

Darnell Rock Reporting

Written by Walter Dean Myers

Bantam Doubleday Dell, 1994 ISBN 0-440-41157-2

Literature

The Wrong Choice

Written by Brian Sevier

Success for All Foundation, 2012

Drama

**Reading
Wings** 4th
Edition

TARGETED Treasure Hunt

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.

***Targeted Treasure Hunt:
Darnell Rock Reporting and
The Wrong Choice***

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Produced by the Reading Wings 4th Edition Team

President:	Nancy Madden
Director of Development:	Kate Conway
Project Manager:	Wendy Fitchett
Developers:	Kathleen Collins, Victoria Crenson, Richard Gifford, Samantha Gussow, Angie Hale, Allison Hoge, Susan Magri, Terri Morrison, Kimberly Sargeant
Field Advisory Team:	Terri Faulkner, Cathy Pascone
Interactive Whiteboard Developers:	Sarah Eitel, Patricia Johnson, Austin Jones, Becca Slavin
Editors:	Marti Gastineau, Pam Gray, Jodie Littleton, Janet Wisner
Project Coordinator:	Marguerite Collins
Designers:	Devon Bouldin, Debra Branner, Barbra Colquitt, Michael Hummel, Susan Perkins
Illustrator:	James Bravo
Media Team:	Jeffrey Goddard, Tonia Hawkins, Russell Jozwiak, Jane Strausbaugh
Production Artists:	Irene Baranyk, Kathy Brune, Wanda Jackson, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbor
Proofreaders:	Meghan Fay, Michelle Zahler
Online Tools:	Terri Morrison (chair), Michael Knauer, Victor Matusak, Christian Strama, Mary Conway Vaughan
Rollout Team:	Kate Conway (chair), Marguerite Collins, Wendy Fitchett, Nancy Hutchison, Claire Krotiuk, Terri Morrison, Kenly Novotny, Mary Conway Vaughan

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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

LITERATURE (6 DAY)

Darnell Rock Reporting

Written by Walter Dean Myers

Summary

Darnell Rock is not a bad kid, but he can't seem to do anything right. He gets into a lot of trouble, and he struggles to do well in school. Things have gotten so bad for him that he doesn't know what to do. He decides to join the school newspaper just to see what it's like. At first, he has trouble finding something that he enjoys doing. After he meets an old friend of his father's, a homeless man named Sweeby Jones, Darnell discovers that he enjoys the human-interest side of journalism. When Darnell writes human-interest stories that affect his school and his community, people around him sit up and take notice!

Instructional Objectives

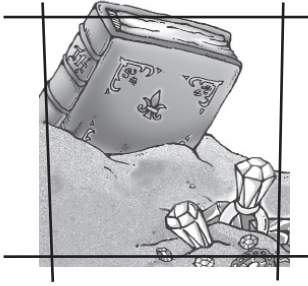
	Reading	Word Power	Writing
CYCLE 1	Drawing conclusions (DC)	Compound words	Write a persuasive speech.
	Students will draw conclusions about characters and events by examining clues from the story.	Students will pronounce and determine the meaning of compound words by separating each word and thinking about their meanings.	Students will write persuasive speeches.
CYCLE 2	Story structure (SS)	Abbreviations	Write an informative paragraph.
	Students will identify different parts of a story, including the characters, the setting, the problem, and the solution.	Students will identify what the abbreviation means.	Students will each write an informative paragraph that describes a person he or she would like to interview for the school newspaper.

(continued on next page)

	Reading	Word Power	Writing
CYCLE 3	Compare and contrast (CC)	Prefix and base word	Write a persuasive letter.
	Students will compare and contrast characters, events, and situations in the text.	Students will break words into prefix and base word and use the prefixes <i>dis-</i> and <i>re-</i> to increase their understanding of words.	Students will pretend that they are either Darnell Rock or Mrs. Joyner. They will write persuasive letters to the Oakdale City Council asking it to turn the basketball courts into a garden or a new parking lot for teachers.
CYCLE 4	Cause and effect (CE)	Chunking	Write an informative newspaper article.
	Students will use cause-and-effect relationships to identify the cause of a character's actions, words, and feelings.	Students will chunk words into word parts (syllables) to help read words.	Students will pretend they are reporters for their school newspaper. They will write newspaper articles about three things that happened at the Oakdale City Council meeting.

CYCLE 1**Instructional Objectives**

	Reading	Word Power	Writing
	Drawing conclusions (DC)	Compound words	Write a persuasive speech.
CYCLE 1	Students will draw conclusions about characters and events by examining clues from the story.	Students will pronounce and determine the meaning of compound words by separating each word and thinking about their meanings.	Students will write persuasive speeches.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score TP

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **practice active listening**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Darnell Rock Reporting* by Walter Dean Myers. As we read, we'll draw conclusions about characters and events in the story. Good readers examine clues from the author to draw conclusions and learn more about the author's intent for writing.

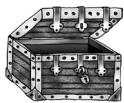
- Point out the strategy target on the team score sheet.



- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Think-Pair-Share** to have students identify the importance of newspapers. Tell them to think about the information included in a daily newspaper. Randomly select a few students to share.
 - Use **Team Huddle** to have students discuss changes they would make to their neighborhood. Tell them to think about what they would like to have in their community. Use **Random Reporter** to select students to share.
 - Brainstorm a list of sections included in a newspaper. Use **Team Huddle** to organize the sections into categories. Use **Random Reporter** to share responses, and write the list on the board.

Vocabulary **TP**

- Ask teams to have teammates 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 “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page 1
Student Edition chart does
not contain page numbers or
identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
shoplift page 4	compound word: shop + lift	to steal from a store	Rather than paying for the candy bar, Sajid decided to <i>shoplift</i> it by hiding it in his coat.
positive page 7	chunk: pos-i-tive	helpful, good	Studying hard will have <i>positive</i> results, such as good grades.
violating page 15	base word + ending: violat(e) + ing	disobeying, breaking the rules	By driving seventy miles per hour, Benji was <i>violating</i> the fifty-mile-per-hour speed limit.

Word and Page Number	Identification Strategy	Definition	Sentence
offend page 15	chunk: of-fend	insult, hurt someone's feelings	Don't <i>offend</i> people by calling them names and pushing them around.
editor page 15	base word + ending: edit + or	a person who supervises newspaper writers	My <i>editor</i> showed me how to make my newspaper article better.
furiously page 24	base word + ending: furious + ly	with energy	The teacher spoke so fast that Tanjita had to write <i>furiously</i> to get everything down.
participate page 25	chunk: par-ti-ci-pate	go along with, take part	The ball game at recess looked like fun, so I decided to <i>participate</i> .
nervously page 31	base word + ending: nervous + ly	with fear	Yan <i>nervously</i> approached the principal's office, unsure of how much trouble he was in.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in literature.

Our skill this cycle is drawing conclusions. It's important to draw conclusions when you read so you can figure out what the author doesn't tell you. Drawing conclusions allows you to learn more about a story.

- Prompt students to identify what it means to draw conclusions. Use **Think-Pair-Share** to have students discuss their answers. Randomly select a few students to share.

An author doesn't tell you everything about a story. An author presents details about characters and events. What should we look for as we draw conclusions? Tell your partner. Allow time for partners to discuss. **Yes. We can use details from the text to draw conclusions about the characters and events.**

- Describe the following situation about a woman in the street. Use **Think-Pair-Share** to have students draw a conclusion about the woman. Randomly select a few students to share their conclusions about the woman.

A woman is standing by the side of the road. She is tapping her foot and looking at her watch every few seconds. She looks upset as she looks at the oncoming cars.

Now that you've discussed the passage with your partner, what can you conclude about the woman? Wait for students' responses. **Yes. The woman was in a hurry. What clues led you to this conclusion?** Wait for students' responses. **That's right. The woman was tapping her foot and checking her watch. Those are signs that someone is in a hurry. Were there any other clues that helped you draw this conclusion?** Wait for students' responses. **Good. The woman also looked upset. She was looking at the cars coming toward her, but none of them were the one she wanted. She was upset that her car was not there because she was in a hurry.**

- Tell students that they will draw conclusions about the story as they read *Darnell Rock Reporting*.

Listening Comprehension

- Read pages 1–3 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Think-Pair-Share** to have students draw a conclusion about the relationship between Darnell and Tamika. Remind them to discuss the clues that helped them draw that conclusion.

The author gave us clues to show how Darnell and Tamika interacted. Talk with your partner to draw a conclusion about Darnell and Tamika's relationship. Remember to discuss the clues you used to draw your conclusion.

- Randomly select a few students to share their conclusions about Darnell and Tamika's relationship.

Now that you've talked with your partner, what conclusion can you make about Darnell and Tamika's relationship? Wait for students' responses. **Very good. Darnell and Tamika liked to mess with each other. What clues did you use to draw this conclusion?** Wait for students' responses. **That's right. Tamika told Darnell that he didn't dust the living room and called him the youngest. Darnell told Tamika that they weren't twins and that she was a prize from a game. Darnell and Tamika liked to mess with each other like most brothers and sisters.**

- Remind students that they will continue to draw conclusions about the story as they read *Darnell Rock Reporting*.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

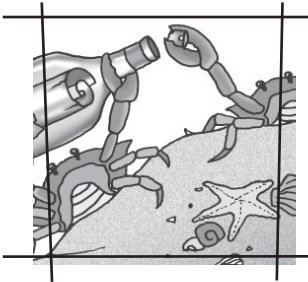
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. Tamika thinks the man deserves to go to jail. What does Darnell think about the man being arrested? |CC|
2. How is the man acting **before** Tamika says something to him? |SQ|
 - a. The man is fighting the police officer who is arresting him.
 - b. The man looks uncomfortable without saying anything.
 - c. The man tells Tamika that she is a rich kid.
 - d. The man tries to steal more potatoes and run away.
3. What conclusion can you draw about why Darnell would rather talk about girls with his mother? What clues helped you draw this conclusion? (Write-On) |DC|
4. Why does Darnell decide to be on the school newspaper? |CE|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 4–6 aloud with partners.
pages 7–11 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Tamika thinks the man deserves to go to jail. What does Darnell think about the man being arrested? |CC|
100 points = *Darnell thinks the man looks uncomfortable and embarrassed. He feels sorry for the man because he has to go to jail for less than a quarter.* **90 points** = *Darnell thinks the man looks uncomfortable and embarrassed.* **80 points** = *He looks uncomfortable and embarrassed.*
2. How is the man acting **before** Tamika says something to him? |SQ|
 - a. The man is fighting the police officer who is arresting him.
 - b. *The man looks uncomfortable without saying anything.*
 - c. The man tells Tamika that she is a rich kid.
 - d. The man tries to steal more potatoes and run away.
3. What conclusion can you draw about why Darnell would rather talk about girls with his mother? What clues helped you draw this conclusion? (Write-On) |DC|
100 points = *I can draw the conclusion that Darnell would rather talk to his mother about girls because he doesn't want to explain to his mother why he joined the newspaper. He doesn't want to tell her that he joined the newspaper because he got in trouble with Mr. Baker.* **90 points** = *I can draw the conclusion that Darnell would rather talk to his mother about girls because he doesn't want her to find out that he only joined the newspaper because he got into trouble.* **80 points** = *He doesn't want his mother to know he is in trouble.*
4. Why does Darnell decide to be on the school newspaper? |CE|
100 points = *Darnell decides to be on the school newspaper because he is in trouble with Mr. Baker. Mr. Baker tells Darnell that he will have to leave school if he doesn't straighten up. Darnell tells him that he is going to join the newspaper.* **90 points** = *Darnell decides to be on the school newspaper because he is in trouble with Mr. Baker.* **80 points** = *He is in trouble.*

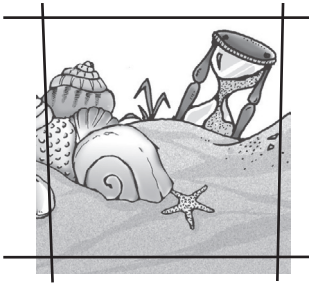
- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.



Strategy-Use Discussion	– Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.	
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.	
	Team Talk Extenders	Would you like to write for a newspaper? Why or why not? Darnell felt sorry for the man who was arrested. What does this show about Darnell?
	– Award team celebration points.	
Write-On Discussion	– Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.	



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes



- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills.

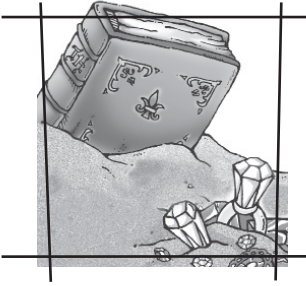
Page 4 (paragraphs 6–12)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

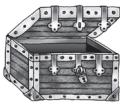
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

**Vocabulary TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why did Darnell decide to join the newspaper? Explain.

Listening Comprehension

- Read pages 12–14 (paragraph 8) aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Think-Pair-Share** to have students draw a conclusion about how Darnell was different from the other kids on the newspaper. Remind them to discuss the clues that helped them draw that conclusion.

Darnell was different from the other kids on the newspaper. Talk with your partner to draw a conclusion about how Darnell was different from the other kids on the newspaper. Remember to discuss the clues you used to draw your conclusion.

- Randomly select a few students to share their conclusion about how Darnell was different from the other kids on the newspaper.

Now that you've talked with your partner, what conclusion can you make about how Darnell was different from the other kids on the newspaper? Wait for students' responses. **Yes. Darnell did not want to be on the newspaper. What clues did you use to draw this conclusion?** Wait for students' responses. **Good. Darnell was only on the newspaper because he didn't want to get into trouble with Mr. Baker. The other kids were there because they wanted to be on the newspaper staff. Are there any other clues that helped you?** Wait for students' responses. **That's right. The other kids knew what they wanted to do on the newspaper. Darnell said that he just wanted to be on the newspaper. Darnell did not know what he wanted to do on the newspaper because he did not really want to be part of the newspaper staff.**

- Remind students that they will continue to draw conclusions about the story as they read *Darnell Rock Reporting*.

Preview Team Talk

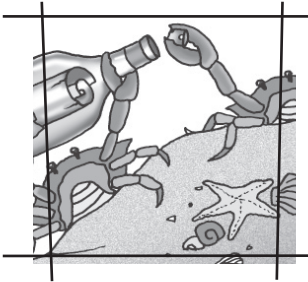
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 2

Team Talk

1. Darnell wants to be the sports writer, but Tony O! gets the job. Why does this happen? |CC|
2. Why do you think the newspaper staff votes to decide who to make editor? What clues helped you draw this conclusion? |DC|
3. Why doesn't Darnell want to go around school asking other students questions for the newspaper? |CE|
 - a. He doesn't want people to get on his case.
 - b. He doesn't really like being on the newspaper.
 - c. He doesn't feel like walking all around the school.
 - d. He doesn't want to bother the other students.
4. What conclusion can you draw about why Miss Seldes started the Corner Crew? What clues helped you draw this conclusion? (Write-On) |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 14–17 aloud with partners.
pages 18–20 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Darnell wants to be the sports writer, but Tony O! gets the job. Why does this happen? |CC|

100 points = *Tony O! raises his hand and tells Mr. Derby that he wants to be the sports writer. Darnell does not say that he wants to be the sports writer. Tony O! speaks up and says what he wants while Darnell doesn't say anything.* **90 points** = *Tony O! raises his hand and tells Mr. Derby that he wants to be the sports writer while Darnell doesn't say anything.* **80 points** = *Tony O! says he wants the job.*

2. Why do you think the newspaper staff votes to decide who to make editor? What clues helped you draw this conclusion? |DC|

100 points = *I think the newspaper staff votes to decide who to make editor because it is the fairest way to choose. There are a lot of students who want to be editor, so Mr. Derby allows students to vote.* **90 points** = *I think the newspaper staff votes for editor so that it is fair to all the students who want to be the editor.* **80 points** = *It is fair.*

3. Why doesn't Darnell want to go around school asking other students questions for the newspaper? |CE|

- a. *He doesn't want people to get on his case.*
- b. *He doesn't really like being on the newspaper.*
- c. *He doesn't feel like walking all around the school.*
- d. *He doesn't want to bother the other students.*

4. What conclusion can you draw about why Miss Seldes starts the Corner Crew? What clues helped you draw this conclusion? (Write-On) |DC|

100 points = *I can draw the conclusion that Miss Seldes starts the Corner Crew because she wants to help the kids. She gives them a place to hang out and even makes T-shirts for the kids. She doesn't want the kids to get into trouble, so she allows them to use the library.* **90 points** = *I can draw the conclusion that Miss Seldes starts the Corner Crew because she wants to help the kids and keep them out of trouble.* **80 points** = *She wants to help the kids.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

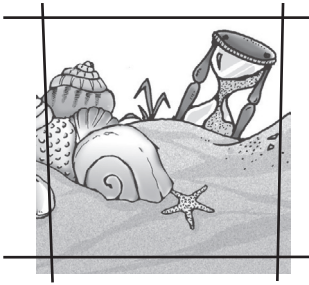
What section of the paper would you choose to write for if you were given the chance? Explain why.

What do you learn about Miss Seldes from the story? Support your answer with details from the story.

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

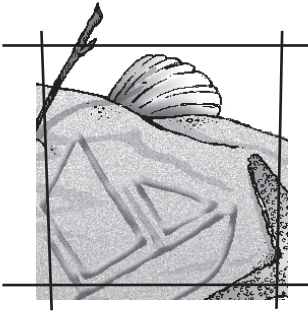
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 1

Page 18 (paragraphs 1–5)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



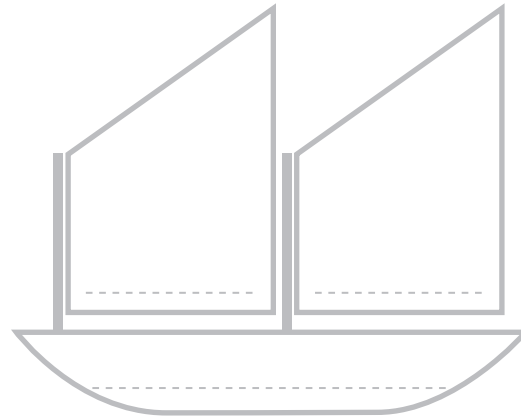
WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display a sailboat with two sails of equal size.

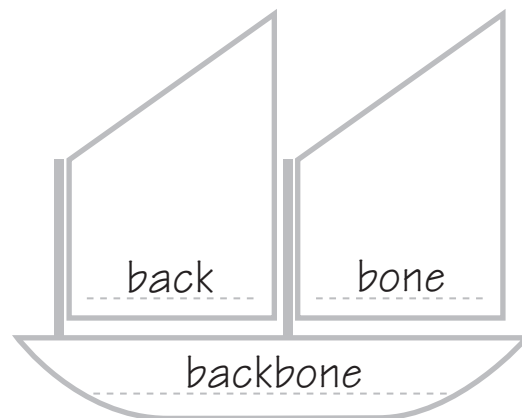
Blackline master provided.

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue (a sailboat with two sails of equal size).



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- Use **Think-Pair-Share** to have students figure out what the Word Treasure clue means. Randomly select a few students to share. *Two main or big sails mean there are two whole words.*
- Write the word “backbone” on the bottom of the boat. Remind students that a word made up of two whole words is called a compound word.
- Use **Think-Pair-Share** to have students identify what words [back and bone] go on each sail. Randomly select a few students to share. Write each word on a sail.



- Use the sails to read the word and have students say the word with you. Remind students that thinking about the meaning of each word in a compound word helps us define the compound word.



- Use **Team Huddle** to have students define the meaning of *backbone*, and use **Random Reporter** to select students to share. *Your back is the back part of your body, and a bone is part of your skeleton. A backbone must be a bone that is in your back.*
- Reveal the Word Treasure (skill).

Word Treasure

Sometimes two words combine to make one word.

If you're having trouble reading a compound word, read the two words separately and then read the whole word.

- Tell students that Captain Read More has found a word in their vocabulary list that is a compound word. Remind them to look for this word the next time they review vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 2

Skill Practice

Write the compound word in your journal. Write the two words that make the compound word, and write a definition for each word.

1. buttermilk *butter + milk; milk made with butter*
2. doorknob *door + knob; a knob on a door used to open the door*
3. bowtie *bow + tie; a piece of clothing worn around the neck and tied in a bow*
4. tablecloth *table + cloth; a cover for a table made of cloth*

Building Meaning

shoplift	positive	violating	offend
editor	furiously	participate	nervously

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

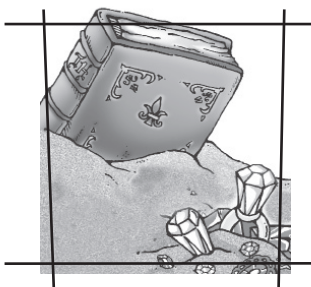
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. List two things that could have a positive effect on your school work.
(Answers will vary.) *Studying; participating in class; asking good questions; paying attention.*

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	- How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

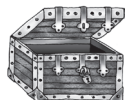
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What job did Darnell want on the newspaper?

Listening Comprehension

- Read pages 21 and 22 (paragraph 1) aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Think-Pair-Share** to have students draw a conclusion about why Darnell didn't want to interview Mr. Baker. Remind them to discuss the clues that helped them draw that conclusion.

Darnell did not look forward to interviewing Mr. Baker. Talk with your partner to draw a conclusion about why Darnell didn't want to interview Mr. Baker. Remember to discuss the clues you used to draw your conclusion.

- Randomly select a few students to share their conclusion about why Darnell didn't want to interview Mr. Baker.

Now that you've talked with your partner, what conclusion can you make about why Darnell didn't want to interview Mr. Baker? Wait for students' responses. **That's right. Darnell always got into trouble with Mr. Baker and he didn't want to talk to him. What clues did you use to draw this conclusion?** Wait for students' responses. **Good. Darnell first asked why he had to do it, and then he told Linda Gold that she was going to ask all the questions. Darnell didn't want to ask Mr. Baker any of the questions.**

- Remind students that they will continue to draw conclusions about the story as they read *Darnell Rock Reporting*.

Preview Team Talk

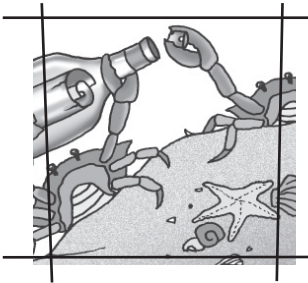
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 3

Team Talk

1. What does Darnell notice about Chris in English class? |DC|
 - a. He notices that Chris is sleeping in his book.
 - b. He notices that Chris is paying attention for the first time.
 - c. He notices that Chris is sitting quietly.
 - d. He notices that Chris is being stupid as usual.
2. Why do you think Darnell pays attention in his English class? What clues helped you draw this conclusion? |DC|
3. Compare and contrast Linda and Darnell as interviewers. |CC|
4. What conclusion can you draw about why Darnell doesn't like the interview with Mr. Baker? What clues helped you draw this conclusion? (Write-On) |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 22 and 23 aloud with partners.
pages 24–26 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What does Darnell notice about Chris in English class? |DC|
 - a. He notices that Chris is sleeping in his book.
 - b. He notices that Chris is paying attention for the first time.
 - c. He notices that Chris is sitting quietly.
 - d. *He notices that Chris is being stupid as usual.*
2. Why do you think Darnell pays attention in his English class? What clues helped you draw this conclusion? |DC|

100 points = *I think Darnell pays attention in English class because Mrs. Finley tells him that he can be in a higher class next year. Mrs. Finley says that he is close to moving up, so Darnell is a good student in English.* **90 points** = *I think Darnell pays attention in English class because Mrs. Finley tells him he is close to moving up to a higher class.* **80 points** = *He can move to a higher class.*
3. Compare and contrast Linda and Darnell as interviewers. |CC|

100 points = *Linda brings a notepad and writes down what Mr. Baker says. Linda asks questions and pays attention to Mr. Baker, while Darnell only asks one question and watches a fly buzz around the room.* **90 points** = *Linda asks the questions and listens to Mr. Baker while Darnell doesn't listen and watches a fly instead of Mr. Baker.* **80 points** = *Linda listens and Darnell doesn't.*
4. What conclusion can you draw about why Darnell doesn't like the interview with Mr. Baker? What clues helped you draw this conclusion? (Write-On) |DC|

100 points = *I can draw the conclusion that Darnell doesn't like the interview because he thinks Mr. Baker says everything that he is supposed to say. I think Darnell wants to hear Mr. Baker say what he really thinks about school and the students.* **90 points** = *I can draw the conclusion that Darnell doesn't like the interview because Mr. Baker says everything he is supposed to say.* **80 points** = *Mr. Baker says what he is supposed to say.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

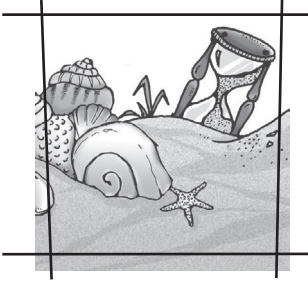
Have you ever been interviewed by someone? What questions were you asked? If not, what questions would you like to be asked?

