



Informational

Informational Text Structures

**Moonwalk: The First Trip
to the Moon**

**Baseball's Greatest Hitters:
From Ty Cobb to Miguel Cabrera**

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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Produced by the Reading Edge Middle Grades 2nd Edition Team

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

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A Nonprofit Education Reform Organization

300 E. Joppa Road, Suite 500, Baltimore, MD 21286

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

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

Informational Text Structures

Moonwalk: The First Trip to the Moon

Baseball's Greatest Hitters: From Ty Cobb to Miguel Cabrera

The Lightning Round

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

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

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

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

Unit Objectives

Reading: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

Writing: Write a complete answer that explains your thinking.

Word Power (Cycle 1): Break words into base words and endings to increase understanding of words.

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

Unit Overview

The ability to recognize text structures can improve students' comprehension. Text structure refers to how a text is organized, reflecting the relationship of ideas and the author's purpose. For example, the text may have a main idea, sequential, problem-solution, or cause-and-effect structure. There are signal words associated with most text structures.

When students recognize the structure of a text before they begin reading it, they can predict how the text is set up and what relationship to expect. This prediction can help students clarify and understand the text as they read. Text features, such as titles, headings, subheads, graphics, and words in bold type, are also clues to how the text is organized. As a prereading strategy, students ask themselves, "How is this text set up? What signal words or text features tell me how the author organized ideas? What type of graphic organizer will work best with this structure?" As students make notes, using a graphic organizer that visually reflects the text structure helps them recall not only the important information but the relationship between ideas.

Text structure may also help with clarifying words, sentences, and passages by focusing students' attention on the relationship between ideas.

In this unit, students will work with sequence and main idea text structures and how they help clarify sentences and passages.

The word power objective for cycle 1 involves base words with the endings *-ed* and *-ing*. In cycle 2, the word power objective involves the prefix *re-* and base words.

The writing objective is to write a complete answer that explains students' thinking. Encourage students to write complete answers for their Team Talk answers.

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

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

Unit Topic/Content

In cycle 1, students will read *Moonwalk: The First Trip to the Moon* by Judy Donnelly. This book describes the lead-up to the first manned moon landing in 1969 and the landing itself.

Established in 1958, the National Aeronautics and Space Administration (NASA) took the lead in rocket development and space exploration. In 1961, as a result of the space race between the U.S. and the U.S.S.R (the Soviet Union), President John F. Kennedy proposed a goal of sending a man to the moon by 1969. *Moonwalk: The First Trip to the Moon* describes some of the research done to achieve this goal, culminating with the manned landing on July 20, 1969. Five additional manned moon landings occurred between 1969 and 1972.

Man continues to explore the moon using either orbiters or unmanned probes. Unmanned probes have also been sent to Mars, with *Curiosity* landing in August 2012.

For more information, see www.nasa.gov or the Planetary Society, www.planetary.org.

The Space Race

On October 4, 1957, a new sound was broadcast around the globe. Radios tuned to a common frequency could hear *Sputnik*, Earth’s first artificial satellite, broadcasting its “beep-beep-beep” through the static. While the beeping was not a language or a code, the message it communicated was clear: the Soviet Union had beaten the United States into orbit. The space race had begun.

The space race emerged out of the Cold War between the United States and the Soviet Union. These two nations that emerged as superpowers after World War II were competing for world dominance on political, economic, and military fronts. As technology progressed, especially rocket technology developed by German scientists during the war, the competition spread to yet another front—the exploration of space.

The Soviets had the lead in the space race throughout the late 1950s and early 1960s. They were the first to launch a man, Yuri Gagarin in 1961, and the first to launch a woman, Valentina Tereshkova in 1963, into space. In contrast, the first American woman in space, Sally Ride, did not go into orbit until 1982. But all these Soviet accomplishments were considered minor victories in the eyes of the United States. The ultimate goal was still out there.

In 1961, U.S. President Kennedy threw down the gauntlet. He made the claim that the United States would land a person on the moon within the decade. This declaration was a challenge to the Soviet program and defined the finish line of the space race. The first country to land a person on the moon would be considered the victor.

After the race to the moon, both the United States and the Soviet Union changed the direction of their space programs. The Soviets began to launch their long line of Salyut space stations and launched the *MIR* space station in 1986. They have maintained an almost permanent human presence in space. The United States shifted its efforts to the Space Shuttle, the first reusable spacecraft.

Looking back on the space race, it is difficult to determine a true winner or loser. While the Soviets never landed a person on the moon, they achieved many significant firsts. Today, the U.S. and Russia are part of a group of nations working together to run the *International Space Station*.

For more information on the space race, visit the Smithsonian National Air and Space Museum online at: www.nasm.si.edu/galleries/gall114/. For the text of Kennedy's speeches, see history.nasa.gov/moondec.html or er.jsc.nasa.gov/seh/ricetalk.htm.

In cycle 2, students will read *Baseball's Greatest Hitters: From Ty Cobb to Miguel Cabrera* by S. A. Kramer. The author presents a brief overview of the lives and accomplishments of several notable figures from the history of baseball. Ty Cobb, Babe Ruth, Ted Williams, Hank Aaron, Miguel Cabrera, and Mike Trout represent the greatest hitters from the early days of the sport to the present. The author highlights the different obstacles that each player had to overcome to be a successful professional baseball player. The text also provides information about the performance enhancing drug (PED) scandal and players involved in it.

The following background information can help to enrich your students' experience of this book. *Baseball's Greatest Hitters: From Ty Cobb to Miguel Cabrera* assumes some familiarity with the rules and culture of baseball. If you or your students lack this familiarity, there are many books and websites about this popular sport.

A very basic overview of the rules can be found at baseball.about.com/od/thebasics/a/basebasicrules.htm.

History of the Game

The sport of baseball has been nicknamed "America's pastime," and rightly so. Countless communities across the nation have sandlot baseball diamonds where pick-up games appear with the onset of spring. Other communities have more organized leagues for school-aged boys and girls. The first recorded baseball game was played in 1846 in Hoboken, New Jersey, where the New York Baseball Club beat the New York Knickerbockers. It was in 1869 that the Cincinnati Red Stockings became the first professional team. The players were paid about seven times as much as the average worker's salary. Today there are thirty professional teams in Major League Baseball in the U.S. and Canada, with about 700 major league players from countries all over the world. These boys of summer play the game following rules that have not changed much from the first game played long ago.

The Statistics

A true baseball fan can have statistics for individual players, teams, and years memorized and can often offer a mind-boggling combination of these data. Official statistics are kept on almost every event that happens during the game, whether it is an offensive or a defensive play. Two offensive statistics are mentioned in this book: batting average and slugging average. Statistics such as these allow current players to be compared both with one another and with Hall of Fame players.

For more information:

Information on game rules, a diagram of a baseball field, and current teams can be found at www.mlb.com.

Information on baseball statistics can be found at baseball-almanac.com/bstatmen.shtml.

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

| Cycle 1 | | |
|----------|-----------------------------------|--|
| Lesson | Text | Media |
| Lesson 1 | pages 5–14 | (Embedded) Background video: "Moons" |
| Lesson 2 | pages 15–21 | |
| Lesson 3 | pages 22–33 | |
| Lesson 4 | pages 34–44 (paragraph 3) | (Optional) Background: "One Small Step" NASA www.nasa.gov/externalflash/apollo11_40 |
| Lesson 5 | writing in response to reading | |
| Lesson 6 | pages 44 (paragraph 4)–48 | |
| Lesson 7 | self-selected reading | |
| Lesson 8 | Getting Along Together | |

Moonwalk: The First Trip to the Moon

**Baseball’s
Greatest Hitters:
From Ty Cobb
to Miguel Cabrera**

| Cycle 2 | | |
|----------|--------------------------------|--|
| Lesson | Text | Media |
| Lesson 1 | pages 5–14 | (Embedded) Background video: “Play Ball” |
| Lesson 2 | pages 17–22 | |
| Lesson 3 | pages 24–30 | (Embedded) “Team Talk Response” |
| Lesson 4 | pages 32–42 | |
| Lesson 5 | writing in response to reading | |
| Lesson 6 | pages 43–48 | |
| Lesson 7 | self-selected reading | |
| Lesson 8 | Getting Along Together | |

Cycle 1:
Informational
Text
Structures

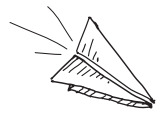
Lesson 1

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

Teacher Background

Today you will introduce the idea of text structures and their importance in clarifying text. In this lesson, you will review the sequence and main idea text structures. This cycle's lessons will focus on main idea text structure and sequencing.

In today's reading, the author describes the launch on July 16, 1969 and begins reviewing the history of space exploration.



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: Why do people explore new areas?

Set the Stage

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

Why do people explore new areas?

Answers may vary. People explore new areas because they are curious. They want to learn about the unknown.

Who are some explorers you know of, and where did they explore?

Answers will vary. Christopher Columbus explored a new way to get to the East from Europe and discovered the Americas. Ferdinand Magellan explored how to sail around the world. Lewis and Clark explored the American West and found a way to the Pacific Ocean.

What does it take to be an explorer?

Answers may vary. Explorers need to be brave, knowledgeable, and willing to take risks.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them they earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

- Distribute copies of *Moonwalk: The First Trip to the Moon*. Explain to students that this text is unique because it has both informational and literary aspects.

The texts we read are usually classified as informational or literature. *Moonwalk: The First Trip to the Moon* has informational and literary aspects. This means that the text tells a story, but it is about real people or events and provides factual information about them within the narrative. We call these texts literary nonfiction. Some examples of literary nonfiction are essays, biographies, memoirs, or speeches.

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

After previewing *Moonwalk: The First Trip to the Moon*, 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 the first trip to the moon.

- Show the video “Moons” to students. Use **Think-Pair-Share** to ask:

Is Earth’s moon unique in the solar system? Why or why not?

Answers may vary. Yes. Earth’s moon is unique because it is the only moon that we can see without telescopes. It is our closest neighbor in the solar system. It’s also the only moon in the solar system that humans have visited.

No. Earth’s moon is not unique because it’s not the only moon in the solar system. The video says that there are more than 100 moons in the solar system, and Jupiter has at least sixty-three moons.

- Provide some background on satellites and the moon by reviewing the following with students:

- Satellites are objects that orbit, or revolve, around other objects.
- Earth’s moon is a familiar example of a natural satellite.
- It revolves around Earth because of gravity.
- Earth’s moon revolves around Earth in a cycle with a period of 29.5 days.
- As the moon orbits Earth, it appears to people on Earth to go through phases. Each phase results from variations in the amount of surface area illuminated on the moon that we can see.
- The moon’s path is very predictable.
- At its closest point, the moon is about 238,900 miles away from Earth; in comparison, Mars is about 33.9 million miles away when it is closest to Earth.

- Tell students that they will work with text structures during this unit. Provide background on text structures by reviewing the following points and the text structures chart:

- Point out that when we think about the structure of a text, we are thinking about the way the author has organized the information.
- It is important to think about text structures so we understand how the author puts together and presents information—text structures can help an author clarify words and text.

Build background about the topic.

Show the video “Moons.”



- Display the following text structure chart. Explain to students that they can refer to this chart throughout the unit.

Blackline master provided.

Text Structures

| Text Structure | Author’s Intent | Signal words | Graphic Organizers |
|---|---|--|----------------------------|
| main ideas and details | Offer main ideas in topic sentences and elaborate with supporting details. The topic sentence is often the first or last sentence of a paragraph. | | idea tree web |
| sequence (time order) | Explain a sequence of events or steps in a process. | <i>first, begins, starts, second, then, next, “after that,” later, while, during, “until finally,” lastly, on (date)</i> | sequence chain timeline |
| cause and effect | Directly connect causes to effects or imply cause-and-effect connections; explain how a big system works. | <i>cause, because, why, “as a result,” “for this reason,” “due to,” “on account of,” “led to,” “results in,” “in order to,” consequently, therefore, impact, outcome, effect</i> | T-chart flow chart |
| problem and solution or question and answer | Describe a problem and offer possible solutions, or pose a question and suggest possible answers. | <i>problem, dilemma, struggle, question, issue, concern, threat, answer, solution, “deal with,” solves</i> | T-chart flow chart |
| compare and contrast | Describe how two things are similar and/or how they are different. | Compare: <i>alike, similar, similarly, similarities, common, likewise, same, both, “in the same way,” equally</i> Contrast: <i>different, “in contrast,” unlike, “as opposed to,” although, “and yet,” “on the other hand,” either, “rather than,” whereas, however, opposite</i> | Venn diagram T-chart |

Review the skill as necessary.

Refer students to pages 5–9 in the text.

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

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

Interactive Read Aloud

1. This cycle our reading objective is to use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

Point out that text in a book may use several text structures and that one of the most common is the main idea and supporting details text structure. Also point out that history texts often use a sequence text structure because things happen one after another. Explain, or review, the main idea and supporting details text structure and the sequence text structure as needed.

