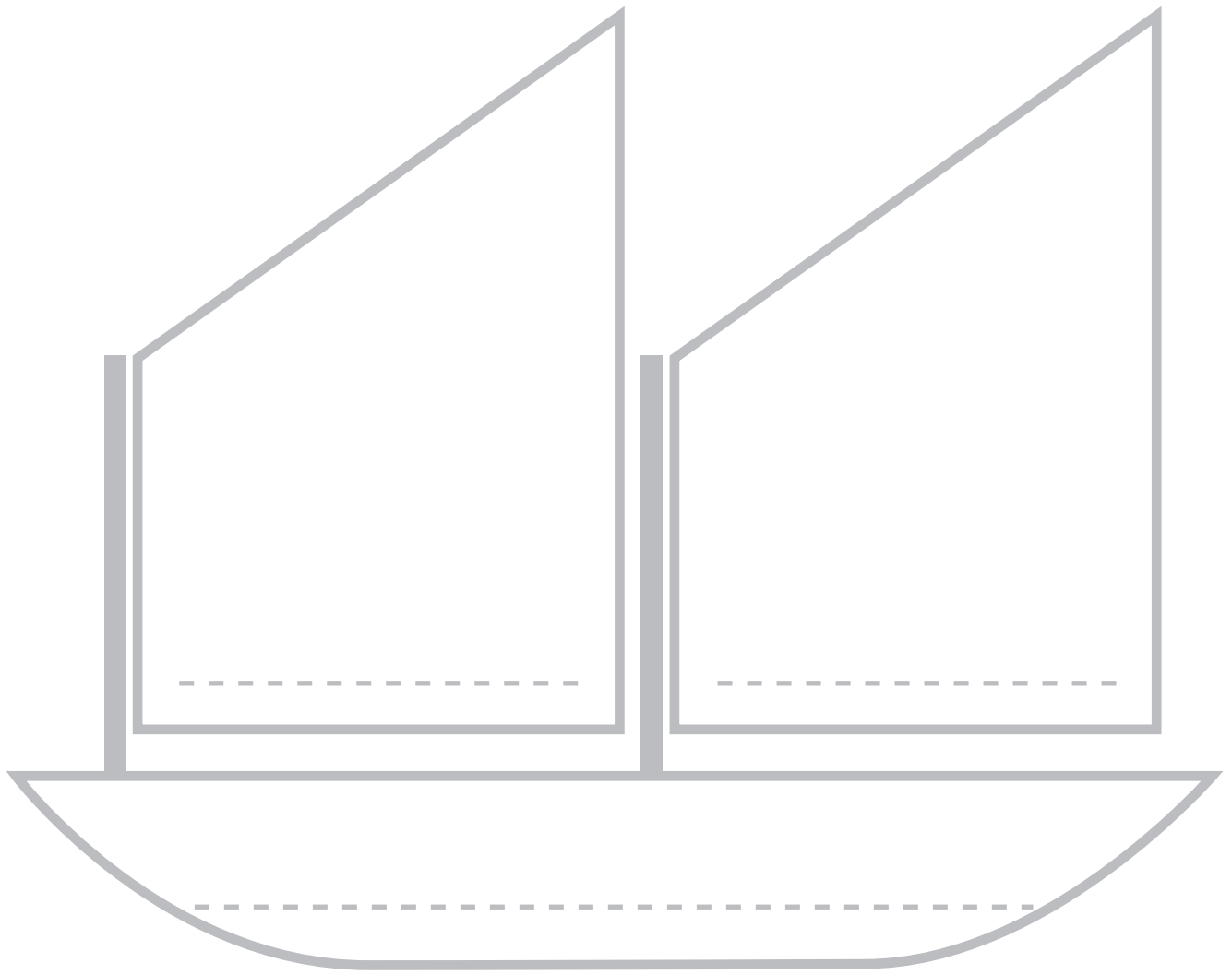
How can your team earn more points?

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.

Use Context Clues

Word	Pronunciation	Definition	Sample Sentence
prairie (noun) page 11	prair-ie (PRAIR-ee)	large, mostly flat area of land that has few trees and is covered in grasses	During the late 1800s, many pioneer families moved to the <i>prairie</i> lands to farm.
carpenter (noun) page 11	car-pen-ter (KAHR-puhn-ter)	person who makes or fixes wooden objects or wooden parts of buildings	My mother hired a <i>carpenter</i> to build the wooden bookshelves in our basement.
dugout (noun) (compound word) page 13	dug-out (DUHG-out)	shelter made by digging a hole in the ground or into the side of a hill	At the zoo, we saw a prairie dog making a <i>dugout</i> to hide under to get out of the hot sunshine.
supply (noun) page 21	sup-ply (suh-PLAHY)	an item such as food, equipment, or fuel that is needed for a particular purpose	The news reported that the fuel <i>supply</i> in our country had dropped significantly over the last one hundred years.
saddlebag (noun) (compound word) page 24	sad-dle-bag (SAD-l-bag)	one of a pair of bags that are laid across the back of a horse behind the saddle	The cowboy stored his canteen in the <i>saddlebag</i> so he could drink while he was riding his horse.
shelter (noun) (connotation/ denotation) page 30	shel-ter (SHEL-ter)	a structure that covers or protects people or things	My friends and I used boards and bricks to build a <i>shelter</i> that we could use as a fort.
fire (verb) (homograph) page 51	fire	to shoot	We watched the troops at the military ceremony stand in formation and <i>fire</i> their weapons in a twenty-one gun salute.
toward (preposition) page 59	toward	in the direction of something or someone	The dangerous storm was quickly moving <i>toward</i> us, so we took cover in the basement.



Lesson 3

Reading Objective: Use other words and phrases in the text to clarify the meaning of difficult words.

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

Teacher Background

Today students will read chapter 3, “Moving On,” in which Daddy leaves, telling the boys he is going to seek out land for them with trees and hills. Daddy tells the boys that he will send for them when he finds a place. The three boys are left alone to care for one another. A prairie fire strikes, and all the people of Nicodemus take cover in the river.

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

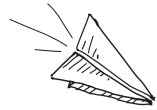
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.



Active Instruction tp

(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 (compound words) and the Word Treasure clue for compound words (sailboat with two big sails).
5. Have students identify the compound words in their vocabulary list. Use **Think-Pair-Share** to ask:

Which vocabulary words are compound words? What words make up the compound words?

Saddlebag = *saddle* + *bag*; dugout = *dug* + *out*.

How would you define these words?

A saddlebag is a bag that is carried as part of a saddle. A dugout is a space that you dig out of the ground.

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

Set the Stage

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

Interactive Read Aloud

1. Remind students of the reading objective.

This cycle our reading objective is to use other words and phrases in the text to clarify the meaning of difficult words.

2. Read pages 30 and 31 aloud, stopping after the word *send*. A sample Think Aloud follows.

Sample Think Aloud
<p>I wonder what the father means when he says, “send for you.” What is he going to send? Let me go back in the text to see if there are any clues there. (Model rereading page 30, starting at the sentence, “But Daddy...”)</p> <p>I see that the father wants the boys to stay in Nicodemus while he goes out and searches for a place for them to live. He wants them to be safe. Maybe Daddy means that he will send something to let them know they can come out to where he is. Perhaps he will send a letter to let them know where he is. That must be what he means when he says, “I will send for you.”</p>

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

What did I do when I came to a word in the text that I needed to clarify?

You used context clues and what you know to try to help you to figure out what the word means.

How will this help me with my reading?

It will help you to understand that Daddy is leaving the boys now, but that he wants the boys to join him later when he has found a home for them.

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

Teams review their cycle goal.

Post and present the reading objective.

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



Review the skill as necessary.

Refer students to pages 30–43 in the text.

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

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

Sample Graphic Organizer

Title: *Wagon Wheels*

Characters:

Daddy
Willie
Little Brother
Johnny
narrator

Setting:

Where: Nicodemus, Kansas;
prairie land

When:

Problem:

Daddy is leaving to find a new home for the family; the boys will be alone.

Event: *Daddy, Willie, Little Brother, and the narrator arrive in Nicodemus, Kansas.*

Event: *The family makes a dugout to help them get through the harsh winter.*

Event: *The town runs low on food and wood for fires.*

The Osage Indians bring food and wood to the people of Nicodemus, and they

Event: *survive the winter.*

Event:

Solution:

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

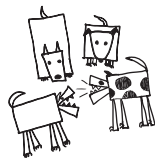


5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of pages 31–35 together. Use **Think-Pair-Share** to ask:

What word did you and your partner need to clarify? How did you figure it out?

