



Literature

Sound Blending and Chunking

**Finding Providence: The
Story of Roger Williams**

**The Seven Voyages
of Sinbad**

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

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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The Seven Voyages of Sinbad

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

Writing: Draw a conclusion about the story, and give examples to support it.

Word Power (Cycle 1): Break words into base words and endings to help read difficult words.

Word Power (Cycle 2): Use consonant blends to help read difficult words.

Unit Overview

The focus of this unit is clarifying words by blending sounds and breaking words into chunks. For shorter words that are unfamiliar, students will likely blend the sounds made by individual letters. Students will chunk longer words by breaking them into more manageable parts.

For word power in cycle 1, students will break words into base words and endings and use the endings *-ed*, *-s*, and *-ly* to help them read difficult words. In cycle 2, students will use the consonant blends *pr* and *cl* to help them read difficult words.

The writing objective is to draw a conclusion about the story and give examples to support it. This will be practiced during the writing project in both cycles.

Scores are not collected or recorded in level 2-3 for some classwork questions. Level 2-3 students will not earn scores in the graphic organizer/notes or summary 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 *Finding Providence: The Story of Roger Williams* written by Avi. Roger Williams is put on trial and then banished from the Massachusetts Bay Colony for advocating religious toleration, separation of church and state, and the Indians’ rights to their land. He flees the Bay Colony and finds refuge with the Narragansett Indians. They befriend Williams and offer him land near Narragansett Bay. Roger Williams starts a settlement there founded upon the principle of religious freedom.

The following background information can help enrich your students’ experience of this book.

Although there were several attempts to settle in the New World, John Winthrop led the largest exodus from England in 1630. Most of these thousand initial settlers were Puritans, and over 20,000 more Puritans soon followed. The Puritans came to the New World because they were unhappy with religious persecution in England, and many were also looking for economic success. Roger Williams left England in 1631 to join the Massachusetts Bay Colony, but he was banished from the colony when he began to speak out against the church. In 1643, Williams founded the city of Providence on the principle of complete separation between church and state. As a result, many people came to Rhode Island looking for a safe place to live and practice their spiritual beliefs. Providence is now the capital of the state of Rhode Island, and the separation that Williams fought for is part of the United States Constitution. For more information about the Massachusetts Bay Colony, visit www.u-s-history.com/pages/h572.html. For more information about Roger Williams, visit www.rogerwilliams.org/biography.htm.

In cycle 2, students will read *The Seven Voyages of Sinbad* as retold by Martin Powell. This is a graphic novel. Speech bubbles and pictures will capture students' interest as they read about Sinbad the Sailor, who travels the sea searching for riches. He has many adventures, including a shipwreck, fighting off cannibals, and battling a Cyclops.

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

Finding Providence: The Story of Roger Williams

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 5–11	(Embedded) Background video: "Colonial America" (Embedded) "Fluency"
Lesson 2	pages 13–21	
Lesson 3	pages 22–29	
Lesson 4	pages 31–37	
Lesson 5	writing in response to reading	
Lesson 6	pages 39–46	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

The Seven Voyages of Sinbad

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 6–17	
Lesson 2	pages 18–33	
Lesson 3	pages 34–44	
Lesson 4	pages 45–57	
Lesson 5	writing in response to reading	
Lesson 6	pages 57–63	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

Sound
Blending
and
Chunking

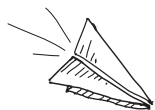
Lesson 1

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

Teacher Background

In today's reading, it is 1635 and Roger Williams is on trial for preaching "dangerous new ideas." He believes that people should not be required to join the church, that church and government should be separate in all things, and that the Europeans have no right to take the Indians' land. After the trial, Roger Williams is sent home to await his verdict.

This cycle's Big Question asks students if they think it is easy or difficult to speak their minds. This will help them connect with the protagonist of this cycle's book. Roger Williams is in trouble for speaking his mind and openly disagreeing with commonly held beliefs.

**Active Instruction** 

(22 minutes)

Big Question

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

The Big Question: Do you think it is easy or difficult to speak your mind? Explain.

Set the Stage

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

Do you think it is easy or difficult to speak your mind? Explain.

(Answers may vary.) I think it is difficult to speak my mind. Sometimes it is easier to just agree with what everyone says instead of saying how I feel. If I say that I feel differently, people might disagree or challenge me. It can be hard to stick to my ideas when that happens.

What are some examples throughout history of people who have spoken their minds?

(Answers may vary.) An example of someone who spoke his mind was Martin Luther King Jr. He wanted African Americans to have the same rights as whites, which he expressed in his famous "I Have a Dream" speech. Some people disagreed with his feelings, but that did not stop him from sharing his ideas.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Build background about colonial times.

Show video "Colonial America."



Review the skill as necessary.

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

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

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

After previewing the book *Finding Providence: The Story of Roger Williams*, 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 someone getting in trouble. Some clues are the chapter titles. They have names like "The Trial," "Danger," and "The Escape." If someone is on trial, he or she is in trouble. Also, I see pictures of people in a courtroom and of a man out in the woods with a lot of snow.

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

What do you know about colonial times?

(Answers may vary.) Women and young girls wore dresses, aprons, and bonnets. Children went to schoolhouses to learn and had a lot of chores. They did not have a lot of free time. Colonists did not like when Great Britain made rules they were forced to follow.

Yes, those are all facts about colonial times. Let's watch a brief clip and learn more about colonial times.

6. Show the video "Colonial America." After showing the clip, debrief by using **Think-Pair-Share** to ask:

How did the colonists feel about England controlling them?

The colonists did not like when England tried to control them. Their unhappiness led to the War of Independence. They also did not like the high taxes that England put on goods.

Interactive Read Aloud

1. This cycle our reading objective is: clarify words in the text by blending sounds and breaking words into chunks. Blending sounds and chunking words can help us when we come to a difficult or unfamiliar word because we can put sounds that we know together to help us read the word.
2. Explain the clarifying strategy of blending sounds to students.

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

3. Explain the clarifying strategy of chunking to students.

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

4. Read page 5 aloud. A sample Think Aloud follows.

Sample Think Aloud

“Inside the General Court of the Massachusetts Bay Colony all was dim and...” (stop at the word *hushed*.) OK, I found a tricky word that I am not sure how to say. When I think about the clarifying strategies we’re using in this unit, I think blending the sounds will work best here since it’s not a very long word. I’ll break the word down into its individual letter sounds and then combine them together. (Model saying *h-u-s-h-e-d*, emphasizing each letter sound. Then say it twice more with increasing speed.) The word is *hushed*, I recognize that. When you say that something is *hushed*, you are saying that it is very quiet. So the courtroom is very quiet. Maybe a judge is speaking? I’ll read on and find out.

(Continue reading until the word *together*.)

“Judges and ministers sat...” (Stop at the word *together*.) Hmm, I’m not sure how to say this word. It’s longer than the word *hushed*, so it might be better to chunk it to help me figure out how to say it. I can tell that it has three syllables, but I need to figure out where to chunk it to read it correctly. It doesn’t sound right when I chunk it after the *g* and *t*—*tog/et/her*. That sounds awkward. However, if I chunk it after the *o* and *h*—*to/gether/er*—that sounds a lot better. After thinking about this, I see that the word I got stuck on is *together*. Chunking the word helped me figure out how to say it.



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

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

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

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

Refer students to pages 5 and 6 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: Finding Providence: The Story of Roger Williams

Characters:

narrator (Mary)
narrator's mother
Roger Williams

Setting:

Where: *General Court of the
MA Bay Colony*

When: 1635

Problem:

Event: _____

Event: _____

Event: _____

Event: _____

Event: _____

Solution:

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

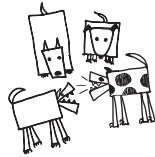


7. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 6 (stopping at paragraph 2). Use **Think-Pair-Share** to ask:

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

(Answers may vary.) We blended sounds to help us read the word center. When we recognized the word, we realized that it means in the middle. So, the chief minister, John Cotton, is sitting in the middle of the group of judges and ministers.

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 6 (paragraph 2)–11 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 that they added on the graphic organizer.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

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

Team Talk Questions

1. What word did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)
 - 100 = *We didn't understand how to say the word separate. We chunked the word to figure out how to say it in smaller parts—sep/a/rate. We remembered that it means in different places or not together. This helped us understand that Roger Williams does not believe church and state belong together.*
 - 90 = *We didn't understand how to say the word separate. We chunked the word to figure out how to say it in smaller parts—sep/a/rate. We remembered that it means in different places or not together.*
 - 80 = *We didn't understand how to say the word separate.*

2. Why is Roger Williams in court? **[DC, RE, SA]** (Team Talk rubric)
 - 100 = *Roger Williams is in court because he is accused of **preaching** dangerous new ideas. He does not **believe** that people should be **forced** to join the church. Williams's ideas are why he is in court.*
 - 90 = *Roger Williams is in court because he is accused of spreading dangerous new ideas. He does not think that people have to join the church.*
 - 80 = *Roger Williams is in court because he is accused of spreading dangerous new ideas.*

3. How does Roger Williams feel about the Indians? **[DC, RE, SA]** (Team Talk rubric)
 - 100 = *Roger Williams feels that the Indians are humans. He **believes** that the Europeans have no right to take the Indians' land. Many people do not see the Indians the same way Williams does.*
 - 90 = *Roger Williams feels that the Indians are humans. He thinks that the Europeans have no right to take their land.*
 - 80 = *Roger Williams feels that the Indians are humans.*

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

(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.
3. Show the video “Fluency.”

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 2

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

Word Power Objective: Break words into base words and endings to help read difficult words.

Teacher Background

In today’s reading, Goodman Neal delivers the grave news to Roger Williams that he has received a guilty verdict and that he will be sent back to England. Goodwife Williams knows that if her husband goes back, the king will imprison or hang him. Goodman Neal agrees but says that the leaders in the Massachusetts Bay Colony will do the same if he stays. Goodwife Williams and Goodman Neal agree that Roger must leave Massachusetts because his enemies are everywhere.