2. Read pages 5–9 aloud. A sample Think Aloud follows.

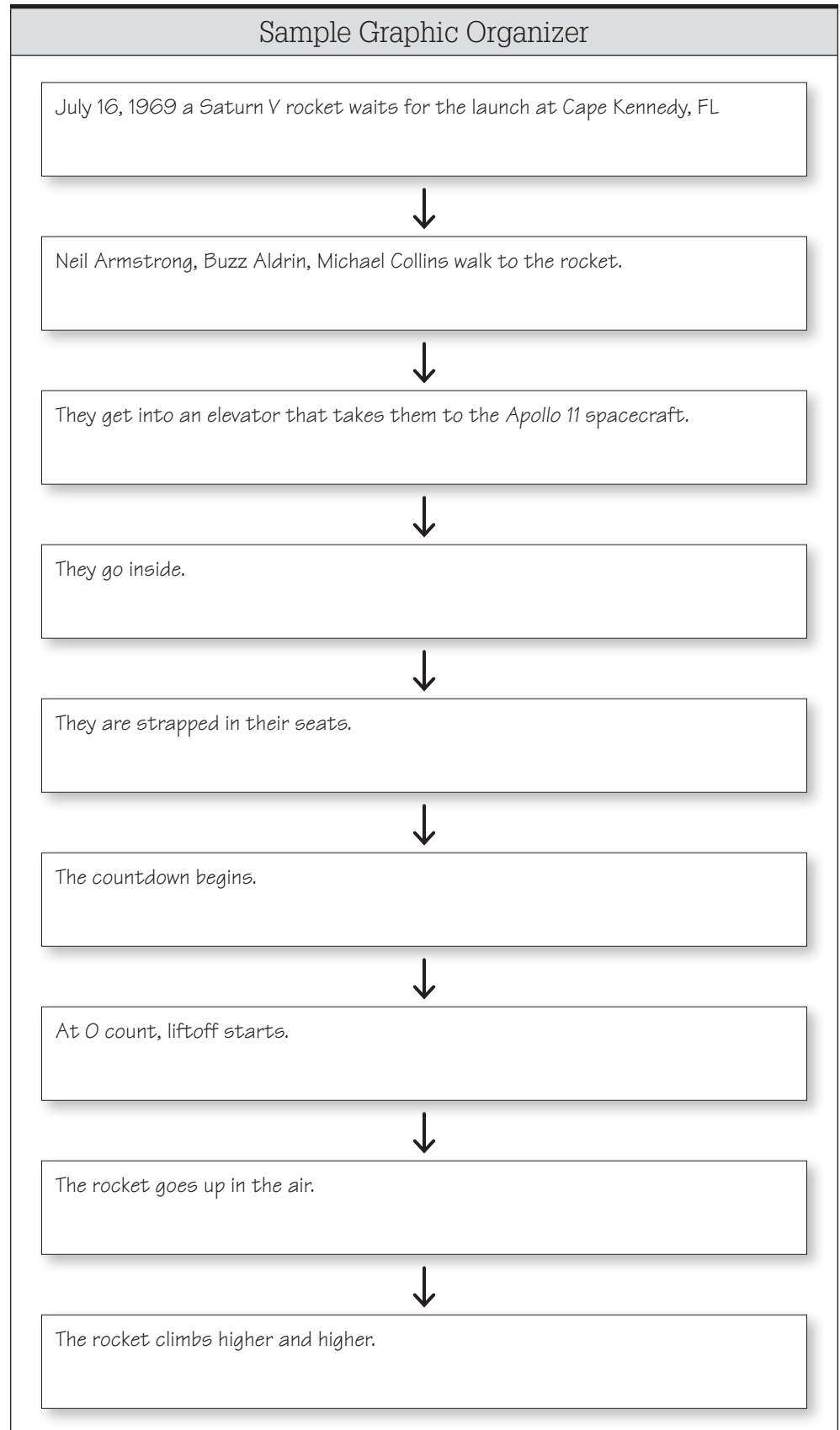
| Sample Think Aloud |
|---|
| <p>After reading this section, I'm not sure I understand the sentence "They are deafened by the noise" on page 7. What noise? Where is it coming from? We discussed two text structures a moment ago; maybe I can use one of them to help me clarify what I read. I noticed some sequencing clues. I read about astronauts preparing to get into a rocket, a rocket preparing to launch, and a countdown. I think I understand now what is happening. People have been waiting to watch the rocket with the astronauts in it launch into space. In the previous paragraph, the rocket takes off with an "ear splitting roar." So the people are finally watching the launch, and it must be extremely loud if they are miles away and can hear it. I used the sequence of events in the text to help me figure out what the noise was that deafened the people standing miles away from the launch.</p> |

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

How did I use the sequence text structure to clarify a sentence?

You used the sequence text structure to look back at the text and see what happened before people were deafened by the noise. You read that people were watching and waiting for a launch. A series of things happened before the rocket finally launched. It was the blastoff from the rocket that caused the noise.

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



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



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

Why were so many people watching the launch?

This would be the first time men were going to the moon.

- 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.

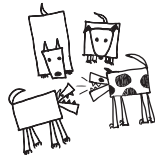
Have students read page 11 (paragraphs 1–4) aloud. Use **Think-Pair-Share** to ask:

What sentence or passage can you clarify by using the sequence text structure? Explain how you figured it out.

We clarified paragraph 4 because we weren't sure why they weren't already on their way to the moon. The paragraph lists the things the astronauts will do before they go to the moon. They need to orbit Earth one and a half more times. They need to check all their systems and computers. Then they will be ready to head to the moon. Using the sequence text structure helped us see that the astronauts had to make sure everything was right before they could continue on to the moon.

Use **Random Reporter** to debrief.

Remind students to look for sequence or main idea text structures as they read.



Teamwork tp

(20 minutes)

Partner Prep

- Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 11 (paragraph 5)–14 aloud with partners.
- Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

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

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

Team Talk Questions

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

Answers will vary.

100 = We clarified paragraph 3 on pages 13 and 14. We did not understand what the author was talking about. We used the main idea to figure it out. The chapter title is How Do You Get to the Moon? So the text is talking about traveling from Earth to the moon. Earlier in the text, we learned that the astronauts were traveling to the moon on a rocket. We realized that the passage is talking about old ideas people had for traveling to the moon. This helped us understand how our ideas about traveling to space have changed over time.

90 = We clarified paragraph 3 on pages 13 and 14. We used the main idea to figure it out. The chapter title is How Do You Get to the Moon? So the text is talking about traveling from Earth to the moon. Earlier in the text, we learned that the astronauts were traveling to the moon on a rocket. We realized that the passage is talking about old ideas people had for traveling to the moon.

80 = We clarified paragraph 3 on pages 13 and 14.

2. In the old days, some people thought that birds could carry someone to the moon. How far away did these people think the moon was? **[DC]** (Team Talk rubric)

100 = These people must have thought the moon was fairly close to Earth. They knew how high birds could fly, so if they thought birds could fly to the moon, it must not be far away. In the old days, people were not able to really study the moon because they did not have telescopes or other equipment. This caused them to think about the moon in ways that were familiar to them.

90 = These people must have thought the moon was fairly close to Earth. They knew how high birds could fly, so if they thought birds could fly to the moon, it must not be far away.

80 = These people must have thought the moon was fairly close to Earth.

3. Why does the author ask a lot of questions in the beginning of chapter 2? **[AP]** (Team Talk rubric)

Answers may vary.

100 = In this text, the author asks a lot of questions to show that in the past, people didn't understand what the moon was or what it was like. People had questions because they didn't really know much about the moon. It shines, changes shape, and disappears. People were curious about why. The author is trying to show how much people didn't know in years past.

90 = The author asks a lot of questions to show that in the past, people didn't understand what the moon was or what it was like. People had questions because they didn't really know much about the moon. It shines, changes shape, and disappears. People wanted to know why.

80 = The author asks a lot of questions to show that in the past, people didn't understand what the moon was or what it was like.

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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)

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.

Text Structures

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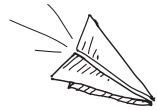
Lesson 2

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

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

Teacher Background

Today’s reading continues the history of space exploration.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

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

Vocabulary

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

| Word | Pronunciation | Definition | Sample Sentence |
|---|--------------------------|---------------------|--|
| gleaming (adjective) (synonym/ antonym) page 6 | gleam-ing (GLEEM-ing) | bright and shiny | Dad polished the car’s dull paint until it was <i>gleaming</i> . |
| cramped (adjective) (synonym/ antonym) page 6 | cramped (krampt) | uncomfortably small | The <i>cramped</i> closet had too many footballs, lacrosse sticks, boxes, and shoes. |

continued

| Word | Pronunciation | Definition | Sample Sentence |
|---|---------------------------|---------------------------------|---|
| tense (adjective) (synonym/ antonym) page 6 | tense (tens) | uneasy, nervous | The fans were <i>tense</i> when the two teams were tied because each side wanted their team to win. |
| expert (adjective) (synonym/ antonym) page 7 | ex-pert (EK-spurt) | having great skill or knowledge | Dad asked for <i>expert</i> advice from the man at the car repair shop. |
| vast (adjective) (synonym/ antonym) page 11 | vast | great in size | Jennifer stood on the beach and looked out at the <i>vast</i> ocean. |
| improved (verb) page 15 | im-proved (im-PROOVD) | made better | XYZ Toothpaste is new and <i>improved</i> to both clean and remove stains from teeth. |
| develop (verb) page 18 | de-vel-op (dee-VEL-up) | make, set up | Jake wanted to <i>develop</i> a new school club, so he asked his friends to join. |
| applied (verb) page 24 | ap-plied (ah-PLYD) | asked for a job or position | Tanya <i>applied</i> for a job at the store so she could earn some money. |

Review Vocabulary Vault.

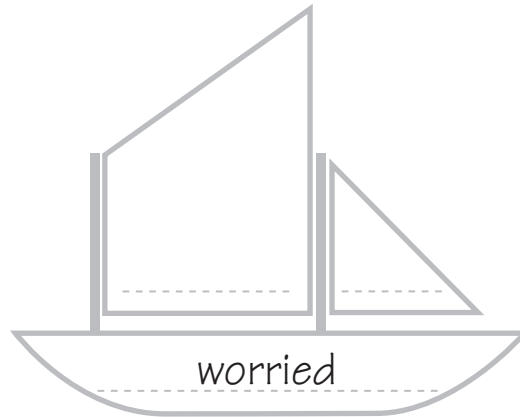
Introduce the word power skill.

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

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

Blackline master provided.

7. Display the clue, and write the word “worried” in the bottom of the boat.



Model identifying the base word and ending.

| Sample Think Aloud |
|---|
| <p>Let's look at the word <i>worried</i> that is written on the boat. I need to separate the ending from the base word. I think the base word is <i>worry</i>, even though it's spelled a little differently. So the ending must be <i>-ed</i>. I will write the base word <i>worry</i> on the big sail and the ending <i>-ed</i> on the little sail. But remember how I noticed that the base word, <i>worry</i>, looked different in the word <i>worried</i>? In the word <i>worried</i>, there is an <i>i</i> instead of a <i>y</i>. For words that end in <i>y</i>, we use the scrubber to remove the <i>y</i> and patch in an <i>i</i> when we add some endings.</p> |

8. If necessary, remind students that endings change the word's meaning.

Tell students that they will work with the endings *-ed* and *-ing* during this cycle. Remind students of (or ask students to give) the meanings of these endings:

- *-ed* means action took place in the past or turns a noun into an adjective
- *-ing* means activity, result of an activity, or that something happens in the present

Explain that students may need to check the context of a sentence to figure out which meaning the ending gives the base word.

Point out, as needed, that the word *worried* means to worry about or think about in the past.

9. Repeat the activity with the word *steering*.

10. Reveal the Word Treasure (skill).

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

Teams review their cycle goal.

Post and present the reading objective.

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

Build background about the topic.



Review the skill as necessary.

Refer students to pages 15 and 16 (ending at paragraph 1) in the text.

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

Students: Actively listen.

11. Tell students to look for words in their vocabulary list that use these endings.
12. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events or information, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. Tell students that the book talks about another country—the Soviet Union: its full name was the Union of Soviet Socialist Republics, or U.S.S.R., and it had a communist government.

Tell students that the Soviet Union fell apart in 1991 and that the main part of the country is now called Russia. Tell them that the Soviet Union also consisted of other now-independent countries such as Armenia, Lithuania, Estonia, Georgia, Ukraine, and nine other countries.

Interactive Read Aloud

1. This cycle our reading objective is: use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text. Remind students that identifying text structure can help them clarify passages in the text.
2. Read pages 15 and 16 (ending at paragraph 1) aloud. A sample Think Aloud follows.

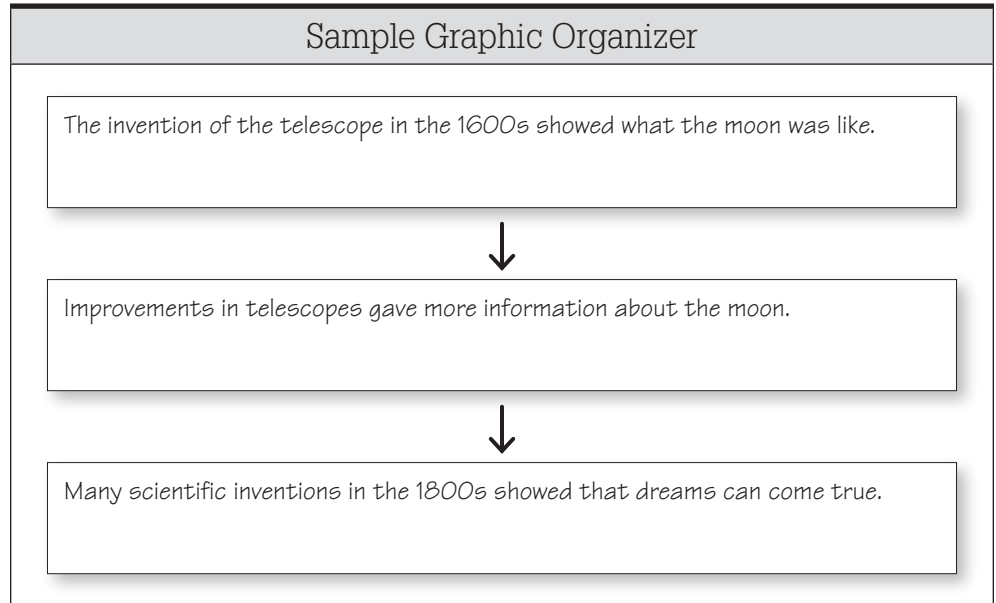
Sample Think Aloud

I'm not sure I understand what I read on these pages. There is a lot of information about magic powers, telescopes, telegraphs, and cannons. Maybe using the text structure can help me clarify it. I think this passage uses sequence text structure because I see dates (1600s and 1800s) and signal words and phrases such as *later* and "as the years passed." When I look closely at the sequence of paragraphs, the author is giving the history of ideas and discoveries about the moon. The text is also telling us about the inventions that helped move the world into the modern age, like the telegraph.