We needed help with clarifying the words corn bread. To help us with these words, we looked for context clues. We realized that corn bread is made from the corn meal that Daddy left the boys. It must be a specific kind of bread, made from corn. This helped us to better understand what Johnny was talking about and helped us to make meaning of what we were reading.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 36–43 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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 = A word we clarified was sight. We looked for context clues to help us figure it out. To take care of Little Brother, the older boys made a wagon. In a drawing, Little Brother is sitting in a wagon while one of the boys pulls a rope attached to it. We realized that they could always see him since they took him everywhere. This helped us understand how the boys made it easy to keep watch over Little Brother.

90 = A word we clarified was sight. We looked for context clues to help us figure it out. To take care of Little Brother, the older boys made a wagon. In a drawing, Little Brother is sitting in a wagon while one of the boys pulls a rope attached to it. We realized that they could always see him since they took him everywhere.

80 = A word we clarified was sight.

2. How do Johnny and Willie take care of Little Brother? Explain, using support from the text. **[RE, DC, SA]** (Team Talk rubric)

100 = Johnny and Willie do all the work while keeping an eye on Little Brother. **In the text**, it says that the boys hunt, fish, cook, and clean. They make a wagon out of an old box and some wheels so they can pull Little Brother in it. **Then** they can take him everywhere they go. **They wanted to make sure they did what Daddy had told them to do before he left.**

90 = Johnny and Willie do all the work while keeping an eye on Little Brother. The boys hunt, fish, cook, and clean. They make a wagon out of an old box and some wheels so they can pull Little Brother in it. They can take him everywhere they go.

80 = Johnny and Willie do all the work while keeping an eye on Little Brother.

3. Why does Johnny tell Willie to run to the river? Explain. **[DC, SA]** (Team Talk rubric)

100 = Johnny tells Willie to run to the river because a prairie fire is coming toward them. **The text says** that Johnny saw a deer running to the river, so he told Willie to run there, too. **Johnny must have realized that deer know what to do during a prairie fire.**

90 = Johnny tells Willie to run to the river because a prairie fire is coming. **Johnny saw a deer running to the river, so he told Willie to run there, too.**

80 = Johnny tells Willie to run to the river because a prairie fire is coming.

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

(Accept reasonable responses.) A synonym for *toward* is facing. An antonym for *toward* is away.

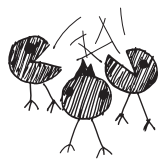
5. Write the compound word. Write the two words that make up the compound word, and then write a definition for the compound word. Use the sailboat clue if needed. **[CV]** (word power)

stoplight

stop + light; a light that tells you when to stop or go

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.



Class Discussion tp

(15 minutes)

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.

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 “Team Talk Response.”

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

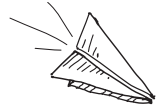
Lesson 4

Reading Objective: Use other words and phrases in the text to clarify the meaning of difficult words.

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

Teacher Background

Today students will read chapter 4, “The Letter.” In this chapter, Daddy sends a letter to the boys telling them that he has found a place for them to live. He includes a map for the boys to follow to find him. The boys set out to find their father, who is more than one hundred and fifty miles away.



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

Why do you think you should learn about compound words?

I think I should learn about compound words because it can help me if I am unsure about what a large word means. I can look to see if there are two familiar words joined together to figure out the meaning of a larger word.

Preparation: Display the Word Power Challenge.

Word Power Challenge	wildfire
	lighthouse

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.

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

wildfire = *wild + fire; a fire that happens in nature or in the wild*

lighthouse = *light + house; a house or tower that provides light*

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

Set the Stage

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

Interactive Read Aloud

1. Read page 44 aloud, stopping after the word *post*.
2. Use **Think-Pair-Share** to ask:

I'm not sure I understand what the phrase *post rider* means here. How can I clarify it?

You should look for context clues to see if they help you understand what the word means. The drawing shows a woman handing a letter to one of the boys. This reminds me of what a mail carrier does today. And I know that mail carriers work for the post office. So a post rider must be someone who delivers mail, like a mail carrier today.

3. Have students read the rest of pages 44–47. Use **Think-Pair-Share** to ask:

What is happening in this section of text?

The boys' father sent them a letter telling them that he has found a place for them to live, and he sends a map so they can come and find him.

Explain to students that as events occur in the text, they should record the information in their notes to help them organize the ideas from the reading.

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 44–55 in the text.

Teacher: Read aloud.

Students: Actively listen.



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

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

Sample Graphic Organizer

Title: *Wagon Wheels*

<p style="text-align: center;">Characters:</p> <p>Willie Little Brother Johnny (narrator)</p>	<p style="text-align: center;">Setting:</p> <p>Where: <i>the dugout</i></p> <p>When:</p>
--	---

Problem:

Daddy is leaving to find a new home for the family; the boys will be alone.

Event: *Daddy, Willie, Little Brother, and the narrator arrive in Nicodemus, Kansas.*

Event: *The family makes a dugout to help them get through the harsh winter.*

Event: *The town runs low on food and wood for fires.*
The Osage Indians bring food and wood to the people of Nicodemus, and they

Event: *survive the winter.*

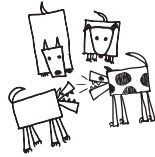
Event: *The boys take care of themselves while Daddy is away. They even escape a fire*

Event: *on the prairie.*

Event: *The boys get a letter and map from Daddy, telling them he has found a place*

Event: *for them to live. He wants them to meet him there.*

Solution:



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 48–55 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, 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 = A word we needed to clarify was piled. We looked for context clues to help us figure out what the word meant. The text says that they put corn bread and blankets in the wagon. In the drawing on page 49, I see all of their supplies overflowing from the wagon. They must have made a pile of supplies in the wagon. Figuring it out helped us to see how many supplies they were taking with them from Nicodemus.

90 = A word we needed to clarify was piled. We looked for context clues to help us figure out what the word meant. The text says that they put corn bread and blankets in the wagon. In the drawing, I see all of their supplies in a pile.

80 = A word we needed to clarify was piled.

continued

Team Talk Questions *continued*

2. What does Johnny mean when he says that they knew they could do it? Explain, using support from the text. **[DC, RE, SA]** (Team Talk rubric)

100 = *Johnny says that they knew they could do it because their daddy believed in them. The text says their daddy had told them they could do it in the letter he wrote to them. Daddy called them his fine, big boys. So, the boys believed they could since their father also believed in them.*

90 = *Johnny says that they knew they could do it because their daddy believed in them. Daddy had told them, "I know you can do it because you are my fine, big boys."*

80 = *Johnny says that they knew they could do it because their daddy believed in them.*

3. What does Johnny tell Willie to do about the rattlesnake? **[RE]** (Team Talk rubric)

- A. hit it over and over with their shovel
- B. fire the gun at it to scare it away
- C. let the fire go out so it will get cold
- D. jump up and run away with Little Brother

What does Johnny's advice tell you about him?

100 = *Johnny can stay calm when there is a serious problem. The snake could bite him or his brothers, so he knows they don't want to scare it. He thinks about what Daddy would do in their situation. Then he remembers that snakes like warmth. Staying calm and thinking helps keep him and his brothers safe.*

90 = *Johnny can stay calm when there is a big problem. The snake could bite him or his brothers, so he knows they don't want to scare it. He thinks about what Daddy would do in their situation. He remembers that snakes like warmth.*

80 = *Johnny can stay calm when there is a big problem.*

4. Which vocabulary word belongs in the blank? How do you know? **[CV]**

We need to restock our _____ of batteries, because we are almost out of them.

Supply, because the sentence is talking about restocking batteries since they are running out of them.

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)

snowball

snow + ball; a ball made of snow

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.

Cue students to discuss strategy use and graphic organizers.

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



Class Discussion tp

(15 minutes)

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.

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 5

Writing Objective: Choose words and phrases from the text that support your point.

Teacher Background

For this unit's writing objective, students will choose words and phrases from the text to support their point about the character of Johnny. This writing activity will require students to support their ideas and justify their position based on textual evidence.

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

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

Teams discuss their vocabulary ratings.

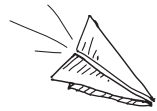


Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.



Active Instruction

(10 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Tell students that they will write to explain if Johnny is a leader or not. Remind students to look back at their notes as they are preparing to write.

It is possible for two people to read the same story and come away from it with different ideas. What is important is to explain why you have

certain ideas about the text. When you make a point about an aspect of a story or share your ideas, you need to provide evidence from the text to show why you have that idea. This helps other readers understand the basis for your opinion or point.

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

Read the prompt aloud.

Writing Prompt
Would you describe Johnny as a leader? Why or why not? Explain, and be sure to include words and phrases from the text that support your point.



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

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

It is asking me to write a literary response. I know because I have to make a point about a character.

Students identify the purpose for writing.

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

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

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

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: choose words and phrases from the text that support your point?

Style, because we need to choose words and phrases from the text to support our point.

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 revising one's work.

Blackline master provided.



Model a Skill

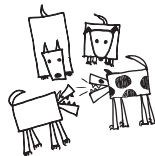
1. Remind students that part of the writing process is revising their work based on partner feedback. Point out that revising their work will help them make sure they include the correct details and information in their writing.
2. Display the following sample passage, and read it aloud.