Do you think Darnell is a bad kid like his reputation would suggest? Why or why not?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

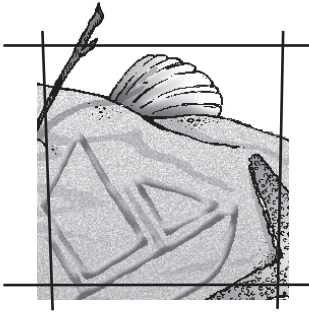
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Page 18 (paragraphs 1–5) or 23 (paragraphs 1–8)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



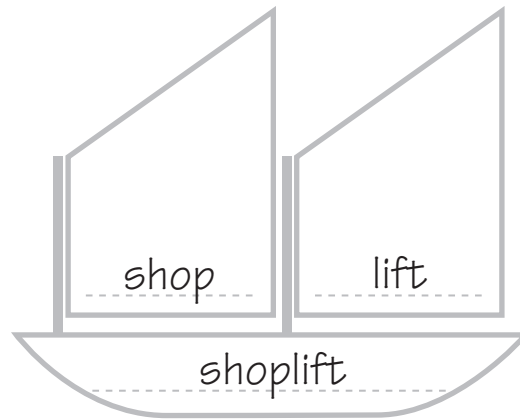
WORD POWER **TP**

Timing Goal: 10 minutes

th



- Remind students of the Word Power skill (compound words) and, if necessary, the Word Treasure clue that Captain Read More uses (two big sails).
- Display the Word Treasure clue (a sailboat with two big sails).
- Use **Team Huddle** to have students identify the compound word in their vocabulary list and to question them about the two words that make up the word. Use **Random Reporter** to select students to share, and record their answers on the boat. *The word shoplift: shop + lift.*



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- Remind students that we can use the meanings of the two words to help us figure out the meaning of the compound word. Use **Think-Pair-Share** to have students discuss the meaning. Randomly select a few students to share. *Shop means to buy something and lift means to take something up. To shoplift means to take something without buying it.*
- Compare the meaning with the definition [*to steal from a store*] provided in the vocabulary chart to further clarify students' understanding of the word.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

Write the compound word in your journal. Write the two words that make the compound word, and write a definition for each word.

1. townspeople *towns + people; people who live in a town*
2. yardstick *yard + stick; a stick that is a yard long and measures a yard*
3. candlelight *candle + light; light from a candle*
4. doormat *door + mat; a mat that goes in front of a door for wiping feet*

Building Meaning

shoplift	positive	violating	offend
editor	furiously	participate	nervously

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

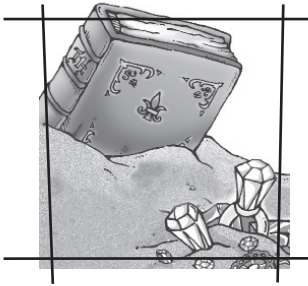
6. List two things that would not have a positive effect on your school work.
(Answers will vary.) *Goofing off; not doing homework; not listening; missing class.*

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

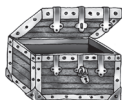
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.



- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.
- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why didn't Darnell like the interview with Mr. Baker? Explain.

Listening Comprehension



- Read pages 27–29 (paragraph 7) aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Team Huddle** to have students draw a conclusion about why Darnell thought the newspaper wasn't for him. Remind them to discuss the clues that helped them draw that conclusion.

Darnell was not sure he wanted to work on the newspaper. Talk with your team to draw a conclusion about why Darnell thought the newspaper wasn't for him. Remember to discuss the clues you used to draw your conclusion.

- Use **Random Reporter** to have students share their conclusion about why Darnell thought the newspaper wasn't for him.

Now that you've talked with your team, what conclusion can you make about why Darnell thought the newspaper wasn't for him? Wait for students' responses. **Very good. Linda told Darnell that he should leave because she would have to write the article herself. Mr. Derby treated Darnell like he was a bad student. Both Linda and Mr. Derby believed that Darnell would not take the newspaper seriously, so Darnell felt like a bad student and a bad kid again.**

- Remind students that they will continue to draw conclusions about the story as they read *Darnell Rock Reporting*.

Preview Team Talk

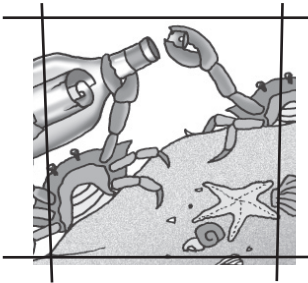
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 3

Team Talk

1. The guard outside the bank probably has his gun out because— |DC|
 - a. he doesn't want anyone to steal the money.
 - b. he doesn't have a holster for the gun.
 - c. he wants to look cool for the boys.
 - d. he wants to look powerful.
2. Why doesn't Darnell think that Larry was mean enough? |CE|
3. Why does Darnell forget about the newspaper meeting and almost decide not to go? |CE|
4. What conclusion can you draw about why Darnell thinks Mr. Thrush doesn't like him? What clues helped you draw this conclusion? (Write-On) |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 29 and 30 aloud with partners.
pages 31–33 (paragraph 6) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. The guard outside the bank probably has his gun out because— |DC|
 - a. he doesn't want anyone to steal the money.
 - b. he doesn't have a holster for the gun.
 - c. he wants to look cool for the boys.
 - d. he wants to look powerful.
2. Why doesn't Darnell think that Larry was mean enough? |CE|

100 points = Darnell doesn't think that Larry was mean enough because he smiled at the woman who cut in front of them at the bank. Darnell tells Larry that he should have given the woman a mean look. Larry says that he tried to give mean looks, but couldn't. **90 points** = Darnell doesn't think that Larry was mean enough because he smiled at the woman who cut in front of them at the bank. Larry says that he couldn't give mean looks. **80 points** = He smiled at the woman.
3. Why does Darnell forget about the newspaper meeting and almost decide not to go? |CE|

100 points = Darnell forgets about the newspaper meeting because it is Friday afternoon. Darnell is excited to hang out and he doesn't want to go to the meeting. **90 points** = Darnell forgets about the newspaper meeting because it is Friday afternoon and he is excited to hang out. **80 points** = It is Friday afternoon.
4. What conclusion can you draw about why Darnell thinks Mr. Thrush doesn't like him? What clues helped you draw this conclusion? (Write-On) |DC|

100 points = I can draw the conclusion that Darnell thinks Mr. Thrush doesn't like him because Mr. Thrush is the detention teacher. Darnell had spent a lot of time in detention and he thinks Mr. Thrush doesn't like kids in detention. **90 points** = I can draw the conclusion that Darnell thinks Mr. Thrush doesn't like him because Mr. Thrush is the detention teacher and Darnell had spent a lot of time in detention. **80 points** = Mr. Thrush is the detention teacher. Darnell always had detention.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

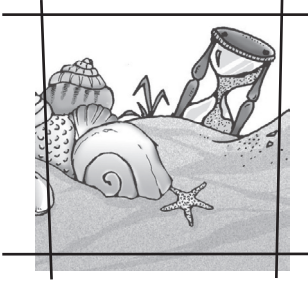
Do you look forward to Friday afternoons like Darnell? Why or why not?

What do you learn about Larry when the woman cuts in front of him at the bank? Use details from the story to support your answer.

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

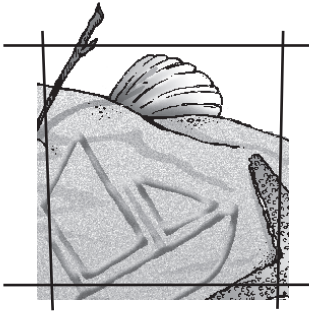
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 1

Page 18 (paragraphs 1–5), 23 (paragraphs 1–8), or 32 (paragraphs 6–11)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (compound words).
- Use **Think-Pair-Share** to prompt students about why it is useful to learn compound words. Randomly select a few students to share. *Compound words are made up of two different words. Understanding the meaning of each word helps us define the meaning of the compound word.*

Preparation: Display the Word Power Challenge.

Word Power Challenge

lightweight

headache

th



- Direct students' attention to the Word Power Challenge. Have students work in **Team Huddle** to read the words and give a meaning for each word. If necessary, have students use the sail clues to identify the two words in the compound word. Use **Random Reporter** to check pronunciations and meanings. *The word lightweight = light + weight, means something that is light in weight or not heavy; headache = head + ache, means an ache or pain in the head.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 4

Skill Practice

Write the compound word in your journal. Write the two words that make the compound word, and write a definition for each word.

1. earthworm *earth + worm; a worm that lives in the earth or ground*
2. teacup *tea + cup; a small cup used for sipping tea*
3. bookcase *book + case; a case for storing books*
4. buttonhole *button + hole; a hole or opening in clothing for a button*

Building Meaning			
shoplift	positive	violating	offend
editor	furiously	participate	nervously

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

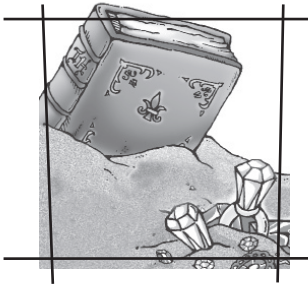
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Choose the word that best fits in the blank.

I didn't mean to offend you or hurt your feelings when I said you walked funny.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	- How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



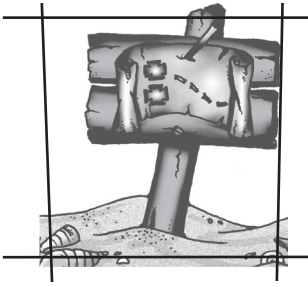
In yesterday's reading, we learned what Darnell thought about the newspaper. Today we will find out about Darnell's interview with Mr. Thrush.

Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

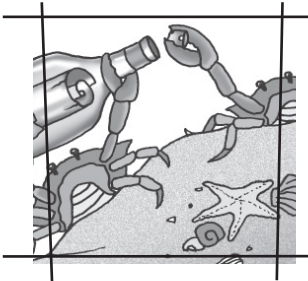
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #3 and #6 ask about drawing conclusions.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures
for Teamwork vary with
strategy instruction.

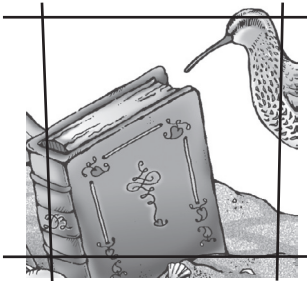
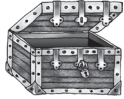
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

**BOOK CLUB**

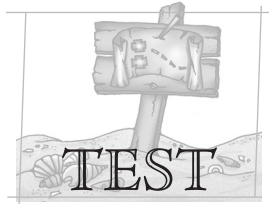
Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



Comprehension Questions

Read page 33 (paragraphs 7 and 8) of *Darnell Rock Reporting*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. Why does Darnell join the school newspaper? |CE|

20 points = Darnell joins the school newspaper because he is in trouble with Mr. Baker for not doing his homework. Darnell tells Mr. Baker that he is going to join the school newspaper so he won't get in trouble with Mr. Baker.

15 points = Darnell joins the school newspaper because he is in trouble with Mr. Baker. **10 points** = He is in trouble.

10 points

2. Why does the newspaper staff vote for editor of the newspaper? |CE|

- a. Nobody wants to be editor.
- b. It is a popularity contest.
- c. There are a lot of students that want to be editor.
- d. There are a lot of students that didn't care about being the editor.

20 points

3. What conclusion can you draw about why Darnell said he didn't get much from the interview with Mr. Baker? What clues helped you draw this conclusion? |DC|

20 points = I can draw the conclusion that Darnell doesn't get much from the interview with Mr. Baker because he thinks that Mr. Baker doesn't say anything original. Mr. Baker answers the questions how Darnell thought a principal would. **15 points** = I can draw the conclusion that Darnell doesn't get much from the interview with Mr. Baker because Mr. Baker says everything that a principal should say. **10 points** = Mr. Baker is not original.

20 points

4. Why does Darnell say Mr. Thrush looked like a coach? |CE|

20 points = Darnell says that Mr. Thrush looks like a coach because Mr. Thrush has a big neck and a chin that sticks out. Darnell says that Mr. Thrush's chin sticks out like it is mad at something. **15 points** = Darnell says that Mr. Thrush looks like a coach because he has a big neck and chin. **10 points** = He has a big neck and chin.

10 points

5. Why doesn't Tony O! want to play on the old basketball courts? |CE|

- a. They are broken and dangerous.
- b. It is too cold to play basketball outside.
- c. He likes playing basketball inside better.
- d. The sun is always in his eyes.

20 points

6. What conclusion can you draw about why Darnell asks Mr. Thrush a question? What clues helped you draw this conclusion? [DC]

20 points = *I can draw the conclusion that Darnell asks Mr. Thrush a question because Darnell wants to get better at interviewing people for the newspaper. Darnell remembers the interview with Mr. Baker and wants to ask a better question. This shows that Darnell takes being on the newspaper seriously because he is trying to get better.* **15 points** = *I can draw the conclusion that Darnell asks Mr. Thrush a question because he wants to ask better questions when he interviews a person.*

10 points = *He wants to get better at interviewing.*

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write the compound word in your journal. Write the two words that make the compound word, and write a definition for each word.

5 points

1. firewood *fire + wood; wood used for starting a fire*

5 points

2. fishbowl *fish + bowl; a bowl for keeping pet fish*

5 points

3. waterfall *water + fall; a part of land that water falls over*

5 points

4. newborn *new + born; a baby that is newly born*

Building Meaning

shoplift	positive	violating	offend
editor	furiously	participate	nervously

10 points

5. Write a meaningful sentence for the word *participate*.

10 points = *Sally's teacher told her that if she wanted a better grade this semester, she had better participate in the class discussion rather than sit silently in the back row.* **5 points** = *Sally's teacher told her that if she wanted a better grade, she had better participate in the class discussion.*

1 point = *Sally's teacher told her that she needed to participate in class.*

10 points

6. We're not supposed to talk during study hall, but Whelyan is always being scolded for violating that rule when he whispers to his friends.

10 points

7. Lisa didn't want to offend anyone with her opinion, so she was always apologizing when she spoke. *Offend* means—
- a. assure.
 - b. prompt.
 - c. *insult*.
 - d. flatter.

10 points

8. The editor of the local newspaper had given Sheila a very boring assignment to investigate. *Editor* means—
- a. *a person who supervises newspaper writers.*
 - b. a person who supervises college professors.
 - c. a person who supervises warehouse workers.
 - d. a person who supervises maintenance men.

10 points

9. Although his teacher didn't give him the best grade on his essay, Will did receive some positive remarks that will help him the next time he has to write a paper.

10 points

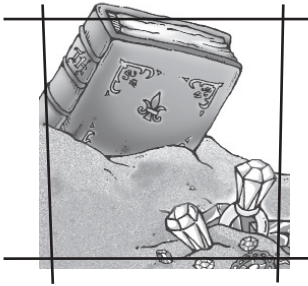
10. Marcus furiously raced home on his bike to clean up the kitchen before his parents arrived home and saw the mess. *Furiously* means—
- a. with style.
 - b. *with energy.*
 - c. with fatigue.
 - d. with peace.

10 points

11. Some stores have magnetic alarms that catch people who stuff items into their pockets and try to shoplift from the store.

10 points

12. I wasn't so sure how well I'd done in math class, so I chewed my nails as I nervously awaited my report card.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend you are the editor of your school newspaper and will write a persuasive speech to convince your classmates to join the school newspaper staff. Darnell Rock thinks he wants to work on the newspaper, but he is not sure. What would you say to persuade him and others to join?

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a persuasive speech, by telling students when people might make persuasive speeches.

A persuasive speech is a speech where the speaker tries to convince listeners to agree with him or her. Politicians, such as the president, senators, and congressmen, often give speeches that try to convince Americans to agree with different policies and bills. At school, you might have heard someone give a speech to convince you to join a club, play a sport, or take a certain class. These are all examples of how people use persuasive speech.

- Ask students if they have ever heard a persuasive speech.

- Display the text of the following persuasive speech. Read the speech aloud to students.

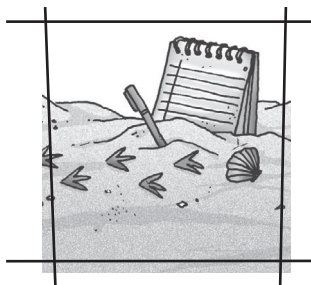
Blackline master provided.

Everyone in school should take a home economics class. This class is very useful, and the knowledge you learn there will help you later in life. Many people think this is a class for girls. That is not true. Boys and girls alike can learn from home economics.

Students can learn to sew. This is important because it costs a lot of money to buy new clothes every time you lose a button or get a small tear. Why spend the money when you can repair it yourself? When you learn to sew in home economics, you will learn to repair your own clothes and save money. Home economics also teaches you basic cooking skills. You will learn to prepare healthy and nutritious foods. If you know how to cook, you will not spend money on fast food or restaurants every evening. You will not have to buy expensive frozen meals. Sewing and cooking are important skills to have later in life. Home economics could be the most useful class you take during your school career.



- Use **Think-Pair-Share** to ask students to identify the subject of the persuasive speech. *It is about taking a home economics class.*
- Use **Random Reporter** to ask students what arguments the speech writer makes to convince other students to take home economics. *The speech writer says it is a useful class. You will learn how to sew and cook in home economics. These will help you save money later in your life.*
- Ask students if the speech writer provides good or convincing reasons to take home economics. *Possible answers: Yes, because saving money is always good and it is good to know how to sew and cook; No, because it is expensive to buy a lot of groceries and you can get hurt cooking, and sewing takes too long and clothes are easy to buy.*
- Tell students that when they write their speeches, they will be making persuasive arguments. Explain that they will have to provide details and reasons their classmates should join the school newspaper.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend you are the editor of the school newspaper and give a speech to your classmates to tell them why they should join the newspaper staff.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Student Edition, page 4

Writing Prompt

Pretend you are the editor of your school newspaper. Write a speech to persuade your classmates to join the newspaper staff. Your speech must have at least four reasons why joining the newspaper staff is a good thing to do. Include details to support your reasons. Keep your audience in mind when you discuss the interesting things students can do as a newspaper reporter.

Scoring Guide

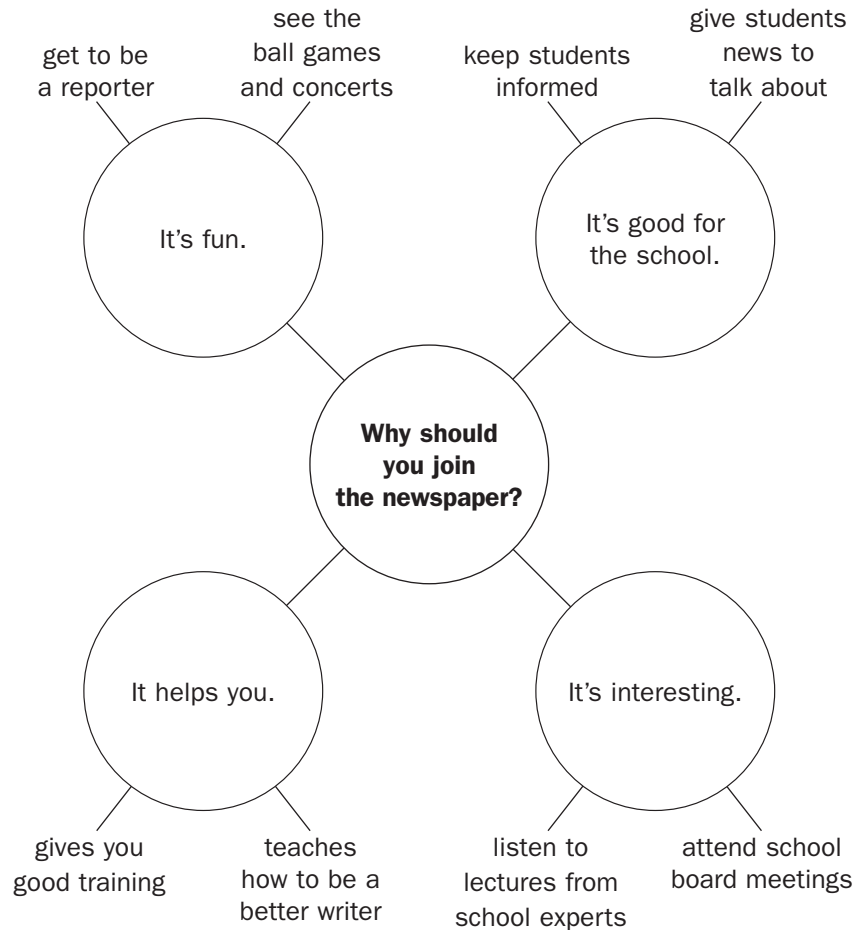
You wrote a speech to persuade your classmates to join the school newspaper staff.	25 points
You provide four reasons why your classmates should join the newspaper staff.	15 points each (60 points maximum)
You support your reasons with details.	10 points
You kept your audience in mind when providing your reasons to join the staff.	5 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us make sure we have all of our ideas for our persuasive speeches.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.

- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Tell students to make sure the reasons to join the school newspaper staff match the audience who will listen to the speeches.

Remember that you will present these speeches to your classmates to persuade them to join the newspaper staff. The audience is other children your age. Think about what kind of news you would be interested in reading or reporting. You won't persuade many people to join the staff if you do not give them interesting reasons to join.

- Display the following excerpt from a persuasive speech. Ask a volunteer to read the excerpt aloud.

Blackline master provided.

Students who join the newspaper staff will also have the opportunity to attend school board meetings. There, students will learn the inner workings of the school district. They will get to listen to our principal and others from around the district give reports on their schools. Sometimes there are guest speakers at these meetings. Guest speakers may talk about many different things, from school budgets to new teaching practices. You will be lucky enough to know what is happening in the school district before your friends!