3. Point out that writing down information in a graphic organizer helps readers clarify and understand passages.

Teacher: Model making notes on a graphic organizer.

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



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



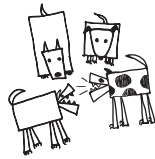
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 16 (paragraph 1)–18 (ending at paragraph 1) aloud. Use **Think-Pair-Share** to ask:

What sentence or passage can you clarify by using the main idea text structure? Explain how you figured it out.

We used the main idea text structure to clarify the paragraph on pages 16 and 17. We didn't understand what was happening in the paragraph. We looked for the main idea of the paragraph, which was about Jules Verne using the new ideas from science to tell a story. He wrote From Earth to the Moon, in which people traveled to the moon in a spaceship that was shot out of a cannon and steered by rockets. We figured out that this paragraph isn't telling us about something that really happened, just something written about in a story. But Verne's story gave people the idea about using rockets in space. They had never thought of using rockets for anything but weapons and fireworks.

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 18 (paragraph 1)–21 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

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

Answers will vary.

100 = We clarified paragraph 1 on page 20 and the words aiming, aimed, and aim. We used the main idea text structure to figure it out. The passage talks about finding the spot where the moon is. Aim must mean something like point toward. This helped us understand that the rocket would have to be pointed at the right spot, or it would miss the moon.

90 = We clarified paragraph 1 on page 20 and the words aiming, aimed, and aim. We used the main idea text structure to figure it out. The passage talks about finding the spot where the moon is. Aim must mean something like point toward.

80 = We clarified paragraph 1 on page 20 and the words aiming, aimed, and aim.

continued

Team Talk Questions *continued*

2. Why did President Kennedy want to go to the moon? **[MI]** (Team Talk rubric)

100 = **The text explains that** *President Kennedy wanted to go to the moon to get ahead of the Soviet Union’s space program. American and Soviet newspapers said there was a space race. Kennedy wanted to win. He thought going to the moon would help us win the race.*

90 = *President Kennedy wanted to go to the moon to get ahead of the Soviet Union’s space program. American and Soviet newspapers said there was a space race. Kennedy wanted to win.*

80 = *He wanted to get ahead of the Soviet Union’s space program.*

3. What was the next step after finding out how to pick the right spot to send the rocket? **[RE]** (Team Talk rubric)

100 = *After they figured out how to get to the right spot, the next step was finding out what the moon was really like. They had to know if it was safe for men to land on the moon. They sent up robot spacecraft with cameras called **probes**. They had to try twelve times because the probes failed. This **suggests** that going to the moon would take time and a lot of hard work.*

90 = *After they figured out how to get to the right spot, the next step was finding out what the moon was really like. They had to know if it was safe for men to land on the moon. They sent up robot spacecraft with cameras. They had to try twelve times because the robot spacecraft failed.*

80 = *The next step was finding out what the moon was really like.*

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: At night, the sky looks vast and seems to have no end.

5. Write the base word and ending, and then write the word’s meaning. Use the scrubber and patch as needed. Draw a sailboat if you need help. **[CV]** (word power)

working

work + ing; the activity of doing work

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

Cue students to discuss strategy use and graphic organizers.

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



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

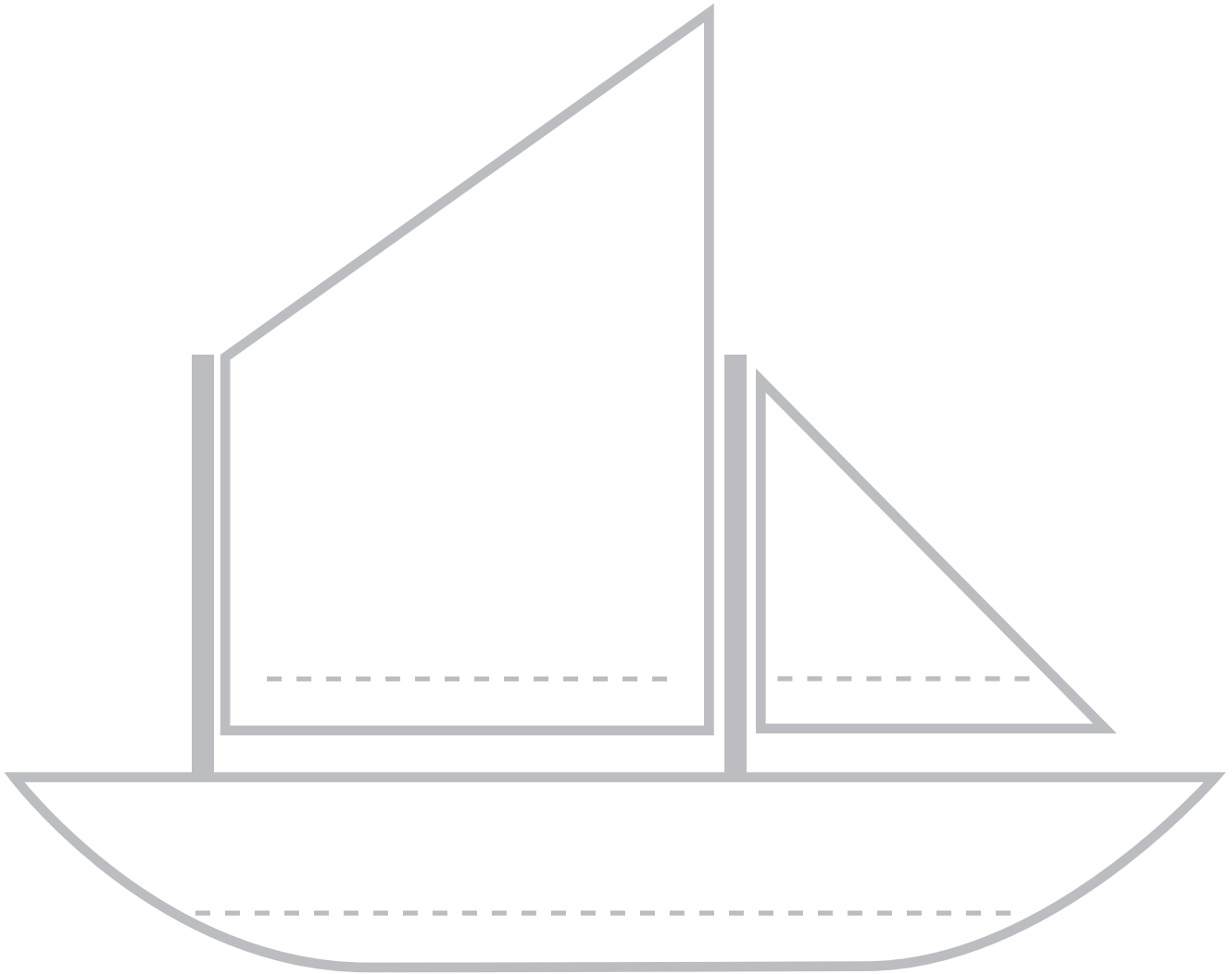
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

| Word | Pronunciation | Definition | Sample Sentence |
|---|---------------------------|---------------------------------|---|
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| vast (adjective) (synonym/ antonym) page 11 | vast | great in size | Jennifer stood on the beach and looked out at the <i>vast</i> ocean. |
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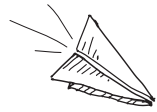
Lesson 3

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

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

Teacher Background

In today’s reading, the author describes the results of the probes, astronaut training, and the first stages of the trip to the moon.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.

Partner Vocabulary Study

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

Vocabulary

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

tps

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

Let's review: what endings did we discuss in the previous lesson, and what do they mean?

We discussed the endings -ed and -ing. The ending -ed means that something happened in the past, and the ending -ing means an activity or the result of an activity.

6. Use **Think-Pair-Share** to have students look at their vocabulary words and find words that have these endings. Have them give the base word, ending, and definition for each word.

gleaming: gleam + ing; shine or glow in the present

cramped: cramp + ed; describing a small or close space

improved: improv~~e~~ + ed; make better in the past

applied: applⁱy + ed; ask for a job in the past

Point out that the word *applied* has the *y* scrubbed off and an *i* patched in when the *-ed* ending is added.

Point out that when a word ends in *e*, like the word *improve*, the *e* is scrubbed off when an ending is added.

Point out that the word *cramped* is an adjective based on the context of describing the inside of the spacecraft.

7. Introduce the ending *-est* to students by pointing out the words *bravest*, *smartest*, and *healthiest* on page 23 of today's reading. Explain that *-est* makes a word describe the best or most (good runner, better runner, best runner). Use **Think-Pair-Share** to have students give the base word, ending, and definition for *bravest*, *smartest*, and *healthiest*.

bravest: brav~~e~~ + est; most brave

smartest: smart + est; most smart

healthiest: healthⁱy + est; most healthy

Point out that the word *healthiest* has the *y* scrubbed off and an *i* patched in when the *-est* ending is added. Also point out how the *e* on *brave* is scrubbed when the *-est* is added.

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.

Teams review their cycle goal.

Post and present the reading objective.



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

Review the skill as necessary.

Refer students to pages 22–24 in the text.

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

Students: Actively listen.

Teacher: Model making notes on a graphic organizer.

Set the Stage

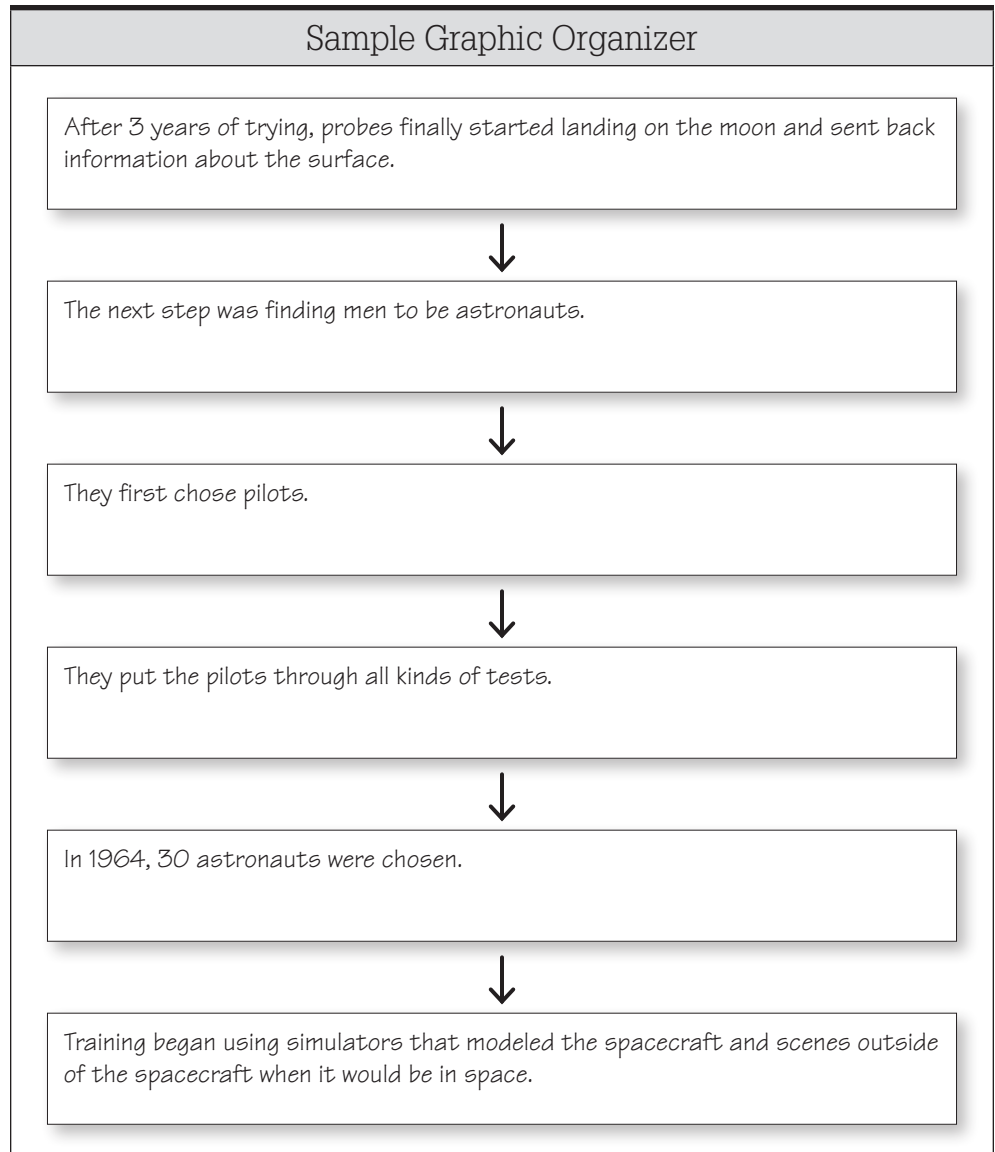
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events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

Interactive Read Aloud

1. This cycle our reading objective is: use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text. Remind students that they can use the text structure to help them clarify passages in the text.
2. Read pages 22–24 aloud. A sample Think Aloud follows.

| Sample Think Aloud |
|---|
| I didn’t understand the first sentence on page 23: “Who were these human guinea pigs?” What does that mean? I can use the main idea text structure to help me figure it out. The heading on the page says Wanted: Astronauts. So they are looking for people who are willing and able to fly into space. I read some details about what people who wanted to be astronauts needed to do. Most were pilots, especially fighter pilots and test pilots, because they already had to be brave, smart, and healthy to have those jobs. Then I read that doctors did all kinds of tests on the pilots. They left them in the dark, in soundproof rooms, and in high temperatures. They blasted noise, bounced them around, and spun them around. It sounds like they did a lot of experiments on these pilots. I think I understand why the author calls them guinea pigs. No one had ever done what these pilots were going to do. A lot of tests were run on them to see what humans could handle. |

3. Remind students that taking notes on a graphic organizer helps them clarify the text.
4. Model creating a graphic organizer, such as a sequence chain, and making notes. A sample graphic organizer follows.