I would describe Johnny as a leader because he acted like someone that is in charge. He told the other kids what to do. I'm bossy sometimes, and my mother tells me to be a good leader. When there was a fire, Johnny told the kids to jump in the river. When there was a rattlesnake, Johnny told the kids to lie still and not move. Johnny cooked and took care of his little brothers. He made sure they were OK and safe. That's what leaders do. That's why Johnny is a leader.

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

Did all the information in the sample passage seem important to answering the question from the writing prompt? Why or why not?

No, there is a sentence about the author being bossy and his mother telling him to be a good leader. This does not seem to have anything to do with the answer. The writer's point is that Johnny is a leader, so the support from the text should show that Johnny made choices that showed he is a leader.



Teamwork tp

(20 minutes)

Independent Work

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

Team Discussion

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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing a literary response and the writing objective—choose words and phrases from the text that support your point.

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

For example, ask:

- **Does the writer introduce their point clearly?**
- **Does the writer include words and phrases from the text that help a reader to understand their point?**
- **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 choose words and phrases from the text to support your point? Do you think the examples were effective?

Answers will vary.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Writing Prompt

Would you describe Johnny as a leader? Why or why not? Explain, and be sure to include words and phrases from the text that support your point.

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

I would describe Johnny as a leader because he acted like someone that is in charge. He told the other kids what to do. I'm bossy sometimes, and my mother tells me to be a good leader. When there was a fire, Johnny told the kids to jump in the river. When there was a rattlesnake, Johnny told the kids to lie still and not move. Johnny cooked and took care of his little brothers. He made sure they were OK and safe. That's what leaders do. That's why Johnny is a leader.

Lesson 6

Reading Objective: Use other words and phrases in the text to clarify the meaning of difficult words.

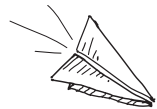
Writing Objective: Choose words and phrases from the text that support your point.

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

Teacher Background

Today's cycle test challenges students to continue to use other words and phrases from the text to clarify the meaning of difficult words in the reading.

In today's reading, students will read the conclusion of *Wagon Wheels*. In this section of text, the three boys complete their twenty-two-day journey along the Solomon River and arrive at the little home their father has built for them.



Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

Set the Stage

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



Prepare Students for the Test

(5 minutes)

Partner Review

1. Remind students that they have been practicing using other words and phrases in the text to clarify the meaning of difficult words and choosing words and phrases from the text that support their point. Use **Think-Pair-Share** to ask:



What should I do if I come to a difficult word in the text?

You should use the words and phrases around the word to try to figure out its meaning. Using the surrounding text can help you to find the meaning of a difficult word.

How will using this skill help me to be a better reader?

It helps you to be a better reader because you have a deeper understanding of the words in the text and the point the author is trying to get across.

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

2. Have partners review their notes for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

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

1. What word 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.

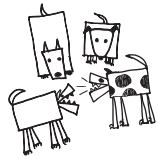
Today you will read about what happens to the Muldie brothers.



Test tp

(30 minutes)

1. Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.
2. Spot-check the Read and Respond homework.



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 1 Test

Use Context Clues

Directions: Read *Wagon Wheels*, pages 56–63, and answer the following questions on a separate piece of paper.

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

Part I. Comprehension (100 points)

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

20 points = I didn’t understand what deer trail meant on page 56. I thought about the context clues. Daddy sent the boys a map, and it had said to follow the deer trail. When I looked at the drawing on the page, I saw a path in the grass leading away from the river. That helped me to figure out that a deer trail is a path that deer have made to and from the river. This helped me understand that the boys needed to look for clues in nature to find their new home.

15 points = I didn’t understand what deer trail meant on page 56. I thought about the context clues. When I looked at the drawing on the page, I saw a path in the grass leading away from the river. A deer trail is a path that deer have made to and from the river.

10 points = I didn’t understand what deer trail meant on page 56.

2. What had Daddy been doing since he was gone? **[MI, RE, SA]**

- A. delivering letters as a post rider
- B. building a house and growing a garden
- C. digging for gold and riding the railroad
- D. working with the Osage Indian tribe

What evidence supports your answer?

20 points = I know because when they arrive the boys see what their father has done. The text states that when the boys arrive at the place their father told them about, they see a little house that he has built out of wood and a garden with corn that he has planted growing in it. This shows me that their father has been gone a long time, because it would take a lot of time to build a house by oneself.

15 points = I know because when they get there the boys see what their father has done. They see the house that Daddy built and the garden he planted.

10 points = I know because when they get there the boys see what their father has done.

3. How did the brothers know how to find their father? Explain, using support from the text. **[RE, SA]**

20 points = *The brothers knew how to find their father because they **followed** his directions and a map. **The text said** that their father had sent them a letter. He **included** a map with directions for how to find him. They followed his directions closely for twenty-two days to find him and their new home.*

15 points = *The brothers knew how to find their father because they used his directions and a map. Their father had sent them a letter and a map with directions for how to find him.*

10 points = *The brothers knew how to find their father because they used his directions and a map.*

4. On page 60, Johnny thought, "I bet they heard us all the way back in Nicodemus!" What does he mean by this? Explain, using support from the text. **[RE, SA]**

20 points = *Johnny means that they are so **excited** to see each other, they are really loud. **The text explains** that when Daddy sees them, he begins to run toward them. There was a lot of hugging, kissing, talking, crying, laughing, and singing. **Since** they hadn't seen each other in months, they were very happy to see each other.*

15 points = *Johnny means that they are so happy to see each other, they are really loud. When Daddy sees them, he begins to run toward them. There was a lot of hugging, kissing, talking, crying, laughing, and singing.*

10 points = *Johnny means that they are so happy to see each other, they are really loud.*

5. Do you think Daddy thought the boys would make it to the little house? Why or why not? Support your answer with information from the text. **[DC, SA]**

20 points = *Yes, I think Daddy thought the boys would make it to the little house because he believed they could do it. **The text says** that in the letter Daddy sent to the boys, he told them that he knew they could do it. He said that they were his "fine, big boys" and that they should take the map and come to him. He knew they could **follow** his directions and take care of themselves.*

15 points = *Yes, I think Daddy thought the boys would make it to the little house because he believed they could do it. Daddy had sent the boys a letter and told them they could do it. He said that they were his "fine, big boys."*

10 points = *Yes, I think Daddy thought the boys would make it to the little house because he believed they could do it.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Do you think their father did the right thing by leaving the three brothers alone? Why or why not? Support your point with words and phrases from the text.

Yes, I think the father did the right thing by leaving the three brothers alone because they would be safe in Nicodemus. In the text, their father tells the boys that they should stay in Nicodemus because they have shelter and friends there. Their father was probably afraid to take the boys out to the open land because they will have no shelter and he does not know where he is going yet. The text said that they had heard stories of Indians, and they were all very scared when the Indians arrived in Nicodemus. By staying in Nicodemus, the boys also would have food. If they had gone with their father, there might not have been enough food for all of them. Also, the father could spend his time building the house and getting ready for them to arrive. If the boys had gone with him, he might not have been able to build the house as quickly and plant the garden.

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

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

Part III. Vocabulary (100 points)

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: There is a lot of prairie land out in the Midwest, where it is flat and grassy.

2. My brother wants to go to school to be a _____ because he likes to make things out of wood, like bookshelves and cabinets.

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

- A. prairie
- B. shelter
- C. carpenter
- D. dugout

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Our teacher had to restock our supply of pencils after the first month of school.

4. The weather forecaster said that people in the path of the storm should find _____ quickly so they would remain safe in case of a tornado.

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

- A. shipment
- B. shuttle
- C. shoulder
- D. shelter

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: We started walking toward the stadium so we could take our seats before the start of the football game.

6. Our dog had created a huge _____ in the side of the hill where he could go for shade when it was hot.

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

- A. dugout
- B. fire
- C. toward
- D. carpenter

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The lady in the museum showed us a saddlebag from a cavalry officer in the Civil War.

8. To keep the wild animals away at night, Johnny and Willie would _____ the gun into the air sometimes.

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

- A. dugout
- B. fire
- C. shelter
- D. prairie

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. rattlesnake

rattle + snake; a snake that makes a rattling sound

10. firewood

fire + wood; firewood, wood used for a fire

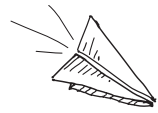
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use other words and phrases in the text to clarify the meaning of difficult words.

Teacher Background

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



Active Instruction

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

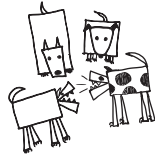
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

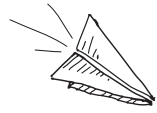
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

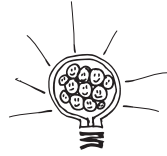
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

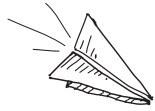
Use
Context
Clues

Lesson 1

Reading Objective: Use other words and phrases in the text to clarify the meaning of difficult words.