- Ask students what reason the speaker is giving for students to join the newspaper staff. Use **Random Reporter** to share responses. *The speaker says that reporters get to go to school board meetings.*
- Use **Think-Pair-Share** to ask students whether this is an interesting or convincing reason to join the newspaper staff. *Possible answers: No. It is not a good reason because most students are not interested in going to meetings. Most students are not interested in reports about their school or hearing about budgets and teaching practices.*

- Tell students that this argument is probably not a good one to convince their classmates to join the school newspaper. Explain that students will be more excited to join the newspaper if they can report on exciting school news or activities.
- Tell students to check whether their arguments are appropriate for the audience. Tell students to revise their arguments as needed.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

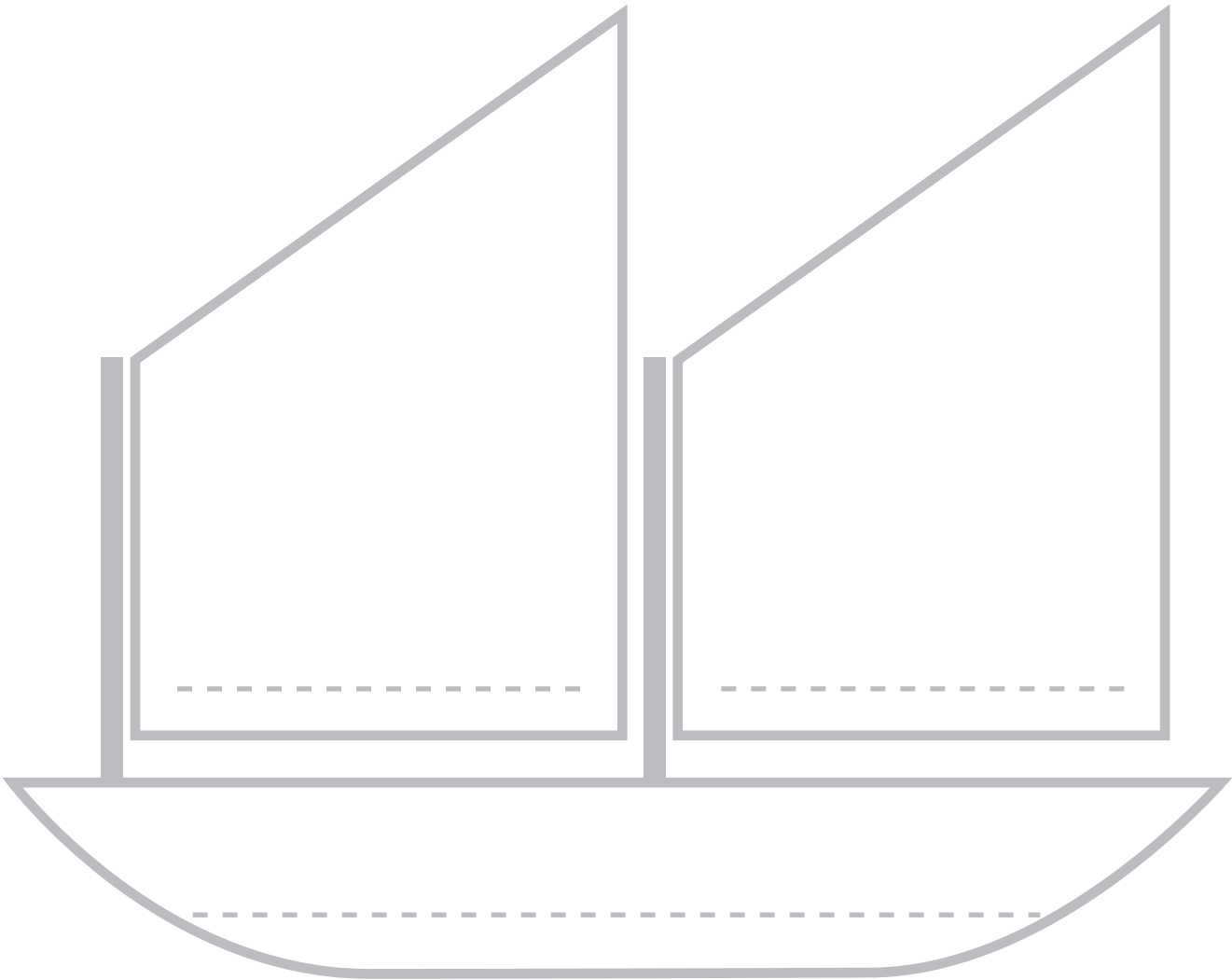
Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	– What is your team celebration score? – How well did you use the team cooperation goal and behavior? – How can you earn more points?



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Story Map



Title: Darnell Rock Reporting, cycle 1

Characters:

Darnell Rock
 Tamika Rock
 Sidney and Linda Rock
 Larry Keyes
 The *Gazette* staff
 Mr. Baker
 Miss Seldes

Setting:

Where: Oakdale
 South Oakdale Middle School

When:

Problem:

Darnell's grades are low, and he constantly finds himself in the principal's office. He decides to do something positive and join the school newspaper, but he doesn't know what to write about.

Event: Darnell joins the school newspaper, the *Gazette*.

Event:

Event:

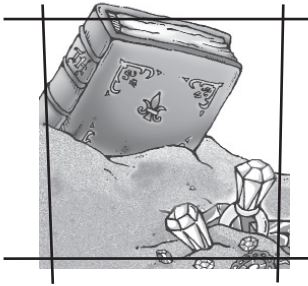
Event:

Event:

Solution:

CYCLE 2**Instructional Objectives**

	Reading	Word Power	Writing
	Story structure (SS)	Abbreviations	Write an informative paragraph.
CYCLE 2	Students will identify different parts of a story, including the characters, the setting, the problem, and the solution.	Students will identify what the abbreviation means.	Students will each write an informative paragraph that describes a person he or she would like to interview for the school newspaper.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score TP

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **help and encourage others**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will continue reading *Darnell Rock Reporting* by Walter Dean Myers. As we read, we'll identify different parts of the story. Good readers identify the characters, setting, and problem to better understand the story.

- Point out the strategy target on the team score sheet.

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

Vocabulary **TP**



- Ask teams to have teammates 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 “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page 5
Student Edition chart does
not contain page numbers or
identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
instantly page 41	base word + ending: instant + ly	at once, immediately	The gun went off, and <i>instantly</i> the racers began running.
protested page 49	base word + ending: protest + ed	argued, disagreed with	Quinn <i>protested</i> against having an eight o'clock bedtime, because she really wanted to stay up until nine o'clock.
maintain page 56	chunk: main-tain	keep up	During the marathon, you should <i>maintain</i> a steady pace if you want to reach the finish line.
dignity page 56	chunk: dig-ni-ty	honor, self respect	Even though the soccer goalie let many balls get past him to the goal, he still kept his <i>dignity</i> and held his head high.
imaginary page 57	base word + ending: imagin(e) + ary	make believe, made up	Although they weren't real people, Zekiah loved playing make-believe with her <i>imaginary</i> friends.

Word and Page Number	Identification Strategy	Definition	Sentence
insisted page 57	base word + ending: insist + ed	demanded, urged	My grandmother <i>insisted</i> that I have another piece of cake and wouldn't take no for an answer.
immature page 67	prefix + base word: im + mature	childish	When Franco was younger, he did <i>immature</i> things like throwing spitballs and pulling girls' pigtails.
suspended page 67	base word + ending: suspend + ed	forced to leave school for a while	Jack was <i>suspended</i> from school for fighting so we didn't see him for two weeks.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in literature.

Our skill for this cycle is story structure. Story structure is important for understanding a story and all of its parts. It helps readers to analyze the story as they read. It also helps to improve a reader's ability to separate important information from the story.

Preparation: Write the words "Characters," "Setting," "Problem," and "Solution" on the board.



- Use **Think-Pair-Share** to have students define the parts of a story. Randomly select a few students to share.

All stories are made up of the same parts. Stories have people or animals that do things. Look at the words written on the board. Which of the words talks about people or animals? Wait for students' responses. That's right. These are called characters. Characters are an important part of a story because they perform the action. Look at the words written on the board again. Which word talks about the time and place where a story happens? Wait for students' responses. Very good. The setting talks about when and where a story happens. It is important to know the setting because the characters need a place to perform the action. Stories also have a problem and solution. What is a solution? Wait for students' responses. Yes. The solution is how a character solves a problem. The solution is important because it shows how the characters were able to solve the problem. The problem and solution in a story help us to learn more about the characters. There will be many events along the way. Important events are those that help the characters get closer to solving the problem. By knowing the different parts of a story, it helps us to understand a story better.

- Use **Think-Pair-Share** to have students identify the parts of the story they know from cycle 1 of *Darnell Rock Reporting*—the setting, characters, problem, and an important event.

Let's think about what we learned in cycle 1. Let's use our story maps to help us review the information. What is the setting of the story? Wait for students' responses. **Very good. The setting is Oakdale and South Oakdale Middle School. Who are the characters in the story?** Wait for students' responses. **That's right. The characters are Darnell Rock, Tamika Rock, and their parents, Sidney and Linda Rock, Larry Keyes and the students on the *Gazette* staff. What is the problem in the story?** Wait for students' responses. **Good. Darnell joined the school newspaper to stay out of trouble, but he doesn't know what to write about. What is an important event that took place in cycle 1?** Wait for students' responses. **Very good. Darnell joins the school newspaper.**

- Tell students that they will identify parts of the story as they read *Darnell Rock Reporting*.

Listening Comprehension

- Read pages 36–39 (ending at paragraph 1) aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Think-Pair-Share** to have students identify new characters from the reading.

After reading, have you met any new characters? Have you discovered any new information that might be important to the story? Discuss the new character and any new information you have found with your partner.

- Randomly select a few students to share their answers with the class. Add the new character to your story map.

Now that you've talked with your partner, who is the new character you meet? Wait for students' responses. **Good. Sweeby Jones is the new character. What does Darnell notice about him?** Wait for students' responses. **Yes. Darnell notices that Sweeby is homeless. What information does Darnell learn that might be important to the story?** Wait for students' responses. **That's right. Darnell discovers that the homeless man Sweeby Jones knows his father. What can you add to your story map?** Wait for students' responses. **Right. You can add Sweeby Jones beside "Characters" on your story map. We will also add that Darnell discovers Sweeby Jones knows his father as an event.**

- Tell students that they will continue to identify parts of the story as they read *Darnell Rock Reporting*.

Preview Team Talk

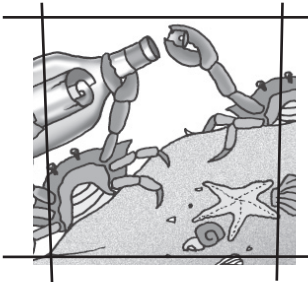
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 6

Team Talk

1. How does Tamika know that Darnell really likes her picture? |DC|
2. Why doesn't Darnell like when Miss Seldes talks to him? |CE|
3. How does Miss Seldes help Darnell with his problem? (Write-On) |SS|
4. Why does Darnell decide to go to the newspaper meeting? |CE|
 - a. to quit the newspaper because it is not for him
 - b. to take the sports column away from Tony O!
 - c. to ask if he can write about someone who interests him
 - d. to avoid getting into trouble with Mr. Baker again

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 39 and 40 aloud with partners.
pages 41–43 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How does Tamika know that Darnell really likes her picture? |DC|

100 points = *Tamika knows that Darnell really likes her picture because he puts it in his drawer with her other pictures. If he didn't like it, he wouldn't have put it in his drawer.* **90 points** = *Tamika knows that Darnell really likes her picture because he puts it in his draw with her other pictures.*

80 points = *He puts it in his drawer with her other ones.*

2. Why doesn't Darnell like when Miss Seldes talks to him? |CE|

100 points = *Darnell doesn't like when Miss Seldes talks to him because he thinks it makes him look bad to the other students, especially those in the Corner Crew. Even though he likes her, he doesn't like a teacher being so friendly.* **90 points** = *Darnell doesn't like when Miss Seldes talks to him because he thinks it makes him look bad in front of the other students.*

80 points = *He thinks it makes him look bad.*

3. How does Miss Seldes help Darnell with his problem? (Write-On) |SS|

100 points = *Miss Seldes helps Darnell with his problem by suggesting that he write a human interest piece. She means that Darnell should write an article about someone who interests him.* **90 points** = *Miss Seldes helps Darnell with his problem by suggesting that he should write an article about someone who interests him.* **80 points** = *She suggests that he should write about someone who interests him.*

4. Why does Darnell decide to go to the newspaper meeting? |CE|

- a. to quit the newspaper because it was not for him
- b. to take the sports column away from Tony O!
- c. to ask if he can write about someone who interests him
- d. to avoid getting into trouble with Mr. Baker again

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

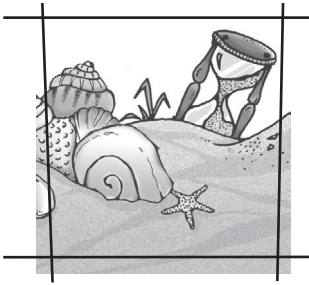
Who would you write a human interest piece about? Explain why you would choose this person.

Would you like to have a teacher like Miss Seldes at your school? Why or why not?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills.

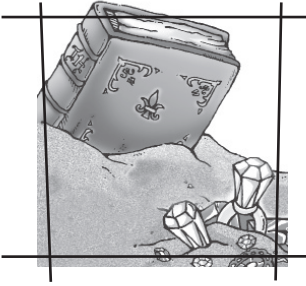
Page 43 (paragraphs 1–11)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

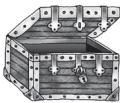
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

**Vocabulary TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How did Miss Seldes help Darnell? Explain.

Listening Comprehension

- Read pages 43 (paragraph 15)–46 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Team Huddle** to have students identify how Darnell takes steps to solve his problem.



We know from looking at our story maps that Darnell's problem is that he doesn't know what to write about for the *Gazette*. However, Darnell meets Sweeby Jones. Darnell finds Sweeby interesting because Sweeby knows his father. Discuss with your partner how Darnell takes steps to solve his problem.

- Use **Random Reporter** to select students to share their answers with the class. Add responses to the story map.

Now that you've talked with your partner, what does Darnell do to find a solution to his problem? Wait for students' responses. **Very good. Darnell asks Kitty if he can write a human interest piece. Who does Darnell want to write his human interest piece about?** Wait for students' responses. **Yes. Darnell wants to write about Sweeby Jones. He thinks he wants to know more about him. Why does this help Darnell solve his problem?** Wait for students' responses. **Good. Although Darnell has not written the story about Sweeby, he has told the staff of the *Gazette* that he has an idea. How does Mr. Derby and Kitty respond to Darnell?** Wait for students' responses. **That's right. Mr. Derby and Kitty tell Darnell that he should write the human interest piece. How might this help Darnell work toward solving his problem?** Wait for students' responses. **Yes. Darnell might feel encouraged by his teacher and the editor of the paper to write his article.** Add this event to the story map.

- Tell students that they will continue to identify parts of the story as they read *Darnell Rock Reporting*.

Preview Team Talk

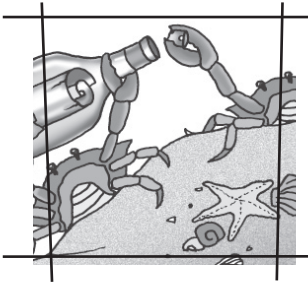
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 6

Team Talk

1. What conclusion can you draw about Darnell reading *The Old Man and the Sea*? Support your answer with clues from the text. |DC|
2. Why is it unusual that Larry's father buys him a bike? |CE|
 - a. Larry's father only buys Larry food.
 - b. Larry's father does not want Larry to ride a bike.
 - c. Larry's father does not have a lot of money.
 - d. Larry's father isn't around Larry very often.
3. Why do you think Darnell says, "I'll see you later, Lar-Ree!" after they fight about painting Larry's bike? |DC|
4. Why is it important that Benny calls to tell Darnell about Linda Gold? (Write-On) |SS|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 47 and 48 aloud with partners.
pages 49–51 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What conclusion can you draw about Darnell reading *The Old Man and the Sea*? Support your answer with clues from the text. |DC|

100 points = *I can draw the conclusion that Darnell is trying to be a good student. Reading The Old Man and the Sea is difficult for him, but he keeps trying until he understands it. This shows that Darnell is trying to be a good student. 90 points* = *I can draw the conclusion that Darnell is trying to be a good student because he keeps trying to understand The Old Man and the Sea. 80 points* = *He is trying to be a good student.*

2. Why is it unusual that Larry's father buys him a bike? |CE|

- a. Larry's father only buys Larry food.
- b. Larry's father does not want Larry to ride a bike.
- c. Larry's father does not have a lot of money.
- d. Larry's father isn't around Larry very often.

3. Why do you think Darnell says, "I'll see you later, Lar-Ree!" after they fight about painting Larry's bike? |DC|

100 points = *I think Darnell says, "I'll see you later, Lar-Ree!" because it is his way of apologizing to Larry. Darnell says that Larry apologized to Darnell after a fight by saying, "Darn-Nell," so I think Darnell is trying to apologize to Larry the same way. 90 points* = *I think Darnell says, "I'll see you later, Lar-Ree!" because it is his way of apologizing to Larry after their fight. 80 points* = *Darnell is apologizing.*

4. Why is it important that Benny calls to tell Darnell about Linda Gold? (Write-On) |SSI|

100 points = *It is important that Benny calls Darnell to tell him about Linda Gold because Benny tells Darnell that he is the only newspaper man that he knows. This shows that the other students see Darnell as an important part of the newspaper. This event helps Darnell move toward solving his problem by helping him realize that he is an important part of the newspaper. 90 points* = *It is important that Benny calls Darnell to tell him about Linda Gold because students in his school see Darnell as an important part of the newspaper. 80 points* = *Other students see Darnell as part of the newspaper.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

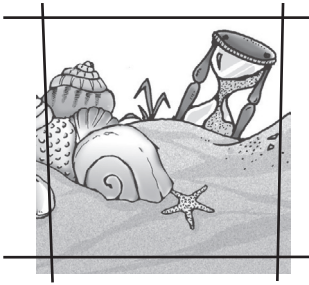
Do you think you are a good student?
Why or why not?

Do you think Darnell really wanted to be in the Corner Crew? Support your answer with details from the story.

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

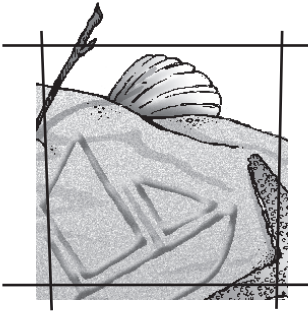
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 5

Page 48 (paragraphs 1–5)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

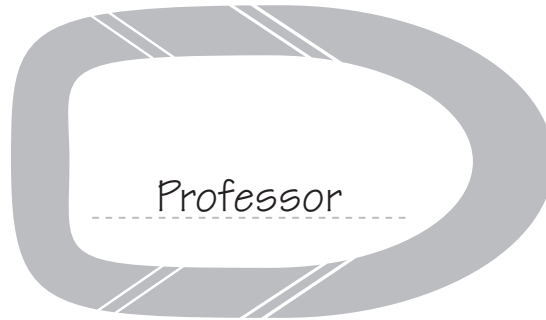


WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue.

Blackline master provided.



- Compare the two rafts. Use **Think-Pair-Share** to have students identify the Word Treasure. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

Word Treasure

Some words start out big but get smaller.

If you're having trouble reading an abbreviation, look at the letters and think about longer words that have those letters in them.

- Remind students that we use abbreviations to shorten words, in this case a person's title, Professor. Explain that we see abbreviations in our everyday life and that many authors use abbreviations in their books, so it is important to know what an abbreviation actually means.



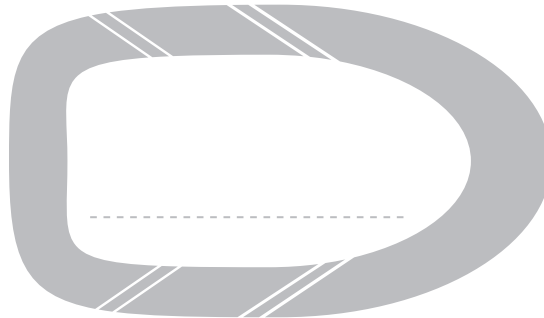
- Write “Prof.” in the deflated raft. Explain that this is the abbreviation for *Professor*. Use **Team Huddle** to have students compare the words in the rafts and tell what they notice about the two words. Use **Random Reporter** to have students share responses.

Look at the words in the two rafts. What do you notice about them?

Talk in your teams. Allow time for students to discuss the answer. Use

Random Reporter to select students to share. **That’s right! The letters in the abbreviation, *P, r, o,* and *f* appear in the word *Professor*.** Underline each letter found in the word. Point out that some abbreviations are made up of the first few letters of the word.

- Point out that when we shorten titles, the first letter is capitalized.
- Display the rafts again. Tell students that there are abbreviations in the book they are reading. Use **Think-Pair-Share** to have students identify the abbreviation. Randomly select a few students to share. *Mr.*
- Write “Mr.” on the deflated raft.



- Tell students that *Mr.* is an abbreviation for the word *mister*. Write “Mister” on the inflated raft. Point out that the *M* and *r* are included in the larger word, and underline them. Also point out that an abbreviation is followed by a period.
- Remind students that abbreviations are used to shorten titles given to certain people, like *Professor* and *Mister*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.

- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

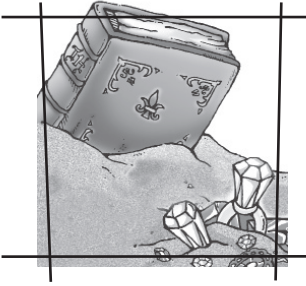
Student Edition, page 6

Skill Practice			
Choose from the box and write what each abbreviation means.			
Captain	Send	Mister	
Senior	Doctor	Drive	
1. Dr. <i>Doctor</i> 2. Sr. <i>Senior</i> 3. Capt. <i>Captain</i> 4. Mr. <i>Mister</i>			
Building Meaning			
instantly	protested	maintain	dignity
imaginary	insisted	immature	suspended
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
6. Choose the word that best fits in the blank. When my alarm clock went off, I <u>instantly</u> woke up.			

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.

- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	- How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 3****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

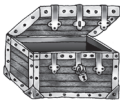
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

**Vocabulary TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why was it important that Benny told Darnell that he was the only newspaper man he knew? Explain.

Listening Comprehension

- Read pages 52–54 (paragraph 15) aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Team Huddle** to have students identify how Darnell takes steps to solve his problem. Review the story map as necessary.



We know from looking at our story maps that Darnell's problem is that he doesn't know what to write about for the *Gazette*. Darnell tells the staff of the *Gazette* that he has an idea for a story. Mr. Derby and Kitty think Darnell's idea for a story is a good one. Discuss with your partner what else Darnell does to find a solution to his problem.

- Use **Random Reporter** to select students to share their answers with the class.

Now that you've talked with your partner, what else does Darnell do to find a solution to his problem? Wait for students' responses. **That's right. Darnell asks his father questions about Sweeby Jones. Darnell asks his father about what time period in Sweeby's life?** Wait for students' responses. **Yes. Darnell asks his father about the time after they return from Vietnam. Why does Darnell think this time period is important?** Wait for students' responses. **Good. He thinks it's important because it helps him understand why Sweeby is homeless.**

- Prompt students to determine if asking questions about Sweeby is a major event in the story. Randomly select a few students to share.

Let's think about how Darnell asked his father questions about Sweeby. Do you think this is a major event in the story? Wait for students' responses. **Right. Darnell asks his father for help, but he does not learn enough about Sweeby Jones. Do you think Darnell will be able to write an entire article about Sweeby Jones from the information his father gives him?** Wait for students' responses. **Good. Darnell cannot write an entire article from the information his father gives him. There is not enough information. How do you think Darnell can find enough information about Sweeby to write about him?** Wait for students' responses. **Yes. Darnell can find all the information he needs by interviewing Sweeby.**



- Use a **Think Aloud** to explain that not all information we read is important to the story. Remind students that important events are those that help characters get closer to solving the problem.

Authors include a lot of events but not every event is important in the story. Remember that important events are those that help characters get closer to solving the problem. Since Darnell isn't closer to writing his article after asking his father about Sweeby, we will not add this to the story map.

- Tell students that they will continue to identify parts of the story as they read *Darnell Rock Reporting*.

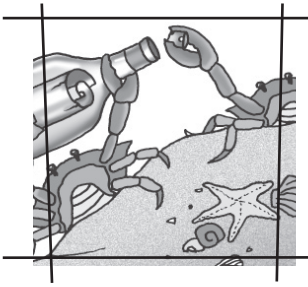
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

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Team Talk

1. Why do you think Sweeby doesn't want Darnell's beans? |DC|
 - a. He wants more than one can of beans.
 - b. He is insulted that Darnell thinks he needs food.
 - c. He doesn't like beans. He wants something else.
 - d. He wants actual money to do the interview.
2. What does it show about Darnell that he asks Miss Seldes for help about his interview? |CH|
3. Does Darnell get any closer to solving his problem? Explain. (Write-On) |SS|
4. Darnell thinks his day started out badly. Does his day get any better? |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 55 (paragraph 4)–57 aloud with partners.
pages 58 and 59 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Why do you think Sweeby doesn't want Darnell's beans? |DC|
 - a. He wants more than one can of beans.
 - b. *He is insulted that Darnell thinks he needs food.*
 - c. He doesn't like beans. He wants something else.
 - d. He wants actual money to do the interview.
2. What does it show about Darnell that he asks Miss Seldes for help about his interview? |CH|

100 points = Darnell asking Miss Seldes for help shows that he cares about doing a good job on the newspaper. He wants to know how to do a good interview without offending Sweeby. It shows that Darnell has grown since the beginning of the story. **90 points** = Darnell asking Miss Seldes for help shows that he really cares about writing for the school paper and he wants to have a good interview with Sweeby. **80 points** = Darnell really cares about the newspaper and the interview.

Team Talk *continued*

3. Does Darnell get any closer to solving his problem? Explain. (Write-On) |SSI|

100 points = No, Darnell does not get any closer to solving his problem. He knows that he wants to be on the newspaper staff, but he can't get his first interview. **90 points** = No, Darnell is not any closer to solving his problem because he can't get his first interview. **80 points** = No, he can't get his first interview.