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



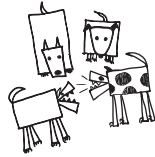
5. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 25–27 aloud. Use **Think-Pair-Share** to ask:

What sentence or passage can you clarify by using the main idea text structure? Explain how you figured it out.

(Answers may vary.) We clarified the text on page 26 because we did not understand what was happening. We used the main idea, which was still about testing astronauts. The details in this passage describe how astronauts learned how blastoff in the rocket would feel. They were put in a machine that spun the astronauts around and around. This motion made their chests feel heavy, made it hard to breathe, and even made some astronauts faint. So now we understand that the centrifuge was used to help astronauts get used to the pressure they would feel during launch.

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 29–33 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. 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 sentence or passage did your team clarify? How did you figure it out?
(Write) [CV] (strategy-use rubric)

Answers will vary.

100 = We clarified the sentence “Apollo 11 is hurtling through black space” on page 30. We used the main idea text structure to figure it out. The heading says Destination Moon, so the astronauts were traveling to the moon. They were going “six miles a second—faster than a bullet!” That means they were going very fast through space. These details helped us understand how fast the astronauts traveled to the moon.

90 = We clarified the sentence “Apollo 11 is hurtling through black space” on page 30. We used the main idea text structure to figure it out. The astronauts were traveling to the moon. They were going “six miles a second—faster than a bullet!” That means they were going very fast through space.

80 = We clarified the sentence “Apollo 11 is hurtling through black space” on page 30.

continued

Team Talk Questions *continued*

2. Why were the scientists worried when *Apollo 11* took off? **[MI]** (Team Talk rubric)

100 = *The scientists were worried when Apollo 11 **launched** because things still could go wrong. The astronauts had spent hundreds of hours **training**. People had worked hard to meet President Kennedy's deadline, but something bad could still happen. **Going into space is dangerous.***

90 = *The scientists were worried when Apollo 11 took off because things still could go wrong. The astronauts had spent hundreds of hours practicing. People had worked hard to meet President Kennedy's deadline, but something bad could still happen.*

80 = *They were worried when Apollo 11 took off because things still could go wrong.*

3. What are some problems of being weightless in the spacecraft? **[MI]** (Team Talk rubric)

100 = ***The text describes how** being weightless in the spacecraft means you lose small things, and you have to eat carefully. Things like pencils can just float away if you don't hold them. Crumbs and droplets from food can float around too. **Life in a spacecraft is not easy.***

90 = *Being weightless in the spacecraft means you lose small things, and you have to eat carefully. Things like pencils can just float away if you don't hold them. Crumbs and droplets from food can float around too.*

80 = *Being weightless in the spacecraft means you lose small things, and you have to eat carefully.*

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

The word tense means uneasy or nervous, so a synonym is the word worried. An antonym for tense is relaxed.

5. Write the base word, ending, and meaning for the word below. Use the scrubber and patch as needed. Draw a sailboat if you need help. **[CV]** (word power)

shoved

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

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

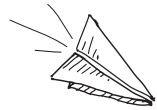
Lesson 4

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

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

Teacher Background

This section of the book describes the landing on the moon.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.

Partner Vocabulary Study

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

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
4. Remind students of the word power skill (base word and ending) and the Word Treasure clue for base word and ending (little sail and big sail).
5. Direct students' attention to the Word Power Challenge. Have students work in teams to read the underlined words and give a meaning for each word. If necessary, have students use the sail clues and identify the base word and ending.

Word Power Challenge

The sign warned us to slow down at the school so we would be careful of walking children.

Richard Nixon made the longest long-distance phone call when he talked to the astronauts on the moon.

Teams review their cycle goal.

Post and present the reading objective.

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



Build background about the topic.

Optional video.

Refer students to pages 34 and 35 in the text.

Teacher: Read aloud.

Students: Actively listen.



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

warn + ed; to tell in the past

long + est; the most long or most distant

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

Set the Stage

- Ask students to review their team’s goal for this cycle and assess their progress.
- Review the Team Celebration Points poster, and challenge teams to build on their successes.
- Remind students of the text, author, and reading objective.
- Have teams review their notes, summarize story events or information, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
- Optional: Show the video “One Small Step,” and have students compare what they have read so far with what is presented in the video: www.nasa.gov/externalflash/apollo11_40.

- Tell students that after *Apollo 11*, the Apollo mission made five more trips to the moon:

Apollo 12 in November 1969

Apollo 14 in January–February 1970

Apollo 15 in July–August 1971

Apollo 16 in April 1972

Apollo 17 in December 1972.

Explain that the *Apollo 13* trip had a dangerous oxygen leak and had to return to Earth. Tell students there was a movie made about it in 1995—*Apollo 13*.

Interactive Read Aloud

- Read pages 34 and 35 aloud.
- Use **Think-Pair-Share** to ask:

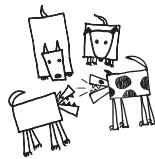
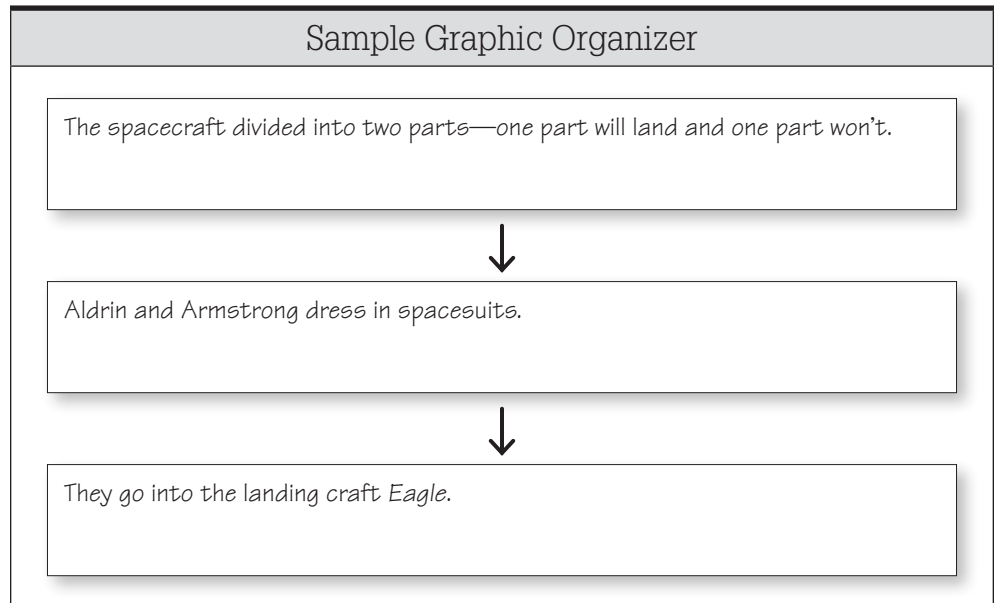
I’m not sure I understand the sentence “For protection against the blistering heat of the sun.” How can the main idea text structure help me clarify it?

The main idea is the spacesuits protect the astronauts. The supporting details are the things the astronauts are protected against. I know that the sun is hot, and I know that if you get a bad burn, you get blisters. This sentence must mean that the sun’s heat is very strong in space, and the spacesuit has to keep the astronauts safe.

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

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

- Use **Think-Pair-Share** to have students identify important events or details that should be added to the graphic organizer.



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 36–44 (paragraph 3) aloud with partners.
- Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

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

Answers will vary.

100 = We clarified the sentence "It [landing on the moon] is a thrilling, almost unbelievable moment." The main idea is that the first step on the moon must have been exciting, so thrilling means exciting.

90 = We clarified the sentence "It [landing on the moon] is a thrilling, almost unbelievable moment." The main idea is that the first step on the moon must have been exciting.

80 = We clarified the sentence "It [landing on the moon] is a thrilling, almost unbelievable moment."

2. Why will Armstrong's and Aldrin's footprints stay the same for millions of years? **[DC]** (Team Talk rubric)

100 = Armstrong's and Aldrin's footprints will stay the same for a long time because there is no wind, weather, or life on the moon. There is nothing to disturb the footprints. Due to the fact that there is no air on the moon, the footprints will always be there.

90 = Armstrong's and Aldrin's footprints will stay the same for a long time because there is no wind, weather, or life on the moon. There is nothing to disturb the footprints.

80 = Their footprints will stay the same for a long time because there is no wind, weather, or life on the moon.

3. What do the astronauts do on the moon? **[MI]** (Team Talk rubric)

100 = The astronauts explore and study the area. They feel light and can take big steps. President Nixon calls to congratulate them. They take pictures and samples and set up experiments. They leave behind medals remembering those who died and a message of peace. They do a lot in the short time they are on the moon. Their work results in a lot of new facts about the moon.

90 = The astronauts explore and study the area. They feel light and can take big steps. They talk to President Nixon. They take pictures and samples and set up experiments. They leave behind medals and a message of peace.

80 = The astronauts explore and study the area.

4. "Later, when telescopes improved, scientists decided the dark areas were really dry plains." In this sentence, the word *improved* most nearly means— **[CV]**

- A. were made weaker.
- B. were made round.
- C. were made better.
- D. were made quickly.

5. Write the base word, ending, and meaning for the word below. Use the scrubber and patch as needed. Draw a sailboat if you need help. **[CV]** (word power)

steering

steer + ing; drive or direct in the present

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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

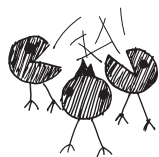


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

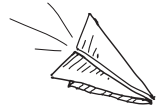
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

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

Teacher Background

In this lesson, students will have a chance to practice writing a good answer.



Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

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.

Introduce the writing project.

4. Review the Team Talk rubric:

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

Tell students they will practice evaluating answers before doing the writing activity. Refer students to the “answer samples” in their student editions.

Have students read the sample question and answer 1. Point out that the question came from one of the Team Talk questions.

Sample Question

Why does the author ask a lot of questions in the beginning of chapter 2? **[AP]**

Sample Answer 1

The author asks a lot of questions to show that in the past, people didn't understand what the moon was or what it was like.

tps

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

What score would you give this answer?

Students should say that this answer may meet the first criterion because it gives a correct answer, but it does not use academic language and does not give any evidence, support, or explanation for the answer. This answer should get a score of 80.

Have students read answer 2.

Sample Answer 2

The author asks a lot of questions to show that in the past, people didn't understand what the moon was or what it was like. People had questions because they didn't really know much about the moon. It shines, changes shape, and disappears. People wanted to know why.

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

What score would you give this answer?

Students should say this answer meets two of the criteria because it gives a correct answer and gives support, evidence, and explanation for the answer, but it doesn't use academic language. This answer should get a score of 90.

Have students read answer 3.

Sample Answer 3

In this text, the author asks a lot of questions to show that in the past, people didn't understand what the moon was or what it was like. People had questions because they didn't really know much about the moon. It shines, changes shape, and disappears. People were curious about why. The author is trying to show how much people didn't know in years past.

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

What score would you give this answer?

Students should say that this answer meets all the criteria because it gives a correct answer, uses academic language, and gives relevant evidence and support. This answer should get a score of 100.

Point out that giving examples and support for what you state helps people understand you better. Explain that students should strive to explain their thinking in both their verbal and written answers.

5. Review academic language with students. Academic language is the language used in school. Give some examples:
 - according to the text
 - aim
 - argues
 - appearance
 - for example
 - in addition
 - defends
 - for instance
 - supports
 - proves
 - other words and phrases students at this level might use

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

Read the prompt aloud.

| Writing Prompt |
|---|
| Explain the types of tests or training you would have to go through to be an astronaut. |

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 includes the word explain, so we should use the writing to inform or explain writer’s guide.

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

Which guideline relates to our writing objective: write a complete answer that explains your thinking?

The guidelines for ideas and organization relate to the writing objective.

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

Model planning using a graphic organizer.

Model a Skill

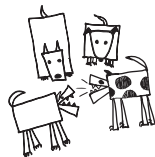
Tell students that you are going to model making a graphic organizer for writing the answer to the following question: Explain which of the early ideas people had for going to the moon that you think had the least chance of working.