Teacher Background

Today's reading describes the life of Pocahontas before the arrival of the English settlers. It also provides information about the first events after the arrival of the settlers and their relations with the Powhatans. Captain John Smith is taken to Chief Powhatan.

**Active Instruction** tp

(22 minutes)

Big Question

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

The Big Question: Have you ever heard of Pocahontas? What do you know about her life?

Students write responses to the Big Question.

Discuss the Big Question.

**Set the Stage** tp

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

Have you ever heard of Pocahontas? What do you know about her life?

(Answers will vary.) I saw a movie about Pocahontas, and I know that Pocahontas was an Indian princess who helped the people who came over from England and settled in North America.

Explain to students that in this cycle they will read about Pocahontas and her life.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Distribute copies of *The True Story of Pocahontas*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

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

Teams review their cycle goal.

Post and present the reading objective.

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

(Accept reasonable responses.) I think this book is about a young Indian girl named Pocahontas and what happens when white settlers arrive in America. The cover of the text shows a young girl dancing. She is probably Pocahontas. Other pictures show white settlers talking with the Indians, and sometimes they are fighting.

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

In what ways have Native Americans added to our culture?

(Answers will vary.) Native Americans have added to our culture by teaching the settlers how to grow crops like corn and potatoes, teaching them to raise livestock like turkeys, introducing us to lacrosse and snowshoes, and creating beautiful crafts and masks for us to look at.

Interactive Read Aloud

1. Read page 4 aloud, stopping at the word *Powhatans*.
2. Use **Think-Pair-Share** to ask:

I'm not sure I know what the word *Powhatans* means or refers to. What should I do to clarify this word?

You should look at the illustrations, chapter titles, and words and phrases around the word to help you to clarify it. Using these context clues will help you to see that Powhatans is the name of the Indian tribe that Pocahontas belongs to. Powhatan is the chief of the tribe, so it might be named after him.

3. Read the rest of pages 4 and 5 aloud. Use **Think-Pair-Share** to ask:

What have we learned on these two pages?

We learned that Pocahontas is the daughter of an Indian chief named Powhatan, and that they belong to the Powhatan tribe. Also, Pocahontas is her father's favorite, and she has more than a hundred brothers and sisters.

What do you think it means when it says that Pocahontas has a secret name?

I think it means this is the nickname that maybe only her father calls her.

Build background about Native Americans.

Show video "First Americans."



Refer students to pages 4–11 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

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

Sample Graphic Organizer

Title: *The True Story of Pocahontas*

<p style="text-align: center;">Characters:</p> <p><i>Pocahontas</i></p>	<p style="text-align: center;">Setting:</p> <p>Where: <i>Powhatan Indian village</i></p> <p>When:</p>
--	--

Problem:

Event: _____

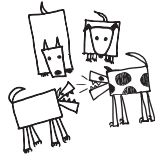
Event: _____

Event: _____

Event: _____

Event: _____

Solution:



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 6–11 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions
<p>1. What word did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric)</p> <p><i>100 = A word we clarified was beads. We looked for context clues to help us figure out what the word meant. In the drawing on page 10, I see an Indian woman looking at colorful round objects in her hand. These must be the glass beads they traded corn for. This helped us figure out what the Indians and new settlers traded when they met.</i></p> <p><i>90 = A word we clarified was beads. We looked for context clues to help us figure out what the word meant. In the drawing on page 10, I see an Indian woman looking at colorful round objects in her hand. These must be the glass beads they traded corn for.</i></p> <p><i>80 = A word we clarified was beads.</i></p>

continued

Team Talk Questions *continued*

2. On page 9, what is a man doing when he points a big stick and smoke and fire shoot out of it? Explain, using support from the text. **[DC, RE, SA]**
(Team Talk rubric)

100 = *A man is firing a gun to hunt. After a man points the big stick, there is a loud "Boom! Boom!" I know that when guns are fired, they make loud booming sounds. A bird also falls out of the tree, dead. The Indians wonder if it is magic because they have never seen anything like that before.*

90 = *A man is firing a gun to hunt. There is a loud "Boom! Boom!" I know that when guns are fired, they make booming sounds. A bird falls out of the tree, dead.*

80 = *A man is firing a gun to hunt.*

3. Why can't the Englishmen leave their fort? Explain. **[DC, RE, SA]**
(Team Talk rubric)

100 = *The Englishmen can't leave their fort because they are afraid of the Indians. The text explains that some of the Indians do not like the strangers, and they shoot arrows at them. Soon, the Englishmen are too afraid to leave their fort, and they can't hunt or fish. They could starve because they are running out of food.*

90 = *The Englishmen can't leave their fort because they are afraid of the Indians. Some of the Indians do not like the strangers, and they shoot arrows at them so the Englishmen are too afraid to leave their fort, and they can't hunt or fish.*

80 = *The Englishmen can't leave their fort because they are afraid of the Indians.*

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.



Class Discussion tp

(18 minutes)

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.

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 2

Reading Objective: Use other words and phrases in the text to clarify the meaning of difficult words.

Word Power Objective: Break words into base words and endings to increase understanding of words.

Teacher Background

Today students will read about Captain John Smith, who is a leader of the Englishmen. After Captain Smith falls into an icy swamp, he is rescued by the Powhatans and taken to the Chief’s house. Captain Smith is served a feast, but then ambushed by the Indians. Pocahontas saves Captain Smith’s life when she rushes to him and holds his head. Pocahontas and Captain Smith develop a friendship, and she visits the English settlement, Jamestown, frequently.

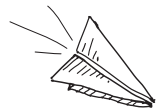
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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.



Active Instruction tp

(25 minutes)

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
stumbles (verb) (connotation/ denotation) page 12	stum-bles (STUHM-bulz)	falls or trips over something	Torrey always forgets about the little step at his grandmother’s and <i>stumbles</i> to the floor as he walks in the door.
sake (noun) page 23	sake	the good of something	Many people go into the military for the <i>sake</i> of their country.

continued

Word	Pronunciation	Definition	Sample Sentence
basin (noun) page 26	ba-sin (BEY-suhn)	a wide, usually round container with curved sides for holding liquids	My great-grandmother told us that when she was a little girl, she would wash up using a <i>basin</i> that sat on her nightstand.
prisoner (noun) page 32	pris-o-ner (PRIZ-uh-ner)	a person who has been captured or locked up	The general made the spy a <i>prisoner</i> so he wouldn't tell the enemy the secrets he learned.
decorated (verb) (homograph) page 39	dec-o-rat-ed (DEK-uh-rey-tid)	made something more attractive by adding something to it	The inside of the gym was <i>decorated</i> beautifully for the school dance.
notch (noun) page 40	notch (noch)	a small V-shaped cut in an edge or surface	I noticed that the tree had a large <i>notch</i> cut into its bark.
cobblestones (noun) page 43	cob-ble-stones (KOB-uhl-stohnz)	round stones used in paving streets	In the 1800s, most roads in cities were made with <i>cobblestones</i> , making a ride through town very bumpy.
curling (verb) page 46	curl-ing (KURL-ing)	forming coils or ringlets	My mother spent a half hour <i>curling</i> my hair for school picture day.

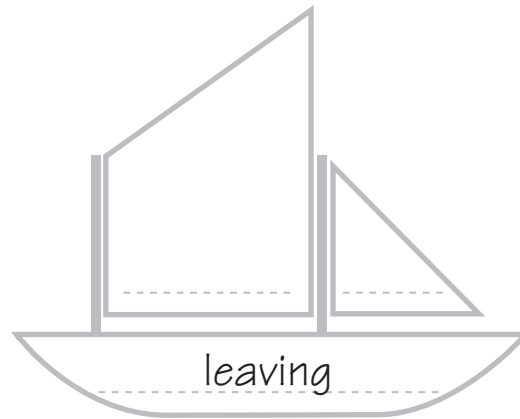
Review Vocabulary Vault.

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 (base word and ending). Link the skill to the Word Treasure clue for base word and ending.
7. Display the clue.

This cycle we will identify base words that have endings added to them. Sometimes when you can't figure out a word or its meaning, it helps to see if there is a base word in it that you recognize. Then you can think about what the word means when an ending is added to it. The Word Treasure clue we use to remind us of base word and ending is a boat with a big sail and a little sail. This reminds us that we will look for a base word to put in the big sail, and an ending to put in the little sail.

Blackline master provided.