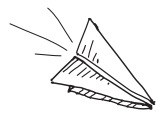
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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
accused (verb) page 6	ac-cused (uh-KYOOZD)	charged with doing something wrong	Since Jordi often played baseball in the yard, he was <i>accused</i> of breaking his neighbor’s window after it was hit by a ball.

continued

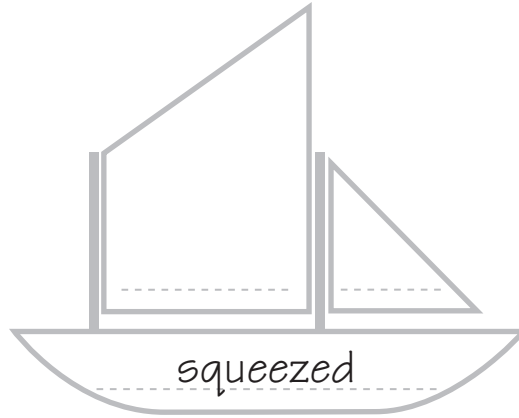
Word	Pronunciation	Definition	Sample Sentence
spectators (noun) page 7	spec-ta-tors (SPEK-tey-terz)	people watching an event	Many <i>spectators</i> gathered to watch the track and field meet and cheer on the runners.
verdict (noun) page 11	ver-dict (VUR-dikt)	decision in court about whether someone is guilty	The jury talked about the evidence for many hours before they reached a <i>verdict</i> .
peered (verb) page 13	peered (peerd)	looked very carefully	Linette <i>peered</i> into the kitchen to see if her father was busy before she asked him to sign her permission slip.
grave (adjective) (homographs) page 15	grave (grayv)	very serious	The firefighters moved very quickly and were able to rescue the people inside the burning building from <i>grave</i> danger.
guilty (adjective) (synonym/ antonym) page 17	guilt-y (GIL-tee)	responsible for doing something wrong	Laine was <i>guilty</i> of painting the wall yellow instead of orange like her aunt had asked.
recalled (verb) (synonym/ antonym) page 37	re-called (ri-KAWLD)	remembered	When Colby's friend asked him how long their book reports should be, he <i>recalled</i> that their teacher had said three pages.
hastily (adverb) (synonym/ antonym) page 45	hast-i-ly (HEYST-uh-lee)	very fast, quickly	Keyana overslept, so she had to get dressed and eat breakfast <i>hastily</i> to arrive on time to school.

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

Review Vocabulary Vault.

Introduce the word power skill.

Blackline master provided.



7. Display the clue, and write the word *squeezed* on the bottom of the boat.

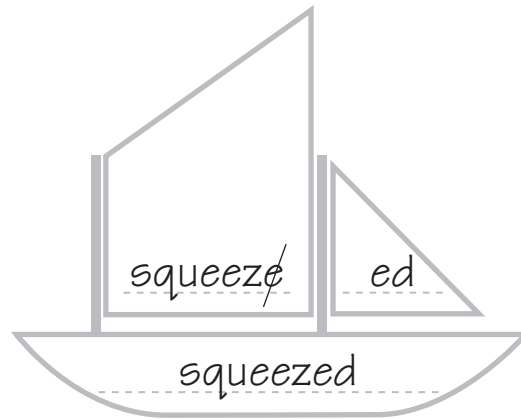
This cycle we will identify base words that have suffixes, or endings, added to them. Sometimes when you can't figure out a word or its meaning, it helps to see if there is a base word in it that you do recognize. Then you can think about what the word means when an ending is added to it. The Word Treasure 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.

8. Use a Think Aloud to model identifying the base word and ending of the word *squeezed*.

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 *squeezed*. I see the word *squeeze*, so that must be the base word. (Model writing the word *squeeze* in the big sail.) So the letters *ed* must be the ending on this word. (Model writing the ending *-ed* on the little sail.) Thinking about base words and endings helped me break this word down into something I could recognize.

9. Point out that when the ending *-ed* is added to the word *squeezed*, 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.



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

Tell students that the ending *-ed* means that something happened in the past. Explain that adding *-ed* to the verb *squeeze* makes it a verb happening in the past—hug or hold tightly in the past.

11. Reveal the Word Treasure (skill).

Word Treasure

Sometimes words have endings on them.

If you're having trouble reading a word like this, read the base word first. Read the ending next, and then read the whole word.

12. Tell students that they will also focus on two other endings this cycle: *-s*, which shows present tense, or makes nouns plural; and *-ly*, which turns adjectives into adverbs, or descriptions of actions.
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.

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 13 and 14 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.

Interactive Read Aloud

1. This cycle our reading objective is: clarify words in the text by blending sounds and breaking words into chunks.

Remember that if we come across an unfamiliar word, we can blend the individual sounds of each letter to help us. This usually works best for shorter words. If the unfamiliar word is longer, we can break the word into chunks, or smaller parts, and then put the sounds together.

2. Read pages 13 and 14 (stopping at paragraph 2) aloud. A sample Think Aloud follows.

Sample Think Aloud
"For anyone to come at such a time meant something..." Hmm, I've reached a word that I'm not sure how to pronounce. Let me think about a clarifying strategy I could use to figure it out. I think chunking the word into more recognizable word parts might help. Let's see, if I chunk it to be <i>imp/or/tant</i> , that doesn't seem to make sense. I still don't recognize the word. But, I think chunking it to <i>im/por/tant</i> does help. <i>Important</i> . I recognize that word. If something is important, it means that it really matters. That helps this sentence make more sense. If someone is banging on a door, and it wakes the narrator, this person must have something to share that really matters.

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

How did using the chunking strategy help me clarify the word *important*?

By chunking the word, you figured out how to say the word correctly. Then you recognized the word and knew what it meant. That helped you figure out what was happening in the text.

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

Sample Graphic Organizer

Title: *Finding Providence: The Story of Roger Williams*

Characters:

Setting:

Where: *the Williams home*

When:

Problem:

Roger must wait to hear the judges' decision.

Event: *Someone comes to visit the Williamses late at night.*

Event:

Event:

Event:

Event:

Solution:

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

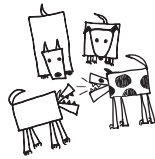


5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 14 (paragraphs 2 and 3). Use **Think-Pair-Share** to ask:

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

(Answers may vary.) We use the sound blending strategy to clarify the word listen. At first we could not read it. Then we broke the word down into each letter, l-i-s-t-e-n, and recognized the word. When you listen, you try to hear something. The narrator wants to hear what the man knocking on the door says to her father.

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: **SF**
pages 15–21 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

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

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

Team Talk Questions

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

100 = *We did not understand the word stamped because we could not pronounce it. We clarified by blending sounds. We said the word slowly by sounding out all the letters, s-t-a-m-p-e-d, and then said it quickly. We recognized that stamped means made a loud noise using the feet. This helped us understand what Goodman Neal did when he stepped inside the house.*

90 = *We did not understand the word stamped because we could not pronounce it. We clarified by blending sounds. We said the word slowly by sounding out all the letters, s-t-a-m-p-e-d, and then said it quickly.*

80 = *We did not understand the word stamped because we could not pronounce it.*
 2. Why does Goodman Neal visit the Williams's home late at night? **[RE, SA]**
(Team Talk rubric)

100 = *Goodman Neal visits the Williams's home late at night to share some bad news. John Cotton is **preparing** to **return** Roger to England because Roger has been found guilty. Goodman Neal knows what will happen shortly, so he tells Roger.*

90 = *Goodman Neal visits the Williams's home late at night to share some bad news. John Cotton is getting ready to send Roger back to England because Roger has been found guilty.*

80 = *Goodman Neal visits the Williams's home late at night to share some bad news.*
 3. How does Goodwife Williams feel about Roger's situation? **[DC, RE, SA]**
(Team Talk rubric)

100 = *Goodwife Williams feels that Roger's situation is **dangerous**. It is **important** for him to leave Massachusetts because his enemies are everywhere. If she did not feel that he was in danger, she probably would not want her husband to leave.*

90 = *Goodwife Williams feels that Roger's situation is not safe. He needs to leave Massachusetts because his enemies are everywhere.*

80 = *Goodwife Williams feels that Roger's situation is not safe.*
 4. What is a synonym for the word *hastily*? What is an antonym for the word *hastily*? (Reminder: an antonym is a word meaning the opposite.) **[CV]**
(Accept reasonable responses.) *The word hastily means very fast, so a synonym is the word quickly. An antonym for hastily is slowly.*
 5. Write the base word and suffix of the following word, and then write a definition for the word. Use the scrubber and patch as needed. Draw a sailboat if you need help. **[CV]** (word power)

feared

fear + ed; to fear 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.

Cue students to discuss strategy use and graphic organizers.

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

(15 minutes)

Randomly select team representatives who will share:

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



Celebrate team successes!

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.