Model recording ideas in a T-chart:

| Sample Graphic Organizer | |
|--|--|
| Idea | Reasons why it wouldn't work |
| Use swans to carry a basket to the moon. | <ul style="list-style-type: none"> You would need a lot of swans to lift a heavy load. There is no air in space, so the swans would die. Swans can't fly as high as the moon. |

Remind students that they should explain their thinking in every answer they write and that this will result in higher scores on the Team Talk questions and on the writing part of the test. Explain that this skill will also help them in their other classes when they have to write answers. Point out that teachers want to see students explain their thinking.

Point out that many questions include a hint for students to explain their thinking by using words such as *why*, *explain*, and “support your answer.”



Teamwork tp

(20 minutes)

Independent Work

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

Team Discussion

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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



Class Discussion tp

(30 minutes)

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

Lightning Round

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

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

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

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer explain his or her thinking?**
- **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 explain your thinking? Why?

Answers will vary.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

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

Writing Prompt

Explain the types of tests or training you would have to go through to be an astronaut.

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

From Student Edition

Answer Samples

Sample Question

Why does the author ask a lot of questions in the beginning of chapter 2? **[AP]**

Sample Answer 1

The author asks a lot of questions to show that in the past, people didn't understand what the moon was or what it was like.

Sample Answer 2

The author asks a lot of questions to show that in the past, people didn't understand what the moon was or what it was like. People had questions because they didn't really know much about the moon. It shines, changes shape, and disappears. People wanted to know why.

Sample Answer 3

In this text, the author asks a lot of questions to show that in the past, people didn't understand what the moon was or what it was like. People had questions because they didn't really know much about the moon. It shines, changes shape, and disappears. People were curious about why. The author is trying to show how much people didn't know in years past.

Lesson 6

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

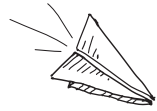
Writing Objective: Write a complete answer that explains your thinking.

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

Teacher Background

Today's cycle test challenges students to use the text structure to clarify the passage.

This section of the book discusses the return to Earth and subsequent events.



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)



Partner Review

1. Remind students that they have been practicing using informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text and writing a complete answer that explains their thinking.

Use **Think-Pair-Share** to review the skill and what students have been doing to practice it.

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 sentence or passage from today's reading did you clarify? How did you figure it out? **[CV]**

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

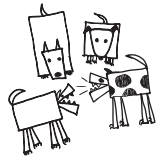
Today you will read more about astronauts Aldrin, Armstrong, and Collins.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

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



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

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

Would you like to be an astronaut? Why or why not?

What qualities make a good astronaut?

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

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

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

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

The top team chooses a cheer.

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

Remind students of the Read and Respond homework assignment.

Cycle 1 Test

Informational Text Structures

Directions: Read *Moonwalk: The First Trip to the Moon*, pages 44 (paragraph 4)–48, and answer the following questions on a separate piece of paper.

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

Part I. Comprehension (100 points)

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

Answers will vary.

20 points = I clarified paragraph 1 on page 47 because I didn’t understand why the astronauts were kept away from people. The main idea helped me figure it out. Doctors were afraid that the astronauts could have brought back germs from the moon. The details describe how the astronauts were kept in germproof clothes and areas. They were tested for germs. This helped me understand why doctors were so careful and made the astronauts wait to go out in public.

15 points = I clarified paragraph 1 on page 47 because I didn’t understand why the astronauts were kept away from people. The main idea helped me figure it out. Doctors were afraid that the astronauts could have brought back germs from the moon. The details describe how the astronauts were kept in germproof clothes and areas. They were tested for germs.

10 points = I clarified paragraph 1 on page 47 because I didn’t understand why the astronauts were kept away from people.

2. What did President Kennedy feel would help America win the space race? **[MI]**

20 points = President Kennedy thought landing Americans on the moon would win the space race. At the time, the Soviet Union was winning the space race. It had sent up the first satellite and the first man in space. By sending astronauts to the moon, America would have traveled farther and longer in space.

15 points = President Kennedy thought landing Americans on the moon would win the space race. The Soviet Union was winning the space race. It had sent up the first spacecraft and the first man in space.

10 points = President Kennedy thought landing Americans on the moon would win the space race.

3. What are some problems of being weightless in the spacecraft and on the moon? **[MI]**

20 points = *The text describes how being weightless can cause you to lose or damage important things. In the spacecraft, pencils, toothbrushes, food crumbs, and droplets can just float away if you aren't careful. On the moon, the astronauts were afraid of jumping too high and tearing their spacesuits, since that could kill them. Life in space is not easy.*

15 points = *Being weightless can cause you to lose or damage important things. In the spacecraft, pencils, toothbrushes, food crumbs, and droplets can just float away if you aren't careful. On the moon, the astronauts were afraid of jumping too high and tearing their spacesuits, since that could kill them.*

10 points = *Being weightless can cause you to lose or damage important things.*

4. Why couldn't people personally congratulate the astronauts when they first landed back on Earth? **[MI]**

20 points = *People couldn't touch or directly talk to the astronauts because they might have moon germs. Scientists didn't know if there were germs on the moon that could cause strange moon diseases. The astronauts were kept away from people for three weeks in a germproof area. The scientists had to make sure that everyone would be safe.*

15 points = *People couldn't touch or talk closely to the astronauts because they might have moon germs. Scientists didn't know if there were germs on the moon that could cause strange moon sicknesses. The astronauts were kept away from people for three weeks in a germproof area.*

10 points = *People couldn't touch or talk closely to the astronauts because they might have moon germs.*

5. How did the astronauts feel about Earth when they returned? **[MI]**

20 points = *When the astronauts returned to Earth, they felt it was a special place. Out in space, Earth looks very small, but very beautiful. That is why the astronauts hoped that people will take good care of Earth.*

15 points = *When the astronauts came back to Earth, they felt it was a special place. Out in space, Earth looks very small, but very beautiful.*

10 points = *They felt it was a special place.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Explain or describe what the astronauts experienced during their trip to the moon.

When Armstrong and Aldrin landed on the moon, they explored the area around the landing craft. Their bodies felt light, and they found that they could take big steps. They received a call from President Nixon. They took pictures. They took rock samples. They set up experiments, such as recording moonquakes. They tried to get new information about the moon to take back to Earth. They also left behind medals remembering those who died and a message of peace.

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

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

Part III. Vocabulary (100 points)

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

A synonym for vast is the word huge. An antonym for vast is small.

2. “As launch time approaches, three astronauts in gleaming white spacesuits walk toward the huge rocket.” In this sentence, the word *gleaming* most nearly means— **[CV]**
 - A. dull.
 - B. dirty.
 - C. ugly.
 - D. shiny.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: I was tense waiting for the results of the contest because I wanted to win.

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

A synonym for cramped is the word packed. An antonym for cramped is roomy.

5. “After the war, scientists tried to develop rockets for space travel.” In this sentence, the word *develop* most nearly means— **[CV]**

- A. end.
- B. make.
- C. remove.
- D. question.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Jack improved his bike by putting a basket behind the seat.

7. “Hundreds of top pilots applied for astronaut training.” In this sentence, the word *applied* most nearly means— **[CV]**

- A. dropped out of.
- B. ran away from.
- C. laughed at.
- D. asked for the job of.

8. What is a synonym for the word *expert*? What is an antonym for the word *expert*? **[CV]**

A synonym for expert is the word clever. An antonym for expert is unskilled.

Write the base word, ending, and meaning for each of the words below. Use the scrubber and patch as needed. Draw a sailboat if you need help. **[CV]**
(word power)

9. ended

end + ed; to end in the past

10. losing

lose + ing; the activity in which one loses

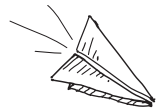
| Question Codes | | | |
|----------------|--|-------------|---|
| [DC] | Make inferences; interpret data; draw conclusions. | [AA] | Analyze an argument. |
| [SA] | Support an answer; cite supporting evidence. | [AP] | Identify author’s intent or purpose. |
| [MI] | Identify the main idea that is stated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

Lesson 7

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

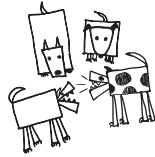
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students’ homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

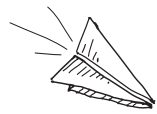
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration!
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

Informational
Text
Structures

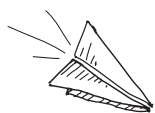
Lesson 1

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

Teacher Background

In cycle 2, students will continue to use text structure to clarify passages. In this cycle, students will use the main idea text structure to help them clarify passages.

In today's reading, students will discover the life and accomplishments of Tyrus "Ty" Raymond Cobb. Even though Ty Cobb earned respect for his numerous records, his demeanor alienated other players and fans.

**Active Instruction** tp

(22 minutes)

Big Question

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

The Big Question: What does it take to be a great athlete?

Set the Stage tp

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

What does it take to be a great athlete?

Answers may vary. To be a great athlete, you have to practice a lot and work hard.

Who is your favorite athlete? Why?

Answers will vary. My favorite athlete is quarterback Joe Flacco. It is exciting to see him throw the ball far down the field, directly into his receivers' hands.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objective.
4. Distribute copies of *Baseball's Greatest Hitters: From Ty Cobb to Miguel Cabrera*. Explain to students that this text is unique because it has informational and literary aspects. Review the qualities of literary nonfiction with students as needed.

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 baseball.

Show the video “Play Ball.”



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

After previewing *Baseball’s Greatest Hitters: From Ty Cobb to Miguel Cabrera*, 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 famous hitters in baseball.

- Show the video “Play Ball.”

Have students indicate by a show of hands if they have played or seen baseball games. If there are students who have never seen or played baseball, have one or two volunteers review the game.

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

Who are some of the more recent famous players?

Answers will vary. Cal Ripken passed Lou Gehrig’s record for most consecutive games played in 1995.

What are some skills baseball players need to play well?

Baseball players need to be able to throw a baseball, catch a baseball, run fast around the bases, and hit the ball with a bat.

- Explain how two common baseball averages are determined:
 - **Batting average:** Divide the number of hits a player has by the number of times he has been at bat. A number over 0.300, or “300,” is at the all-star level. In calculating the average, a hit is only counted if the player reaches the base and is ruled safe. A walk is not considered a hit, but is considered an at bat. It is really a percent: a batting average of 0.300 means that 30% of the time the batter is at bat, he gets a hit.
 - **Slugging average:** This weighted average represents how many bases the player will generally be able to reach directly after he hits: to first base is a single; to second base, a double; to third base, a triple; and if he makes it back to home base, a home run. Add the number of singles to the number of doubles times two, to the number of triples times three, to the number of home runs times four. This sum is divided by the number of times at bat. A number over 0.400 is amazing. Babe Ruth’s lifetime slugging average was 0.690!

If necessary, point out that the abbreviation RBI means runs batted in.

Interactive Read Aloud

- Review the Text Structures chart from cycle 1, focusing on main idea text structure. Remind students that they can use several ways to find the main idea:
 - by asking themselves “What is the point of this passage?” or “What does the author want me to know here?”
 - by looking for topic sentences in a paragraph
 - by looking for repeated information

Refer students to pages 5–9 in the text.



Point out that finding the main idea and the details that support it helps readers clarify the passage so they can understand what the author wants them to know.

2. Read pages 5–9 (paragraph 1) aloud.
3. Use **Think-Pair-Share** to ask:

I’m not sure I understand why hitting is the hardest job in sports. How can the main idea text structure help me clarify it?

*The section title is **The Hardest Job in Sports**. This must be the main idea, so the rest of the page gives the supporting details. I’ll look for the details that mean something is hard to do, such as the pitch goes 90 miles per hour and the baseball is less than three inches wide. A small ball going very fast must be hard to hit.*

4. Use **Think-Pair-Share** to have students identify important events or details that should be added to the graphic organizer.

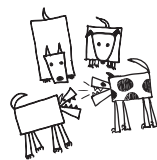
| Sample Graphic Organizer | |
|--------------------------|---|
| Main idea | Supporting details |
| Ty Cobb was a fighter. | <ul style="list-style-type: none"> • When attacked on the street, he defended himself. • Did anything to succeed in baseball like shouting at umpires and spiking fielders. • He played a game even when he was injured. |

Teacher: Read aloud.

Students: Actively listen.