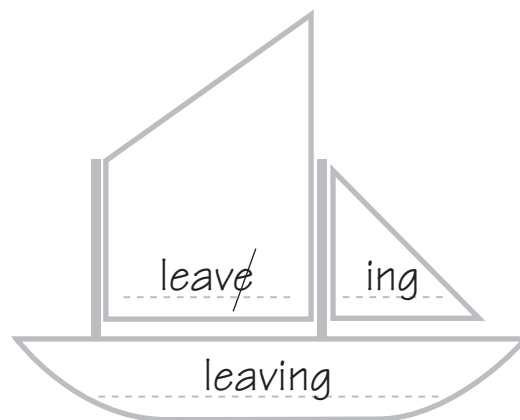


8. Write the word *leaving* on the bottom of the boat. Use a Think Aloud to model identifying the base word and ending.

Sample Think Aloud

I'm not sure I recognize this word, but I know I'm looking for a base word and ending. Let me see if there is a word I recognize in *leaving*. I see the word *leave*, so that must be the base word. (Model writing the word *leave* on the big sail.) So the letters *ing* must be the ending on this word. (Model writing the ending *-ing* on the little sail.) Thinking about base words and endings helped me break this word down into something I could recognize.

Point out that when the ending *-ing* is added to the word *leave*, the *e* on the end of the word is scrubbed off. Sometimes, when an ending is added to a word, the *e* on the end of the word is removed.



9. Point out that a letter or group of letters that comes at the end of a word changes the word meaning or changes the word's part of speech.

Tell students the ending *-ing* means happening in the present. Explain that adding *-ing* to the verb *leave* makes it a verb happening in the present—in the process of, or act of going from one place to another.

10. Display the word *walking*. Use **Think-Pair-Share** to ask:

What is the base word and ending? What does the word mean?

The base word is walk, and the ending is -ing. The word means moving from one place to another by moving your feet and legs in a forward motion.

11. Reveal the Word Treasure (skill).

<p>Word Treasure</p>	<p>Some base words have additional endings. If you're having trouble reading these words, first read the base word, next read the ending, then read the whole word.</p>
--------------------------	---

12. Tell students they will also focus on two other endings this cycle: *-ed*, which makes the base word past tense, and *-s*, which also indicates present tense, or makes nouns plural.

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

Interactive Read Aloud

1. Read page 12 aloud, stopping at the word *guide*.
2. Use **Think-Pair-Share** to ask:

I'm not sure what the word *guide* means. What should I do to help me clarify this word?

You should look at the illustrations, titles, captions, and words around that word to see if the context clues will help you to figure out what the word means. The text says that John Smith had a Powhatan Indian with him as a guide when he went hunting. I think he was hoping the Powhatan would show him through the forest. I know the Indians have lived there for a long time, while John Smith is new and does not know his way. A guide must be someone who knows the way.

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

What information should we record in our notes from this section of the text?

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 12–21 in the text.



Teacher: Read aloud.

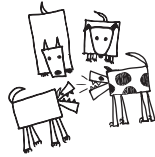
Students: Actively listen.

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

We should record information about Captain John Smith, and that the setting for this part of the story is in the woods. The events that happen are Captain Smith and his guide are shot at while hunting, and Captain Smith falls into an icy swamp.

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

Sample Graphic Organizer	
<p>Title: <u>The True Story of Pocahontas</u></p>	
<p style="text-align: center;">Characters:</p> <p>Pocahontas Captain John Smith</p>	<p style="text-align: center;">Setting:</p> <p>Where: Powhatan Indian village, woods</p> <p>When:</p>
<p>Problem:</p> <p>The Powhatans and English settlers do not always get along.</p>	
<p style="text-align: center;">Settlers from England arrive in the Americas. At first the Powhatans and</p> <p><u>Event:</u> English trade food and goods.</p> <p style="text-align: center;">Captain Smith and his Powhatan guide go hunting, arrows are shot at them,</p> <p><u>Event:</u> Captain Smith falls into an icy swamp.</p> <p><u>Event:</u> _____</p> <p><u>Event:</u> _____</p> <p><u>Event:</u> _____</p>	
<p>Solution:</p>	



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 13–21 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

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

100 = A word we clarified was warriors. We looked for context clues to help us figure out what the word meant. In the drawing on page 19, I see two Indian men holding clubs in their hands. These men must be the warriors because in the picture, they are attacking Captain Smith. This helped us figure out who Powhatan gave orders to.

90 = We clarified the word warriors on page 18. We looked for context clues to help us figure out what the word meant. In the drawing on page 19, I see two Indian men holding clubs in their hands. These men must be the warriors.

80 = We clarified the word warriors on page 18.

continued

Team Talk Questions *continued*

2. How does the text make the events in this section of text seem surprising? Explain. **[RE, DC, SA]** (Team Talk rubric)

100 = *The events in this part of the text are surprising for a few reasons. First, when Captain Smith gets to the Chief's house, the Queen brings him water to wash his hands and feathers to dry them. They have a feast. Then the Chief signals the warriors to attack Captain Smith. So, it seems strange that they would treat him like a guest, but then attack him with clubs.*

90 = *The events in this part of the text are surprising because the Powhatans change their behavior. When Captain Smith gets to the Chief's house, the Queen brings him water to wash his hands and feathers to dry them. They have a feast. Then the Chief signals the warriors to attack Captain Smith.*

80 = *The events in this part of the text are surprising because the Powhatans change their behavior.*

3. How does Pocahontas communicate with her English friends? Explain, using support from the text. **[RE, SA]** (Team Talk rubric)

100 = *Pocahontas uses sign language to communicate with her English friends. To say, "I am your friend," Pocahontas puts her hand over her heart. She has to use sign language because they speak different languages.*

90 = *Pocahontas uses sign language to talk with her English friends. To say, "I am your friend," Pocahontas puts her hand over her heart.*

80 = *Pocahontas uses sign language to talk with her English friends.*

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

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: When the street flooded, the cobblestones were covered over with water and some became loose.

5. Write the base word and ending for the following word, and then write a definition for the word. Use the scrubber to remove extra letters if needed. **[CV]** (word power)

explaining

explain + ing; making something plain and clear

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.



Class Discussion tp

(15 minutes)

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.

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:

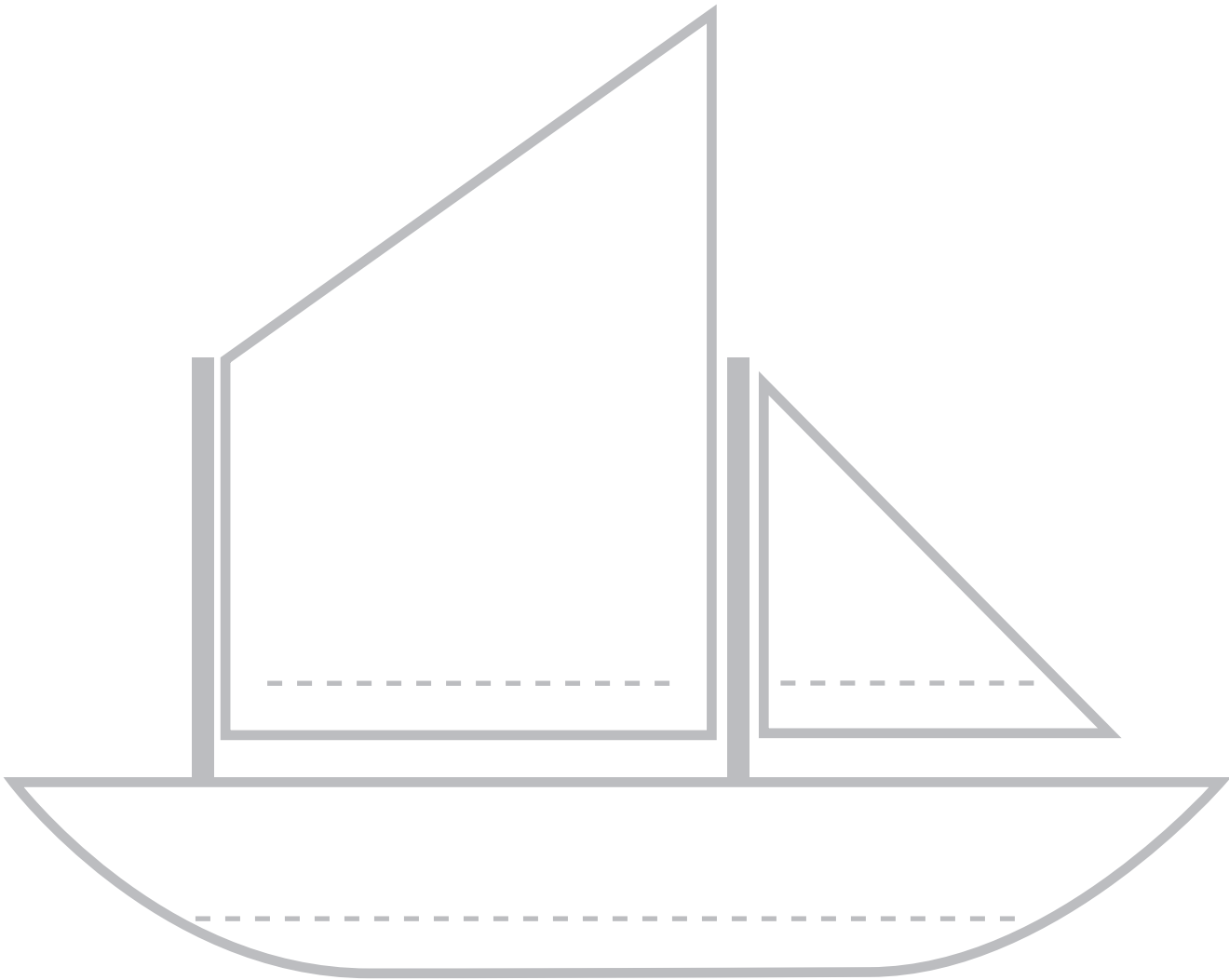
How many points did your team earn today?