4. Darnell thinks his day started out badly. Does his day get any better? |DC|

100 points = No, Darnell's day does not get any better. He plans to buy a can of beans to give to Sweeby in exchange for an interview, but Sweeby is offended by the beans. He tells Darnell to go away. **90 points** = No, Darnell's day does not get any better. He plans to give Sweeby a can of beans to do the interview, but Sweeby tells him to go away. **80 points** = No, Sweeby tells Darnell to go away.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

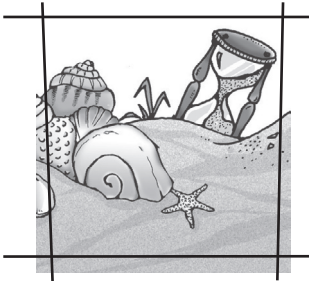
Would you be discouraged if you were Darnell? Explain how you would feel.

How could Darnell's first interview experience with Sweeby be a positive step toward becoming a reporter? Explain your answer.

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

FLUENCY IN FIVE **TP**

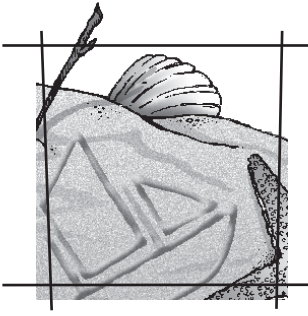
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 5

Page 48 (paragraphs 1–5) or 59 (paragraphs 1–10)

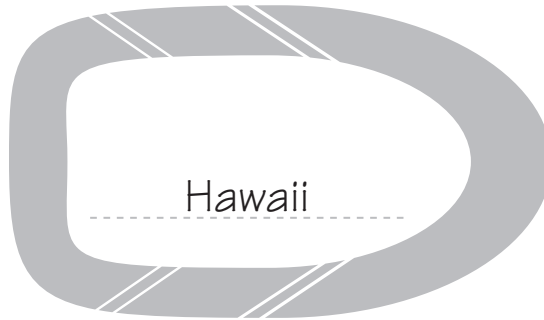
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Treasure clue for abbreviations. Write "Hawaii" on the inflated raft.

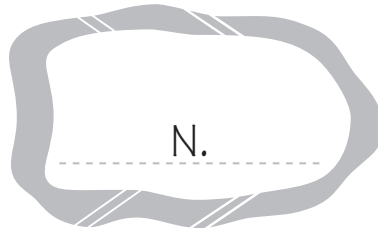
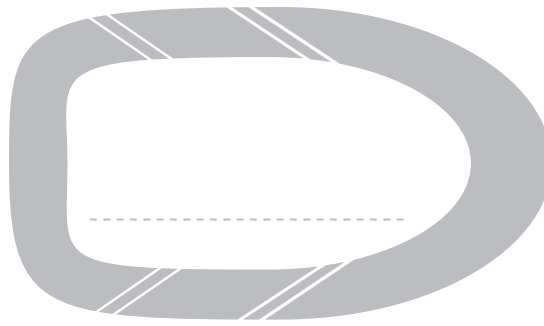


- Remind students that abbreviations are used for titles, and explain that they are also used to abbreviate the names of states.
- Use **Think-Pair-Share** to have students identify the abbreviation for *Hawaii*. Randomly select a few students to share.



What is the abbreviation for Hawaii? How would I write that? Talk with your partners. Allow time for students to discuss the answer. **HI is the abbreviation for Hawaii. Notice that the abbreviation is made up of the first and last letter of the word *Hawaii*. Both letters are capitalized, and there is no period at the end. This is the correct format for abbreviating state names.**

Preparation: Display the Word Treasure clue for abbreviations. Write “N.” on the deflated raft.



- Explain that we also abbreviate cardinal directions (north, south, east, and west). Use **Think-Pair-Share** to have students identify what *N.* abbreviates, and randomly select a few students to share. *North.*
- Point out that the abbreviation is capitalized and followed by a period.
- Use **Think-Pair-Share** to ask students where they might see abbreviations for states and cardinal directions. Randomly select a few students to share. *On mail; on maps.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 7

Skill Practice

Choose from the box and write what each abbreviation means.

Southwest

Ohio

Arkansas

Oregon

Alabama

Southeast

1. OR *Oregon*
2. S.W. *Southwest*
3. OH *Ohio*
4. AR *Arkansas*

Building Meaning			
instantly	protested	maintain	dignity
imaginary	insisted	immature	suspended

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

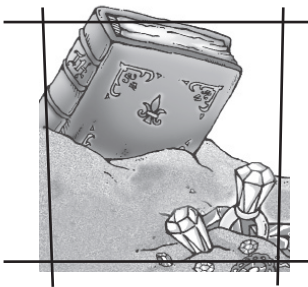
6. Tamika didn't really want to go to the park, but her mother insisted that she get out of the house for the day. *Insisted* means—

- defended.
- departed.
- demanded*.
- delighted.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– How many points did you earn today? – How well did you use the team cooperation goal and behavior? – How can you earn more points?

**DAY 4****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

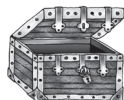
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

**Vocabulary TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What happened when Darnell offered Sweeby a can of beans?

Listening Comprehension

- Read pages 60 and 61 (paragraph 10) aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Use **Team Huddle** to have students identify how Darnell learns he should approach Sweeby differently and how this helps Darnell solve his problem.



We know from looking at our story maps that Darnell decides to write a human-interest piece about Sweeby Jones. He tries to interview Sweeby, but ends up insulting him. Discuss with your team something that Darnell learns about interviewing a person.

- Use **Random Reporter** to select students to share their answers with the class. Add responses to the story map.

Now that you've talked with your team, what does Darnell learn about interviewing a person? Wait for students' responses. Good. Darnell learns that he has to put himself in the place of the person he interviews, like Miss Seldes said. What does Darnell realize about why his interview with Sweeby went wrong? Wait for students' responses. Right. Darnell realizes that the can of beans was the problem. Sweeby didn't mind Darnell's questions. How does this help Darnell solve his problem? Wait for students' responses. Good. Darnell has learned about how to interview a person. Darnell wants to be part of the newspaper team and write his own article for the newspaper. Knowing how to interview a person is an important part of writing an article.

- Tell students that they will continue to identify parts of the story as they read *Darnell Rock Reporting*.

Preview Team Talk

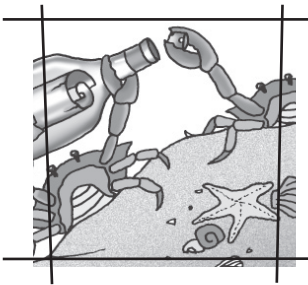
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 7

Team Talk

1. How does it help Darnell's problem that his editorial is on the bulletin board at school? (Write-On) |SS|
2. Why do you think Miss Seldes has a pleased look on her face? |DC|
3. How can you tell Darnell cares about Tamika? |CE|
 - a. He does her homework for her.
 - b. He teases her about her sick friend.
 - c. He takes her to the park to play.
 - d. He asks how she feels and talks to her.
4. Why does Darnell's father think the garden is a bad idea? |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 62 (paragraph 10)–64 aloud with partners.
pages 65–67 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. How does it help Darnell's problem that his editorial is on the bulletin board at school? (Write-On) |SSI|

100 points = *The fact that Darnell's editorial is on the bulletin board at school helps his problem because he can see that people are interested in his story. This shows Darnell that people noticed him and heard what he had to say. He is proud and excited.* **90 points** = *The fact that Darnell's editorial is on the bulletin board helps his problem because he can see that people are interested in what he has to say.* **80 points** = *It shows him others are interested in what he has to say.*

2. Why do you think Miss Seldes has a pleased look on her face? |DC|

100 points = *I think Miss Seldes has a pleased look on her face because Darnell realizes that it is his fault the interview didn't go well. This shows that Darnell is learning about the interview process and that his next interview should be better.* **90 points** = *I think Miss Seldes has a pleased look on her face because Darnell says it was his fault the interview didn't go well. It shows Miss Seldes that Darnell is learning.* **80 points** = *Darnell is learning.*

3. How can you tell Darnell cares about Tamika? |CE|

- a. He does her homework for her.
- b. He teases her about her sick friend.
- c. He takes her to the park to play.
- d. He asks how she feels and talks to her.

4. Why does Darnell's father think the garden is a bad idea? |CE|

100 points = *Darnell's father thinks the garden is a bad idea because he believes the garden will be too much work for the homeless. He thinks that they don't walk to the supermarket for food, so they definitely won't work in a garden to grow food.* **90 points** = *Darnell's father thinks the garden is a bad idea because he believes that the homeless will never work in the garden.* **80 points** = *He thinks the garden won't work because the homeless are lazy.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

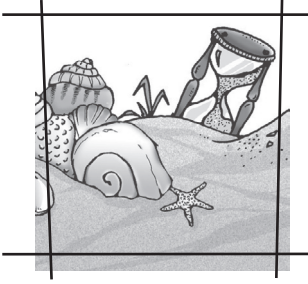
Would you be excited or scared if you were suddenly the center of attention? Why or why not?

Do you think a community garden is a good idea? Do you think it could work in your community? Why or why not?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

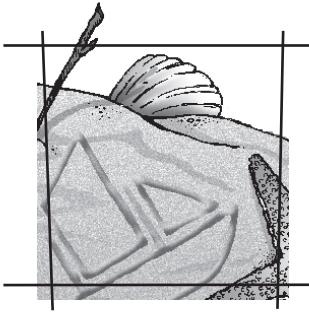
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 5

Page 48 (paragraphs 1–5), 59 (paragraphs 1–10), or 66 (paragraphs 1–6)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (abbreviations) and the Word Treasure clue that Captain Read More uses for abbreviations.
- Use **Think-Pair-Share** to prompt students about why Captain Read More wants them to learn abbreviations. *We use abbreviations to shorten words; understanding the meaning of abbreviations helps us understand text.*
- Tell students that abbreviations can also be used to shorten words in addresses.

Preparation: Display the Word Power Challenge.

Word Power Challenge

1. Texas
2. N.E.

th

- Direct students' attention to the Word Power Challenge. Point out that #1 is a state's name and #2 is an abbreviation for a cardinal direction. Use **Team Huddle** to have students identify the state's abbreviation in #1 and the word for the abbreviation in #2.

th

- Use **Random Reporter** to check responses. *TX; Northeast.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 8

Skill Practice

Choose from the box and write the word or abbreviation.

NE

MI

South

MA

NH

Southwest

N.E.

1. New Hampshire *NH*
2. S. *South*
3. Michigan *MI*
4. Northeast *N.E.*

Building Meaning			
instantly	protested	maintain	dignity
imaginary	insisted	immature	suspended

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

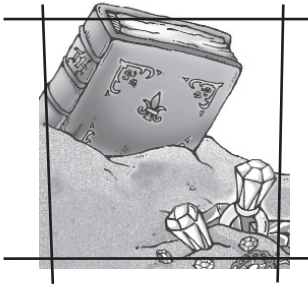
100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Choose the word that best fits in the blank.

Alice had invented an imaginary world of animal friends.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	- How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



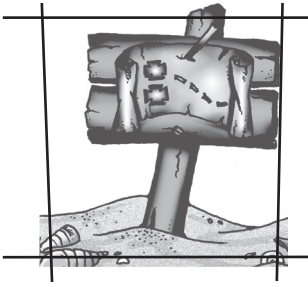
In yesterday's reading, we saw that Darnell's paper was important to his school. Today we will find out how important Darnell's paper was to his city.

Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

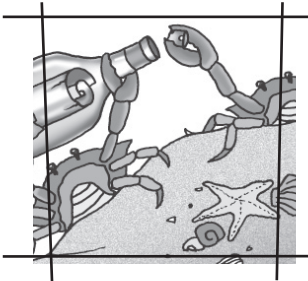
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #3 and #6 ask about story structure.
- Ask students to underline key words or phrases in question #6.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

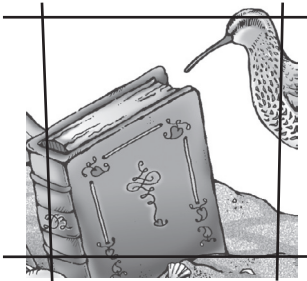
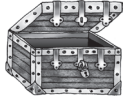
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions that they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

**BOOK CLUB**

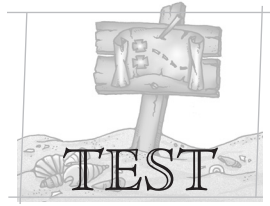
Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



Comprehension Questions

Read pages 68–70 (paragraph 8) of *Darnell Rock Reporting*, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

1. How can you tell Darnell wants to have a good interview with Sweeby? |DC|
 - a. He takes a tape recorder and tries to make it look official.
 - b. He tries to offer Sweeby money for the interview.
 - c. He takes Sweeby to a fancy restaurant.
 - d. He asks Miss Seldes how he should interview Sweeby.

20 points

2. Why doesn't Sweeby want Darnell's beans? |CE|

20 points = Sweeby doesn't want Darnell's beans because they are an insult to him. Sweeby is offended that Darnell brings him food. Darnell thinks he is helping Sweeby, but he doesn't realize that he is not treating Sweeby very nicely. **15 points** = Sweeby doesn't want Darnell's beans because they are an insult to him. He is offended that Darnell thinks he needs food. **10 points** = The beans are an insult to Sweeby.

20 points

3. How is it important to Darnell and his problem that his editorial is put on the bulletin board? |SS|

20 points = It is important to Darnell that his editorial is put on the bulletin board because it shows that people are interested in something he did. He is excited and proud that something he did seems to make a difference in his school. **15 points** = It is important to Darnell that his editorial is put on the bulletin board because it seems that he has made a difference in his school. **10 points** = He made a difference in his school.

10 points

4. How does the City Council find out about Darnell's paper? |CE|
 - a. A student's father finds it and gives it to the City Council.
 - b. Darnell thinks his paper is so good that he takes it to the City Council.
 - c. Peter Miller sends it to the City Council.
 - d. Mr. Baker thinks it is so good that he sends it to the City Council.

20 points

5. What happens **after** Darnell finds out that his article was in the *Oakdale Journal*? |SQ|

20 points = Darnell gets a phone call from Peter Miller after he finds out that his article was in the *Oakdale Journal*. Peter Miller is a reporter and wants to talk to Darnell about his garden idea. **15 points** = Darnell gets a phone call from Peter Miller after he finds out that his article is in the *Oakdale Journal*. **10 points** = Peter Miller calls Darnell.

20 points

6. How is Peter Miller an important character for Darnell in the story? |SS|

20 points = Peter Miller is a reporter for the Oakdale Journal who wants to talk to Darnell about his paper. Peter Miller is a real reporter who can help to increase Darnell's interest in newspapers. Peter Miller can also help Darnell's paper reach more people. **15 points** = Peter Miller is a reporter for the Oakdale Journal who can help Darnell reach more people with his paper. **10 points** = He can help Darnell.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Choose from the box and write the word or abbreviation.

S.	Captain	P.A.	East
PA	SC	Southeast	

5 points

1. Capt. *Captain*

5 points

2. South Carolina *SC*

5 points

3. E. *East*

5 points

4. Pennsylvania *PA*

Building Meaning

instantly	protested	maintain	dignity
imaginary	insisted	immature	suspended

10 points

5. Write a meaningful sentence for the word *insisted*.

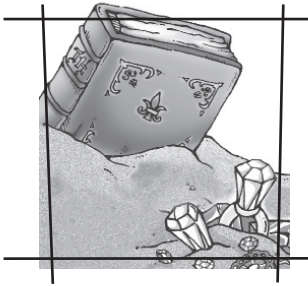
10 points = Suma insisted that she didn't break the window, but no matter how hard she tried to be convincing, nobody believed her. **5 points** = Suma insisted that she didn't break the window, but nobody believed her.

1 point = Suma insisted that she didn't break the window.

10 points

6. Even though Jack didn't like to go grocery shopping with his mother, he never protested whenever she wanted to go.

- 10 points** 7. Even though the other students often called Carols terrible names, he kept his dignity and self-respect by not shouting back at them. *Dignity* means—
- a. *honor.*
 - b. *health.*
 - c. *silence.*
 - d. *wisdom.*
- 10 points** 8. I knew my mom was angry when she shouted for me to come home instantly and wouldn't even let me say good-bye to my friends first.
- 10 points** 9. Robert has an imaginary friend that no one else can see. *Imaginary* means—
- a. *not invisible.*
 - b. *very funny.*
 - c. *make believe.*
 - d. *somewhat shy.*
- 10 points** 10. I tried to maintain a good attitude even though the coach never let me play in the game.
- 10 points** 11. Tia was very proud when her mother told her, “Tia, you used to be very immature, but now you act very grownup.” *Immature* means—
- a. *selfish.*
 - b. *childish.*
 - c. *forgetful.*
 - d. *humorous.*
- 10 points** 12. Alex was suspended for an entire week for cheating on his math test.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend you are on the staff of your school's newspaper and you want to write a human-interest story. You will write a short informative essay to tell your editor whom you would like to interview and why. Darnell wants to write a human-interest story, and decides to write about Sweeby Jones, a local homeless man.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing an informative essay, by telling students that they will write an informative essay to tell one person about another person.

When you write an informative essay, you write to inform one person about another person or subject. In this case, you are a newspaper reporter and need to inform your editor about someone. You need to give your editor information that tells him or her why the person you will interview is a good subject. You will need to provide reasons that support your decision. Your editor needs to know that the person you want to interview is interesting for his or her readers.

- Display the following passage. Read the passage aloud to students.

Blackline master provided.

Owning a cat is fun, but it is also a responsibility. You are responsible for your cat's health and safety. You must feed your cat every day, and provide it fresh water. You should not feed your cat scraps from the table because it can make your cat overweight and cause other health problems.

(continued on next page)

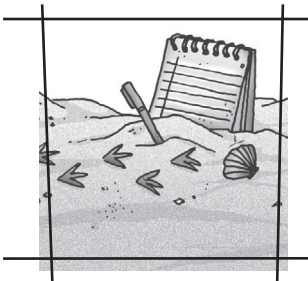
Cat food has all the nutrients cats need in it. You also need to take your cat to the vet to make sure it has all the shots it needs, plus flea and tick medicines. Around your home, your cat relies on you to clean its litter box. If you do not clean its litter box often, it will not only smell, but your cat may stop using it. You are also responsible for making sure your cat gets love and attention. Toys, even simple ones such as table tennis balls or string, can help make your cat happy and healthy. If you take good care of your cat, it will be a part of your family for a long time.



- Ask students to identify the topic of the paragraph. Have students use **Think-Pair-Share** to discuss responses. *The topic is about how to be a responsible cat owner.*



- Use **Random Reporter** to ask students what information the author provides about being a responsible cat owner. *The author talks about feeding a cat properly, taking the cat to the vet for shots and check-ups, cleaning for the cat, and giving the cat love and attention.*
- Use **Think-Pair-Share** to ask students who would be interested in reading this paragraph. *Someone who wants to own a cat.*
- Tell students that they will provide the editor of the school newspaper with information about someone they want to interview. Remind them that their editor needs to know about this person and why he or she would be interesting to readers.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will write an informative essay for the editor of the school newspaper, telling him or her about the person you want to interview for a human-interest story.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Writing Prompt

Pretend you are a reporter for the school newspaper. You want to write a human-interest story about someone, but you need to convince your editor that an interview with this person will result in a good story. Write a short informative essay for the editor that explains whom you want to interview and why. Begin your essay with a topic sentence that introduces the person you would like to interview. Provide your editor four reasons why this is a good person to interview. Give each reason its own paragraph and provide additional details to support your reason. Finish your essay with a closing sentence that restates why the person would make a good story. Think about the following questions your editor would ask you: Why should an interview with this person be in the school newspaper? Does this person have interesting stories to tell? Why does this person interest you? What do you know about this person already?

Scoring Guide

Your short informative essay tells your editor about a person you want to interview.	20 points
Your essay begins with a topic sentence that introduces the person you want to interview.	5 points
You provide four reasons, each in its own paragraph, for why this person will make for a good story.	15 points each (60 points maximum)
You include details to support your reasons.	10 points
You finish your essay with a closing sentence that restates why this person would make a good story.	5 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us make sure we have all of our ideas for our informative essays.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Tell students to check their partner's work and their own work for clarity and good organization of information in their essays.

You know that when you write a story, the information and events have to happen in a sequential order to make sense to the reader. When you write an informative essay, the information also has to be written in an order that makes sense. There may not be a sequence of events, but if you jump from topic to topic or mix unrelated details together, your readers will not understand what you wrote.

- Display the following example paragraph. Ask a volunteer to read the paragraph aloud to students.

Blackline master provided.

Example 1

Another reason it would be good to interview a police officer is that the police often do and see interesting things, and they meet interesting people. People call the police for a lot of different reasons. Many times the reason is serious, but sometimes the police officer might have to solve a problem that is actually quite funny. A lot of police officers have performed heroic actions that saved lives. People like to hear these stories. It makes them feel good. The police also meet interesting people every day in the line of duty. I know one of our town police officers received an award from the president. That would be an interesting story to hear.



- Ask students what reason the author gives for wanting to interview a police officer. Use **Random Reporter** to share responses. *The author says that the police often see and do interesting things and meet interesting people.*
- Use **Think-Pair-Share** to ask students whether the details in the paragraph make sense for the topic. *Yes. The author gives details about why it would be interesting to hear stories about interesting events and people from the police.*

- Display the second example, and ask for a volunteer to read it aloud.

Blackline master provided.

Example 2

Another reason it would be good to interview a police officer is that the police often do and see interesting things, and they meet interesting people. People call the police for a lot of different reasons. Many times the reason is serious, but sometimes the police officer might have to solve a problem that is actually quite funny. Hearing their stories will teach us more about police officers. We could also learn to become better citizens from the police. A lot of police officers have performed heroic actions that saved lives. People like to hear these stories. It makes them feel good.

- Use **Random Reporter** to ask students how the second example is similar to and different from the first example. *The second example starts the same way. It talks about reasons that readers would enjoy reading about a police officer's experiences. But the second example mentions two things that do not have to do with the topic. The author mentions learning more about the police officer, and becoming better citizens. The author then goes back to giving reasons why we should read their stories.*
- Point out that the second example mixes unrelated details together.

The second example might seem odd or confusing. This is because it includes unrelated details. The information about learning more about the police officer and learning to be better citizens seem unrelated to the main topic of the paragraph. Remember, the main topic of the paragraph was hearing stories about interesting events and meeting interesting people. Your writing will be easier to understand if you make sure each paragraph covers one topic, and all the details relate to that topic.

- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

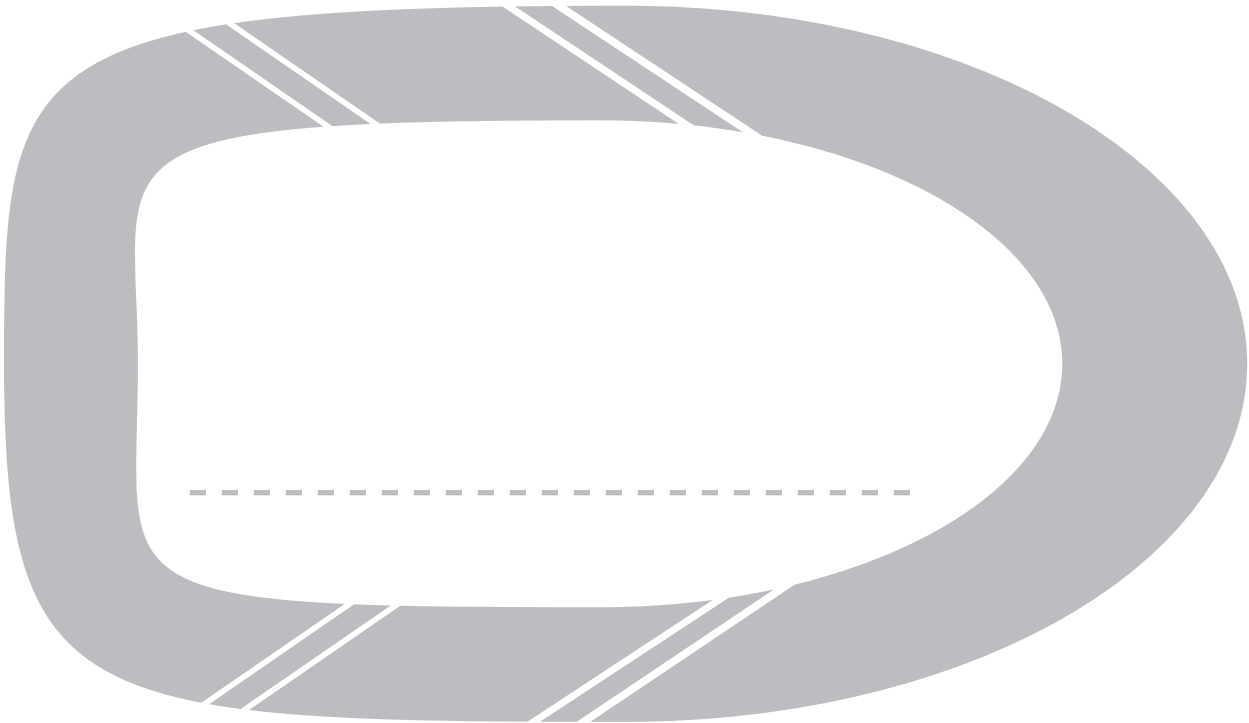
- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.

- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	- What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Owning a cat is fun, but it is also a responsibility. You are responsible for your cat's health and safety. You must feed your cat every day, and provide it fresh water. You should not feed your cat scraps from the table because it can make your cat overweight and cause other health problems.

Cat food has all the nutrients cats need in it. You also need to take your cat to the vet to make sure it has all the shots it needs, plus flea and tick medicines. Around your home, your cat relies on you to clean its litter box. If you do not clean its litter box often, it will not only smell, but your cat may stop using it. You are also responsible for making sure your cat gets love and attention. Toys, even simple ones such as table tennis balls or string, can help make your cat happy and healthy. If you take good care of your cat, it will be a part of your family for a long time.

Example 1

Another reason it would be good to interview a police officer is that the police often do and see interesting things, and they meet interesting people. People call the police for a lot of different reasons. Many times the reason is serious, but sometimes the police officer might have to solve a problem that is actually quite funny. A lot of police officers have performed heroic actions that saved lives. People like to hear these stories. It makes them feel good. The police also meet interesting people every day in the line of duty. I know one of our town police officers received an award from the president. That would be an interesting story to hear.

Example 2

Another reason it would be good to interview a police officer is that the police often do and see interesting things, and they meet interesting people. People call the police for a lot of different reasons. Many times the reason is serious, but sometimes the police officer might have to solve a problem that is actually quite funny. Hearing their stories will teach us more about police officers. We could also learn to become better citizens from the police. A lot of police officers have performed heroic actions that saved lives. People like to hear these stories. It makes them feel good.

Story Map



Title: Darnell Rock Reporting, cycle 2

Characters:

Darnell Rock
 Tamika Rock
 Sidney and Linda Rock
 Larry Keyes
 The *Gazette* staff
 Mr. Baker
 Miss Seldes
 Sweeby Jones

Setting:

Where: Oakdale
 South Oakdale Middle School

When:

Problem:

Darnell's grades are low, and he constantly finds himself in the principal's office. He decides to do something positive and join the school newspaper, but he doesn't know what to write about.

Event: Darnell joins the school newspaper, the *Gazette*.

Darnell meets Sweeby Jones. He finds out Sweeby Jones knows his father. Darnell decides to write a human-interest article in which he suggests that the old basketball court be turned into a garden for the homeless.

Event: Darnell's editorial is mentioned in the *Oakdale Journal*, and a reporter comes to speak with him at school.

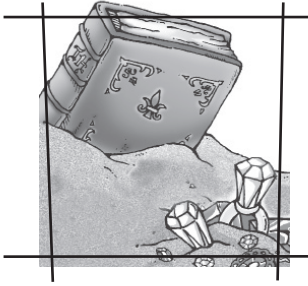
Event:

Event:

Solution:

CYCLE 3**Instructional Objectives**

	Reading	Word Power	Writing
	Compare and contrast (CC)	Prefix and base word	Write a persuasive letter.
CYCLE 3	Students will compare and contrast characters, events, and situations in the text.	Students will break words into prefix and base word and use the prefixes <i>dis-</i> and <i>re-</i> to increase their understanding of words.	Students will pretend that they are either Darnell Rock or Mrs. Joyner. They will write persuasive letters to the Oakdale City Council asking it to turn the basketball courts into a garden or a new parking lot for teachers.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score TP

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **everyone participates**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

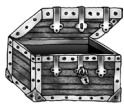
This cycle we will continue reading *Darnell Rock Reporting* by Walter Dean Myers. As we read, we'll compare and contrast the characters, events, and situations in the story. Good readers use comparisons to develop a better understanding of the author's purpose for writing.

- Point out the strategy target on the team score sheet.

- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

Vocabulary **TP**

- Ask teams to have teammates 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 “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page 9
Student Edition chart does
not contain page numbers or
identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
recently page 71	base word + ending: recent + ly	not long ago	I started to learn Spanish only <i>recently</i> , so I haven't learned very many words yet.
preventing page 72	base word + ending: prevent + ing	stopping from happening	<i>Preventing</i> forest fires is easier if you never take matches into the woods.
adjust page 79	d = silent chunk: ad-just	change or alter	Billy had to <i>adjust</i> the way he held the baseball bat to hit the ball better.
disbelief page 80	prefix + base word: dis + belief	amazement, surprise	I stared in <i>disbelief</i> at the A+ I got on my math test, because I was sure I was going to fail.
decent page 89	chunk: de-cent	okay, good enough	I think chocolate is a <i>decent</i> ice cream flavor, but vanilla is the flavor I really enjoy.

Word and Page Number	Identification Strategy	Definition	Sentence
exist page 91	chunk: ex-ist	be, live	Just because you can't see all the insects that <i>exist</i> in the world, it doesn't mean they're not there.
relevant page 98	-vant = /vunt/ chunk: re-le-vant	important	When Shanikka kept asking questions that were not <i>relevant</i> to math class, the teacher told her that she needed to pay more attention to the task at hand.
desperate page 101	-ate = /ut/ chunk: des-per-ate	hopeless	The search for the suspect was <i>desperate</i> because the police had no clues.

Using the Targeted Skill (Prompt and Reinforce)



- Introduce the skill, comparing and contrasting. Use **Team Huddle** and **Random Reporter** to have students identify the difference between the two.
- Remind students that comparing and contrasting characters, events, and situations helps readers understand stories better.
- Use **Team Huddle** and **Random Reporter** to have students compare and contrast two characters from *Darnell Rock Reporting*. An example is provided.

Let's do some comparing and contrasting. Let's compare and contrast Darnell Rock and Chris McKoy, the president of the Corner Crew. What do they have in common? Give students time to discuss. **That's right. They're both in fifth grade. They're both members of the Corner Crew. They both get in trouble quite a bit. Now, how are Darnell and Chris different?** Give students time to discuss. **That's right. Darnell thinks being on the school newspaper staff is cool. Chris, however, thinks it's stupid.**

- Remind students to compare and contrast as they continue reading *Darnell Rock Reporting*.

Listening Comprehension

- Read pages 70 (paragraph 9) and 71 aloud. Use **Team Huddle** and **Random Reporter** to model comparing and contrasting information from the story.

Darnell's editorial is causing quite a stir in school. How do most of the kids in school's opinions about the garden differ from Mrs. Joyner's opinion? Give students time to discuss. **That's right. Most of the kids seem to think planting a garden to feed the homeless is a good idea. Mrs. Joyner doesn't agree. She would rather have a parking lot. She asks what Darnell knows about gardening anyway. What comparison does Larry make about Darnell's knowledge of gardening and writing newspaper articles?** Give students time to discuss. **That's right. When Darnell says he doesn't know anything about gardening, Larry says that Darnell also didn't know how to write a newspaper article. He's pointing out that even though Darnell didn't know how to write an article, he wrote one, and now everyone has read it. If he can do that, he can probably learn how to garden.**

- Remind students to compare and contrast as they continue reading *Darnell Rock Reporting*.

Preview Team Talk

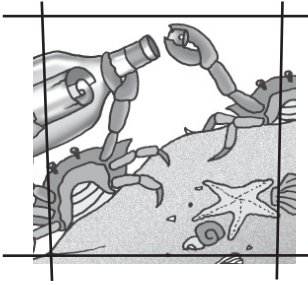
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 10

Team Talk

- Why is Darnell sent to the principal's office? |CE|
- Compare and contrast Darnell and Mark. How are they alike? How are they different? (Write-On) |CC|
- Who does Tony O! blame for losing the basketball game? |CE|
 - Johnny
 - Darnell
 - Tamika
 - Eddie
- What conclusion can you draw about why Peter Miller comes to visit Darnell at school? Use details from the story to support your answer. |DC|

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
page 72 aloud with partners.
pages 73 and 74 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Why is Darnell sent to the principal's office? |CE|

100 points = *Darnell is sent to the principal's office because the principal, Mr. Baker, thought he was fighting, even though he wasn't.*

90 points = *Darnell is sent to the principal's office because the principal thought he was fighting. 80 points* = *The principal thought he was fighting.*

2. Compare and contrast Darnell and Mark. How are they alike? How are they different? (Write-On) |CC|

100 points = *Darnell and Mike are alike and different. Even though they both go to the same school and come from the same neighborhood, Darnell gets in trouble a lot, and Mark never gets in trouble. 90 points* = *They are alike and different. They come from the same neighborhood. Darnell gets in trouble a lot, but Mark never gets in trouble. 80 points* = *They come from the same neighborhood. Only Darnell gets in trouble, though.*

Team Talk *continued*

3. Who does Tony O! blame for losing the basketball game? [CE]
 - a. Johnny
 - b. Darnell
 - c. Tamika
 - d. Eddie
4. What conclusion can you draw about why Peter Miller comes to visit Darnell at school? Use details from the story to support your answer. [DC]

100 points = *I can draw the conclusion that Peter Miller comes to visit Darnell at school to talk to him about his editorial. Darnell's paper about a garden for the homeless was sent to the City Council meeting. Peter Miller wants to interview Darnell about his idea.* **90 points** = *I can draw the conclusion that Peter Miller comes to visit Darnell at school to talk to him about his editorial. He wants to interview Darnell about his garden for the homeless idea.* **80 points** = *He wants to interview Darnell about his editorial.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

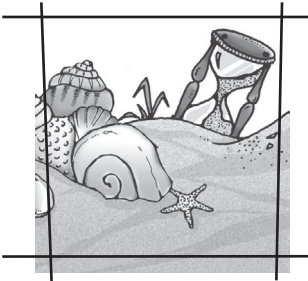
Why did Mr. Baker think Darnell was fighting?

If you could ask Darnell any question, what would you ask him?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills.

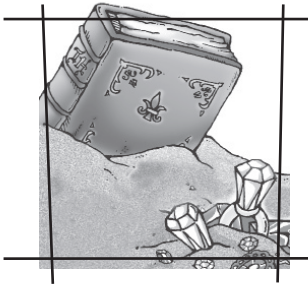
Page 74 (paragraphs 1–6)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

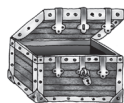
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

**Vocabulary TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why did Peter Miller visit Darnell at school?

Listening Comprehension



- Read pages 75–77 (paragraph 4) aloud. Use **Team Huddle** and **Random Reporter** to have students compare and contrast Peter Miller and Miss Seldes.

How are Peter Miller and Miss Seldes alike and how are they different? Think about their interests in Darnell's parking lot project, and about who they think should write the interview. Give students time to discuss. **Right. They are alike because they are both interested in Darnell's parking lot project and his interview. They are different because Peter Miller thinks that he should write the interview about Sweeby Jones. Miss Seldes thinks Darnell should write it because it was his idea.**

- Read the rest of page 77 aloud, pausing to make points, ask questions, or focus students' attention as necessary.
- Remind students to compare and contrast as they continue reading.

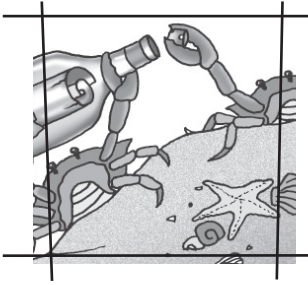
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

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Team Talk

1. Compare and contrast Darnell's and Angie's feelings about Johnny being on the track team. (Write-On) |CC|
2. Why does Darnell want Larry to go with him to the interview? |CE|
3. How does the interview make Darnell feel? |CE • DC|
 - a. excited
 - b. enraged
 - c. anxious
 - d. relieved
4. Darnell is nervous before his interview. What conclusion can you draw about Darnell when he is nervous? Use details from the story to support your answer. |DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 78 and 79 aloud with partners.
pages 80–82 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Compare and contrast Darnell's and Angie's feelings about Johnny being on the track team. (Write-On) |CC|

100 points = Darnell and Angie both want Johnny to be happy. The difference is that Angie thinks being on the track team will make Johnny unhappy because he's so slow. She doesn't want him to lose. Darnell doesn't think that being on the track team will make Johnny unhappy. He says it's not a terrible thing to lose. **90 points** = Darnell and Angie both want Johnny to be happy. The difference is that Angie thinks being on the track team will make Johnny unhappy, but Darnell doesn't think that being on the track team will make Johnny unhappy. **80 points** = They both want Johnny to be happy. Angie thinks the track team will make Johnny unhappy. Darnell disagrees.

Team Talk *continued*

2. Why does Darnell want Larry to go with him to the interview? |CE|

100 points = Darnell wants Larry to go with him to the interview because Darnell wants someone to be on his side. He wants somebody who will be quiet and who will just stand by his side. Darnell knows that Larry won't want to talk. He doesn't ask Tamika because he knows she will talk too much. **90 points** = Darnell wants Larry to go with him to the interview because Darnell wants someone to be on his side. He knows Larry won't want to talk, but he'll stand by Darnell's side. **80 points** = He wants someone to be on his side.

3. How does the interview make Darnell feel? |CE • DC|

- a. excited
- b. enraged
- c. *anxious*
- d. relieved

4. Darnell is nervous before his interview. What conclusion can you draw about Darnell when he is nervous? Use details from the story to support your answer. |DC|

100 points = I can draw the conclusion that Darnell cares about his interview with Sweeby Jones. He wants the interview to go well. Darnell doesn't want to offend Sweeby. He cares about the interview and being a good reporter. **90 points** = I can draw the conclusion that Darnell cares about his interview with Sweeby Jones. He wants the interview to go well because he wants to be a good reporter. **80 points** = He cares about his interview and being a reporter.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

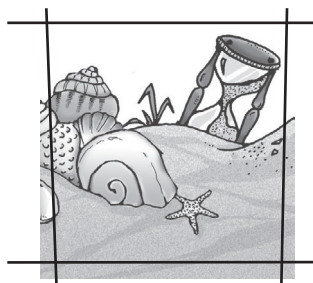
Do you think Angie is a good big sister?
Why or why not?

Do you think you would be friends with Darnell if you knew him? Why or why not?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

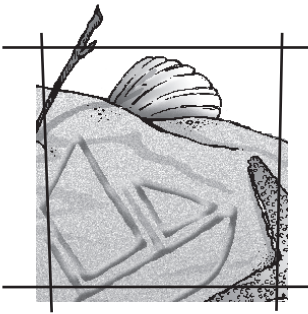
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

Student Edition, page 9

Page 80 (paragraphs 5–12)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

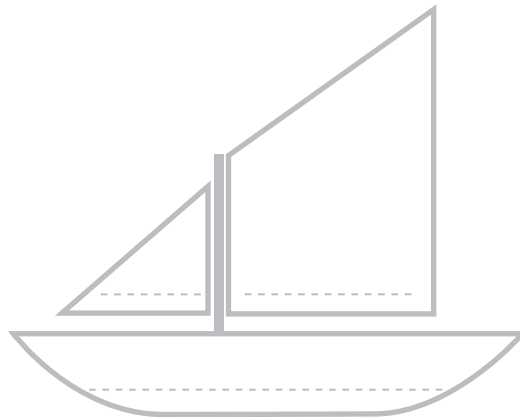


WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has sent another message. Display the Word Treasure clue.

Blackline master provided.



- Use **Think-Pair-Share** to have students identify the Word Treasure. Randomly select a few students to share.
- Reveal the Word Treasure (skill).

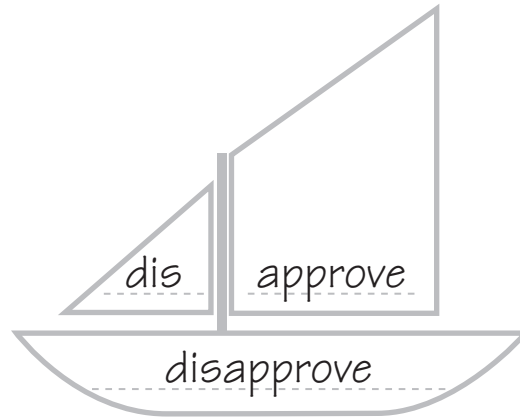
Word Treasure

Some base words have certain beginnings, or prefixes.

If you're having trouble reading these words, first read the base word. Next read the prefix, then read the whole word.



- Write the word “disapprove” on the board. Use **Think-Pair-Share** to have students divide the prefix from the base word. Randomly select a few students to share, and write the prefix and base word on the appropriate sails.



- Use the word parts written in the sails to pronounce the word *disapprove* and have students say the word with you.
- Explain that prefixes can help us define the meaning of a word. Explain that the prefix *dis-* means not or opposite of.
- Use **Team Huddle** to have students discuss the meaning of *disapprove*. Use **Random Reporter** to select students to share responses. *To not approve.*
- Tell students that there is a word with the prefix *dis-* in their vocabulary list and that they should be on the lookout for the word the next time they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**



Student Edition, page 10

Skill Practice

Write the words in your journal. Then write the prefix and base word. Write a definition for each word.

- disagree *dis + agree; to not agree*
- distrust *dis + trust; to not trust*

Building Meaning			
recently	preventing	adjust	disbelief
decent	exist	relevant	desperate

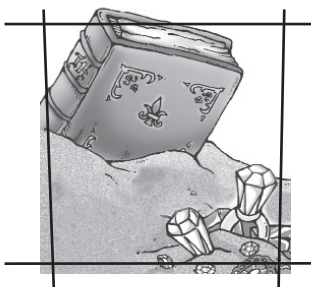
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

4. List two things that can exist in an aquarium.
(Answers will vary.) Seaweed; fish; hamsters; snakes.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	- How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

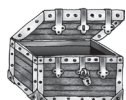
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How did Darnell feel about his interview with Sweeby Jones? What does this show about him?

Listening Comprehension



- Read pages 83–86 aloud. Use **Team Huddle** and **Random Reporter** to have students compare and contrast Darnell's first attempt at interviewing Sweeby Jones with his second attempt at interviewing Sweeby.

Darnell interviews Sweeby Jones in a barbershop. Let's compare and contrast this attempt at interviewing Sweeby Jones with his first attempt earlier in the story. Give students time to discuss. **Good. Darnell greeted Sweeby Jones nicely both times he tried to interview him. There are differences between the two interviews. The first difference is that Darnell tried to give Sweeby a can of beans during the first interview. During the second interview, Darnell said that he didn't have anything to give to Sweeby. He only had his questions with him. The second difference is that Sweeby did not let Darnell interview him the first time. He didn't like that Darnell tried to give him a can of beans. Sweeby let Darnell interview him the second time because he didn't offer him anything.**

- Remind students to compare and contrast as they continue reading.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #4, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

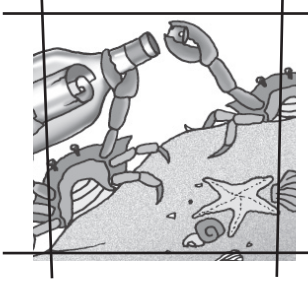
Student Edition, page 11

Team Talk

1. In the interview, what is Darnell's **second** question? |SQ|
 - a. Where were you born?
 - b. Then what happened?
 - c. Have you ever had a job?
 - d. Were you in the army?
2. In one or two sentences, summarize the work that Sweeby has done. |SU|

Team Talk *continued*

3. Tell what Sweeby means when he says that he is not homeless. |DC • CL|
4. Compare and contrast Sweeby and Darnell's dad. How are they alike? How are they different? (Write-On) |CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 87–90 aloud with partners.
pages 91–94 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. In the interview, what is Darnell's **second** question? |SQ|
 - a. Where were you born?
 - b. *Then what happened?*
 - c. Have you ever had a job?
 - d. Were you in the army?

Team Talk *continued*

2. In one or two sentences, summarize the work that Sweeby has done. |SU|

100 points = *Sweeby has had many jobs. He has been a miner, a dockworker, and he has worked for the electric company. He does small jobs, but he says they don't pay the rent.* **90 points** = *Sweeby has had many jobs, including being a miner and a dockworker.* **80 points** = *He has had many jobs.*

3. Tell what Sweeby means when he says that he is not homeless. |DC• CL|

100 points = *When Sweeby says that he is not homeless, he means that he has plenty of places to sleep. He calls the streets and the abandoned buildings his homes. He says that he isn't homeless, he is hopeless. He tells Darnell that he doesn't know how to make things better for himself.* **90 points** = *When Sweeby says that he is not homeless, he means that he has plenty of places to sleep. He says that he is not homeless, he's hopeless.* **80 points** = *Sweeby means that the streets and abandoned buildings are his home.*

4. Compare and contrast Sweeby and Darnell's dad. How are they alike? How are they different? (Write-On) |CC|

100 points = *Sweeby and Darnell's dad are both alike and different. Both Sweeby and Darnell's dad were in the army. They were also in the same unit. The difference between the two is that Darnell's dad made a life for himself, with a job and a family, when he came back from the army. Sweeby, on the other hand, did not. Sweeby has no home, no family, and no job.* **90 points** = *Both Sweeby and Darnell's dad were in the army. Darnell's dad made a life for himself, with a job and a family, when he came back from the army. Sweeby did not.* **80 points** = *They were both in the army. Darnell's dad made a life for himself after the war. Sweeby didn't.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

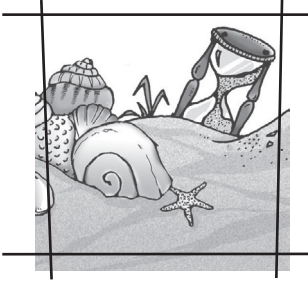
Who do you think Sweeby blames for his condition? Why?

If you were Darnell's father, would you look at Sweeby with as much scorn as he does? Why or why not?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

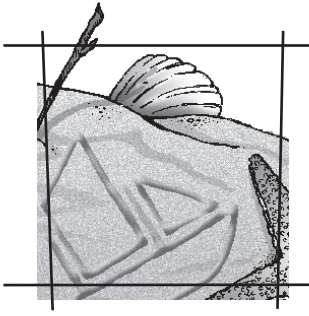
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 9

Page 80 (paragraphs 5–12) or 87 (paragraphs 3–9)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

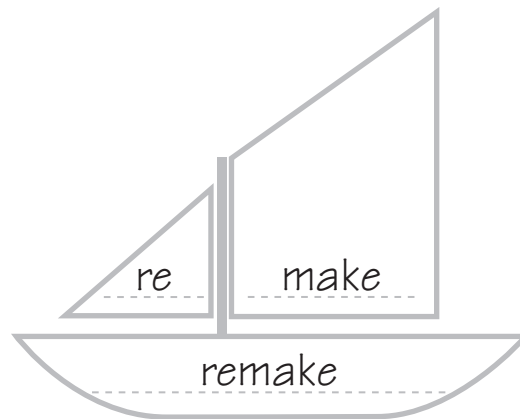
Timing Goal: 10 minutes

tps



- Remind students of the Word Power skill (prefix and base word) and, if necessary, the Word Treasure clue that Captain Read More uses (little sail and big sail). Have students identify the prefix they are working on this cycle [dis-].
- Use **Think-Pair-Share** to have students look at their vocabulary words and find a word with the prefix *dis-*. Have them say the word and discuss the meaning. Randomly select a few students to share. *Disbelief; means not believing.* Have students pronounce the word with you. Display and use the sail clue if necessary.
- Compare the meaning not believing to the definition in the vocabulary chart (amazement; surprise). Point out that these are words we use when we can't believe something.
- Remind students about another prefix they have learned, *re-*.
- Display the sail clue and write the word "remake" on the bottom of the boat. Use **Team Huddle** to have students identify the big word, or base word, and the prefix. Use **Random Reporter** to select students to share. Write "re" on the little sail and "make" on the big sail.

th



- Use the word parts to say the word and have students say the word with you.
- Use **Think-Pair-Share** to have students use the prefix to define the word. Randomly select a few students to share. *Make over or again.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Skill Practice

Write the words in your journal. Then write the prefix and base word. Write a definition for each word.