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

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



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: **SR** **pages 9 (paragraph 2)–14 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes on graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

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

Team Discussion

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

| Team Talk Questions |
|--|
| <p>1. What sentence or passage did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric)</p> <p><i>Answers will vary.</i></p> <p><i>100 = We clarified the sentence “He didn’t just slide into base, he flew spikes-first at the fielder” on page 9. We used the main idea text structure. Ty always wanted to be the best at what he did. He did anything to succeed. We thought other players would probably be afraid of getting hit with his spikes, so he got on base a lot. This helped us understand why Ty would do things that seemed unfair or dangerous while playing.</i></p> <p><i>90 = We clarified the sentence “He didn’t just slide into base, he flew spikes-first at the fielder” on page 9. We used the main idea text structure. Ty always wanted to be the best at what he did. We thought other players would probably be afraid of getting hit with his spikes, so he got on base a lot.</i></p> <p><i>80 = We clarified the sentence “He didn’t just slide into base, he flew spikes-first at the fielder” on page 9.</i></p> <p>2. How did Ty Cobb treat pitchers when he was at bat? [MI] (Team Talk rubric)</p> <p><i>100 = Ty Cobb tried to annoy pitchers. He would grit his teeth and swing three bats at a time while on deck. He shouted insults at them while walking up to the plate. He kept his back to the pitcher when he was at bat. These actions show that Ty Cobb would do anything to succeed and cause pitchers to make mistakes.</i></p> <p><i>90 = Ty Cobb tried to annoy pitchers. He would grit his teeth and swing three bats at a time while waiting his turn. He shouted insults at them while walking up to the plate. He kept his back to the pitcher when he was at bat.</i></p> <p><i>80 = Ty Cobb tried to annoy pitchers.</i></p> |

continued

Team Talk Questions *continued*

3. What is the main idea in the rest of the chapter? Explain how you figured it out. **[MI]** (Team Talk rubric)

100 = *The main idea in the rest of the chapter is that while Ty Cobb was a good ball player, he was not a nice person. He has the highest lifetime batting average in baseball. He made baseball exciting to watch. **But** he didn't get along with his teammates or other players, and he was **bitter** and lonely as he grew older. This helped me understand how one of the most famous and best baseball players was not the most likable person.*

90 = *The main idea in the rest of the chapter is that while Ty Cobb was a good ball player, he was not a nice person. He has the highest lifetime batting average in baseball. He made baseball exciting to watch. He didn't get along with his teammates or other players, and he was unhappy and lonely as he grew older.*

80 = *The main idea in the rest of the chapter is that while Ty Cobb was a good ball player, he was not a nice person.*

4. Why did only three people from baseball attend Ty Cobb's funeral?

100 = *Only three people from baseball **attended** Ty Cobb's funeral because he was not a nice person. He was selfish about when he would play and getting his way. He was **prejudiced** against African Americans. Even when he was young, he was unfriendly. **It seems** as though he didn't like people and tried to drive them away.*

90 = *Only three people from baseball went to Ty Cobb's funeral because he was not a nice person. He was selfish about when he would play and getting his way. He didn't like African Americans. Even when he was young, he was unfriendly.*

80 = *Only three people from baseball went to his funeral because he was not a nice person.*

Cue students to discuss strategy use and graphic organizers.

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

Randomly select team representatives who will share:

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



Class Discussion

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

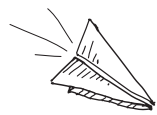
Lesson 2

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

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

Teacher Background

In today’s reading, the author describes one of the most revered figures in baseball history, George Herman “Babe” Ruth.



Active Instruction tp

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

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

Vocabulary

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

| Word | Pronunciation | Definition | Sample Sentence |
|---|------------------------|------------------------------------|--|
| succeed (verb) (synonym/ antonym) page 9 | suc-ceed (suk-SEED) | carry out something you want to do | If I try hard, I can <i>succeed</i> at building the model airplane, even though the directions are hard to follow. |
| annoy (verb) (synonym/ antonym) page 10 | an-noy (ah-NOY) | bother | I try not to <i>annoy</i> my brother by keeping my music turned down. |

continued

| Word | Pronunciation | Definition | Sample Sentence |
|--|------------------------------|-------------------------------------|---|
| clouting (verb) (connotation/ denotation) page 17 | clout-ing (KLOUT-ing) | hitting | Pieces of hail were <i>clouting</i> the tin roof and making a lot of noise. |
| generous (adjective) (synonym/ antonym) page 21 | gen-er-ous (JEN-er-us) | giving | Matt was very <i>generous</i> and gave money to the animal shelter to help find homes for animals. |
| researched (verb) (connotation/ denotation) page 29 | re-searched (REE-surched) | studied closely | Hannah <i>researched</i> the different kinds of computers so she would know the best one to use. |
| insist (verb) (connotation/ denotation) page 30 | in-sist (in-SIST) | demand | Joe really liked baseball, so he would <i>insist</i> on seeing every game. |
| embrace (verb) (Latin root) page 36 | em-brace (em-BRAYSE) | warmly hug | After being gone on a long business trip, Wanda's father held out his arms to <i>embrace</i> her. |
| ovation (noun) (connotation/ denotation) page 40 | o-va-tion (oh-VEY-shun) | a loud and especially long applause | The president's speech was so emotional and optimistic that he received a standing <i>ovation</i> that lasted several minutes when he finished. |

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

This cycle we will identify prefixes on base words. Sometimes a prefix is added to the beginning of a word and changes the meaning of the base word. The Word Treasure clue that we use to remind us of prefixes and base words is a boat with a little sail and a big sail. This reminds us that

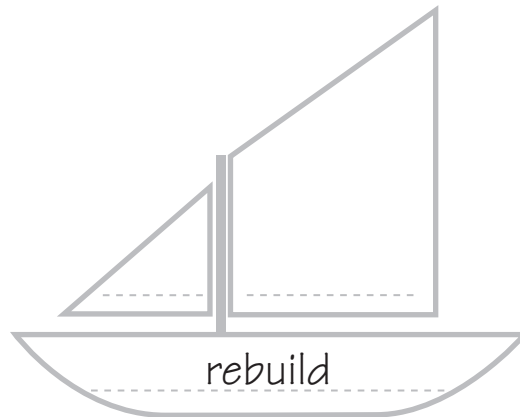
Review Vocabulary Vault.

Review the word power skill.

a prefix goes on the little sail in front of the base word, which goes on the big sail.

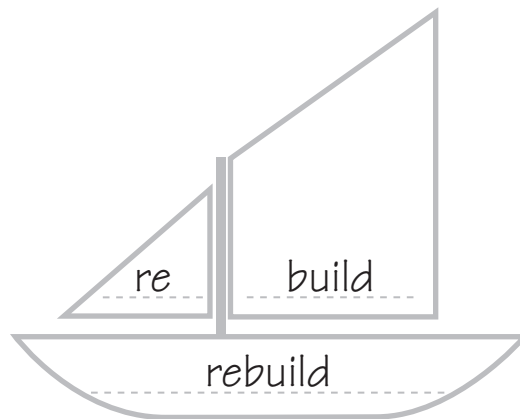
7. Display the clue, and write the word “rebuild” on the bottom of the boat.

Blackline master provided.



Model separating the prefix and base word.

| Sample Think Aloud |
|--|
| <p>Let's look at the word <i>rebuild</i> that is written on the boat. I need to separate the prefix from the base word. I recognize the base word, <i>build</i>, so the prefix must be <i>re-</i>. I will write the prefix, <i>re-</i>, on the little sail and the base word, <i>build</i>, on the big sail. This helps me see how to separate prefixes from base words.</p> |



8. Point out that prefixes can change the meanings of words. Explain that the prefix *re-* means again or to do over. Model determining the meaning of a word with a prefix.

| Sample Think Aloud |
|--|
| <p>Let's figure out what the word <i>rebuild</i> means now that we know that prefixes change the meanings of words. I know that <i>build</i> means to create or make something. So when the prefix <i>re-</i> is added to the word <i>build</i>, it must make the word mean to make or create again.</p> |

9. Reveal the Word Treasure (skill).

Word
Treasure

Some base words have certain beginnings, or prefixes. If you're having trouble reading these words, read the base word first. Read the prefix next, and then read the whole word.

10. Tell students that there is a word with the prefix *re-* in their vocabulary lists and that they should be on the lookout for it.
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 or information, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Interactive Read Aloud

1. Read pages 17–19 (ending at paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

I'm not sure I understand why the Cubs players and fans are booing Babe Ruth. How can the main idea text structure help me clarify it?

The main idea of the passage is that Babe Ruth is baseball's first power hitter. He is known for hitting home runs for the Yankees. I see from the details that the Yankees are playing the Cubs in the World Series. The score is tied, so a home run from Babe will put the Yankees ahead. The Cubs and their fans are shouting at Babe, and he has two strikes. These details tell me that the Cubs are hoping Babe strikes out and the Yankees do not take the lead. They are shouting because they hope they will distract Babe or cause him to make a mistake.

3. Use **Think-Pair-Share** to have students identify important events or details that should be added to the graphic organizer.

Teams review their cycle goal.

Post and present the reading objective.



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

Refer students to pages 17–22 in the text.



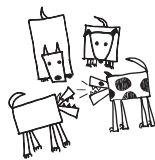
Teacher: Read aloud.

Students: Actively listen.

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

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

| Sample Graphic Organizer | |
|---|--|
| Main idea | Details |
| Babe Ruth was a good ball player even when he was older and out of shape. | <ul style="list-style-type: none"> • He was overweight. • He didn't eat right. • Fans heckled him because he was out of shape. • He could hit a low pitch. • He hit a home run. |



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 19 (paragraph 1)–22 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

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

Answers will vary.

100 = We clarified paragraphs 2–4 on page 20 because we didn't understand why Babe was so popular. We used the main idea text structure. Babe Ruth hits a lot of home runs. We learned that before he started playing, players did not hit many home runs. Babe hit more home runs than entire teams. This helped us understand why people wanted to see Babe play.

90 = We clarified paragraphs 2–4 on page 20 because we didn't understand why Babe was so popular. We used the main idea text structure. Babe Ruth hits a lot of home runs. Before he started playing, players did not hit many home runs. Babe hit more home runs than entire teams.

80 = We clarified paragraphs 2–4 on page 20 because we didn't understand why Babe was so popular.

2. Why was Babe Ruth put in reform school as a child? **[MI]** (Team Talk rubric)

*100 = Babe Ruth was put in reform school because he was always in trouble. **The text states that** when he was young, he cut classes, stole, and chewed tobacco. His parents probably hoped that reform school would **improve his behavior.***

90 = Babe Ruth was put in reform school because was always in trouble. When he was young, he cut classes, stole, and chewed tobacco.

80 = He was put in reform school because was always in trouble.

3. What is the main idea in the rest of the chapter? How does this help you better understand Babe Ruth? **[MI]** (Team Talk rubric)

*100 = The main idea in the rest of the chapter is that **even though** Babe Ruth was in trouble as a kid, he was a kind person and a great ball player. Ruth bought candy for other kids when he was in school. As a ball player, he visited sick kids and gave them money. Ruth changed the game of baseball by hitting so many homers. **This helps me see that Babe Ruth was not really a bad person and that he grew out of being a troublemaker.***

90 = The main idea in the rest of the chapter is that Babe Ruth grew up to be a kind person and great ball player. Ruth bought candy for other kids when he was in school. As a ball player, he visited sick kids and gave them money. Ruth changed the game of baseball by hitting so many homers.

80 = The main idea in the rest of the chapter is that Babe Ruth grew up to be a kind person and great ball player.

4. "Ty would always do anything to succeed." In this sentence, the word *succeed* most nearly means— **[CV]**

- A. win.
- B. lose.
- C. bounce.
- D. grin.

5. Write the prefix and the base word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)

renew

re + new; make new again

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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

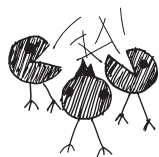


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

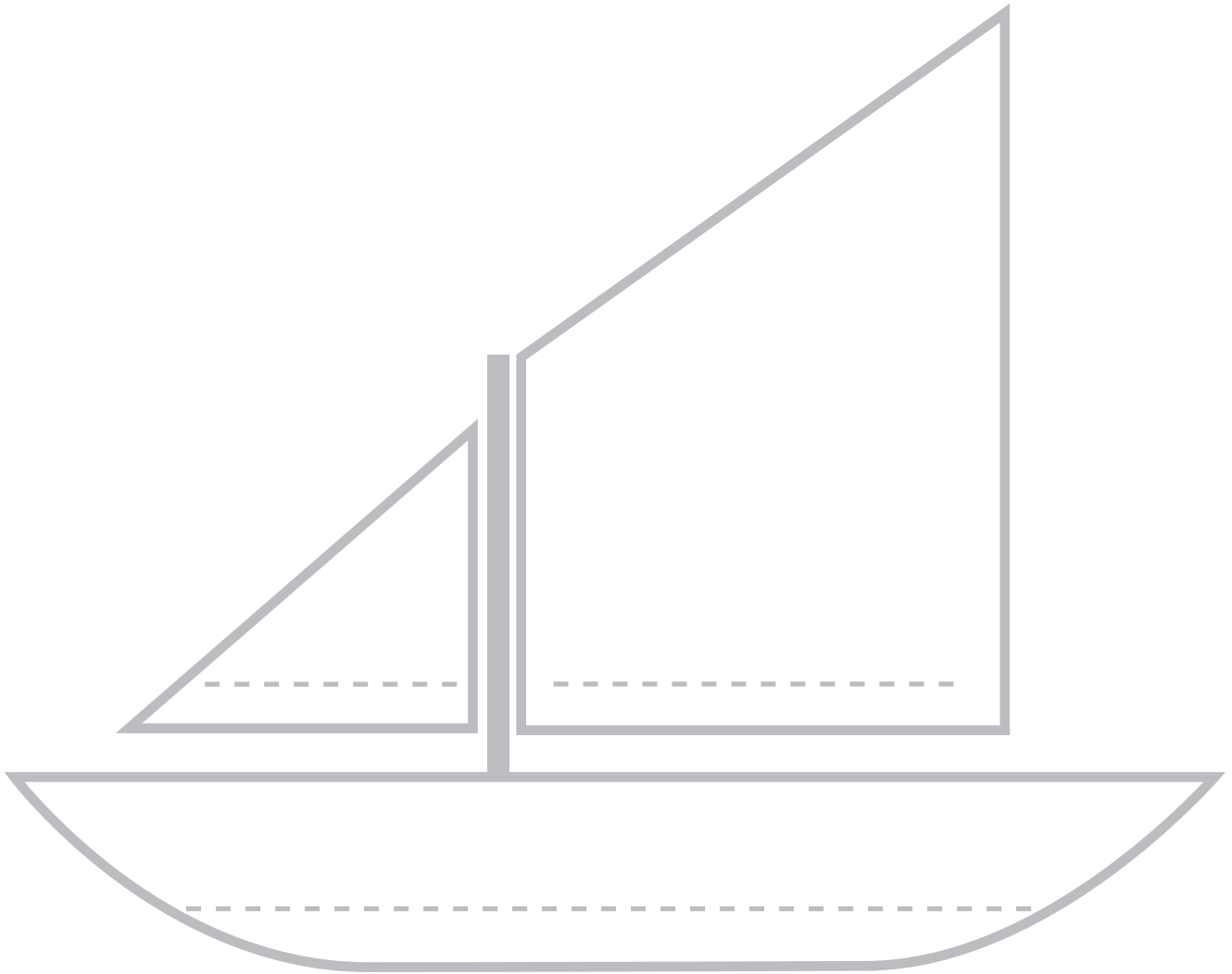
How many points did your team earn today?