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.

Word	Pronunciation	Definition	Sample Sentence
stumbles (verb) (connotation/ denotation) page 12	stum-bles (STUHM-bulz)	falls or trips over something	Torrey always forgets about the little step at his grandmother's and <i>stumbles</i> to the floor as he walks in the door.
sake (noun) page 23	sake	the good of something	Many people go into the military for the <i>sake</i> of their country.
basin (noun) page 26	ba-sin (BEY-suhn)	a wide, usually round container with curved sides for holding liquids	My great-grandmother told us that when she was a little girl, she would wash up using a <i>basin</i> that sat on her nightstand.
prisoner (noun) page 32	pris-o-ner (PRIZ-uh-ner)	a person who has been captured or locked up	The general made the spy a <i>prisoner</i> so he wouldn't tell the enemy the secrets he learned.
decorated (verb) (homograph) page 39	dec-o-rat-ed (DEK-uh-rey-tid)	made something more attractive by adding something to it	The inside of the gym was <i>decorated</i> beautifully for the school dance.
notch (noun) page 40	notch (noch)	a small V-shaped cut in an edge or surface	I noticed that the tree had a large <i>notch</i> cut into its bark.
cobblestones (noun) page 43	cob-ble-stones (KOB-uhl-stohnz)	round stones used in paving streets	In the 1800s, most roads in cities were made with <i>cobblestones</i> , making a ride through town very bumpy.
curling (verb) page 46	curl-ing (KURL-ing)	forming coils or ringlets	My mother spent a half hour <i>curling</i> my hair for school picture day.



Lesson 3

Reading Objective: Use other words and phrases in the text to clarify the meaning of difficult words.

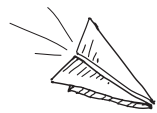
Word Power Objective: Break words into base words and endings to increase understanding of words.

Teacher Background

Today students will read about the gifts King James and Chief Powhatan exchange. Captain John Smith returns to England after he is badly burned when a gunpowder box explodes. After Captain Smith leaves, the fighting between the English settlers and Powhatan Indians increases. Pocahontas is captured by English Captain Samuel Argall.

Teacher's Note:

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



Active Instruction tp

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

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 (base word and ending) and the Word Treasure clue for base word and ending (sailboat with large sail and small sail).

5. Review the endings students are working with in this cycle: *-ing*, *-ed*, and *-s*. Use **Think-Pair-Share** to ask:

Which vocabulary words from your list have these endings?

The words stumbles, decorated, cobblestones, and curling.

How would you break each of these words down into their base word and ending? How would you define them?

Stumbles = *stumble + s; to trip or fall right now*

Decorated = *decorate + ed; made more attractive in the past*

Cobblestones = *cobblestone + s; more than one cobblestone*

Curling = *curl + ing; twisting or twirling*

Point out, if necessary, that when the ending *-ed* was added to the word *decorate*, the *e* on the end of the word was scrubbed to add the ending.

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

Set the Stage

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

Interactive Read Aloud

1. Read page 22 aloud, stopping after the word *Englishmen*.
2. Use **Think-Pair-Share** to ask:

I want to make sure I know who the text is referring to as *Englishmen*. What should I do to help clarify this word?

You use the words around the word to see if that helps to clarify it. You can also use the pictures, chapter titles, and the information you learned from the rest of the text. On page 21, the text says that Pocahontas wants to talk to her English friends. The illustration shows Pocahontas talking to two girls and a boy from the settlement. They are wearing clothes that show they are settlers. This tells me that Englishmen means the English settlers who are living in Jamestown.

3. Read the rest of pages 22 and 23 aloud.

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 22–33 in the text.



Teacher: Read aloud.
Students: Actively listen.
Partner pairs: Think aloud to practice the skill/strategy.

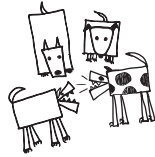
Partner pairs: Identify important events or details to add to the graphic organizer.

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

What important information from this section of text should be added to our notes?

We should add that Captain Smith gets into another fight with the Powhatan Indians and takes seven of them prisoner. Also, that Captain Smith agrees to let them go because Pocahontas has helped them so much.

Sample Graphic Organizer	
<p>Title: <u>The True Story of Pocahontas</u></p>	
<p style="text-align: center;">Characters:</p> <p>Pocahontas Captain John Smith</p>	<p style="text-align: center;">Setting:</p> <p>Where: Powhatan Indian village, woods Jamestown</p> <p>When:</p>
<p>Problem:</p> <p>The Powhatans and English settlers do not always get along.</p>	
<p style="text-align: center;">Settlers from England arrive in the Americas. At first, the Powhatans and</p> <p>Event: <u>English trade food and goods.</u></p> <p style="text-align: center;">Captain Smith and Powhatan guide go hunting, arrows are shot at them,</p> <p>Event: <u>Captain Smith falls into an icy swamp.</u></p> <p style="text-align: center;">Captain Smith is taken to the Powhatan village and is treated as a guest. Then he is attacked by Powhatan warriors. Pocahontas saves Captain Smith</p> <p>Event: <u>from being killed.</u></p> <p style="text-align: center;">Captain Smith is in another fight and captures 7 Powhatan Indians.</p> <p>Event: <u>He agrees to let them go for Pocahontas.</u></p>	
<p>Solution:</p>	



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 24–33 aloud with partners.
(if skipping Interactive Read Aloud, pages 22–33)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. 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
<p>1. What word did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric)</p> <p><i>100 = Our team clarified the word cloak. We used context clues like the words bright and red to help us clarify the word cloak. We looked at the picture and saw that the bright red cloak is like a long coat. Using the context clues helped us to see that King James sent the Chief a long, fancy red coat that made him look like a king.</i></p> <p><i>90 = Our team clarified the word cloak. We used context clues like the words bright and red to help us clarify the word cloak. We looked at the picture and saw that the bright red cloak is like a long coat.</i></p> <p><i>80 = Our team clarified the word cloak.</i></p>

continued

Team Talk Questions *continued*

2. On page 23, what does Captain Smith mean when he says, "I will let them go for your sake"? Explain, using support from the text in your answer. **[DC, MI, SA]** (Team Talk rubric)

100 = *Captain Smith means that he will let the Indians go for Pocahontas. In the text, it says that Pocahontas had been a good friend to the English people. She kept them from **starving**. This shows that Captain Smith wants to stay friendly with Pocahontas and the Powhatans.*

90 = *Captain Smith means that he will let the Indians go for Pocahontas. Pocahontas had been a good friend to the English people. She kept them from going hungry.*

80 = *Captain Smith means that he will let the Indians go for Pocahontas.*

3. Why do you think it was hard work to drag the presents through the woods? Explain. **[DC, SA]** (Team Talk rubric)

100 = *It was hard work to drag the presents through the woods since the presents were so heavy. The text says that King James sent the Chief a copper crown, rings, a big cloak, a basin and pitcher, and a big bed with a canopy. That would make the presents very hard to drag through the woods.*

90 = *It was hard work to drag the presents through the woods since the presents were so heavy. King James sent the Chief a copper crown, rings, a big cloak, a basin and pitcher, and a big bed with a canopy.*

80 = *It was hard work to drag the presents through the woods since the presents were so heavy.*

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

(Accept reasonable responses.) A synonym for *stumbles* is *falls*. An antonym for *stumbles* is *keeps balanced*.

5. Write the base word and ending for the following word, and then write a definition for the word. Use the scrubber to remove extra letters if needed. **[CV]** (word power)

exploring

explor + *ing*; searching or looking through a new area

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.



Class Discussion tp

(20 minutes)

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.

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: Choose other words and phrases in the text to clarify the meaning of difficult words.

Word Power Objective: Break words into base words and endings to increase understanding of words.

Teacher Background

In today's reading, students learn that while Pocahontas is held captive by the English, she becomes a Christian and is given the name "Rebecca." She also meets John Rolfe, a tobacco planter, and they marry in Jamestown. After their son, Thomas, is born, the Rolfes go to England to live.

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:

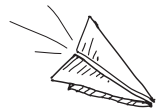
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

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 (base word and ending) and the Word Treasure clue for base word and ending (sailboat with big sail and little sail).