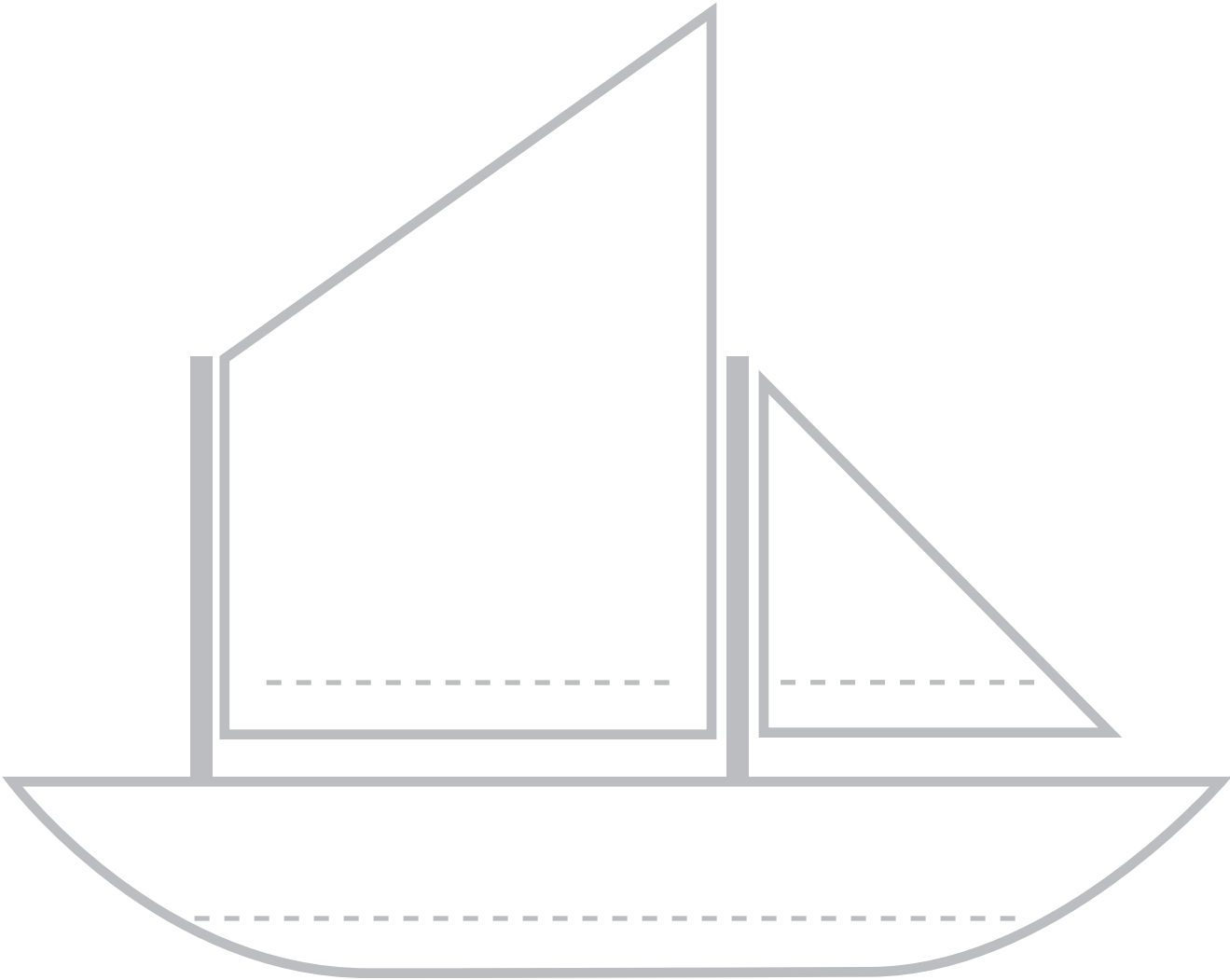
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

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

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Word	Pronunciation	Definition	Sample Sentence
accused (verb) page 6	ac-cused (uh-KYOOZD)	charged with doing something wrong	Since Jordi often played baseball in the yard, he was <i>accused</i> of breaking his neighbor's window after it was hit by a ball.
spectators (noun) page 7	spec-ta-tors (SPEK-tey-terz)	people watching an event	Many <i>spectators</i> gathered to watch the track and field meet and cheer on the runners.
verdict (noun) page 11	ver-dict (VUR-dikt)	decision in court about whether someone is guilty	The jury talked about the evidence for many hours before they reached a <i>verdict</i> .
peered (verb) page 13	peered (peerd)	looked very carefully	Linette <i>peered</i> into the kitchen to see if her father was busy before she asked him to sign her permission slip.
grave (adjective) (homographs) page 15	grave (grayv)	very serious	The firefighters moved very quickly and were able to rescue the people inside the burning building from <i>grave</i> danger.
guilty (adjective) (synonym/ antonym) page 17	guilt-y (GIL-tee)	responsible for doing something wrong	Laine was <i>guilty</i> of painting the wall yellow instead of orange like her aunt had asked.
recalled (verb) (synonym/ antonym) page 37	re-called (ri-KAWLD)	remembered	When Colby's friend asked him how long their book reports should be, he <i>recalled</i> that their teacher had said three pages.
hastily (adverb) (synonym/ antonym) page 45	hast-i-ly (HEYST-uh-lee)	very fast, quickly	Keyana overslept, so she had to get dressed and eat breakfast <i>hastily</i> to arrive on time to school.



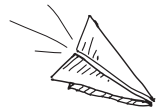
Lesson 3

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

Word Power Objective: Break words into base words and endings to help read difficult words.

Teacher Background

In today's reading, Roger thanks Goodman Neal for warning him about John Cotton's plans. Roger says that he has no choice but to travel into the wilderness. He prepares for his trip by dressing in his warmest clothing and packing necessary supplies such as dried meat. Mary is concerned about the Indians that he will encounter, but Roger reassures her by reminding her that he knows the Narragansett Indians' language and is friends with them. Mary cries as her father gets ready to go, but he says that he will find God's providence. Mary's mother comforts her as she watches Roger from the window until she can no longer see him in the darkness.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Partner Vocabulary Study

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

Vocabulary

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

Review the word power skill.



4. Remind students of the word power skill (base word and ending) and the Word Treasure clue for base word and ending (a sailboat with one large sail and one small sail).
5. Review the endings that students are working with this cycle (-ed, -s, and -ly). Use **Think-Pair-Share** to ask:

Which vocabulary words from your list have these endings?

The words accused, spectators, peered, recalled, and hastily.

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

accused = *accuse* + *ed*; *blame for a something in the past*

spectators = *spectator* + *s*; *more than one person watching something*

peered = *peer* + *ed*; *look in the past*

recalled = *recall* + *ed*; *remember in the past*

hastily = *hasty* + *i* + *ly*; *in a quick way*

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

Point out that in the word *hasty*, the *y* was changed to an *i* when the ending -ly was added. Explain that when endings are added to words that end in *y*, sometimes the *y* is scrubbed off and an *i* is patched in its place.

Point out, if necessary, that the word *recalled* has a prefix, base word, and ending. Explain to students that they would draw a small sail in front of the big sail and write *re* in it (*re* + *call* + *ed*).

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.

Teams review their cycle goals.

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 page 22 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.

Interactive Read Aloud

1. This cycle our reading objective is: clarify words in the text by blending sounds and breaking words into chunks.
2. Read page 22 (stopping at paragraph 2) aloud. A sample Think Aloud follows.

Sample Think Aloud

"I thank you for your..." (Stop at the word *kindness*.) I'm not sure I recognize this word. Since it is a longer word, I think that I will chunk it to help me pronounce it. Let me try chunking it after the *n*. *Kin/dness*. That does not sound like a word that I know. OK, I'll chunk it after the *d* and see if that works. *Kind/ness*. *Kindness*. That is a word that I know. It means being really nice. So Roger is thanking Goodman Neal for being so nice and letting him know John Cotton's plans.

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

How did chunking the word *kindness* help me as I read?

Chunking this word helped you because you could pronounce the word. Then you realized that you knew the word. It helped you understand the reason Roger thanks Goodman Neal.

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

Sample Graphic Organizer

Title: *Finding Providence: The Story of Roger Williams*

Characters:

Setting:

Where:

When:

Problem:

Since Roger is found guilty, he must leave Massachusetts to avoid prison or being hanged.

Event: _____

Event: _____

Event: _____

Event: _____

Event: _____

Solution:

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

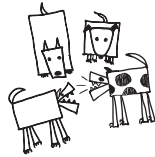


- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 22. Use **Think-Pair-Share** to ask:

What word did you need to clarify as you read? How did you figure it out?

(Answers may vary.) I needed to clarify the word punish. I broke it into chunks: pun/ish. I recognized this word as meaning to make someone suffer. This helped me understand that Roger does not believe people should have to pay for their thoughts. They should be allowed to have any thoughts they want.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

- Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: **Sr**
pages 24–29 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 strategy use and Team Talk discussion.

Team Talk Questions

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

100 = We did not understand the word warmest because we could not say it correctly. We clarified warmest by breaking it into smaller word parts. We chunked it to warm/est. Then we recognized the word to mean most warm. This helped us understand how it must be very cold if Roger is wearing his warmest clothing.

90 = We did not understand the word warmest because we could not say it correctly. We clarified warmest by breaking it into smaller word parts. We chunked it to warm/est. Then we recognized the word to mean most warm.

80 = We did not understand the word warmest because we could not say it correctly.

2. Explain whether Roger is prepared to travel into the wilderness. **[DC, RE, SA]**
(Team Talk rubric)

100 = Roger is prepared to travel into the wilderness because he packs **important items** for this kind of trip. Roger takes bread and dried meat to eat and a long stick to help him through the snow. **Based on the items Roger packs, he seems prepared for the wilderness.**

90 = Roger is prepared to travel into the wilderness because he packs things needed for this kind of trip. Roger takes bread to eat and a long stick to help him through the snow.

80 = Roger is prepared to travel into the wilderness because he packs things needed for this kind of trip.

3. How does Mary react to her father leaving? **[DC, RE, SA]** (Team Talk rubric)

100 = Mary is very **upset** about her father leaving. She worries about bears and Indians hurting him. She cries, and tears run down her face. **Since Mary reacts this way, it shows how worried she is about her father.**

90 = Mary is very sad about her father leaving. She worries about bears and Indians hurting him. She cries, and tears run down her face.

80 = Mary is very sad about her father leaving.

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

Accept a sentence that shows that the student knows the meaning of the word and can use it correctly. For example: Lakisha's little brother was afraid to open his closet after watching a scary movie, so he peered into it before opening the door all the way.

5. Write the base word and suffix of the following word, and then write a definition for the word. Use the scrubber and patch as needed. Draw a sailboat if you need help. **[CV]** (word power)

frowns

frown + s; frowning now, or in the present

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.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

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

Word Power Objective: Break words into base words and endings to help read difficult words.

Teacher Background

In today’s reading, Captain Gillmore arrives at the Williams’s home, prepared to arrest Roger. However, he and the other soldiers are too late since Roger has already embarked on his journey into the wilderness. Mary recalls that her father described traveling through the forests and snow. There was nowhere for him to stay along the way. He lost his way multiple times as he traveled. He had to rely on what the Narragansett Indians had taught him about finding food. As he grew weaker, he felt as though he would never see a living person again.

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

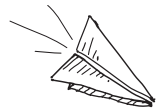
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.