How can your team earn more points?

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

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

| Word | Pronunciation | Definition | Sample Sentence |
|--|------------------------------|---|---|
| succeed (verb) (synonym/ antonym) page 9 | suc-ceed (suk-SEED) | carry out something you want to do | If I try hard, I can <i>succeed</i> at building the model airplane, even though the directions are hard to follow. |
| annoy (verb) (synonym/ antonym) page 10 | an-noy (ah-NOY) | bother | I try not to <i>annoy</i> my brother by keeping my music turned down. |
| clouting (verb) (connotation/ denotation) page 17 | clout-ing (KLOUT-ing) | hitting | Pieces of hail were <i>clouting</i> the tin roof and making a lot of noise. |
| generous (adjective) (synonym/ antonym) page 21 | gen-er-ous (JEN-er-us) | giving | Matt was very <i>generous</i> and gave money to the animal shelter to help find homes for animals. |
| researched (verb) (connotation/ denotation) page 29 | re-searched (REE-surched) | studied closely | Hannah <i>researched</i> the different kinds of computers so she would know the best one to use. |
| insist (verb) (connotation/ denotation) page 30 | in-sist (in-SIST) | demand | Joe really liked baseball, so he would <i>insist</i> on seeing every game. |
| embrace (verb) (Latin root) page 36 | em-brace (em-BRAYSE) | warmly hug | After being gone on a long business trip, Wanda's father held out his arms to <i>embrace</i> her. |
| ovation (noun) (connotation/ denotation) page 40 | o-va-tion (oh-VEY-shun) | a loud and especially long applause | The president's speech was so emotional and optimistic that he received a standing <i>ovation</i> that lasted several minutes when he finished. |



Lesson 3

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

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

Teacher Background

In today’s reading, the author describes the life and career of Ted Williams.

Teacher’s Note:

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

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

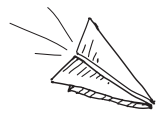
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.



Active Instruction

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

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



5. Use **Think-Pair-Share** to have students look at their vocabulary words and find a word with the prefix *re-*. Use **Random Reporter** to select students to share.

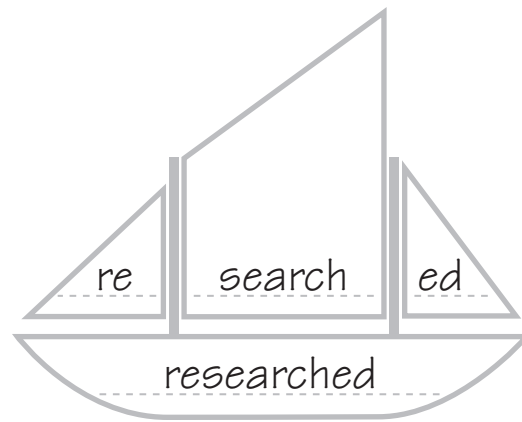
The word researched.

Display a boat with a little sail and a big sail. Write “researched” in the bottom of the boat. Use **Think-Pair-Share** to ask:

Using the boat, how would you break up the prefix and base word in *researched*? What does the word mean?

You would put the prefix re- in the little sail and the word searched in the big sail. It means searched or looked over again.

Point out that *researched* also has an *-ed* ending. Draw a small sail after the big sail, and write “ed” in it.



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 or information, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 24–30 in the text.



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

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

Interactive Read Aloud

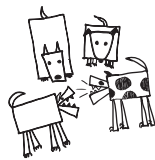
1. Read pages 24–27 (ending at paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

I’m not sure I understand paragraphs 1–3 on page 24. How can the main idea text structure help me clarify it?

The main idea in this passage is that Ted Williams wants to bat .400, and it’s the last day of the season. His average is .3995, which will be rounded up to .400 even if he doesn’t play. The last sentence in paragraph 3 is the important detail—he wants to hit .400, not just have the average rounded up. He wants to make it on his own. This helps me understand why the fans are so interested and why Ted feels the pressure.

3. Use **Think-Pair-Share** to have students identify important events or details that should be added to the graphic organizer.

| Sample Graphic Organizer | |
|--|--|
| Main idea | Details |
| Ted Williams wanted to get a .400 and tried hard to make it. | <ul style="list-style-type: none"> • The night before last game he walked 10 miles worrying about getting .400. • He was nervous when he came up to bat but was able to concentrate. • He got 3 singles so his average was .404, but he wanted to play the whole double header to show he was a great hitter. • At the end of a double header, his average was .406. |



Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: **pages 27 (paragraph 1)–30 aloud with partners. (if skipping Interactive Read Aloud, pages 24–30)**
2. Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

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

- 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. **SF**
- 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

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

Answers will vary.

100 = We clarified paragraph 2 on page 29 because we didn’t know what it meant to be a “patient hitter.” We used the main idea text structure. Ted studied how the ball moved over the plate. The details tell us about how he studied each stadium, pitcher, and umpire. When he did swing at pitches, he either hit them, or they were strikes. This helped us understand that Ted didn’t waste time swinging at anything he didn’t think he could hit.

90 = We clarified paragraph 2 on page 29 because we didn’t know what it meant to be a “patient hitter.” We used the main idea text structure. Ted studied how the ball moved over the plate. He studied each stadium, pitcher, and umpire. When he did swing at pitches, he either hit them, or they were strikes.

80 = We clarified paragraph 2 on page 29.

- How were Ted Williams and Ty Cobb similar? **[MI, RE]** (Team Talk rubric)

100 = Both Ted and Ty were difficult people to get along with. The text describes how Ted often had tantrums on the field when things did not go his way. He threw bats, ripped out pipes, and smashed lights. Ty also had a temper during games and toward fans. This shows that being a famous and popular player does not make someone kind or friendly.

90 = Ted and Ty were difficult people to get along with. Ted often got angry on the field when things did not go his way. He threw bats, ripped out pipes, and smashed lights. Ty acted the same way at games and toward fans.

80 = Ted and Ty were difficult people to get along with.

continued

Team Talk Questions *continued*

3. What made Ted Williams a good ball player? **[MI]** (Team Talk rubric)

100 = *Ted was a good ball player because he started young and practiced a lot. He began playing baseball at the age of six. **By the time** he was twelve, he was practicing his hitting in his backyard most nights for hours. **Because** he loved swinging a bat, he practiced a lot.*

90 = *Ted was a good ball player because he started young and practiced a lot. He began playing baseball at the age of six. **By the time** he was twelve, he was practicing his hitting in his backyard most nights for hours.*

80 = *He was a good ball player because he started young and practiced a lot.*

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: I'll try not to annoy you as I practice my lines for the play.

5. Write the prefix and the base word, and then write the word's meaning. Draw a sailboat if you need help. **[CV]** (word power)

rebloom

re + bloom; bloom again

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

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Lesson 4

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

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

Teacher Background

In today’s reading, the author introduces us to Hank Aaron and Miguel Cabrera. Hank Aaron was a notable figure in the history of baseball. In 1974, Aaron shattered Babe Ruth’s record of 714 home runs, a record many had thought would last forever. Miguel Cabrera is a more recent baseball star who in 2012 became only the fourteenth player to win baseball’s Triple Crown—he held the league’s highest batting average, most home runs, and most RBIs (runs batted in).

Teacher’s Note:

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

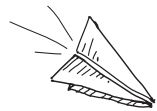
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.



Active Instruction

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. 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.



- Remind students of the word power skill (prefix and base word) and the Word Treasure clue for prefix and base word (sailboat with a small sail and a big sail).

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

Why should you learn about prefixes and base words?

It helps me to clarify the meanings of words that have had prefixes added to them.

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

Word Power Challenge

The ice thawed, so I have to refreeze it to keep everything nice and cold.

I repaid the fifty cents I borrowed from John.

- Use **Random Reporter** to choose a student to read each sentence orally and identify the prefix, base word, and meaning of each underlined word.

re + freeze; to freeze again

re + paid; paid again

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

Set the Stage

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

Interactive Read Aloud

- Read pages 32–36 aloud.
- Use **Think-Pair-Share** to ask:

I'm not sure I understand the last paragraph on page 36. How can the main idea text structure help me clarify it?

The main idea in the passage is whether Hank will break Babe Ruth's home run record. The supporting details describe the pressure Hank is under from those who want him to break the record and those who don't. I think Hank cries after the game because he has succeeded and the pressure is off now. It's a relief for him.

Teams review their cycle goal.

Post and present the reading objective.



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

Refer students to pages 32–42 in the text.



Teacher: Read aloud.

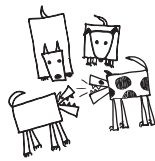
Students: Actively listen.

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

- Use **Think-Pair-Share** to have students identify important events or details that should be added to the graphic organizer.

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

| Sample Graphic Organizer | |
|--|---|
| Main idea | Details |
| Hank Aaron was a good ball player partly because he wanted to prove that blacks were equal by playing as well as he could. | <ul style="list-style-type: none"> Some people were prejudiced against Hank and threatened him. The prejudice made Hank determined to be a good ball player. He just kept playing—he could hit almost anything. In 1 game he broke Ruth’s home run record and everyone cheered, even the opposing team. |



Teamwork tp

(20 minutes)

Partner Prep

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

- Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 37–42 aloud with partners.
(if skipping Interactive Read Aloud, pages 32–42)
- Circulate and check for comprehension, evidence of strategy use, and notes on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

- 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.

Team Talk Questions

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

Answers will vary.

100 = We clarified the sentence "He'd hit bottom, and he knew it," on page 42. The main idea of the paragraph before this sentence was that Miguel Cabrera had gotten in trouble for drinking too much, and had been arrested. The text says that his drinking may have affected his playing, and Cabrera decided to stop drinking after his arrest. This helped me understand that Cabrera thought he hit a low point in his career, and he wanted to turn that around.

90 = We clarified the sentence "He'd hit bottom, and he knew it," on page 42. The main idea of the paragraph before this sentence was that Miguel Cabrera had gotten in trouble for drinking too much, and had been arrested. The text says that his drinking may have affected his playing.

80 = We clarified the sentence "He'd hit bottom, and he knew it," on page 42.

2. Contrast the way the crowd watching the game on October 3, 2012 felt with the way Miguel Cabrera appeared to feel while sitting in the dugout. **[CC]** (Team Talk rubric)

Answers will vary.

*100 = **The text says** that the crowd kept peeking at the scoreboard and waiting for their questions to be answered, **while** Miguel Cabrera seemed to be relaxed and joking in the dugout. The crowd was wondering whether Cabrera would make history by winning baseball's Triple Crown. They were excited waiting for the scoreboard to confirm Cabrera's statistics. It shows that Cabrera is a professional and treated this special game like any other game by doing what he usually did, and didn't get too excited.*

90 = The crowd kept peeking at the scoreboard and waiting for their questions to be answered, but Miguel Cabrera seemed to be relaxed and joking in the dugout. The crowd was wondering whether Cabrera would make history by winning baseball's Triple Crown. They were excited waiting for the scoreboard to confirm Cabrera's statistics.

80 = The crowd kept peeking at the scoreboard and waiting for their questions to be answered, but Miguel Cabrera seemed to be relaxed and joking in the dugout.

continued

Team Talk Questions *continued*

3. What effect do you think turning his life around had on Miguel Cabrera’s game and playing abilities? Support your thinking with evidence from the text. **[RE, DC, SA]** (Team Talk rubric)

Answer will vary.

*100 = By turning his life around, Miguel Cabrera was able to **achieve** one of baseball’s greatest **feats**. **According to the text**, Cabrera had some trouble with alcohol and the police. In 2009, his drinking might have affected how well he played during the season, and he got in trouble with the police. In 2011, he was caught driving drunk. But it was in 2012, **just the next season**, when he led the league in batting average, home runs, and RBIs. **This shows** that by being serious about baseball and giving up alcohol, Cabrera was able to make history.*

90 = By turning his life around, Miguel Cabrera was able to reach one of baseball’s greatest goals. Cabrera had some trouble with alcohol and the police. In 2009, his drinking might have affected how well he played during the season, and he got in trouble. In 2011, he was caught driving drunk. But the next season he led the league in batting average, home runs, and RBIs.

80 = By turning his life around, Miguel Cabrera was able to reach one of baseball’s greatest goals.

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

The word generous means giving, so a synonym would be the word unselfish. An antonym for generous would be selfish.

5. Write the prefix and the base word, and then write the word’s meaning. Draw a sailboat if you need help. **[CV]** (word power)

reconnect

re + connect; connect again

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

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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



Class Discussion tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

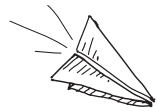
Remind students of the Read and Respond homework assignment.

Lesson 5

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

Teacher Background

Today’s writing project will give students another chance to practice writing a complete answer and explaining their thinking.



Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Remind students that when they explain their thinking about statements they make or answers they write, they are proving that they really know the information.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.



Writing Prompt

Explain what makes a ball player in the book *Baseball's Greatest Hitters: From Ty Cobb to Miguel Cabrera* the greatest.