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

Why do you think you should learn about base word and endings?

(Answers may vary.) Knowing about base word and endings can help me pronounce the words more easily.

- Direct students' attention to the Word Power Challenge. Have students work in teams to read the underlined words and give a meaning for each word. If necessary, have students use the sail clues and identify the base word and ending.

Word Power Challenge

I watched my aunt as she used her sewing needles to weave the green threads through the hole in my sock and close it up.
I told my mother that the cat was sick because she was acting very tired and didn't want to eat anything.

- Use **Random Reporter** to have students identify the base word, ending, and meaning.

threads = *thread + s; more than one thread;*
acting = *act + ing; performing or pretending*

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

Set the Stage

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

Interactive Read Aloud

- Read page 34 aloud, stopping after the word *peace*.
- Use **Think-Pair-Share** to ask:

I'm not sure that I understand what the phrase *make peace* means. What should I do to help me to clarify this?

You can use the drawings and the information from the rest of the text to help you to figure out what it means. From the text, I know that the Powhatans and Englishmen were fighting more and more. Captain Argall captures Pocahontas because he wants the Indians to leave them alone and stop fighting them. This helps me to see that make peace refers to the Englishmen and Indians not fighting anymore and having a peace agreement to stop the violence between them.

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 34–42 in the text.



3. Continue reading pages 34 and page 35 aloud.

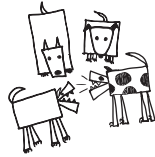
Use **Think-Pair-Share** to ask:

What information from this section of text should be added to our notes?

We should add that Captain Argall demands that Chief Powhatan make peace with the settlers and send them corn for Pocahontas' return. Also, that Chief Powhatan is very angry and refuses.

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

Sample Graphic Organizer	
Title: <u>The True Story of Pocahontas</u>	
<p style="text-align: center;">Characters:</p> <p>Pocahontas Captain John Smith Chief Powhatan Captain Argall</p>	<p style="text-align: center;">Setting:</p> <p>Where: Powhatan Indian village, woods Jamestown</p> <p>When:</p>
<p>Problem:</p> <p>The Powhatans and English settlers do not always get along.</p>	
<p style="text-align: center;">Settlers from England arrive in the Americas. At first, the Powhatans and</p> <p>Event: English trade food and goods.</p> <hr/> <p style="text-align: center;">Captain Smith and Powhatan guide go hunting, arrows are shot at them,</p> <p>Event: Captain Smith falls into an icy swamp.</p> <hr/> <p style="text-align: center;">Captain Smith is taken to the Powhatan village and is treated as a guest. Then he is attacked by Powhatan warriors. Pocahontas saves Captain Smith</p> <p>Event: from being killed.</p> <hr/> <p style="text-align: center;">Captain Smith is in another fight and captures 7 Powhatan Indians.</p> <p>Event: He agrees to let them go for Pocahontas.</p> <hr/> <p style="text-align: center;">Captain Smith brings gifts to Chief Powhatan from the king of England.</p> <p>Event: Then Captain Smith is injured and returns to England.</p> <hr/> <p style="text-align: center;">Captain Argall plots to capture Pocahontas and demands peace and corn</p> <p>Event: for her return. Chief Powhatan is very angry and refuses.</p>	
<p>Solution:</p>	



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 36–42 aloud with partners.
(if skipping Interactive Read Aloud, pages 34–42)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. 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
<p>1. What word did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric)</p> <p><i>100 = We clarified the word grace on page 37. We figured it out by using context clues. We saw the word Christian to help us know that the text is talking about religion. Pocahontas says grace before eating. We know that some people say a prayer before eating meals. This helped us understand how Pocahontas changed by staying in Jamestown.</i></p> <p><i>90 = We figured it out by using context clues. We saw the word Christian to help us know that the text is talking about religion. Pocahontas says grace before eating. We know that some people say a prayer before eating meals.</i></p> <p><i>80 = We clarified the word grace on page 37.</i></p>

continued

Team Talk Questions *continued*

2. Why didn't Tomocomo notch the stick as Chief Powhatan asked him to do? Explain, using support from the text. **[DC, RE, SA]** (Team Talk rubric)

100 = *Tomocomo didn't notch the stick because there were too many people in England. Chief Powhatan gave Tomocomo the stick and **instructed** him to notch it each time he saw an Englishman. But Tomocomo threw away the stick because there were thousands of people. There were more Englishmen than either he or Chief Powhatan could count.*

90 = *Tomocomo didn't cut the stick because there were too many people in England. Chief Powhatan gave Tomocomo the stick and told him to notch it each time he saw an Englishman. But Tomocomo threw away the stick because there were thousands of people.*

80 = *Tomocomo didn't cut the stick because there were too many people in England.*

3. How is England different than what Pocahontas is used to? Explain, using support from the text. **[RE, SA]** (Team Talk rubric)

100 = *England looks **very** different from her home in America. She can't see the trees and sky like she could at home. The air is dark and **smoky**. England seems dirty and less fresh than America.*

90 = *England looks different from her home in America. She can't see the trees and sky like she could at home. The air is dark and full of smoke.*

80 = *England looks different from her home in America.*

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

My sister and I _____ the house with balloons and streamers for my mother's birthday.

Decorated, because the sentence is talking about putting balloons and streamers up for a birthday party, and I know that balloons and streamers make a house look nice.

5. Write the base word and ending for the following word, and then write a definition for the word. Use the scrubber to remove extra letters if needed. **[CV]** (word power)

introduced

introduce + ed; presented to or made familiar with someone in the past

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.

Cue students to discuss strategy use and graphic organizers.

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



Class Discussion

(20 minutes)

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.

Lightning Round

- 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.
- 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

- 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.

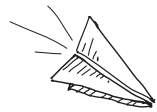
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
- As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Choose words and phrases from the text that support your point.

Teacher Background

Today students will choose words and phrases from the text that support their point. This skill is important for students to provide evidence for their thinking and to support their positions on topics.



Active Instruction

(10 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Tell students that they will use specific words and phrases from the text to support their points in their writing. Explain to students that this task aligns with their reading objective of clarifying, as students will clarify and support their thinking with examples from the text.

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.

Read the prompt aloud.



Students identify the purpose for writing.

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

Highlight the writing objective.

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

Writing Prompt
On page 23, the text says that "Pocahontas has been a good friend to the English people." How was Pocahontas a good friend to the English people? Explain, using support from the text.

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

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

It is asking me to write a literary response. I know because I have to make a point about a character.

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

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

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

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

Which guideline relates to our writing objective: choose words and phrases from the text that support your point?

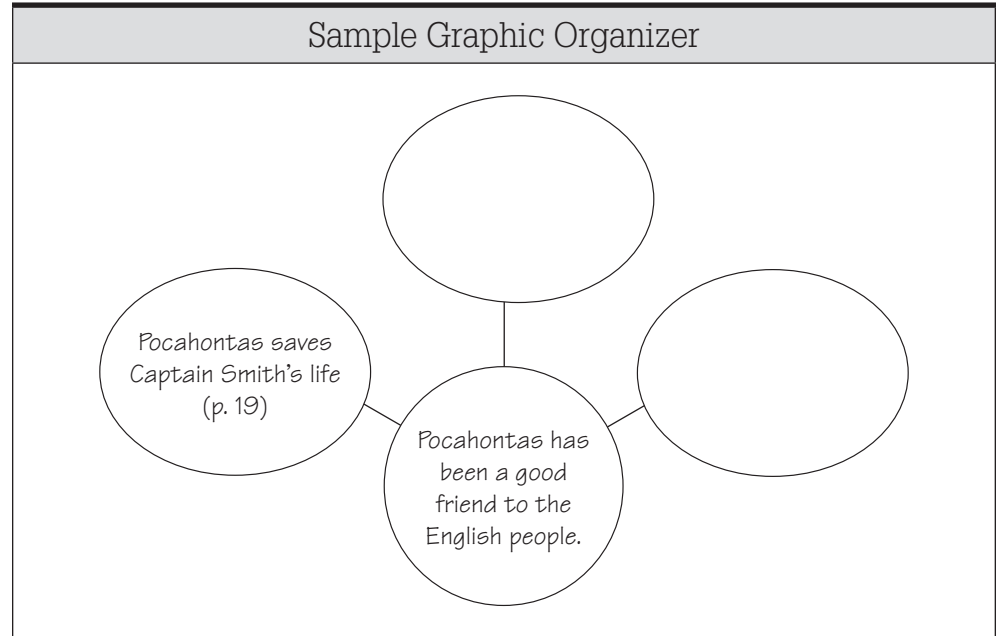
Style, because we need to choose words and phrases to support our point.

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

Model planning using a graphic organizer.