Active Instruction

(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 (a sailboat with a large sail and a small sail).



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

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

I think we should learn about base words and endings because endings can change the meaning of a word. If you know what an ending means, that can help you figure out the new meaning of a word.

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

**Word Power
Challenge**

Roger is not scared of the Indians because he understands the Narragansett Indians' ways.

Mary watches her father travel quickly out into the dark, snowy night.

7. Choose a student to read each sentence aloud and identify the base word and ending of the underlined word.

scared = *scare* + *ed*; quickly = *quick* + *ly*.

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 31 aloud.
2. Use **Think-Pair-Share** to ask:

If I could not pronounce the word *arrest*, what could I do?

You could blend the individual sounds of each letter, a-r-r-e-s-t, and then say it quickly.

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

Do you think that we should add that soldiers come to arrest Roger to our story maps or that Mary whispers "Oh, Father" to herself many times? Explain.

I think we should add that soldiers come to arrest Roger. This relates to the problem of Roger being found guilty. It is true that Mary whispers to herself, but that does not really have to do with the problem.

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 page 31 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: Finding Providence: The Story of Roger Williams

<p style="text-align: center;">Characters:</p> <p>Captain Gillmore soldiers</p>	<p style="text-align: center;">Setting:</p> <p>Where:</p> <p>When:</p>
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Problem:

Event: Captain Gilmore and soldiers come to arrest Roger, but they are too late.

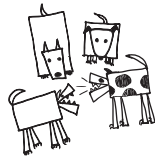
Event: _____

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 32–37 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 = We did not understand how to say the word shelter. We decided to chunk the word to see if we could recognize it. We chunked it to say shel/ter and recognized the word to mean a place that keeps you safe. This helped us understand how Roger used the hollows of trees to keep safe.

90 = We did not understand how to say the word shelter. We decided to chunk the word to see if we could recognize it. We chunked it to say shel/ter and recognized the word to mean a place that keeps you safe.

80 = We did not understand how to say the word shelter.

continued

Team Talk Questions *continued*

2. How do you think Roger feels as he travels in the wilderness? **[DC, RE, SA]**
(Team Talk rubric)

- A. excited
- B. honest
- C. *confused*
- D. silly

Why do you think he feels this way?

100 = *I think Roger feels confused as he travels in the wilderness because he gets lost many times. As he travels, he does not know the trails to follow. There are no inns or homes where he can stay. Getting lost makes Roger confused about where he is.*

90 = *I think Roger feels confused as he travels in the forest because he gets lost a lot. As he travels, he does not know the trails to follow. There are no inns or homes where he can stay.*

80 = *I think Roger feels confused as he travels in the forest because he gets lost a lot.*

3. What happens when Roger runs out of food? **[DC, RE, SA]** (Team Talk rubric)

100 = *When Roger runs out of food, he uses what the Indians taught him. Roger searches for food and finds dried berries and nuts, which give him a little energy. Finding food is very important to Roger.*

90 = *When Roger runs out of food, he uses what the Indians taught him. Roger looks for food and finds dried berries, which help him keep moving.*

80 = *When Roger runs out of food, he uses what the Indians taught him.*

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

Valincia was _____ of taking the last cookie after her brother noticed her fingerprints on the cookie jar.

Accused. Fingerprints is a clue because that is often a way people find out that a person has done something wrong.

5. Write the base word and suffix of the following word, and then write a definition for the word. Use the scrubber and patch as needed. Draw a sailboat if you need help. **[CV]** (word power)

continued

continue + ed; to continue or go on 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.

Cue students to discuss strategy use and graphic organizers.

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



Class Discussion tp

(15 minutes)

Randomly select team representatives who will share:

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

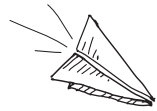
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Draw a conclusion about the story, and give examples to support it.

Teacher Background

Today’s writing prompt asks students why they think Roger chose to travel into the wilderness instead of another alternative such as hiding in someone’s home. They can use the information about what the Indians taught Roger and how he views them as his friends. This also connects back to the beginning of the story when he discusses how he views Indians as humans, unlike most Europeans.



Active Instruction tp

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Remember that our reading objective is to clarify words in the text by blending sounds and breaking words into chunks. Our writing objective is to draw a conclusion about the story and give examples to support it.

If you come across an unfamiliar word as you review your teammates' drafts, you can use these strategies to help you.

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

Read the prompt aloud.

Writing Prompt
Why do you think that Roger chooses to travel into the wilderness instead of finding a home where he can hide or another way to avoid being sent to England? Use examples from the story to support your response.



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

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

Students identify the purpose for writing.

The prompt is asking me to write a literary response. I know because I have to draw a conclusion about the story and use examples from the story to support my conclusion.

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

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

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

Highlight the writing objective.

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

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

Which guidelines relate to our writing objective: draw a conclusion about the story, and give examples to support it?

The Ideas guideline to make a clear point and the Organization guideline to use examples and evidence from the text to support the point.

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

Model using examples from the story.

Blackline master provided.

Model a Skill

1. Tell students that you will show them a sample response that you have written and need their help determining whether your examples from the text are effective.

I will show you part of my response to the prompt. Remember that part of the objective is to give examples that support your conclusion. I need your help determining whether my examples support my conclusion. Keep this in mind as you look at the sample.

Select a student to read the following aloud.

Examples From the Story: Effective or Not?

I think that Roger chooses to travel into the wilderness instead of finding a home where he can hide or another way to avoid being sent to England because he trusts the Indians and knows that they will help him. Goodman Neal is a good friend of Roger's who comes to the Williams's home with bad news. Mary cries when her father leaves and stands at the window. The Narragansett can help Roger, but he has to find them first. Roger finds shelter in trees.



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

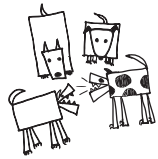
Do all of my examples support my conclusion? If not, which examples do not?

No, all of your examples do not support your conclusion. Your conclusion is that Roger knows that the Indians will help him. One example is that Goodman Neal is a good friend of Roger's. That does not have to do with your conclusion. Also, you write that Mary cries when her father leaves, but that does not support the idea that the Indians will help Roger.

How could I improve my response?

You can find more examples that relate to how the Indians help Roger.

I think you are right. Although Goodman Neal being a good friend and Mary crying both happen in the story, they do not support my conclusion. If I include more examples about the Indians and what they do for Roger, that will help a reader understand my conclusion.



Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

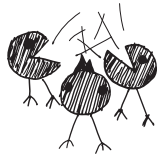
Students revise and edit their writing projects.

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—draw a conclusion about the story, and give examples to support it.

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

For example, ask:

- **Does the writer clearly draw a conclusion?**
- **Does the writer include examples from the story 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 that support your conclusion in your writing? Do you think the examples were effective?

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

Examples From the Story: Effective or Not?

I think that Roger chooses to travel into the wilderness instead of finding a home where he can hide or another way to avoid being sent to England because he trusts the Indians and knows that they will help him. Goodman Neal is a good friend of Roger's who comes to the Williams's home with bad news. Mary cries when her father leaves and stands at the window. The Narragansett can help Roger, but he has to find them first. Roger finds shelter in trees.

Writing Prompt

Why do you think that Roger chooses to travel into the wilderness instead of finding a home where he can hide or another way to avoid being sent to England? Use examples from the story to support your response.

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

Lesson 6

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

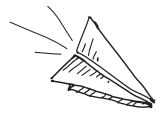
Writing Objective: Draw a conclusion about the story, and give examples to support it.

Word Power Objective: Break words into base words and endings to help read difficult words.

Teacher Background

Today's cycle test challenges students to continue clarifying unfamiliar or difficult words in the text by blending sounds and breaking words into chunks.

In the test reading, Roger wakes up to find a Narragansett hunter. He explains to the hunter that he is lost and needs help. The hunter leads Roger to his village, where he is invited to live. He stays there for several weeks. The Narragansett say that Roger and his family may live among them. Roger builds a new home there, and an Indian carries that message to Mary and her mother. They pack quickly and move to where Roger has settled. Mary is very proud of her father and suggests that he name the village Providence. Roger agrees and hopes that it continues to be a free place.



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

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing clarifying words in the text by blending sounds and breaking words into chunks. They have also practiced drawing a conclusion about the story and giving examples to support it. Use **Think-Pair-Share** to ask:

Why is it helpful to blend sounds or break words into chunks?

It is helpful to blend sounds or break words into chunks because if you have trouble with a word in the text, you can use individual letter sounds to help you figure out how to say the word or you can put together the sounds that small chunks make.

Tell students that they will use this skill 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.

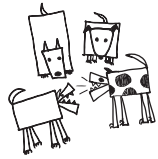
Today you will read about what happens when Roger wakes up.



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.

Why is the Indians' offer of a place outside the Bay Colony important?

This offer is important because Roger cannot go back to Boston. Therefore, he can build a new home for his family in a safe place. His wife and children can move there and be free.

Why does Mary think the new village should be called Providence?

Mary thinks the new village should be called Providence because God cared for her father when he was in trouble. He agrees that this is a good name.

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

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 1 Test

Sound Blending and Chunking

Directions: Read *Finding Providence: The Story of Roger Williams*, pages 39–46, 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 did not understand how to say the word welcomed. I decided to chunk the word to see if I could recognize it. I chunked it to say wel/come and recognized the word to mean made someone feel comfortable. This helped me understand how Roger and the Narragansett had a great friendship.

15 points = I did not understand how to say the word welcomed. I decided to chunk the word to see if I could recognize it. I chunked it to say wel/come and recognized the word to mean made someone feel comfortable.

10 points = I did not understand how to say the word welcomed.

2. What is Roger Williams accused of doing? **[DC, RE, SA]**

*20 points = Roger Williams is accused of **preaching** dangerous new ideas. He does not **believe** that people should be **required** to join the church. Williams’s ideas are the **reason** he is in court, and people gasp and cry out **due** to his beliefs.*

15 points = Roger Williams is accused of spreading dangerous new ideas. He does not think that people need to join the church.

10 points = Roger Williams is accused of spreading dangerous new ideas.