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 explain ideas or information on a topic because it uses the word explain in the prompt.

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

Which guideline relates to our writing objective: write a complete answer that explains your thinking?

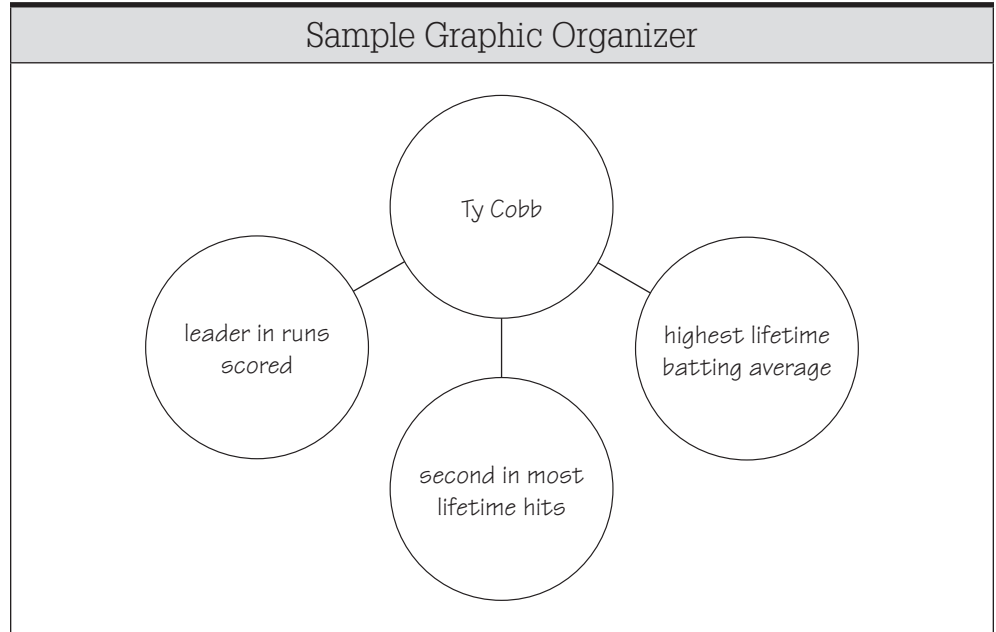
The guideline for ideas relates to the writing objective because it says to clearly develop the topic with details.

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

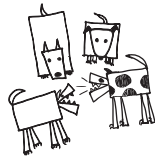
Model planning using a graphic organizer.

Model a Skill

Remind students that in the last cycle, they used a T-chart as a graphic organizer. Point out that a web will work just as well. Model using a web graphic organizer for the question: Explain which player did the best.



Tell students to use the graphic organizer that works for the writing they are going to do.



Teamwork tp

(20 minutes)

Independent Work

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

Team Discussion

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

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.



Class Discussion tp

(30 minutes)

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

Lightning Round

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

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

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

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer explain his or her thinking?**
- **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 explain your thinking?

Answers will vary.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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

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

Writing Prompt

Explain what makes a ball player in the book *Baseball's Greatest Hitters: From Ty Cobb to Miguel Cabrera* the greatest.

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

Lesson 6

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

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

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

Teacher Background

Today's cycle test will challenge students to use the main idea text structure to help them clarify the text.

In today's reading, the author discusses the performance enhancing drug (PED) scandal that rocked baseball. Some players who became famous for their big hits, such as Mark McGwire, Barry Bonds, Roger Clemens, Ryan Braun, and Alex Rodriguez, became associated with PEDs. Some players, such as Mike Trout, have denounced their use and support bans for players that use them.

Performance-Enhancing Drugs and Baseball

In the 2000s, Major League Baseball was rocked by a scandal over the use of performance-enhancing drugs (PEDs), such as steroids, by players. Although many players were suspected of using PEDs, or had been caught using them in the past, the league did not agree to randomly test players until 2003. Even then, league officials agreed not to publish the names of caught players or punish them for positive tests.

In 2003, Barry Bonds was called to testify in a grand jury trial against the Bay Area Laboratory Co-Operative (BALCO), a company that provided PEDs to athletes in several sports. Bonds denied knowingly taking PEDs at the trial. The book *Game of Shadows*, written by Mark Fainaru-Wada and Lance Williams, implies that Bonds knowingly and regularly took PEDs.

In 2005, Sammy Sosa and Mark McGwire testified in a U.S. House of Representatives committee meeting about steroid use in baseball. Both denied using PEDs. In 2010, McGwire admitted to using PEDs during his career with the St. Louis Cardinals and the 1998 home run race.

Because of the use or suspicion of PEDs, many baseball enthusiasts believe players who admitted to using the drugs or are suspected of using them should have asterisks next to their records, showing that the numbers were reached by cheating. Many also believe these players should not be inducted into the Baseball Hall of Fame. The period from 1980 to 2001 is often called the steroid era of baseball.

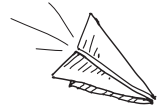
PEDs not only call the fairness of the sport into question, but can be dangerous for the players who take them. Athletes usually get the drugs illegally, as many have been banned in the United States, and do not ask doctors about their use. The

drugs cause side effects that can cause drastic changes to the body, some of which may cause injury while playing. They can also affect the personality of the player, causing violent mood swings and temper.

Related links:

“Timeline of Baseball’s Steroid Scandal,” NBC Sports:
nbc.com/news/sports-baseball/2019-09-12

“Performance Enhancing Drugs: Know the Risks,” Mayo Clinic:
www.mayoclinic.com/health/performance-enhancing-drugs/HQ01105



Active Instruction

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing using informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text and writing a complete answer that explains thinking.

Use **Think-Pair-Share** to review the skill and what students have been doing to practice it.

We have been using the main idea text structure to help clarify difficult sentences and passages in the text. Clues found in chapter titles or headings and the supporting details can help us figure out what difficult parts of the text mean.

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 underline key words or phrases in question #1.

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

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

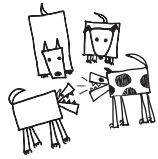
Today you will read more about some recent players who became involved with the PED scandal.



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.

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

Of the players in the book, who is your favorite? Why?

Answers will vary. My favorite is Hank Aaron because he didn't make a big fuss about anything. He just worked steadily to become a great hitter.

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

Informational Text Structures

Directions: Read *Baseball's Greatest Hitters: From Ty Cobb to Miguel Cabrera*, pages 43–48, and answer the following questions on a separate piece of paper. Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

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

Answers will vary.

20 points = I had to clarify the sentence "The scandal hit its peak in 2013" on page 45. I reread the paragraph and used my background knowledge to clarify. The text is describing the PED scandal, and how many top stars in baseball were suspected of using PEDs and were not voted into the Hall of Fame. MVP Ryan Braun and star Alex Rodriguez were caught lying about using PEDs. I also know the word peak means top, like of a mountain. This helped me understand that 2013 might be the year when the most evidence for PED use was found. Once you reach the top, you can't go higher, so the scandal may have died down after 2013.

15 points = I had to clarify the sentence "The scandal hit its peak in 2013" on page 45. I reread the paragraph and used my background knowledge to clarify. The text is describing the PED scandal, and how many top stars in baseball were suspected of using PEDs and were not voted into the Hall of Fame. MVP Ryan Braun and star Alex Rodriguez were caught lying about using PEDs. I also know the word peak means top, like of a mountain.

10 points = I had to clarify the sentence "The scandal hit its peak in 2013" on page 45.

2. Based on what you read, did Ty Cobb care more about making friends or playing exciting baseball? Support your thinking. **[MI, SA]**

20 points = Ty Cobb cared most about playing exciting and good baseball. He didn't just slide into bases; he flew at fielders spikes-first. He would try to get as many bases out of a hit as possible. He deliberately hit balls hoping for home runs. His actions show that he focused on playing good baseball, even if it meant annoying other players.

15 points = Ty Cobb cared most about playing exciting and good baseball. He didn't just slide into bases; he flew at fielders spikes-first. He would try to get as many bases out of a hit as possible. He hit balls on purpose hoping for home runs.

10 points = Ty Cobb cared most about playing exciting and good baseball.

3. What made so many of the ball players in this text good at baseball? Support your thinking. **[MI, DC, SA]**

20 points = *Many of the ball players in the text **began** playing baseball when they were very young. Ty Cobb made his own glove and bat to practice with as a boy. Ted Williams began playing when he was six. **By starting** at a young age, these ball players got in a lot of practice to be great hitters.*

15 points = *Many of the ball players in the text started playing baseball when they were very young. Ty Cobb made his own glove and bat to practice with as a boy. Ted Williams began playing when he was six.*

10 points = *Many of the ball players in the text started playing baseball when they were very young.*

4. What is the main idea in paragraph 1 on page 45? Explain how you figured it out. **[MI]**

20 points = *The main idea is that many famous players were caught up in the PED scandal. Mark McGwire and Barry Bonds were famous hitters, but pitcher Roger Clemens was also **accused** of using and lying about PEDs. They haven't made the Hall of Fame because of it. **Nearly** every player accused of using PEDs **denied** it, but some players **eventually confessed**. This helped me understand why the use of PEDs was such a scandal and that people were shocked that Hall of Fame **worthy** players would cheat to get an advantage.*

15 points = *The main idea is that many famous players were caught up in the PED scandal. Mark McGwire and Barry Bonds were famous hitters, but pitcher Roger Clemens was also blamed for using and lying about PEDs. They haven't made the Hall of Fame because of it. Almost every player blamed for using PEDs said they didn't, but some players finally told the truth.*

10 points = *The main idea is that many famous players were caught up in the PED scandal.*

5. What is the main idea in the book? Explain how you figured it out. **[MI]**

Accept reasonable responses.

20 points = *I think the main idea in the book is that many of the great ball players overcame problems to become great. I figured this out because the author **repeats** this idea in the book. Most of the sections describe the players' backgrounds. Hank Aaron grew up poor. Babe Ruth was in trouble as a kid. Ted Williams and Ty Cobb didn't have their parents' support. Miguel Cabrera had trouble with alcohol. The repeated **focus** in the book tells me that it is important to understand where these players came from before they became great.*

15 points = *I think the main idea in the book is that many of the great ball players overcame problems to become great. I figured this out*

because the author says it a lot in the book. Most of the sections describe the players' backgrounds. Hank Aaron grew up poor. Babe Ruth was in trouble as a kid. Ted Williams and Ty Cobb didn't have their parents' support. Miguel Cabrera had trouble with alcohol.

10 points = I think the main idea in the book is that many of the great ball players overcame problems to become great.

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Explain how batting records have changed from Ty Cobb's day until today.

(Accept reasonable responses.) When Ty Cobb began playing, it was in the Dead Ball Era when the baseballs were heavier and weren't replaced when they got wet or dirty. If Cobb played today, he would probably have a better record because the equipment is better today. Since Ty Cobb's time, batters became really choosy about their bats, like Ted Williams was. Maybe records keep getting broken because equipment and training are better now. As things improve, today's records will probably be broken too.

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

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

Part III. Vocabulary (100 points)

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Jamal researched all the teams in the National League to predict which one would go to the World Series.

2. "By clouting homer after homer, he [Babe Ruth] has changed the game more than anyone else." In this sentence, *clouting* most nearly means— **[CV]**
- A. finding.
 - B. losing.
 - C. *hitting*.
 - D. catching.

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

A synonym for succeed is the word win. An antonym for succeed is fail.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: I ran to embrace my dog Spot when he got home from the animal hospital.

5. "Babe was always in trouble, but he was also generous and kind." In this sentence, *generous* most nearly means— **[CV]**

- A. *sharing*.
- B. mean.
- C. tall.
- D. fast.

6. "Fans leap to their feet to give him a standing ovation." In this sentence, *ovation* most nearly means— **[CV]**

- A. silence.
- B. jeers.
- C. glares.
- D. *praise*.

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

A synonym for annoy is the word bother. An antonym for annoy is please.

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Mom will insist that we go to bed at 9 o'clock.

Write the prefix, base word, and meaning for each word below. Draw a sailboat if you need help. **[CV]** (word power)

9. reappear

re + appear; appear again

10. revisit

re + visit; visit again

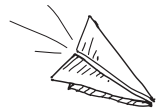
| Question Codes | | | |
|----------------|--|-------------|---|
| [DC] | Make inferences; interpret data; draw conclusions. | [AA] | Analyze an argument. |
| [SA] | Support an answer; cite supporting evidence. | [AP] | Identify author's intent or purpose. |
| [MI] | Identify the main idea that is stated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

Lesson 7

Reading Objective: Use informational text structures (e.g., compare and contrast, cause and effect) to clarify the meaning of sentences or passages in a text.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

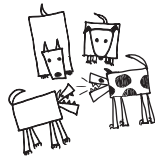
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students’ homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)



Team responses and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

Lightning Round

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

Celebrate

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

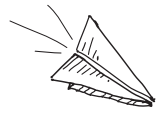
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration!
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Common Core State Standards

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

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

Contact your SFA coach for more information.

Level 2-3 Informational Text Structures

English Language Arts Standards: Reading: Informational Text

Craft and Structure

RI.5.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

English Language Arts Standards: Reading: Foundational Skills

Phonics and Word Recognition

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

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

Fluency

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

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

English Language Arts Standards: Writing

Text Types and Purposes

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

English Language Arts Standards: Language

Vocabulary Acquisition and Use

L.2-8.4. 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.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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.

continued

Level 2-3 Informational Text Structures *continued*

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

Craft and Structure

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

English Language Arts Standards: Writing: History/Social Studies, Science/Technology

Text Types and Purposes

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

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