1. disinterested *dis + interested; not interested*
2. retell *re + tell; to tell again or tell over*

Building Meaning

recently	preventing	adjust	disbelief
decent	exist	relevant	desperate

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

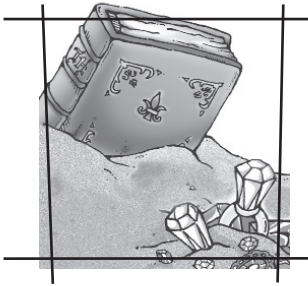
4. List two things that cannot exist in an aquarium.
(Answers will vary.) *Elephants; mountains; human beings; forests.*

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

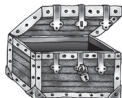
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Compare and contrast Sweeby Jones and Darnell's father.

Listening Comprehension

- Read pages 95 and 96 (ending at paragraph 1) aloud. Use **Think-Pair-Share** to have students compare and contrast Darnell's last two attempts at writing his interview. Randomly select a few students to share.

Let's continue to compare and contrast. With your partners, discuss the differences and similarities between Darnell's last two attempts at writing his interview. How are they alike and how are they different? Give students time to discuss. Randomly select a few students to share. That's right. They're both about the same topic. They're both about homelessness. Also, Darnell throws both of them away. However, the first one focuses more on homeless people in general. The second one focuses more on Sweeby Jones as a person in particular.

- Continue reading the rest of pages 96 and 97 (ending at paragraph 1) aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Remind students to compare and contrast as they continue reading.

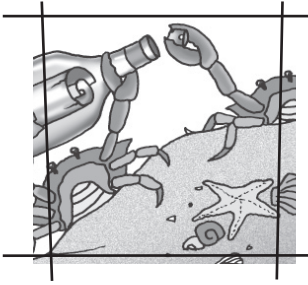
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 11

Team Talk

1. Briefly summarize the advice that Miss Seldes gives Darnell. |SU|
2. How does Darnell convince Tamika to type his interview for him? |CE|
3. Compare and contrast Darnell and Mrs. Joyner. How are they alike? How are they different? (Write-On) |CC|
4. How is the interview affecting Darnell's schoolwork? |CE|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 97 (paragraph 2)–99 aloud with partners.
pages 100–102 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Briefly summarize the advice that Miss Seldes gives Darnell. **|SU|**

100 points = Miss Seldes suggests that Darnell write down the interview and then edit it. Darnell taped the interview, so he would have to write down what Sweeby said. She says that he should take the important information from Sweeby's interview and create the article from that information. **90 points** = Miss Seldes suggests that Darnell write down the interview and then edit it. She tells him to use the important information in his article. **80 points** = She suggests that he write down the interview.

2. How does Darnell convince Tamika to type his interview for him? **|CE|**

100 points = Darnell convinces Tamika to type his interview for him by offering to go with her to the hospital. Darnell does not want to go to the hospital to see Molly, but he also doesn't want to type his article. Tamika won't type it if he doesn't go with her, so he decides to go to the hospital. **90 points** = Darnell convinces Tamika to type his interview for him by offering to go with her to the hospital in return. Tamika won't type his article if he doesn't go with her. **80 points** = He offers to go with her to the hospital.

Team Talk *continued*

3. Compare and contrast Darnell and Mrs. Joyner. How are they alike? How are they different? (Write-On) |CC|

100 points = Darnell and Mrs. Joyner are alike and different. Both Darnell and Mrs. Joyner care about homeless people, but they don't agree on ways to help them. Darnell thinks that the vegetable garden is a good idea, but Mrs. Joyner thinks that there are better ideas than the vegetable garden.

90 points = Darnell and Mrs. Joyner are alike and different. Both Darnell and Mrs. Joyner care about homeless people, but they don't agree on ways to help them. **80 points** = They both want to help homeless people, but in different ways.

4. How is the interview affecting Darnell's schoolwork? |CE|

100 points = The interview is affecting Darnell's schoolwork. It is getting in the way and taking up a lot of time. Darnell doesn't have time to write his book report. **90 points** = The interview is affecting Darnell's schoolwork. It is getting in the way and taking up a lot of time. **80 points** = It is getting in the way and taking up a lot of time.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

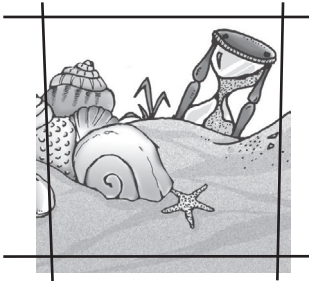
Do you think all of Darnell's teachers are doing a good job supporting Darnell's reporting? Why or why not?

Do you think you could be a good journalist? Would you want to? Why or why not?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

FLUENCY IN FIVE **TP**

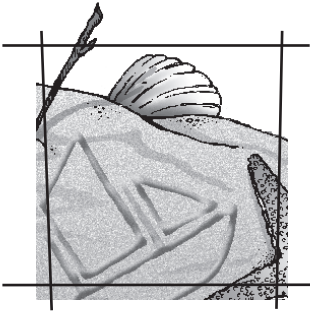
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 9

Page 80 (paragraphs 5–12), 87 (paragraphs 3–9), or 101 (paragraphs 3–6)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

tps

- Remind students of the Word Power skill (prefix and base word).
- Use **Think-Pair-Share** to prompt students about why it is useful to learn prefixes and their meanings. *Adding a prefix to a word changes its meaning slightly. For example, dis- means not or opposite of. Understanding the meaning of the prefix and the base word will help us define the word.*
- Direct students' attention to the Word Power Challenge. Have students work in **Team Huddle** to read the words and give a meaning for each word. If necessary, have students use the sail clues to identify the prefix and base word.

th

Preparation: Display the Word Power Challenge.

Word Power Challenge

discontinue

reassign



- Use **Random Reporter** to check pronunciations and meanings. *Discontinue = dis + continue and means to not continue; reassign = re + assign and means to assign over or again.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition,
pages 11 and 12

Skill Practice

Write the words in your journal. Then write the prefix and base word. Write a definition for each word.

1. disobey *dis + obey; to not obey or listen*
2. repaint *re + paint; paint over or again*

Building Meaning			
recently	preventing	adjust	disbelief
decent	exist	relevant	desperate

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

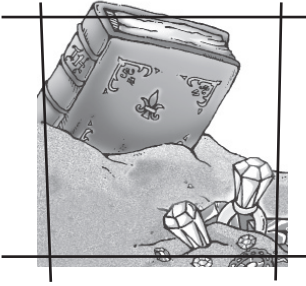
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

4. Amanda shook her head in disbelief when she saw the size of the turtle that was swimming in the pond. *Disbelief* means—

- contentment.
- amazement.
- indifference.
- anxiousness.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– How many points did you earn today? – How well did you use the team cooperation goal and behavior? – How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



In yesterday's reading, we read about the impact Darnell's interview had in his life. Today we will find out how Darnell and Tamika react to Molly when they visit her in the hospital.

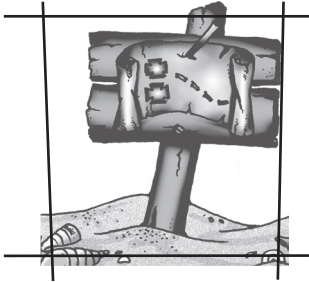
Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #3 and #5 ask about comparing and contrasting.
- Ask students to underline key words or phrases in question #5.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.

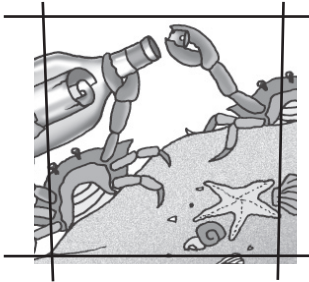
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures
for Teamwork vary with
strategy instruction.

Team Discussion **TP**

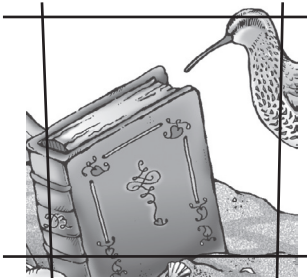
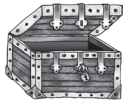
- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.



- Use **Random Reporter** to have students share additions that they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.

Class Discussion **TP**

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.



BOOK CLUB

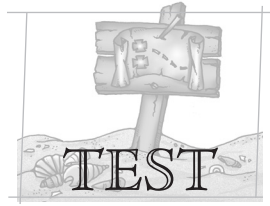
Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



Comprehension Questions

Read pages 102 (paragraph 9)–104 of *Darnell Rock Reporting*, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

1. Angie doesn't want her brother to be on the track team because— |CE|
 - a. she doesn't want him to be injured.
 - b. *he doesn't run nearly fast enough.*
 - c. the track team is just for losers.
 - d. he runs faster than she does.

20 points

2. Tell why Darnell doesn't understand why Sweeby is homeless. |CE|

20 points = *Darnell doesn't understand why Sweeby is homeless because Darnell thinks Sweeby had the same opportunities that Darnell's father had. Both Sweeby and Darnell's father were in the army. Darnell's father has a home, a job, and a family while Sweeby does not have those things.*

15 points = *Darnell doesn't understand why Sweeby is homeless because Darnell thinks Sweeby had the same opportunities that Darnell's father had after the war.* **10 points** = *He thinks Sweeby and his father had the same opportunities.*

20 points

3. Compare and contrast Darnell's and Mrs. Joyner's opinions about the homeless. |CC|
How are they alike? How are they different?

20 points = *Darnell and Mrs. Joyner both care about the homeless and want to help. They disagree about the ways to help them though. Darnell thinks that the vegetable garden is a good idea, but Mrs. Joyner thinks that there are better ideas than the vegetable garden.* **15 points** = *Darnell and Mrs. Joyner both care about the homeless, but they disagree about the ways to help. Mrs. Joyner disagrees with Darnell's ideas.* **10 points** = *They both care about the homeless, but they disagree about how to help.*

20 points

4. How has Molly's illness affected her? |CE|

20 points = *Molly's illness has affected her a lot. She used to have healthy, golden skin, but the illness has made her skin a dull tan. She has a weak smile, and she has to go the hospital every month for treatment.* **15 points** = *Molly's illness has affected her a lot. She used to have healthy, golden skin. She also has to go to the hospital every month for treatment.* **10 points** = *It has affected her a lot. She doesn't look healthy.*

20 points

5. Compare and contrast Darnell and Tamika in today's reading. How are they alike? How are they different? |CC|

20 points = Darnell and Tamika are alike and different. Both of the kids care about Molly, and they both visit her in the hospital. Tamika is very nice and friendly with Molly, but Darnell isn't very kind when he's there. He says something hurtful to Molly. **15 points** = Darnell and Tamika are alike and different. Both of the kids care about Molly, and they both go visit her in the hospital. But Darnell isn't very kind when he's there. Tamika is very kind. **10 points** = They both care enough to visit Molly in the hospital, but Darnell is unkind. Tamika is very caring.

10 points

6. Which of the following describes how Tamika feels at the end of today's reading? |DC|
- angry
 - relieved
 - concerned
 - happy

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write the words on your paper. Then write the prefix and base word. Write a definition for each word.

5 points

1. dislike *dis + like; to not like*

5 points

2. resend *re + send; to send over or again*

5 points

3. displease *dis + please; to not please*

5 points

4. retake *re + take; to take over or again*

Building Meaning

recently	preventing	adjust	disbelief
decent	exist	relevant	desperate

10 points

5. Write a meaningful sentence for the word *recently*.

10 points = *Our music class recently took a school trip to the theater to see a fascinating play about legendary jazz musicians.* **5 points** = *Our class recently took a school trip to the theater to see a play.* **1 point** = *Our class recently took a trip to the theater.*

10 points

6. Dad had a hard time preventing the wind storm from damaging the tree branches in the yard.

10 points

7. In the movie, the heroine was desperate to find her family again. *Desperate* means—
- clueless.
 - searching.
 - hopeful.
 - hopeless.

10 points

8. Lindy didn't understand how preserving trees was relevant to breathing oxygen. *Relevant* means—
- convenient.
 - important.
 - generous.
 - practical.

10 points

9. Darnell had to adjust the height of his bicycle seat so he could pedal without hitting his knees on the handle bars.

10 points

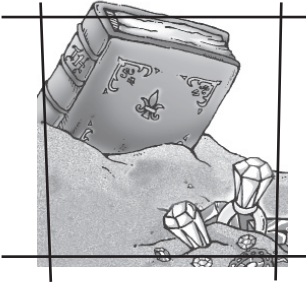
10. Roland jumped up and down in disbelief when the underdog basketball team won the tournament.

10 points

11. There are several insects that exist under logs and rocks in the woods. *Exist* means—
- lie.
 - love.
 - live.
 - look.

10 points

12. The color yellow that Mom picked out to paint my room was decent, but I would've preferred to paint the walls purple.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend you are Darnell or Mrs. Joyner and will write a persuasive letter to the City Council to tell them why the old basketball courts should be made into a garden for the homeless or a parking lot for the teachers. You will need to write your persuasive letter in the business letter format.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a persuasive letter, by telling students why someone might write a letter to politicians, such as congressmen, senators, and governors.

Politics and government policies are very important to some people. They have strong opinions about how politicians run their towns, states, and country. People often write letters to politicians to tell them about a problem. If the politician thinks the problem is big enough or enough people complain about the same thing, he or she will try to do something about it. A persuasive letter to the government can lead to better lives for people in the community.

- Ask students if they have ever written a letter to a politician.

- Display the following letter. Read the letter aloud to students.

Blackline master provided.

123 Main Street Smallville, OH 98765 February 15, 2011	_____ Heading
Members of the City Council 456 Main Street Smallville, OH 98765	_____ Inside Address
Dear Members of the City Council,	_____ Greeting
I am writing to inform you that the condition of South Street is terrible and should be fixed immediately. The street is so full of potholes, that it would be easier to strip the street instead of trying to fill each hole. Driving down the street is torture on the body and the car. I have a headache from bouncing down the street each day on the way to work. I once saw a driver in front of me blow a tire because he hit such a deep pothole. By not taking care of the street, you are causing the citizens of Smallville to pay for an unusual amount of repairs on their cars. New tires, new axles, and alignments add up when you have to get a car fixed every six months. Please fix this problem road to give everyone a more pleasant experience driving through town.	Body
Sincerely,	_____ Closing
Reggie Clive	_____ Signature



- Use **Think-Pair-Share** to ask students why Reggie Clive wrote to the members of the city council. *He wants them to fix South Street because it is full of potholes.*



- Use **Random Reporter** to ask students how Reggie tries to persuade the city council that fixing the road is important. *Reggie writes that the road gives him headaches and damages the car. The people who have to drive down the road regularly have to repair their cars more often. It is costing people a lot of money.*
- Tell students that they will need to provide reasons and details that support their reasons when they write their persuasive letters today.

- Point out to students that they will write their letters in the business letter format.

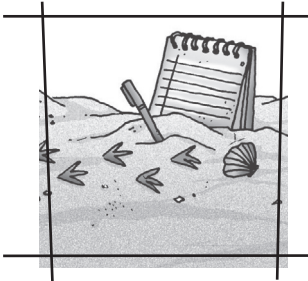
All letters have basic features that are similar. Both business letters and friendly letters have a date, greeting, body, closing, and a signature. Let's look at the sample business letter and see how it is different.

First, I see that the writer puts his address at the top of the letter before the date. Why put it there? It helps the person you are sending it to. The person can respond more quickly to your letter with the address in front of him or her. He or she may not already know your address or have it stored somewhere. This is called the heading.

Next, there is an inside address. This is to make sure that the person who should get the letter does get it. Another person in the office may open mail, and this ensures that the address does not get lost if an envelope is thrown away.

Next, notice how the greeting is written. You should write the first and last name of the person you are writing to. Put a colon at the end of the greeting instead of a comma.

Finally, when writing a business letter, your closing should always be formal. You will never write "Love, Judy" on a business letter! A good way to end a business letter is with the word *sincerely*. This means truly or honestly and is the polite way to end a letter to someone you do not know.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend you are Darnell or Mrs. Joyner, and you will write a letter to the City Council to persuade them to turn the old basketball courts into a garden for the homeless or a parking lot for teachers.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Writing Prompt

The City Council needs to decide what to do with the old basketball courts behind South Oakdale Middle School. Pretend you are Darnell or Mrs. Joyner. Write a letter to the City Council to persuade them that the old basketball courts should be turned into a garden or into a parking lot for teachers. Begin your letter with a topic sentence that states your point of view. Include at least four reasons that will persuade the city council to agree with you. Support your reasons with details to make your argument more persuasive. Your letter should include all the parts of a business letter (heading, inside address, greeting, body, closing, and a signature).

Scoring Guide

You wrote a letter to the City Council from the point of view of either Darnell or Mrs. Joyner.	20 points
You begin your letter with a topic sentence that states your point of view.	10 points
You provide at least four reasons that support your point of view.	10 points each (40 points maximum)
You support your reasons with additional details.	20 points
You wrote the letter in business letter format (heading, inside address, greeting, body, closing, and a signature).	10 points

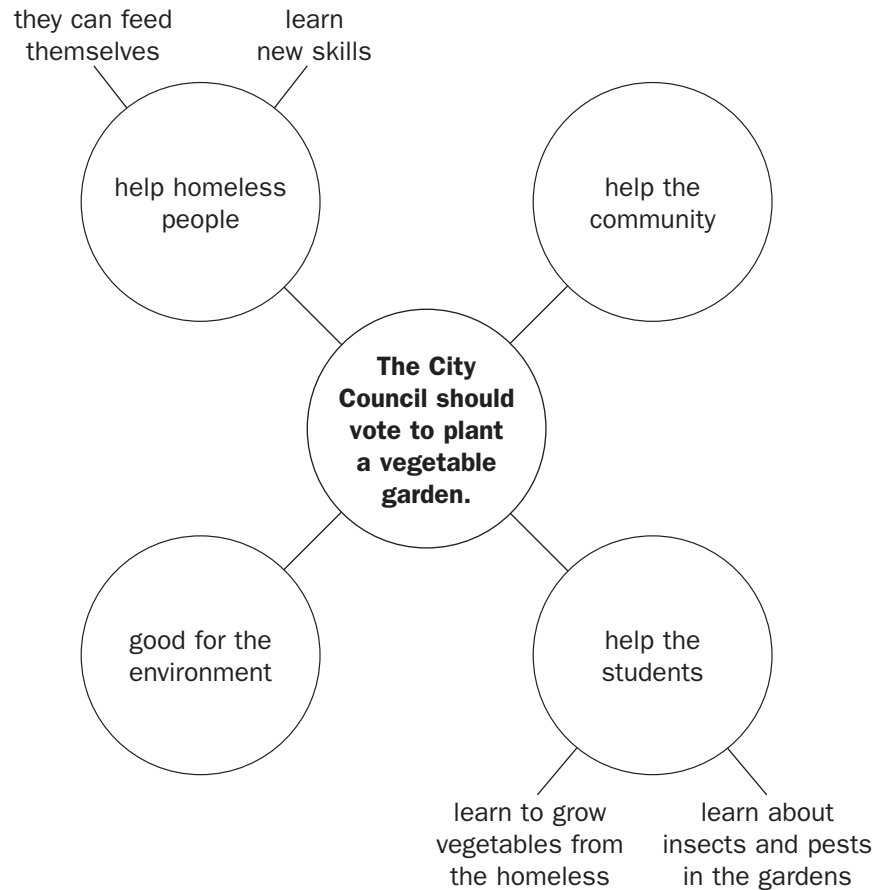
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us make sure we have all the information we need to write our persuasive letters.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.

- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

- Point out to students that the book never mentions where Oakdale is or gives an address for the school.

You need an address and an inside address to write your letters, but the book never mentions where Oakdale is located. For this activity, make up an address for Darnell or Mrs. Joyner and the City Council. You will need to create a street address, pick a state where you think Oakdale is located, and a five-number zip code. The addresses for Darnell, Mrs. Joyner, and the City Council should all be located in the same city, state, and zip code.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- Tell students to check the heading, inside address, greeting, and closing for proper capitalization and punctuation.

Remember that addresses, greetings, and closings in letters have certain words capitalized and special punctuation. Edit your letters to make sure you have correctly capitalized and punctuated these parts of the letter.



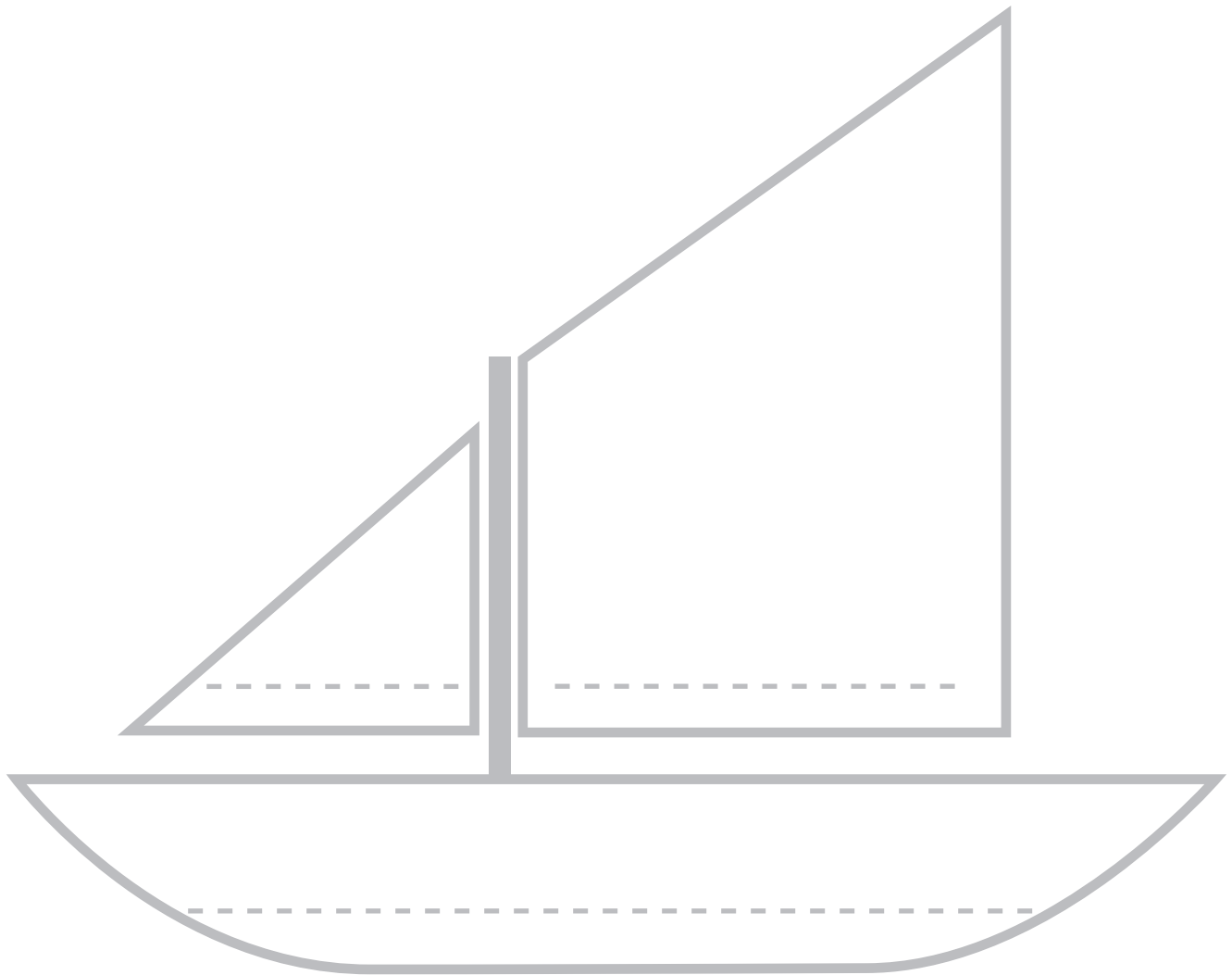
- Use **Random Reporter** to ask students which words are capitalized in the addresses and what kind of punctuation is used in an address. *The names of people, streets, towns, and states should be capitalized. A comma should go after the city name.*
- Use **Think-Pair-Share** to ask students how dates should be capitalized and punctuated. *The name of the month should be capitalized, and there should be a comma after the day.*
- Remind students that the greeting of a business letter ends with a colon instead of a comma. Point out that the closing ends with a comma, just like in the friendly letter format.

- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	- What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



123 Main Street
Smallville, OH 98765
February 15, 2011

Heading

Members of the City Council
456 Main Street
Smallville, OH 98765

Inside Address

Dear Members of the City Council,

Greeting

I am writing to inform you that the condition of South Street is terrible and should be fixed immediately. The street is so full of potholes, that it would be easier to strip the street instead of trying to fill each hole. Driving down the street is torture on the body and the car. I have a headache from bouncing down the street each day on the way to work. I once saw a driver in front of me blow a tire because he hit such a deep pothole. By not taking care of the street, you are causing the citizens of Smallville to pay for an unusual amount of repairs on their cars. New tires, new axles, and alignments add up when you have to get a car fixed every six months. Please fix this problem road to give everyone a more pleasant experience driving through town.

Body

Sincerely,

Closing

Reggie Clive

Signature

Story Map



Title: Darnell Rock Reporting, cycle 3

Characters:

Darnell Rock Molly
 Tamika Rock Mrs. Joyner
 Sidney and Linda Rock
 Larry Keyes
 The Gazette staff
 Mr. Baker
 Miss Seldes
 Sweeby Jones

Setting:

Where: Oakdale
 South Oakdale Middle School

When:

Problem:

Darnell's grades are low, and he constantly finds himself in the principal's office. He decides to do something positive and join the school newspaper, but he doesn't know what to write about.

Event: Darnell joins the school newspaper, the *Gazette*.

Darnell meets Sweeby Jones. He finds out Sweeby Jones knows his father. Darnell decides to write a human-interest article in which he suggests that the old basketball court be turned into a garden for the homeless.

Event: Darnell's editorial is mentioned in the *Oakdale Journal*, and a reporter comes to speak with him at school.

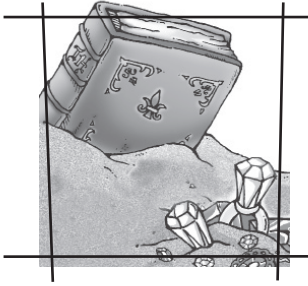
Event: The reporter asks Darnell to interview Sweeby again and write an article for the *Journal*.

Event:

Solution:

CYCLE 4**Instructional Objectives**

	Reading	Word Power	Writing
	Cause and effect (CE)	Chunking	Write an informative newspaper article.
CYCLE 4	Students will use cause-and-effect relationships to identify the cause of a character's actions, words, and feelings.	Students will chunk words into word parts (syllables) to help read words.	Students will pretend they are reporters for their school newspaper. They will write newspaper articles about three things that happened at the Oakdale City Council meeting.

**DAY 1****ACTIVE INSTRUCTION**

Timing Goal: 40 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill, vocabulary, and the Word Power skill.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **complete tasks**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

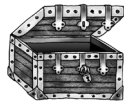
This cycle we will finish reading *Darnell Rock Reporting* by Walter Dean Myers. As we read, we'll find cause-and-effect connections. Good readers use cause-and-effect connections to help them identify with the characters. They think about things the way the characters do and see things as the characters see them.

- Point out the strategy target on the team score sheet.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.

Vocabulary **TP**



- Ask teams to have teammates 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 “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words, reminding students to review all the vocabulary words. Assign partners for this activity. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**.



Student Edition, page 13
Student Edition chart does
not contain page numbers or
identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
sarcastic page 108	chunk: sar-cas-tic	mocking by saying one thing but meaning the opposite	I knew Rebecca was being <i>sarcastic</i> when she said “Nice job,” after I banged my shin.
celebrity page 117	chunk: ce-leb-ri-ty	famous person	Paul felt like a <i>celebrity</i> when everybody took his picture and asked for his autograph.
secure page 118	chunk: se-cure	safe	I asked the hotel staff whether they had a <i>secure</i> place to put my jewelry, such as a locked, fireproof safe.
conduct page 118	chunk: con-duct	to behave	When Lily threw a temper tantrum in the museum, her mother told her to calm down and <i>conduct</i> herself in a more mature manner.

Word and Page Number	Identification Strategy	Definition	Sentence
funding page 124	base word + ending: fund + ing	giving money to	Mr. Phillips knew that <i>funding</i> the library would help the librarians buy more books, so he gave them one million dollars.
postpone page 125	chunk: post-pon	put off until later	Miguel wanted to <i>postpone</i> studying for his exam until after he played video games with Pedro.
agenda page 129	chunk: a-gen-da	list of things to do	I knew we would be at the meeting a long time because the <i>agenda</i> had about forty items on it.
donate page 130	chunk: do-nate	give away free, as charity	Kira's old clothes no longer fit, so she found a nice charity to which she could <i>donate</i> them.

Using the Targeted Skill (Prompt and Reinforce)



- Review the skill, identifying causes of a character's actions, words, and feelings, and use **Team Huddle** to have students explain its importance in literature. Use **Random Reporter** to select students to share their responses.

As we continue to read *Darnell Rock Reporting*, we will focus on finding cause-and-effect relationships in the text. We will especially concentrate on finding what causes the characters' actions, words, and feelings. Why is it important to find these kinds of causes in a text? Finding these causes will help us better understand the characters in the text. We will learn more about them and what makes them do, say, or think certain things.



- Use **Think-Pair-Share** to practice the skill, and have students discuss a decision they made recently and why they made it. Randomly select a few students to share.

Think about a decision you made recently. For example, deciding what to eat yesterday after school, what time to wake up in the morning, or what to pack on a trip. Think about the reasons that led you to make that decision. Discuss this decision and the reasons behind it with your partners. Randomly select a few students to share their responses.

- Tell students that when they shared their decisions and the reasons behind them with their partners, they were explaining a cause-and-effect relationship. They explained what caused them to do something specific.
- Tell students that they will identify what causes characters' actions, words, and feelings as they continue reading this cycle.

We use cause-and-effect relationships to make sense of the world. Just like in real life, we can find cause-and-effect relationships in a story to help us understand what happens and why the characters do certain things. As you read, pay attention to what causes the characters' actions, words, and feelings.

Listening Comprehension

- Create new interest in the story with a class discussion about the story so far.

What does Darnell think about Molly Matera's condition? Why is Tamika so angry with Darnell? How has Darnell changed since the story began? What has he learned?



- Read pages 105–107 (ending at paragraph 1) aloud. Use a **Think Aloud** to model identifying a cause-and-effect relationship.

Chris McKoy seems to enjoy goofing off in school. He doesn't always act the way students are expected to act in school. I just read that Chris was not on his best behavior during the assembly. He laughed when he tore the curtain, and he made a lot of noise after Mr. Baker's announcement. His actions influenced Mr. Baker, so they must be a cause. Because of his actions, Mr. Baker got mad and sent Chris out of the assembly. That is the effect. So, Chris goofing off caused Mr. Baker to get mad and send him out of the assembly. That is a cause-and-effect relationship.

- Tell students that as they read this cycle, they should look for what causes the characters' actions, words, and feelings in the story.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.

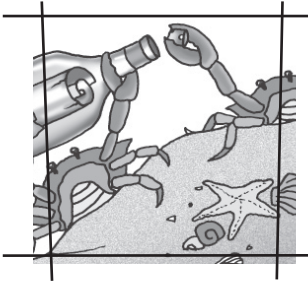
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 14

Team Talk

1. What causes Linda to argue with Darnell about his garden idea? Explain your answer. (Write-On) |CE|
2. Darnell thinks Chris McKoy and Sweeby Jones are similar. What characteristics make him think that? |CC • CH|
3. Darnell feels sorry for the old man in *The Old Man and the Sea*, but not for Sweeby Jones. Explain why Darnell feels differently about the two men. |CE • CC|
4. What does Darnell do **after** he talks to Sweeby Jones? |SQ|
 - a. Darnell decides to keep his article the way it is.
 - b. Darnell changes his mind about Sweeby being able to take care of a garden.
 - c. Darnell asks to make some changes to his article.
 - d. Darnell asks Linda to help him think of more questions to ask Sweeby.

- Randomly assign team leaders.

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 107–109 aloud with partners.
pages 110–112 silently.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What causes Linda to argue with Darnell about his garden idea? Explain your answer. (Write-On) |CE|

100 points = Linda argues with Darnell about his garden idea because she is jealous and wants attention. She thinks that she is a better writer than Darnell. **90 points** = Linda argues with Darnell about his garden idea because she is jealous and wants attention. **80 points** = She is jealous and wants attention.

2. Darnell thinks Chris McKoy and Sweeby Jones are similar. What characteristics make him think that? |CC • CH|

100 points = Darnell thinks Chris McKoy and Sweeby Jones are similar because they both make jokes and act how people expect them to act. Neither of them likes school. **90 points** = Darnell thinks they are similar because they both make jokes and act how people expect them to. **80 points** = They both act how people expect them to.

3. Darnell feels sorry for the old man in *The Old Man and the Sea*, but not for Sweeby Jones. Explain why Darnell feels differently about the two men. |CE • CC|

100 points = Darnell feels sorry for the old man because the old man tried to do something to show how good he was, but failed. He does not feel sorry for Sweeby Jones because he does not know if Sweeby ever tried to do anything that would show he was good. **90 points** = He feels sorry for the old man because he tried to do something good. He does not know if Sweeby did anything good. **80 points** = The old man tried to do something good.

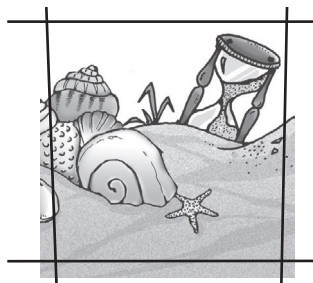
4. What does Darnell do **after** he talks to Sweeby Jones? |SQ|
 - a. Darnell decides to keep his article the way it is.
 - b. Darnell changes his mind about Sweeby being able to take care of a garden.
 - c. Darnell asks to make some changes to his article.
 - d. Darnell asks Linda to help him think of more questions to ask Sweeby.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



Strategy-Use Discussion	– Use Random Reporter to select two or three students to describe their team’s strategy use with the class. – Award team celebration points.		
Think-and-Connect Discussion	– Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill. – Allow students time to discuss your questions. – Use Random Reporter to select students to respond to your questions.		
	<table><tr><td>Team Talk Extenders</td><td> Do you ever act a certain way to get attention? What are some good ways to get attention? What are some bad ways? What kinds of stories should a school newspaper write about? What kinds of stories would you like to read in a school newspaper? Do you think kids like Chris McKoy would get into less trouble if they weren’t members of the Corner Crew? Why or why not? </td></tr></table>	Team Talk Extenders	Do you ever act a certain way to get attention? What are some good ways to get attention? What are some bad ways? What kinds of stories should a school newspaper write about? What kinds of stories would you like to read in a school newspaper? Do you think kids like Chris McKoy would get into less trouble if they weren’t members of the Corner Crew? Why or why not?
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– Award team celebration points.			
Write-On Discussion	– Use Random Reporter to ask one or two students to read their written answers to the class. If desired, display student answers on the board. – Award team celebration points. – Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.		



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

- Explain to students that when they read correctly, smoothly, and with expression, it shows that they understand what they are reading.
- Tell students to look at the Fluency rubric as you model fluent reading.
- Explain and model reading fluently. Read a passage from the student text. Then reread it, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills.

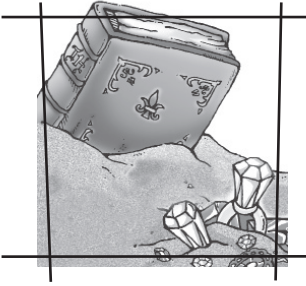
Page 109 (paragraphs 1–4)

- Ask students to use the Fluency rubric as they practice giving you feedback.
- Explain that students will practice reading fluently with partners on days 2 through 4.
- Tell students that they will receive an informal fluency score. Tell them they may read aloud to you for their score when they feel ready on days 2 through 4.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?

**DAY 2****ACTIVE INSTRUCTION**

Timing Goal: 30 minutes

Team Cooperation Goal

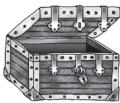
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

**Vocabulary TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Strategic Review**

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

Why doesn't Darnell feel sorry for Sweeby Jones?

Listening Comprehension



- Read pages 113–115 (ending after Darnell's article) aloud. First, model finding a cause-and-effect relationship. Then, have students use **Team Huddle** to find the effect of the garden.

Darnell said in his article that if someone does not do anything to make his or her life good, then their life will probably not be good. This is an example of a cause-and-effect relationship because it tells what happens and why. Darnell also said that it is not how you are born, but what you do with your life that makes a difference. I think what he is saying is that if you do good things in your life and help yourself, your life might be better. The garden is an example of this. With your teams, discuss what effect the garden will have on people.

- Use **Random Reporter** to check students' responses. *The garden will give people a chance to do something for themselves. They will be able to make their lives better.*

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

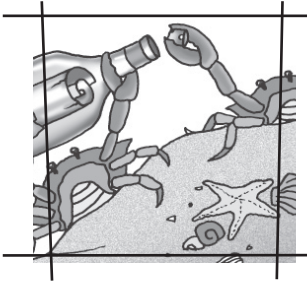
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Team Talk

1. Darnell feels like a celebrity because— |CE|
 - a. he is on the morning news program.
 - b. a lot of kids have copies of his article.
 - c. his picture is on the front page of the *Journal*.
 - d. Mr. Baker reads his article during morning announcements.
2. Does Linda give good reasons for her parking-lot idea? Explain why you think so. |DC|

Team Talk *continued*

3. What causes Chris to like Linda's article better than Darnell's? Explain your answer. (Write-On) |CE|
4. Darnell's friends react differently to his article. Compare what Fred and Tony O! think about the article. |CC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 115 (paragraph 3)–117 aloud with partners.
pages 118 and 119 (paragraph 13) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. Darnell feels like a celebrity because— |CE|
 - a. he is on the morning news program.
 - b. *a lot of kids have copies of his article.*
 - c. his picture is on the front page of the *Journal*.
 - d. Mr. Baker reads his article during morning announcements.

Team Talk *continued*

2. Does Linda give good reasons for her parking-lot idea? Explain why you think so. |DC|

100 points = No. Linda does not give good reasons for her parking-lot idea. She says she wants to support teachers, but she does not explain how the parking lot would support them. **90 points** = No. Linda does not give good reasons for the parking lot because she does not explain how it would support teachers. **80 points** = No. She doesn't explain her idea.

3. What causes Chris to like Linda's article better than Darnell's? Explain your answer. (Write-On) |CE|

100 points = Chris likes Linda's article better than Darnell's because Linda wrote about education. Chris does not think he should help the homeless because it wasn't his fault they didn't have homes. **90 points** = Chris likes Linda's article better because she wrote about education. He doesn't think he should help the homeless. **80 points** = She wrote about education, and he doesn't want to help the homeless.

4. Darnell's friends react differently to his article. Compare what Fred and Tony O! think about the article. |CC|

100 points = Fred and Tony O! both like Darnell's article. Fred likes how Darnell used quotes in his article, and explains how he and Sweeby both felt. Tony O! likes how Darnell's article is not just about making him look good to the teachers. **90 points** = They both like the article. Fred likes the quotes Darnell used. Tony O! likes how it isn't just meant for the teachers. **80 points** = Fred likes the quotes. Tony O! likes how it isn't meant just for the teachers.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

Darnell felt like a celebrity. Have you ever felt important because of something you did? What happened to make you feel that way?

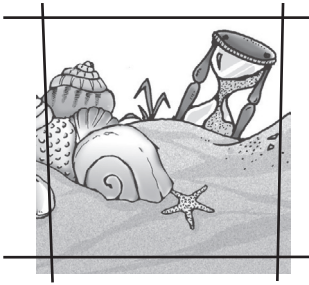
Do you think a newspaper article should express the writer's opinion? Explain.

Tony O! thinks that Linda is just trying to impress her teachers with her suggestion for the new parking lot. What does he mean? Do you agree with Tony O!?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

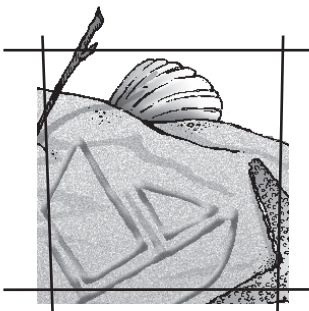
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

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Pages 118 (paragraph 3) and 119 (paragraphs 1–6)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.

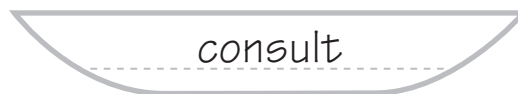


WORD POWER **TP**

Timing Goal: 10 minutes

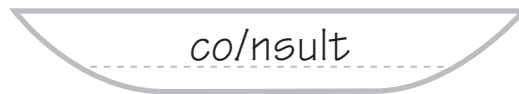
- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for chunking.
- Display a boat without sails, and write “consult” on the bottom of the boat.

Blackline master provided.





- Use **Think-Pair-Share** to ask students what is different about the boat. Randomly select a few students to share. *It doesn't have sails.*
- Explain that the boat doesn't have sails because it doesn't have a base word and ending. When words are too long to blend and don't have a base word and ending, Captain Read More uses paddles to chunk the words into smaller parts, or syllables. It helps to read the smaller parts first and then the whole word.
- Explain that there are many ways to chunk a word, but there are some patterns that appear in a lot of words. Chunk *consult* after the *o*, and try to read the word parts and then the whole word. Point out that chunking the word this way is awkward.



- Model chunking *consult* between the *n* and *s*. Read the word parts and then the whole word. Point out that it was easy to recognize the word when you chunked it this way.



- Repeat this with *harvest*.



- Use **Think-Pair-Share** to ask students what they notice about where you put the paddles when chunking the words. Randomly select a few students to share. *You divided two consonants in the middle of the word.*
- Confirm, or explain that for many words, dividing two consonants in the middle of the word is a good way to chunk it. This splits the word into two word parts, or syllables. It makes the word easy to read when you read the word parts and then the whole word.
- Use **Think-Pair-Share** to have students identify the treasure (skill).
- Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More's treasure note.

Word Treasure

When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word.

- Tell students to be on the lookout for a word from this cycle's vocabulary list that they can chunk by splitting it between two consonants in the middle of the word.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

Write the words in your journal. Then chunk the words by drawing a paddle between the word parts.

Teacher's Note: Accept reasonable alternate answers as correct.

1. garment *gar/ment*
2. compass *com/pass*
3. mortal *mor/tal*
4. mustard *mus/tard*

Building Meaning

sarcastic	celebrity	secure	conduct
funding	postpone	agenda	donate

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

100 points = The sentence uses the word correctly and includes details to create a mind movie. **90 points** = The sentence uses the word correctly and includes one detail. **80 points** = The sentence uses the word correctly.

6. Choose the word that best fits in the blank.

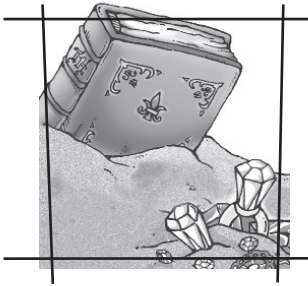
Tiffany wanted to donate all of her old books to the homeless shelter downtown.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.

- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	- How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

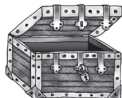
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

What did Darnell's friends think about his article?

Listening Comprehension



- Read pages 119 (paragraph 14)–121 aloud. Use **Team Huddle** and prompt students to determine whether Chris punching Tony O! is a cause or an effect. Once students identify the punch as an effect, have students turn back to their teams and identify what caused Chris to punch Tony O! Use **Random Reporter** to select students to share their responses.

We just read that Chris was mad at Tony O! and got into an argument with him. Chris punched Tony O! in the face, and he got sent to Mr. Baker's office. What is the main thing that happened in this part of the story?

Chris punched Tony O! Right. Was the punch a cause for something or an effect of something? An effect. Great. Now that we know that Chris punching Tony O! is an effect, what is the cause? Turn to your teams and discuss what caused Chris to be so angry that he punched Tony O! in the face. Think about what Larry said to Darnell after school. Tony O! told Chris that he had messed up. Chris doesn't mind if a teacher tells him he messed up, but he does mind if a kid tells him that.

- Remind students to look for what causes the characters' actions, words, and feelings in the story.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #2, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

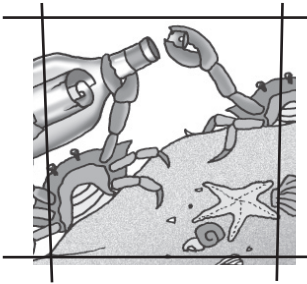
Student Edition, page 15

Team Talk

1. According to Darnell, his opinion was not important until— |CE|
 - a. he spoke at the meeting.
 - b. his article was published in the paper.
 - c. Mr. Baker said it was important.
 - d. the City Council voted on it.

Team Talk *continued*

2. What causes Darnell's hands to shake and his stomach to have a knot in it? Explain your answer. (Write-On) |CE|
3. Does Darnell's family support him? What clues helped you draw this conclusion? |DC|
4. Read the following sentence from page 124.
 "To Darnell the builder sounded like a kid in his homeroom trying to make an excuse for not having his homework."
 This sentence is an example of a— |FL|
 - a. simile.
 - b. metaphor.
 - c. riddle.
 - d. fact.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading TP

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 122–124 aloud with partners.
pages 125 and 126 silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion TP

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**

- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. According to Darnell, his opinion was not important until— |CE|
 - a. he spoke at the meeting.
 - b. *his article was published in the paper.*
 - c. Mr. Baker said it was important.
 - d. the City Council voted on it.
2. What causes Darnell's hands to shake and his stomach to have a knot in it? Explain your answer. (Write-On) |CE|

100 points = *Darnell's hands shake and his stomach has a knot in it because he is nervous to speak in front of so many people at the meeting.*

90 points = *Darnell's hands shake and his stomach has a knot because he is nervous to speak.* **80 points** = *He is nervous to speak.*
3. Does Darnell's family support him? What clues helped you draw this conclusion? |DC|

100 points = *Yes. Darnell's family supports him. His parents and Tamika come to the meeting. Tamika tells him he won't mess up.* **90 points** = *Yes. Darnell's family supports him. They come to the meeting.* **80 points** = *Yes. They come to the meeting.*
4. Read the following sentence from page 124.

"To Darnell the builder sounded like a kid in his homeroom trying to make an excuse for not having his homework."

This sentence is an example of a— |FL|

 - a. *simile.*
 - b. *metaphor.*
 - c. *riddle.*
 - d. *fact.*

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

Have you ever spoken in front of a crowd before? How did it make you feel? If you have not, do you think you would like to? Why or why not?

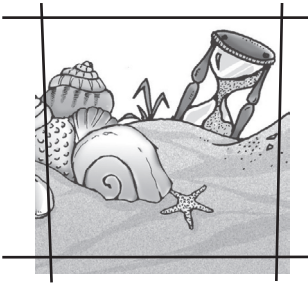
Is there an issue you would like to bring up with your city council? What would it be and why?

Do you think Linda Gold did a good job of convincing the City Council to support her idea for the new parking lot? Why or why not?

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.



FLUENCY IN FIVE **TP**

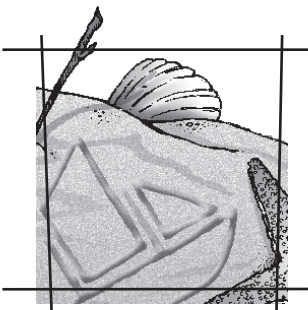
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 13

Pages 118 (paragraph 3) and 119 (paragraphs 1–6) or page 125 (paragraphs 1–9)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (chunking).
- Point out that there is a word from this cycle's vocabulary list that they can chunk by splitting it between two consonants in the middle of the word. Display a boat without sails, and write the word "conduct" on the bottom of the boat.



- Use **Think-Pair-Share** to ask students where you should place the paddle to chunk *conduct*. Randomly select a few students to share.