3. Which of the following words best describes the Narragansett hunter? **[DC, RE, SA]**

- A. hungry
- B. kind
- C. cruel
- D. funny

Explain why you selected this word.

*20 points = I selected the word kind because the Narragansett hunter helps Roger. The hunter **leads** Roger to his village and says that Roger is a friend. If the hunter were not kind, he probably would not have led Roger to **safety**.*

15 points = *I selected the word kind because the Narragansett hunter helps Roger. The hunter takes Roger to his village and says that Roger is a friend.*

10 points = *I selected the word kind because the Narragansett hunter helps Roger.*

4. How does Roger feel when he is offered a place outside the Bay Colony?
[DC, RE, SA]

20 points = *Roger is **excited** when he is offered a place outside the Bay Colony. He builds a home there because it would be **dangerous** for him to go back to Boston. He **also** cannot go back to England. Living outside the Bay Colony is good for Roger and his family.*

15 points = *Roger is happy when he is offered a place outside the Bay Colony. He builds a home there because it would not be safe for him to go back to Boston. He cannot go back to England.*

10 points = *Roger is happy when he is offered a place outside the Bay Colony.*

5. What does Mary suggest her father name the new village? **[RE, SA]**

20 points = *Mary suggests that her father name the new village Providence. She **chooses** this name because she says that God gave Roger providence, or cared for him, during his **difficult** time in the wilderness. The name Mary chooses has a lot of meaning.*

15 points = *Mary suggests that her father name the new village Providence. She picks this name because she says that God cared for him during his hard time in the wilderness.*

10 points = *Mary suggests that her father name the new village Providence.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Explain whether you think that Roger is happy with how everything turned out even though he had to leave his home.

I think that Roger is happy with how everything turned out even though he had to leave his home. Roger travels into the wilderness because he cannot stay in Massachusetts due to the fact that his enemies are everywhere. He gets lost many times in the woods and does not have much food. Therefore, he does not have much strength either. However, once a Narragansett hunter finds him, Roger goes back to the Indian village, where he lives for many weeks. The Narragansett like Roger and get along with him well. They invite him and his family to live among them. Roger gets word to his wife about their offer, and she packs up her family quickly. They move to the Indian village, and other families join their settlement. Mary suggests that they name the village Providence. Roger hopes that his new home is always the freest place. Despite everything that happened, Roger finally has the freedom to think however he chooses.

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"> Draw a conclusion about the story and give examples to support it. 	0–15 pts.

Part III. Vocabulary (100 points)

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: LaToya had trouble with a question on her history test because she only recalled the countries that fought the war but not its date.

2. Colles became very nervous when he saw all the _____ crowding into the stadium before the homecoming football game.

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

- A. verdict
- B. spectators
- C. peered
- D. recalled

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

(Accept reasonable responses.) A synonym for grave is grim. An antonym for grave is cheerful.

4. Although people thought Mr. Jones set the fire, the _____ was not guilty because he was out of town when the fire happened.

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

- A. verdict
- B. spectators
- C. hastily
- D. guilty

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: Martine was accused of lying when she wore her sister's missing necklace after saying that she had not seen it.

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

(Accept reasonable responses.) A synonym for peered is studied. An antonym for peered is overlooked.

7. Lucas was _____ of eating some of the brownies his mother baked and said not to take because they were for her coworkers.

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

- A. peered
- B. grave
- C. hastily
- D. guilty

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

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: Ginny walked hastily to keep herself warm on the cold winter night.

Write the base word and suffix for each of the following words, and then write a definition for each word. Use the scrubber and patch as needed. Draw a sailboat if you need help. **[CV]** (word power)

9. smiled

smile + ed; to smile in the past

10. offers

offer + s; offering now, or more than one offer

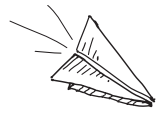
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

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

Teacher Background

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



Active Instruction

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

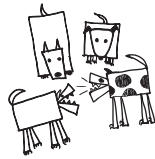
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

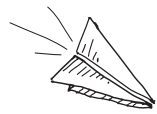
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

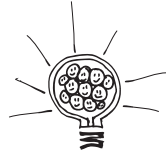
Distribute team score sheets and celebration certificates.

Class celebration!
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

Sound
Blending
and
Chunking

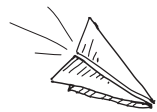
Lesson 1

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

Teacher Background

In today's reading, a beggar named Hindba stands outside Sinbad's palace. It is Sinbad's birthday, and he explains to Hindba that every year on his birthday he orders his guards to bring him a poor young man. He wants to share the story of his life. Sinbad inherited wealth from his father and spent a lot of the money on a ship and crew. He wanted to find the wonders of the world. Sinbad and his crew find a deserted island. Suddenly a huge sea monster appears. Sinbad travels into unknown seas as he holds onto the monster. He washes up on another shore. He encounters Prince Kaspar, the island's ruler. Prince Kaspar wants to know why Sinbad has invaded his home.

This cycle's Big Question asks students if they would take the chance to set out on an adventure. This question will help them connect with Sinbad, the protagonist of this cycle's text.

**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: If you had the chance to set out on an adventure, would you take it? Why or why not?

Set the Stage tp

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

If you had the chance to set out on an adventure, would you take it? Why or why not?

(Answers may vary.) I would take the chance to set out on an adventure because I like exploring things. I think it would be exciting to travel to new places and meet new people. I think that setting out on an adventure would be a lot of fun.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Build background about graphic novels.

3. Introduce the text, author, and reading objective.
4. Distribute copies of *The Seven Voyages of Sinbad*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

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

After previewing *The Seven Voyages of Sinbad*, 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 someone traveling on a ship. Also, the title has the word voyages. I know that this can refer to a trip you take on a ship. I see pictures of a ship and water. There will also be monsters involved. It looks like there will be some fighting. This book has a lot of action.

5. Point out to students that this text is a graphic novel. Use **Think-Pair-Share** to ask:

After previewing the text, have you seen other kinds of text that are told in a similar way to a graphic novel? What are they, and where have you seen them?

I think comic books and the comic strips in a newspaper are similar to this graphic novel. I see different panels or squares of artwork on the pages, and each panel has characters in it. Speech bubbles show what characters are thinking or saying. I have seen that before in my favorite comic strip in the newspaper.

How is the format of a graphic novel different from other kinds of literature that you have read?

There are a lot of pictures to go along with the text. The pictures tell a lot of the story. I have to read the speech bubbles in the correct order to understand everything that is happening in the story. I also have to pay attention to what is happening in the pictures to make sure that I understand the story.

6. Point out as necessary to students that narration in the story appears within boxes in the art panels, while dialogue or characters' thoughts appear in speech bubbles that are often above or somewhere near the speaking character.

Review the skill as necessary.

Refer students to pages 6–9 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.

Interactive Read Aloud

1. This cycle our reading objective is: clarify words in the text by blending sounds and breaking words into chunks. Remind students that for shorter words, blending sounds often works well. For longer words, it is often helpful to break the words into chunks.

2. Read pages 6–8 aloud. A sample Think Aloud follows.

Sample Think Aloud

A word I wasn't quite sure about as I read is *never*. This is a short word, so I think I will blend sounds to help me pronounce it. (Model sounding out this word letter by letter.) *N-e-v-e-r*. *Never*. I recognize that word now. It means that something has not happened. OK, I think I understand the sentence that uses this word. The man looking through the gate in the picture is saying that the master in the palace has not had anything bad happen to him. It seems as though this man does not like the master of the palace.

3. Point out to students that once you sounded out the word *never*, you recognized it as a word that you know. You were then able to identify what it meant. Remind students to blend sounds or chunk words if you have trouble as you read.

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

Sample Graphic Organizer

Title: The Seven Voyages of Sinbad

Characters:

Hindba
Sinbad the Sailor

Setting:

Where: *Persia*

When: *9th century C.E.*

Problem:

Event: *A poor man stands outside a palace. He is very upset about his situation.*

Event:

Event:

Event:

Event:

Solution:

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

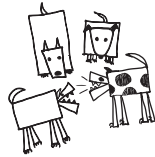


- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 9. Use **Think-Pair-Share** to ask:

What word did you need to clarify as you read? How did you figure it out?

(Answers may vary.) I needed to clarify the word servants. Since it is a longer word, I broke it into chunks: ser/vants. I recognized the word and knew that it means people whose job it is to do cooking, cleaning, and other chores in someone's home. Sinbad is very wealthy; he has servants who are making a meal for Hindba.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

- Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: **sr**
pages 10–17 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 strategy use and Team Talk discussion.

Team Talk Questions

1. What word did your team clarify? How did you figure it out? **(Write) [CV]**
(strategy-use rubric)
 - 100 = *We did not understand the word empty. We sounded it out letter by letter. E-m-p-t-y. Then we recognized the word as meaning there is nothing. This helped us understand that there is nothing on the strange island Sinbad finds.*
 - 90 = *We did not understand the word empty. We sounded it out letter by letter. E-m-p-t-y. Then we recognized the word as meaning there is nothing.*
 - 80 = *We did not understand the word empty.*
2. What does Sinbad do with the money he gets from his father? **[RE, SA]**
(Team Talk rubric)
 - 100 = *Sinbad spends the money he does not waste on a ship. He and his crew try to find wonders of the world as they sail. The ship is important to Sinbad and his crew.*
 - 90 = *Sinbad spends the money he does not waste on a ship. He and his crew try to find wonders of the world.*
 - 80 = *Sinbad spends the money he does not waste on a ship.*
3. What happens after the crew members hear rumbling? **[RE, SA]** (Team Talk rubric)
 - 100 = *After the crew members hear rumbling, they see a huge sea monster. Sinbad holds onto the monster as it swims away. When he sees another island, he lets go and swims to shore. The monster leads Sinbad to another place, but away from his ship and crew.*
 - 90 = *After the crew members hear rumbling, they see a big sea monster. Sinbad holds onto the monster as it swims away. When he sees another island, he lets go and swims to shore.*
 - 80 = *After the crew members hear rumbling, they see a big sea monster.*

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

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

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

Teacher Background

In today's reading, Sinbad saves Prince Kaspar's life from a tiger that is heading right for the prince. Prince Kaspar is grateful that Sinbad has saved his life and wants to reward him. However, Sinbad only asks for the prince's friendship. A merchant ship arrives, and Sinbad is finally reunited with his crew. Sinbad is rewarded with treasure. He guides his ship again, excited about new adventures. He and the crew find diamonds but are trapped by monsters. A huge bird called the Roc appears. Sinbad and his crew are carried across the sea and land on Thunder Island, where they discover a giant's footprints. Once in the giant's cave, Sinbad is approached by Cyclops, whom he and his crew must fight. Sinbad hypnotizes the giant with a diamond.