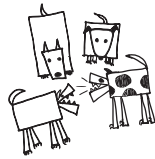
Model a Skill

1. Remind students that the first step in the writing process is planning, or prewriting. Model using the following graphic organizer to support the point. Explain that planning helps them organize their ideas, support their thoughts, and makes drafting easier.
2. Explain to students that they will practice choosing words and phrases from the text to support the point that Pocahontas has been a good friend to the English people. Then model finding words and phrases from the text.



I am skimming through the text to find ways that Pocahontas has been a good friend to the English people. OK, I see on page 19 that Pocahontas saves Captain Smith's life. That helps the English people because he is their leader, and they need him in Jamestown to help them survive. I will add that to my graphic organizer as proof that Pocahontas has been a good friend to the English people.

Tell students that they should skim the text to find additional proof to add to their graphic organizer.



Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

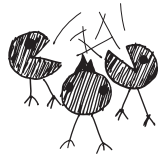
Students revise and edit their writing projects.

Independent Work

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

Team Discussion

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



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing a literary response and the writing objective—choose words and phrases from the text that support your point.

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

For example, ask:

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

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

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

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

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

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

The top team chooses a cheer.

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

Remind students of the Read and Respond homework assignment.

Writing Prompt

On page 23, the text says that "Pocahontas has been a good friend to the English people." How was Pocahontas a good friend to the English people? Explain, using support from the text.

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

Lesson 6

Reading Objective: Use other words and phrases in the text to clarify the meaning of difficult words.

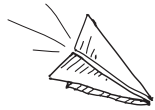
Writing Objective: Choose words and phrases from the text that support your point.

Word Power Objective: Break words into base words and endings to increase understanding of words.

Teacher Background

Today's cycle test challenges students to use other words and phrases in the text to clarify the meaning of difficult words.

Students will read the conclusion of *The True Story of Pocahontas*. In this final section of text, Pocahontas adjusts to living in England. She goes to many parties and is celebrated as the Indian Princess. Pocahontas remains in England for the rest of her life.



Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing using other words and phrases in the text to clarify the meaning of difficult words. In writing, students have been choosing words and phrases from the text to support their point.

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

What can we do if we come to a difficult word in the text?

We can use the other words and phrases in the text to help us to clarify the word.

How can choosing words and phrases from the text help us in our writing?

It helps us to support our point and gives evidence for our thinking.

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

2. Have partners review their notes for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

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

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

What word did you clarify? How did you figure it out?

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

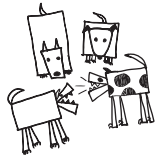
Today you will read more about Pocahontas' life in England.



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

Use Context Clues

Directions: Read *The True Story of Pocahontas*, pages 43–48, and answer the following questions on a separate piece of paper.

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

Part I. Comprehension (100 points)

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

20 points = I clarified the word savages on page 46. We figured it out by reading the rest of the text on the page. The text describes how Pocahontas looks and acts. But this is not how the people in England think Indians act. A savage must not stand straight, smile, or speak softly. This helped me understand that people did not think an Indian would behave like Pocahontas does.

15 points = I clarified the word savages on page 46. We figured it out by reading the rest of the text on the page. The text describes how Pocahontas looks and acts. But this is not how the people in England think Indians act. A savage must not stand straight, smile, or speak softly.

10 points = I clarified the word savages on page 46.

2. Why do the English people call Pocahontas the “Indian Princess”? Explain. **[DC, SA]**

20 points = The English people call Pocahontas the “Indian Princess” because she looks and acts like their idea of a princess. The text says that Pocahontas acts like a princess. She stands straight, smiles, and speaks softly. She is also pretty. She is introduced to the queen. This shows that Pocahontas has made a good impression on the people of England.

15 points = The English people call Pocahontas the “Indian Princess” because she looks and acts like their idea of a princess. Pocahontas acts like a princess. She stands straight, smiles, and speaks softly. She is pretty. She meets the queen.

10 points = The English people call Pocahontas the “Indian Princess” because she looks and acts like their idea of a princess.

3. Why do you think the text says that the people of America will always remember Pocahontas? Explain, using support from the text. **[DC, RE, SA]**

20 points = I think the text says that the people of America will always remember Pocahontas because she helped the English people in Jamestown greatly. She saved Captain John Smith’s life, and she helped the hungry English people trade with the Powhatans. If Pocahontas hadn’t helped, the people of Jamestown would have starved to death.

15 points = *I think the text says that the people of America will always remember Pocahontas because she helped the English people. She saved John Smith's life. She helped the hungry English people trade with the Powhatans.*

10 points = *I think the text says that the people of America will always remember Pocahontas because she helped the English people.*

4. Do you think it was hard for Pocahontas to adjust to life in England? Why or why not? **[DC, RE, SA]**

20 points = *Yes, I think it was hard for Pocahontas to **adjust** to life in England because it was very **different** than her home. **The text says** that in England the air is dark and smoky. The streets are full of tall stone houses. At home, Pocahontas could see for miles. **The change in environment was probably difficult** for Pocahontas to get used to.*

15 points = *Yes, I think it was hard for Pocahontas to get used to life in England because it was so different from her home. In England the air is dark and smoky. The streets are full of tall stone houses. At home, Pocahontas could see for miles.*

10 points = *Yes, I think it was hard for Pocahontas to get used to life in England because it was so different from her home.*

5. Based on the information on page 44, what were the streets in England like? Explain, using information from the text. **[DC, RE, SA]**

20 points = *The streets in England were noisy and busy. **The text says** that there were workmen pulling carts. There were **also** women shouting to people to buy their cakes, flowers, or fish. It looked like a very loud and busy place **compared** to her home.*

15 points = *The streets in England were noisy and busy. There were workmen pulling carts. There were women yelling to people to buy their cakes, flowers, or fish.*

10 points = *The streets in England were noisy and busy.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Do you think Pocahontas changed the English people's minds about Indians? Explain, using support from the text.

Yes, I think that Pocahontas changed the English people's minds about Indians. In the text, it said that the English people thought all Indians were savages. But Pocahontas didn't act like a savage, wild Indian. She acted like a princess. She stood very straight, smiled, and spoke softly. Also, on page 47, it says that everyone wanted to meet Pocahontas, and they called her the Indian Princess. She even met Queen Anne. In these ways, I think Pocahontas changed the minds of the English people about Indians.

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

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

Part III. Vocabulary (100 points)

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Because Marvin knows he stumbles on uneven ground, he makes sure he brings a strong walking stick hiking to help him keep his balance.

2. The streets in historic Annapolis, Maryland, are so old they are made of _____, which are very bumpy when you drive over them in your car.

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

- A. prisoner
 B. decorated
 C. *cobblestones*
 D. curling
3. What is a synonym for the word *curling*? What is an antonym for the word *curling*? **[CV]**
- (Accept reasonable responses.) A synonym for curling is spiraling. An antonym for curling is straightening.*
4. Write a meaningful sentence using the word *basin*. **[CV]**
- Accept responses that show the student knows the meaning of the word and can use it correctly. For example: The farmer used a basin filled with soap and water to wash his hands in after he milked the cows.*

5. The police took the robber _____ after they caught him trying to escape from the bank he held up.

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

- A. captures
- B. prisoner
- C. decorated
- D. curling

6. What is a synonym for the word *decorated*? What is an antonym for the word *decorated*? **[CV]**

(Accept reasonable responses.) A synonym for decorated is dressed up or made beautiful. An antonym for decorated is made plain or spoiled.

7. For the _____ of the team, I sat out of the game since I had a sprained ankle and couldn't run very fast around the bases.

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

- A. sake
- B. curling
- C. basin
- D. notch

8. Write a meaningful sentence using the word *notch*. **[CV]**

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: My little sister had carved a notch in the dresser, and my father was upset about it.

Write the base word and suffix for the following words, then write a definition for the words. **[CV]** (word power)

9. inspects

inspect + s; looks carefully at something or someone in the present

10. planting

plant + ing; putting a plant or tree in the ground to grow

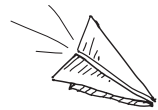
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Use other words and phrases in the text to clarify the meaning of difficult words.

Teacher Background

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



Active Instruction

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

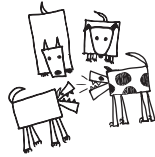
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)

Team responses
and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions).

Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

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

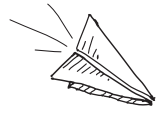
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

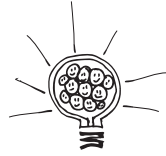
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Common Core State Standards

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

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

Contact your SFA coach for more information.

Level 2-3 Use Context Clues

English Language Arts Standards: Reading: Literature

Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, 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.2-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 (through 8) reading and content, choosing flexibly from a range of strategies.

L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

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

L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

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.

Media Acknowledgements

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

Twin Cities Public Television (DragonflyTV)

National Science Foundation (Science Nation online magazine)

The National Park Service

The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)

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

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

National Aeronautics and Space Administration and the California Institute
of Technology

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