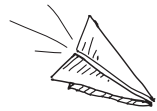
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + 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
present (verb) (homographs) page 8	pre-sent (pree-ZENT)	bring or show	"I now <i>present</i> Dr. Tompkins," Principal Brown said as she introduced the speaker at the school assembly.
feast (noun) page 9	feast (feest)	a very large meal, often to celebrate something	Kiefer's Thanksgiving <i>feast</i> included turkey, stuffing, sweet potatoes, gravy, and pumpkin pie for dessert.
depart (verb) (synonym/ antonym) page 12	de-part (dih-PAHRT)	leave for another place	"Our flight will <i>depart</i> at exactly 8:00 in the morning, so we must get to the airport on time," Shenae's mom reminded her.
clinging (verb) page 15	cling-ing (KLING-ing)	holding tightly onto someone or something	When Mr. Rosa saw Alejandro <i>clinging</i> to the sides of the ladder, he realized that his son did not like heights.
released (verb) page 16	re-leased (ree-LEESD)	let go of	Once Giovanna got off the roller coaster, she finally <i>released</i> her cousin's hand, which she had gripped during the ride.
lumbered (verb) page 29	lum-bered (LUHM-berd)	walked very heavily and loudly	Russ <i>lumbered</i> down the hall pushing a cart loaded down with heavy boxes.
perilous (adjective) (connotation/ denotation) page 44	per-il-ous (PER-uh-luhs)	very dangerous	The sudden storm resulted in <i>perilous</i> conditions for the people in the boat, so they quickly put on their life jackets.
cherish (verb) (synonym/ antonym) page 45	cher-ish (CHEHR-ish)	treat well; care for	"I will always <i>cherish</i> this necklace because you gave it to me," Loren told her beloved grandmother.

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

Review Vocabulary Vault.

Introduce the word power skill.

Blackline master provided.

5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
6. Introduce the word power skill (consonant blends). Link the skill to the Word Treasure clue for consonant blends.

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

7. Display the clue, and write the words *prank* and *prize* under it.



prank prize

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



prank prize

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

tps

Word
Treasure

Some words contain consonant blends.

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

12. Point out to students that the word power skill ties in closely with this unit's reading objective of blending sounds. Remind students to look for the consonant blend *pr* as they blend sounds to read unfamiliar words in their book.
13. Tell students that a word on their vocabulary list contains the *pr* blend and that they should look out for it when they review their vocabulary.

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 18–24 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.

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

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. This cycle our reading objective is: clarify words in the text by blending sounds and breaking words into chunks.
2. Read pages 18–21 (ending with "...who hasn't lived the life of a sailor...") aloud. A sample Think Aloud follows.

Sample Think Aloud

"Please tell me your name so I may..." (Stop at the word *properly*.) I'm not sure I know how to say this word. I see that this word has the consonant blend *pr* that we just learned about. I know the sound that part of the word makes. It's a longer word, so I should probably break it into chunks. Let me try chunking it after the *o*. *Pro/per/ly*. That does not sound like a word that I know. Let me try chunking it after the second *p*. *Proper/ly*. *Properly*. That sounds like a word that I know. It means to do something right. Prince Kaspar wants to know Sinbad's name so he can reward him the way he should be rewarded.

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

How did chunking the word *properly* help me as I read?

Chunking this word helped you because you could pronounce the word correctly. This helped you to recognize the word and know that it means to do something right. Then you could understand how Prince Kaspar feels about rewarding Sinbad.

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

Sample Graphic Organizer

Title: *The Seven Voyages of Sinbad*

Characters:

Prince Kaspar

Setting:

Where: Prince Kaspar's island

When:

Problem:

Sinbad has a lot of adventures but faces some dangerous situations along the way.

Event: *Sinbad saves Prince Kaspar's life and is reunited with his crew.*

Event:

Event:

Event:

Event:

Solution:

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

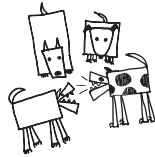


- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 21 (starting at panel 2)–24. Use **Think-Pair-Share** to ask:

What word did you need to clarify as you read? How did you figure it out?

(Answers may vary.) I needed to clarify the word rich. Since it is a short word, I blended the sounds of each letter: R-i-c-h. Then I recognized the word. It means having a lot of money. So Jabbu thinks that he and the crew are rich because of all the diamonds they find.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

- Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 25–33 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 strategy use and Team Talk discussion.

Team Talk Questions

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

100 = *We did not understand the word numbers. We chunked it as num/bers. Then we recognized the word as meaning an amount or a lot of something. This helped us understand that Sinbad means that a lot of people could fight the Cyclops.*

90 = *We did not understand the word numbers. We chunked it as num/bers. Then we recognized the word as meaning an amount or a lot of something.*

80 = *We did not understand the word numbers.*
2. What do Sinbad and his crew find when they reach Thunder Island? **[RE, SA]**
(Team Talk rubric)

100 = *When Sinbad and his crew reach Thunder Island, they find a giant's footprints. Sinbad can tell that the giant has a **huge appetite** and that the giant is probably **dangerous**. In the drawing, I see some broken bones in the giant's footprint. **The footprints give clues about the giant.***

90 = *When Sinbad and his crew get to Thunder Island, they find a giant's footprints. Sinbad can tell that the giant has a big hunger and that the giant is probably not safe. In the drawing, I see some broken bones in the giant's footprint.*

80 = *When Sinbad and his crew get to Thunder Island, they find a giant's footprints.*
3. How does Sinbad protect his crew from the Cyclops? **[DC, RE, SA]** (Team Talk rubric)

100 = *Sinbad protects his crew from Cyclops by using a **large diamond** to **hypnotize** him. Sinbad holds the diamond in front of Cyclops and says that Cyclops is getting tired to stop him from **attacking**. **Thanks to the diamond, the Cyclops stops fighting the crew.***

90 = *Sinbad protects his crew from the Cyclops by using a big diamond to put him under his control. Sinbad holds the diamond in front of Cyclops and says that Cyclops is getting tired to stop him from fighting.*

80 = *Sinbad protects his crew from the Cyclops by using a big diamond to put him under his control.*
4. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**
Carmen called the train station to find out when the earliest train would _____ for New York.
Depart. *The phrase "for New York" is a clue. Depart means to leave one place for another, and I know that trains leave a train station.*
5. Circle the consonant blend in the following word. **[CV]** (word power)
protect protect

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

Cue students to discuss strategy use and graphic organizers.

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.

Sound Blending and Chunking

Word	Pronunciation	Definition	Sample Sentence
present (verb) (homographs) page 8	pre-sent (pree-ZENT)	bring or show	"I now <i>present</i> Dr. Tompkins," Principal Brown said as she introduced the speaker at the school assembly.
feast (noun) page 9	feast (feest)	a very large meal, often to celebrate something	Kiefer's Thanksgiving <i>feast</i> included turkey, stuffing, sweet potatoes, gravy, and pumpkin pie for dessert.
depart (verb) (synonym/ antonym) page 12	de-part (dih-PAHRT)	leave for another place	"Our flight will <i>depart</i> at exactly 8:00 in the morning, so we must get to the airport on time," Shenae's mom reminded her.
clinging (verb) page 15	cling-ing (KLING-ing)	holding tightly onto someone or something	When Mr. Rosa saw Alejandro <i>clinging</i> to the sides of the ladder, he realized that his son did not like heights.
released (verb) page 16	re-leased (ree-LEESD)	let go of	Once Giovanna got off the roller coaster, she finally <i>released</i> her cousin's hand, which she had gripped during the ride.
lumbered (verb) page 29	lum-bered (LUHM-berd)	walked very heavily and loudly	Russ <i>lumbered</i> down the hall pushing a cart loaded down with heavy boxes.
perilous (adjective) (connotation/ denotation) page 44	per-il-ous (PER-uh-luhs)	very dangerous	The sudden storm resulted in <i>perilous</i> conditions for the people in the boat, so they quickly put on their life jackets.
cherish (verb) (synonym/ antonym) page 45	cher-ish (CHEHR-ish)	treat well; care for	"I will always <i>cherish</i> this necklace because you gave it to me," Loren told her beloved grandmother.



Lesson 3

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

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

Teacher Background

In today’s reading, Sinbad and his crew finally make it back to their ship after fighting Cyclops. However, this does not mean the end of their adventures. On Sinbad’s fourth voyage, he is cast overboard and ends up on another island. When he wakes up, he is in prison. There he meets a sailor named Harran. As Harran and his men sleep, Sinbad stays awake hoping to glimpse the enemy. He discovers that they are being imprisoned by monsters. Harran and his men are dragged away, and Sinbad is left alone. He realizes that the captors are cannibals, so he only drinks a little milk each day to grow thinner. When he finally slips through the prison bars, he is surrounded by monsters. He knocks over oil, which burns the monsters, and rapidly rows away from the island. He ends up on Prince Kelan’s island, where he is warmly welcomed.

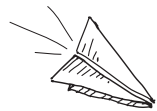
Teacher’s Note:

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.



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.

Review Vocabulary Vault.

Review the word power skill.



3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
4. Remind students of the word power skill (consonant blends) and the Word Treasure clue for consonant blends (glue brush).
5. Point out that there is a word from this cycle's vocabulary list that has a consonant blend that they learned. Write *present* on the board. Use **Think-Pair-Share** to ask:

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

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

present

6. Circle the *pr* in *present* after students identify this consonant blend.
7. Write *class*, *climb*, and *clip* on the board. Use **Think-Pair-Share** to ask:

What is the consonant blend that these three words have in common?

The words class, climb, and clip have the consonant blend cl.

class climb clip

8. Have students work in their teams to pronounce the three words. Use **Random Reporter** to select students to share.
9. Point out that the word *clinging* in their vocabulary list has the consonant blend *cl*. Have students practice saying this word.
10. Remind students that they can look for familiar consonant blends when they come across difficult words.
11. 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.



Refer students to pages 34–36 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

Interactive Read Aloud

1. Read pages 34–36 aloud.
2. Use **Think-Pair-Share** to ask:

How are the strategies that you might use to clarify the words *cast* and *closer* different?

To clarify cast, you would probably blend sounds because it is a short word. You could sound out c-a-s-t and then say the word quickly. The word closer is longer. It also has the consonant blend cl, which helps you know what sound the beginning of the word makes.

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

What do you think is important to add to our story maps? Why?

I think it is important to add that Sinbad and his crew make it back to the ship, but Sinbad falls overboard and is taken to an island. It is important to include that the crew makes it to the ship because that means they survived the fight with Cyclops. However, Sinbad goes overboard and is in another strange place. We don't know what will happen.

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

Sample Graphic Organizer

Title: *The Seven Voyages of Sinbad*

Characters:	Setting:
	Where:
	When:

Problem:

Sinbad has a lot of adventures but faces some dangerous situations along the way.

Event: *Sinbad and his crew escape from the Cyclops.*

Sinbad is cast overboard after his crew returns to the ship, and he is taken

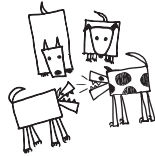
Event: *to another island.*

Event: _____

Event: _____

Event: _____

Solution:



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: sf
pages 37–45 (stopping at panel 2) aloud with partners.
(if skipping Interactive Read Aloud, pages 34–45 [stopping at panel 2])
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

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

100 = We did not know the word slip. Since it is a short word, we blended sounds together—s-l-i-p. Then we said the word quickly. We recognized this word and knew that it means to get out. This helped us understand that Sinbad got very thin on purpose so he could escape the prison bars.

90 = We did not know the word slip. Since it is a short word, we blended sounds together—s-l-i-p. Then we said the word quickly. We recognized this word and knew that it means to get out.

80 = We did not know the word slip.

continued

Team Talk Questions *continued*

2. How do you think Harran feels when he sees Sinbad? **[DC, RE, SA]**
(Team Talk rubric)

- A. bored
- B. tired
- C. *excited*
- D. unhappy

Why do you think that Harran feels this way?

100 = *I think that Harran feels excited because he has heard of Sinbad. Harran and his crew are prisoners, so they probably think Sinbad will **figure out** a way to set them free. It is exciting that Sinbad joins Harran.*

90 = *I think that Harran feels excited because he has heard of Sinbad. Harran and his crew are prisoners, so they probably think Sinbad will come up with a way to set them free.*

80 = *I think that Harran feels excited because he has heard of Sinbad.*

3. What happens after Sinbad slips through the prison bars? **[RE, SA]**
(Team Talk rubric)

100 = *After Sinbad slips through the prison bars, he comes face to face with many monsters. Sinbad **escapes** from them after he knocks over a barrel of oil. He sets the oil on fire, which burns the monsters. His quick thinking helps to save him and get him away from the monsters.*

90 = *After Sinbad slips through the prison bars, he comes face to face with many monsters. Sinbad gets away from them after he knocks over a barrel of oil. He sets the oil on fire, which burns the monsters.*

80 = *After Sinbad slips through the prison bars, he comes face to face with many monsters.*

4. "I entertained the court with tales of my perilous travels." In this sentence, the word *perilous* most nearly means— **[CV]**
- A. unable.
 - B. short.
 - C. *unsafe*.
 - D. safe.

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

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

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

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

Teacher Background

In today’s reading, Sinbad confesses to Sari that his heart belongs to the sea. Sari becomes very ill and dies. Sinbad is buried alive because of a law saying a man must be buried with his wife even if he is alive. Sinbad collapses and, upon waking, discovers that the seawater is growing deeper. A mermaid saves him. On his fifth voyage, he and his crew are followed out to sea by the Roc, so they must abandon the ship. On the sixth voyage, Sinbad finds himself in a strange new land. The king obliges his request for a ship. On his seventh voyage, he meets a merchant named Al-Rashid and is taken to Elephant Isle. The thieves say that Sinbad must hunt ivory tusks so Al-Rashid’s daughter Serena does not die. However, Sinbad does not want to kill innocent animals.

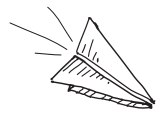
Teacher’s Note:

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.



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.

Review Vocabulary Vault.

Review the word power skill.



3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
4. Remind students of the word power skill (consonant blends) and the Word Treasure clue for consonant blends (glue brush).
5. Use **Think-Pair-Share** to ask:

Why do you think you should learn about consonant blends?

I think that I should learn about consonant blends because when I blend sounds or chunk words, I can use consonant blends to help me sound out the word correctly.

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

Word Power Challenge

When Sinbad first bought his ship, he was not prepared for all the adventures that he would have.

Sinbad is a very clever person who always manages to get himself out of trouble.

7. Use **Random Reporter** to select students to identify the consonant blends in the underlined words.
- prepared = prepared; clever = clever
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.

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 45 (panel 2)–48 in the text.



Interactive Read Aloud

1. Read pages 45 (panel 2)–48 aloud.
2. Use **Think-Pair-Share** to ask:

If I was unsure how to read the word *belongs*, which strategy do you think would work best for clarifying it: blending sounds or chunking?

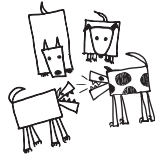
I think breaking belongs into chunks could help you clarify it because it is a longer word.

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

Based on what we just read, what do you think is important to add to our story maps? Why?

I think we should add that Sari dies, and at her funeral, Sinbad is buried alive.

Sample Graphic Organizer	
Title: <u>The Seven Voyages of Sinbad</u>	
Characters:	Setting:
	Where: <u>Prince Kelan's island</u>
	When:
Problem:	
<u>Event:</u> <u>Sinbad marries Prince Kelan's daughter Sari.</u>	
<u>Event:</u> <u>Sinbad is buried with Sari after she dies.</u>	
<u>Event:</u> <u>A mermaid helps Sinbad escape the tomb.</u>	
<u>Event:</u>	
<u>Event:</u>	
Solution:	



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 48–57 aloud with partners.
(if skipping Interactive Read Aloud, pages 45–57 [stopping at “I had won...”])
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 = We did not know the word truly. Since it is a shorter word, we sounded it out letter by letter and then blended the sounds—t-r-u-l-y. We recognized this word as meaning really. Sinbad was offered plenty of riches, but what he really wanted was a ship.

90 = We did not know the word truly. Since it is a shorter word, we sounded it out letter by letter and then blended the sounds—t-r-u-l-y. We recognized this word as meaning really.

80 = We did not know the word truly.

continued

Team Talk Questions *continued*

2. What information about his daughter does Al-Rashid share with Sinbad? **[RE, SA]**
(Team Talk rubric)

100 = *Al-Rashid tells Sinbad that demons **snatched** his daughter. These demons are holding her for **ransom**. There were too many for Al-Rashid to fight. Al-Rashid **hopes** that Sinbad can save her.*

90 = *Al-Rashid tells Sinbad that demons took his daughter. These demons are holding her for a price. There were too many for Al-Rashid to fight.*

80 = *Al-Rashid tells Sinbad that demons took his daughter.*

3. What happens after Sinbad accepts the demon’s mission? **[RE, SA]**
(Team Talk rubric)

100 = *Sinbad **quickly** finds the elephants after he accepts the demon’s mission. But he cannot bring himself to kill them. The Elephant Emperor says that he will help Sinbad. Sinbad does not want to hurt **innocent** animals.*

90 = *Sinbad soon finds the elephants after he accepts the demon’s mission. He cannot bring himself to kill them. The Elephant Emperor says that he will help Sinbad.*

80 = *Sinbad soon finds the elephants after he accepts the demon’s mission.*

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: After a wonderful trip with her family, Myra knew that she would cherish the memories forever.

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

provide provide

Cue students to discuss strategy use and graphic organizers.

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



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.

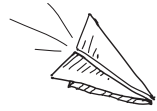
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Draw a conclusion about the story, and give examples to support it.

Teacher Background

Today’s writing prompt requires students to focus on Sinbad’s character and what qualities he has that allow him to face various challenges on his adventures. If students struggle with this, you may want to have them generate a list of Sinbad’s characteristics.



Active Instruction tp

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

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

Remember that our writing objective is to draw a conclusion about the story and give examples to support it. When we draw a conclusion, we come up with an idea that is not directly stated in the text. Rather, we use the information that we are given to help us conclude something.

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

Read the prompt aloud.



Writing Prompt

Why do you think that Sinbad is able to survive all the trouble he faces on his adventures? Use examples from the story to support your response.

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

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

The prompt is asking me to write a literary response. I know because I have to draw a conclusion about the story and use examples from the story to support my conclusion.

Students identify the purpose for writing.

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

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

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

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

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

Which guidelines relate to our writing objective: draw a conclusion about the story, and give examples to support it?

The Ideas guidelines to make a clear point and evidence from the text, and the Organization guideline to use examples from the text.

6. 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.

Highlight the writing objective.

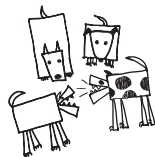
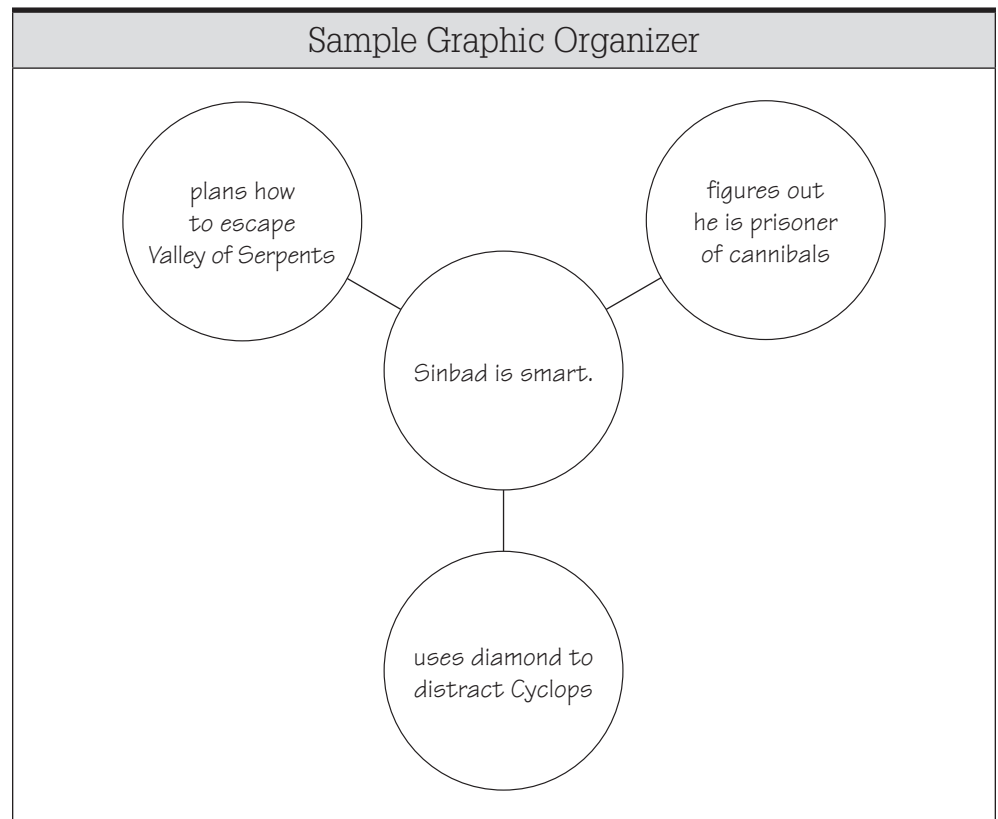
Model planning using a graphic organizer.

Model a Skill

1. Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer’s guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.

Remember that it is important to plan before you begin writing your response. We can use the writing prompt and writer’s guide to create a prewriting graphic organizer. This will help to organize ideas that we have and help us as we write our drafts.

2. Create a sample graphic organizer that shows examples of how Sinbad is smart and how that characteristic helps him survive.



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.

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

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

(30 minutes)

Lightning Round

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

Refer students to the writer's guide for writing a literary response and the writing objective—draw a conclusion about the story, and give examples to support it.

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

For example, ask:

- **Does the writer clearly state his or her conclusion?**
- **Does the writer include examples from the story 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.

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

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

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

Writing Prompt

Why do you think that Sinbad is able to survive all the trouble he faces on his adventures? Use examples from the story to support your response.

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

Lesson 6

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

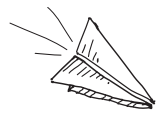
Writing Objective: Draw a conclusion about the story, and give examples to support it.

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

Teacher Background

Today's cycle test challenges students to continue clarifying words in the text by blending sounds and breaking words into chunks.

In today's reading, the demons are driven away by a stampede of elephants. Serena is free, but she tells Sinbad that she is very lonely without her father. She leads him through a dungeon and reunites him with his crew. Sinbad tells Hindba that it is time for him to continue on his way. Sinbad's guard gives Hindba a diamond. Although Hindba could buy very fancy items, he decides to buy himself a ship and crew and have his own adventure.



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

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing clarifying words in the text by blending sounds and breaking words into chunks. They have also practiced drawing a conclusion about the story and giving examples from the story to support it. Use **Think-Pair-Share** to ask:

Why do you think that blending sounds and breaking words into chunks is helpful?

I think that these strategies are helpful because they make it easier to pronounce an unfamiliar word. I can use letter sounds and put together small chunks to figure out difficult words.

Tell students that they will use this skill 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.

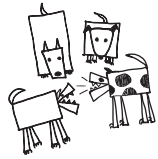
Today you will read about whether Sinbad's idea to get rid of the demons works.



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.

What is Sinbad's idea for getting rid of the demons who captured Serena?

His idea is to have a stampede of elephants destroy the demons. The demons never return, and Serena is free at last.

Why do you think that Sinbad gives Hindba the diamond?

I think that Sinbad gives Hindba the diamond because he knows that Hindba has heard the stories of his adventures and will probably use the money to have his own adventures.

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

Sound Blending and Chunking

Directions: Read *The Seven Voyages of Sinbad*, pages 57 (starting at “I had won...”)-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 did not understand the word follow. I chunked it as fol/low and then recognized the word as meaning to do what someone else does. Serena wants Sinbad to walk after her as she leads him up the dungeon stairs. This helped me understand what Serena is asking Sinbad to do.

15 points = I did not understand the word follow. I chunked it as fol/low and then recognized the word as meaning to do what someone else does.

10 points = I did not understand the word follow.

2. How does a diamond help Sinbad’s crew? **[DC, RE, SA]**

20 points = A large diamond helps Sinbad’s crew because he uses it to protect them. Sinbad holds the diamond in front of Cyclops to hypnotize him. He says that Cyclops is getting tired to stop him from attacking. Thanks to the diamond, Cyclops stops fighting the crew.

15 points = A big diamond helps Sinbad’s crew because he uses it to protect them. Sinbad holds the diamond in front of Cyclops to put him under his control. He says that Cyclops is getting tired to stop him from fighting.

10 points = A big diamond helps Sinbad’s crew because he uses it to protect them.

3. Which of the following words best describes Sinbad’s feelings about Serena? **[DC, SA]**

- A. angry
- B. thankful
- C. unhappy
- D. silly

Explain why you chose this word.

20 points = I chose the word thankful because Sinbad is less lonely because of Serena, and she helps him. Sinbad has Serena even though he can’t find his crew. Then she leads him to his crew. Serena makes Sinbad happy, so he is thankful.

15 points = *I chose the word thankful because Sinbad is less lonely because of Serena, and she helps him. Sinbad has Serena when he can't find his crew. Then she takes him to his crew and makes him happier.*

10 points = *I chose the word thankful because Sinbad is less lonely because of Serena, and she helps him.*

4. What does Sinbad do when he returns to Persia? **[RE, SA]**

20 points = *Sinbad **shares** his money when he returns to Persia. He gives some to his crew and the rest to the poor, but he keeps one diamond for himself. Sinbad is very **generous**.*

15 points = *Sinbad gives away his money when he returns to Persia. He gives some to his crew and the rest to the poor, but he keeps one diamond for himself.*

10 points = *Sinbad gives away his money when he returns to Persia.*

5. Why is the diamond that Sinbad gives Hindba so important? **[DC, RE, SA]**

20 points = *The diamond that Sinbad gives Hindba is important because it makes Hindba **rich**. Hindba could buy **special** clothes with the diamond, but he buys a ship and crew. Hindba uses the diamond to be like Sinbad.*

15 points = *The diamond that Sinbad gives Hindba is important because it means that Hindba is not poor. Hindba could buy clothes with the diamond, but he buys a ship and crew.*

10 points = *The diamond that Sinbad gives Hindba is important because it means that Hindba is not poor.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

At the end of the story, why do you think that Sinbad gives Hindba a large diamond? Use examples from the story to support your response.

I think that Sinbad gives Hindba a large diamond because he trusts Hindba to spend the money well. Although Hindba could buy food or fine clothes, Hindba uses it to buy a ship and a crew. Then he sets out on his own adventure, just like Sinbad did when he was younger. In the beginning of the story, Sinbad explains that once a year, he wants his guards to find a poor young man who will listen to Sinbad share the story of his life. It seems that Sinbad hopes Hindba will learn from Sinbad's story and wants to help Hindba get started on the adventures he will have.

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"> • Draw a conclusion about the story and gives examples to support it. 	0–15 pts.

Part III. Vocabulary (100 points)

1. “He’s still clinging to the awful beast!” In this sentence, the word *clinging* most nearly means— **[CV]**
 - A. screaming.
 - B. gripping.
 - C. watching.
 - D. separating.
2. Write a meaningful sentence using the word *perilous*. **[CV]**

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: Running out of food and water on the trail put the hiker in a perilous situation because he needed energy to continue.
3. Crystal and her sisters decided to _____ their mother with her birthday gift in the morning before they left for school.

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

 - A. present
 - B. cherish
 - C. feast
 - D. depart
4. Write a meaningful sentence using the word *depart*. **[CV]**

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: “I will not depart from the school until everyone has buckled their seatbelts,” Vincent’s mother told her son and his friends.

5. "Even so, I promise to cherish you all the days of your life." In this sentence, the word *cherish* most nearly means— **[CV]**

- A. color.
- B. dislike.
- C. hide.
- D. honor.

6. Mrs. Holbrook could hear Brianna’s footsteps in the hallway as she _____ toward her classroom.

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

- A. feast
- B. depart
- C. *lumbered*
- D. released

7. Write a meaningful sentence using the word *released*. **[CV]**

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: Randy’s young cousin released her hold on the balloon for a second, and it floated away.

8. Hunter’s mother prepared a _____ that included all of Hunter’s favorite foods to celebrate his great report card.

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

- A. clinging
- B. feast
- C. cherish
- D. present

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

9. program program

10. cliff cliff

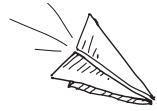
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

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

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

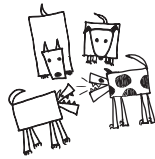
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion

(15 minutes)

Team responses and feedback



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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

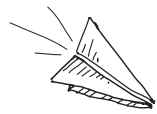
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

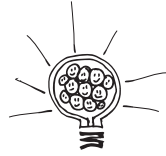
Distribute team score sheets and celebration certificates.

Class celebration!
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)



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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Common Core State Standards

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

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

Contact your SFA coach for more information.

Level 2-3 Sound Blending and Chunking

English Language Arts Standards: Reading: 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.

Integration of Knowledge and Ideas

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

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.

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.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.

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WNET

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