- Confirm or model by chunking *conduct* between the *n* and *d*. Use **Think-Pair-Share** to have students read the word parts and then the whole word. Randomly select a few students to share. Point out that it was easy to recognize the word when you chunked it between two consonants in the middle of the word.
- Repeat this with *inspect*.



- Point out that one word part will often include a consonant blend at the beginning, like the *sp* in *spect*. Tell students that usually it's best to chunk words before these consonant blends.
- Use **Think-Pair-Share** to ask students if anyone chunked either word differently, and if so, to explain their thinking. Randomly select a few students to share, and write responses on the board.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 15

Skill Practice

Write the words in your journal. Then chunk the words by drawing a paddle between the word parts.

Teacher's Note: Accept reasonable alternate answers as correct.

1. carpet *car/pet*
2. marvel *mar/vel*
3. muffin *muf/fin*
4. constant *con/stant*

Building Meaning			
sarcastic	celebrity	secure	conduct
funding	postpone	agenda	donate

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

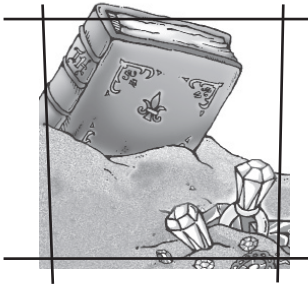
6. Mr. Steward checked the meeting agenda to make sure they would discuss cleaning up the lot across from his house. *Agenda* means—

- large group of people.
- long line.
- list of things to do.*
- books to give away.



- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	– How many points did you earn today? – How well did you use the team cooperation goal and behavior? – How can you earn more points?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Team Cooperation Goal

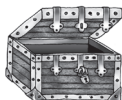
- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Display and have students complete the Two-Minute Edit to start the class. **TP**
- Use **Random Reporter** to check corrections.
- Award team celebration points.
- Remind students of the story, author, and reading objective.
- Point out the strategy target printed on the team score sheet.

Vocabulary **TP**

- Ask teams to have teammates 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 "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Have the teams review the vocabulary words. Ask them to use the vocabulary words in new meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Strategic Review

- Have students work in teams to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.
- If appropriate, use **Think-Pair-Share** to have students make predictions at this point in the story. Have students give evidence from the text to support their predictions. Model this if necessary.



- Ask students if they can think of a good question to ask about the story at this point in their reading. Allow volunteers to pose their questions to the class. Model these questions if necessary; an example follows.

How did Darnell feel before he spoke at the meeting?

Listening Comprehension



- Read page 127 aloud, stopping after paragraph 2.
- Use **Team Huddle** to have students identify what causes some kids to do poorly in school. Use **Random Reporter** to select students to share their responses.

In this passage, Darnell made a cause-and-effect connection. He talked about how some kids do well in school, and other kids do not. Why do some kids do poorly in school? Turn to your teams and discuss why Darnell thinks some kids do not do well in school. Darnell thinks that if kids mess up, people begin to expect those kids to mess up and do poorly. Then, the kids begin to expect themselves to do poorly. Some kids do poorly in school because people expect them to.

- Continue reading through the first paragraph on page 129.

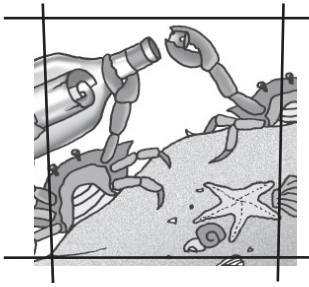
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page 16

Team Talk

1. What happens **after** the council votes on the issue? |SQ|
 - a. The basketball court is changed into a garden.
 - b. A garden is named after Darnell.
 - c. Darnell decides to stop writing articles.
 - d. A man donates land for a garden in a different location.
2. What causes Darnell to be disappointed in himself? Explain your answer. |CE|
3. What effect does Sweeby think the Jackson Avenue garden will have on the people of Oakdale? (Write-On) |CE|
4. How does Sweeby feel about Darnell? What clues helped you draw this conclusion? |CH • DC|



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
pages 129 (paragraph 2)–131 aloud with partners.
pages 132 and 133 (paragraph 10) silently.
- If some partners finish reading ahead of their teammates, have them take turns rereading the pages designated for Fluency in Five.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion.

Team Talk

1. What happens **after** the council voted on the issue? **ISQ**
 - a. The basketball court is changed into a garden.
 - b. A garden is named after Darnell.
 - c. Darnell decides to stop writing articles.
 - d. A man donates land for a garden in a different location.
2. What causes Darnell to be disappointed in himself? Explain your answer. **ICEI**
100 points = Darnell is disappointed in himself because he loses the City Council vote. He also feels like he has let Sweeby down.
90 points = Darnell is disappointed in himself because he loses the vote and he lets Sweeby down. 80 points = He loses the vote and he lets Sweeby down.

Team Talk *continued*

3. What effect does Sweeby think the Jackson Avenue garden will have on the people of Oakdale? (Write-On) |CE|

100 points = Sweeby thinks the Jackson Avenue garden will help the community. He thinks it will cause people to think more about people who need help. **90 points** = Sweeby thinks the garden will help the community and cause them to remember some of the people who need help. **80 points** = It will help the community.

4. How does Sweeby feel about Darnell? What clues helped you draw this conclusion? |CH • DC|

(Accept supported answers.) **100 points** = You can tell Sweeby respects Darnell by what he tells the Council about him. He says that if he had known Darnell when he was younger, he might have a better life. Also, he tells the reporter he is glad Darnell is able to help the people of Oakdale.

90 points = Sweeby respects Darnell. He tells the Council that he might have a better life if he had known Darnell when he was younger. He also tells the reporter he is glad Darnell helped Oakdale. **80 points** = He respects him. He talks to the Council and the reporter about Darnell.

- If some teams finish ahead of others, have them work on their story maps.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

Strategy-Use Discussion

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

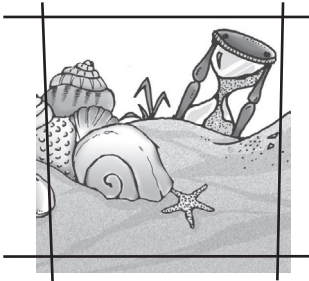
Do people your age view issues differently than adults? Explain.

Do you think the men and women on the City Council respect Sweeby Jones? Explain.

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

FLUENCY IN FIVE **TP**

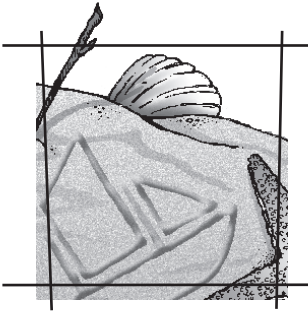
Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page 13

Pages 118 (paragraph 3) and 119 (paragraphs 1–6), page 125 (paragraphs 1–9), or 133 (paragraphs 3–8)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge.

- Remind students of the Word Power skill (chunking) and the Word Treasure clue that Captain Read More uses for chunking (boat and paddles).
- Display 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 prisoner was hoping to get a pardon.

Bev wasn't one hundred percent sure that she had locked her front door.



- Use **Random Reporter** to choose a student to read each sentence orally. *Par/don, per/cent.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page 16

Skill Practice

Write the words in your journal. Then chunk the words by drawing a paddle between the word parts.

Teacher's Note: Accept reasonable alternate answers as correct.

1. contact *con/tact*
2. plaster *plas/ter*
3. ribbon *rib/bon*
4. progress *prog/ress*

Building Meaning			
sarcastic	celebrity	secure	conduct
funding	postpone	agenda	donate

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

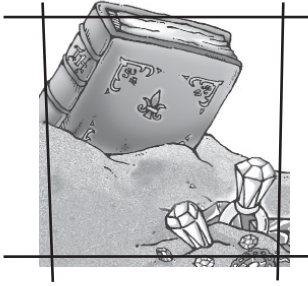
100 points = *The sentence uses the word correctly and includes details to create a mind movie.* **90 points** = *The sentence uses the word correctly and includes one detail.* **80 points** = *The sentence uses the word correctly.*

6. Choose the word that best fits in the blank.

The class asked Miss Hurley to postpone the test so they would have more time to study.

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	- How many points did you earn today? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

**DAY 5****ACTIVE INSTRUCTION**

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Tell students that their reading test today includes comprehension questions and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Have students work in teams to review the story elements from the reading on days 1 through 4 and to put these into a story map. Model this if necessary.
- Use **Random Reporter** to review these elements with the class.
- Introduce the section of the story that students will read for their test. Tell what it is about, but do not give additional information or details.



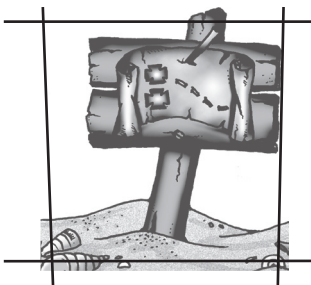
In yesterday's reading, we learned about the respect Sweeby has for Darnell. Today we will find out how the story ends.

Vocabulary TP

- Remind students that the meanings of the vocabulary words and the Word Power skill will be assessed on their written test.
- Have the teams review the vocabulary words. Remind them to use the vocabulary words in new meaningful sentences. **SR**

Prepare Students for the Test

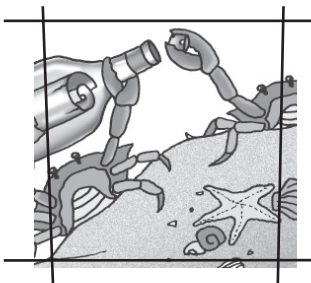
- Distribute the test, and preview it with students without providing information about the answers. Point out that questions #1, #2, and #3 ask about the causes of people's actions.
- Ask students to underline key words or phrases in question #3.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

- Allow students to begin.
- Help students monitor their timing by indicating once or twice how much time remains.
- When students are finished, collect pencils or pens, but have students retain the test.



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for Teamwork vary with strategy instruction.

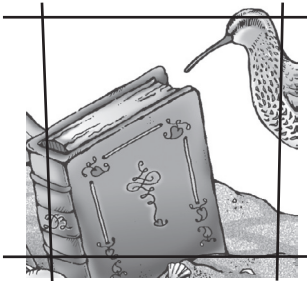
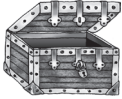
Team Discussion **TP**

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Pass out a colored pen (e.g., red or green ink) to each student.
- Point to the skill question. Ask students to specifically discuss the skill question.
- Ask students to state the question in their own words and tell what key words or phrases they underlined.
- Have students read their answers to the question. Ask the teams to think about what they like about their answers and what they wish they had said differently. Tell them to use their colored pens to add comments to their answers.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Use **Random Reporter** to have students share additions that they made to the targeted skill question.
- Award team celebration points.
- Have students share the information that they added to their story maps.



Class Discussion TP

- Ask the class to share the comments that they wrote on their test answers. Ask them why these comments made their answers better or more complete.
- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions, including new information added to test answers and additions to story maps.
- Award team celebration points.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

**BOOK CLUB**

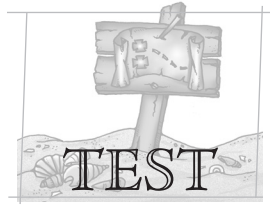
Timing Goal: 20 minutes

- Have students share their reading selections through activities of their choosing.
- Celebrate each student's selection and activity.
- Record student completion on the teacher cycle record form.

Team Celebration Points

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- How can you earn more points?



Comprehension Questions

Read pages 133 (paragraph 11)–135 of *Darnell Rock Reporting*, and answer the following questions. The total score for comprehension questions equals 100 points.

20 points

1. According to Darnell, what caused people to pay attention to his ideas? |CE|

20 points = Darnell thought people paid attention to his ideas because they were printed in the newspaper. **15 points** = He thought people paid attention to his ideas because they were in the newspaper. **10 points** = They were in the newspaper.

30 points

2. Darnell thinks Chris McKoy acts the way he does because— |CE|

- a. he is jealous of the attention Darnell got for his article.
- b. no one expects him to act any better.
- c. he is a mean person.
- d. Mr. Baker told him to.

What does Darnell think would help kids like Chris act differently?

20 points = Darnell thinks kids like Chris would act differently if people explained their opinions to them and did not just tell them what to do.

He thinks people should help other people fix the bad things in their lives.

15 points = Darnell thinks people should explain their opinions to kids like Chris, not just tell them what to do. People should help other people.

10 points = People should explain their opinions and not just tell kids what to do.

20 points

3. What caused Sweeby to change his life? Explain your answer. |CE|

20 points = Sweeby changed his life as a result of being in the newspapers and going to the City Council meeting. He got a job at the hospital and found a place to live. **15 points** = Sweeby changed his life because he was in the newspapers and went to City Council. **10 points** = He was in the newspapers, and he went to the City Council meeting.

20 points

4. How can you tell that Darnell was proud of the garden on Jackson Avenue? |DC|

20 points = I can tell Darnell was proud of the garden because he stopped by to take another look at it on his way to the store. Also, he asked a dog what it thought about the garden. **15 points** = I can tell Darnell was proud of the garden because he stopped by on his way to the store. He also asked a dog what it thought. **10 points** = He stopped by on his way to the store, and he asked a dog.

10 points

5. Darnell saw a man picking up handfuls of dirt from the garden and letting it run through his fingers. What might this show about the man? |DC|
- The man is homeless and is glad to have something that he feels belongs to him.*
 - The man does not know how to garden.
 - The man is a farmer and he came to check out the garden.
 - The man likes the garden on Jackson Avenue and wants to take some dirt for his own garden.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper. The total possible score for Word Power questions equals 100 points.

Skill Questions

Write the words. Then chunk the words by drawing a paddle between the word parts.

Teacher's Note: Accept reasonable alternate answers as correct.

5 points

1. contrast *con/trast*

5 points

2. publish *pub/lish*

5 points

3. commit *com/mit*

5 points

4. seldom *sel/dom*

Building Meaning

sarcastic	celebrity	secure	conduct
funding	postpone	agenda	donate

10 points

5. Write a meaningful sentence for the word *celebrity*.

10 points = *The celebrity bought a huge fifteen-bedroom house with two swimming pools and a stable.* **5 points** = *The celebrity bought a huge house with two swimming pools.* **1 point** = *The celebrity bought a huge house.*

10 points

6. I don't like pizza, so I was being sarcastic when I said it was my favorite food.

10 points

7. They had to postpone the party in the park because it started to rain.

10 points

8. Funding the animal shelter was at the top of the mayor's list. *Funding* means—
- taking money from.
 - closing down.
 - giving a party for.
 - giving money to.*

10 points

9. Nate didn't feel secure in a car until he put on his seat belt.

10 points

10. Mattie printed out an agenda for her boss and gave it to him before he left for the airport. *Agenda* means—

- a. long line.
- b. large group of people.
- c. books to give away.
- d. *list of things to do.*

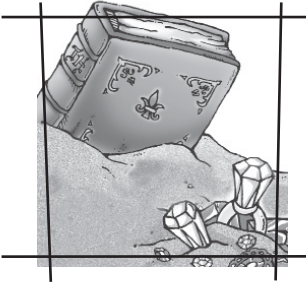
10 points

11. Helen knew she had to conduct herself properly at the fancy party or her mom would be mad.

10 points

12. Cesar wanted to donate his allowance to the families that lost their homes during the flood. *Donate* means—

- a. take from.
- b. save up for.
- c. *give away free.*
- d. lose.

**DAY 6****ACTIVE INSTRUCTION**

Timing Goal: 25 minutes

Set the Stage

- Introduce the writing goal.

Today you will pretend you are a student at South Oakdale Middle School and are writing a newspaper story about the City Council meeting. Many reporters cover events like city council meetings to tell people what happened or what decisions were made.

Team Cooperation Goal

- Remind students of this lesson's team cooperation goal. Point out the related behavior on the team score sheet.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Build Background

- Introduce the activity, writing a news story, by telling students that newspapers have an important role in spreading news.

Even though we can get news almost instantly from television, radio, or the Internet, newspapers still help spread the news. You read about the City Council meeting in *Darnell Rock Reporting*. In real life, reporters often attend important events, such as meetings. Not all towns have television crews filming meetings for the evening news. Television and radio news reports are also usually only a few minutes long. A newspaper article can provide more detail about what was discussed and what happened at the meeting for people who could not attend.

- Ask students if they have ever read a newspaper article about a city council meeting or other event.

- Display the following news report. Read the report aloud to students.

Blackline master provided.

Local teen accepts award

by Sylvia Jenkins

A Bellville teen received the city's heroism medal last night for helping to save a group of children who nearly drowned in the river last month.

Mike Granger, 15, accepted the award and congratulations from the mayor amid applause from city council members and the families of the saved children. Granger is the youngest person to have ever been awarded the medal. City council members and the mayor felt Granger's actions showed maturity beyond his young years.

Granger, who is a competitive swimmer and junior lifeguard, was riding his bike past the river last month when he spotted five children riding on a flimsy raft in the river. As he watched the children, the raft capsized, sending them into the water.

Granger said he knew he had to act quickly. He stopped a passing car and asked the driver to call 9-1-1. Then he ran down to the river and jumped in. He easily caught up to the drifting children, who were clinging to the wooden raft. Granger told the children to hang on to the raft while he swam for the riverbank.

Paramedics arrived shortly after they reached the riverbank. All the children were checked and treated for minor injuries. Paramedics believe it was Granger's quick thinking and swimming skills that saved the children before it was too late.

- Tell students that all news stories should contain the most important facts for the story. Explain that these facts are called the 5 Ws.

Have you ever heard of the 5 Ws of a news story? These are the facts that tell who, what, when, where, and why in the story. This is the most important information in a news story, and it is the information that readers want to know.



- Use **Random Reporter** to ask students to identify the 5 Ws in the sample news story.

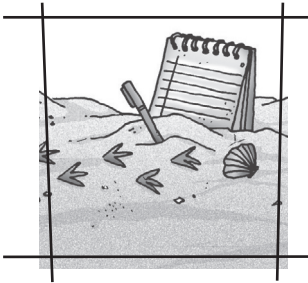
Let's identify the 5 Ws of the sample news story. Who is this story about? *Mike Granger, a Bellville teen.* **Great! What is the story about?** *Mike received an award for heroism from the city.* **When did this happen?** *Last night.* **Why did Mike receive an award?** *He saved a group of children from drowning last month.*

Where did this happen? *Bellville.* **Right! The story does not actually say where the award ceremony took place, because that information is not important. We do not need to know if it happened at City Hall, the boy's home, or in a school cafeteria. But we can figure out that since the boy is from Bellville, the event took place there.**

- Point out to students that they could find all this information in the first sentence of the story. Explain that the first sentence of a news story is called a lead, and it usually contains the 5 Ws.
- Tell students that news stories have a particular format.

All news stories have the same basic format. First, they have a headline. This is usually short and attention grabbing. It makes you interested in the story. It provides a few details to make you want to read the whole story. Next, news stories have a byline. This tells who wrote the story. Then, there is the body of the story. It is written in the inverted triangle format. Think about what a triangle looks like when it is flipped upside down. The widest part of the triangle is on top. This is where the most important news goes, starting with the lead. The information you write in the story should become less important as the story continues. For example, the sample news story gives us the most recent information about Mike first. The story is about him receiving a medal. Then the story gives more details about why Mike received the medal. Since the incident happened a month ago, this is old news. Readers probably already read a story about the rescue, and the information is just a reminder.

- Tell students that they will use the 5 Ws and the inverted triangle format to write their news stories about what happened at the Oakdale City Council meeting.



ADVENTURES IN WRITING

Timing Goal: 65 minutes

Planning

- Introduce the activity.

Remember that today you will pretend you are a student reporter and will write a news story about what happened at the Oakdale City Council meeting.



- Introduce the prompt and scoring guide. Use **Think-Pair-Share** to have students clarify the prompt by identifying the topic, audience, purpose, and format.

Writing Prompt

The Oakdale City Council meeting was a big event because the council members decided what to do with the old basketball courts behind South Oakdale Middle School. Pretend you are a reporter from South Oakdale Middle School and are reporting on what happened at the City Council meeting. Write a news article about the meeting for your classmates. Your article should answer the 5 Ws (who, what, when, where, and why) of the story and tell about at least three events that happened during the meeting. Remember to write your article in the proper newspaper article format (headline, byline, lead paragraph, and body), using the inverted triangle. Remember to write your ideas in complete sentences.

Scoring Guide

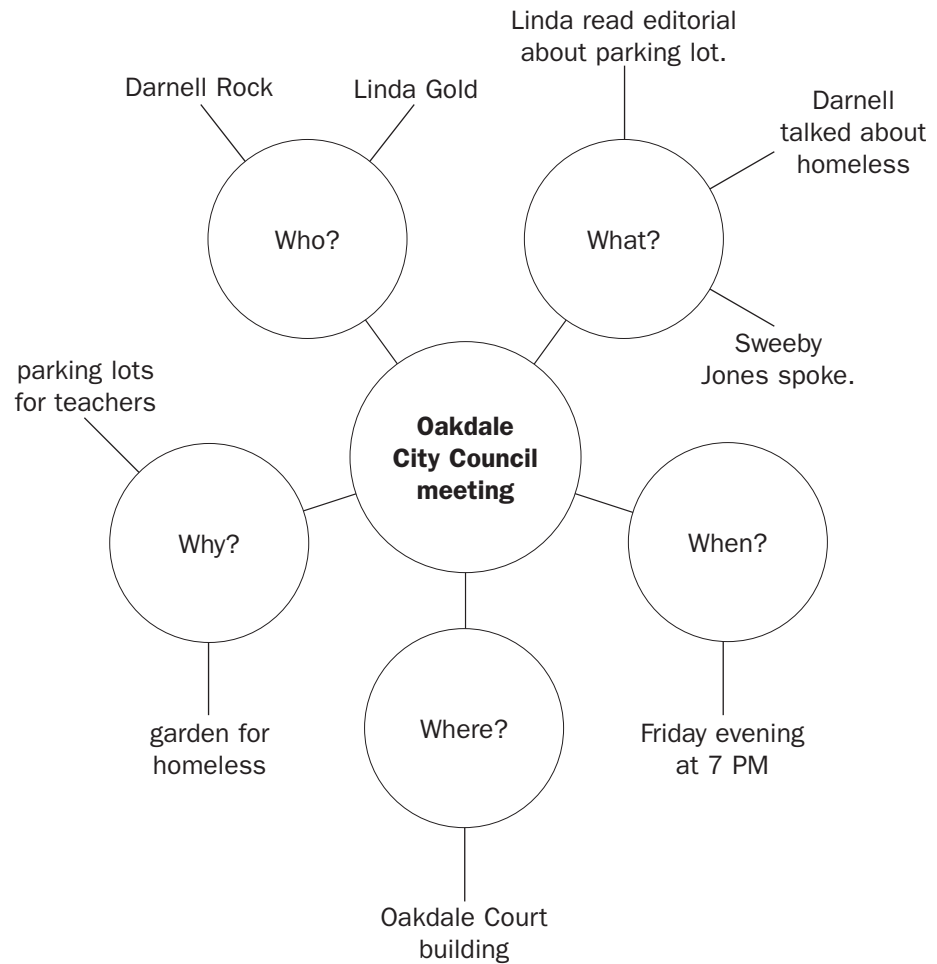
You wrote a newspaper article about the Oakdale City Council meeting for your classmates.	20 points
You answer the 5 Ws (who, what, when, where, and why) in your article.	10 points each (50 points maximum)
Your article is written in the newspaper article format (a headline, byline, lead paragraph, and a body), using the inverted triangle.	20 points
The article is written in complete sentences.	10 points

- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us make sure we have all the information we need to write our news stories.

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.
- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and scoring guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.
- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

- Tell students that good headlines are very important for newspaper articles.

Headlines are one of the most important parts of a newspaper article. They are usually written in big print so they are easy to see. They are not usually written in a complete sentence, because it would be too long. When you write a newspaper headline, you have to think about how to deliver the most attention-grabbing news with the fewest words.

- Display the following example headlines for the article that students will write. Ask volunteers to read the headlines aloud.

Blackline master provided.

Example 1

Darnell Rock and Linda Gold Battle it Out at the City Council Meeting

Example 2

City Council Debates Planting Garden or Creating a New Parking Lot

Example 3

City Council Says No to Gardens



- Ask students which headline would probably be the best for the newspaper. Use **Random Reporter** to share responses. *Example 3 would be best. It is short and tells what happened at the meeting. People would most want to know what the outcome of the meeting was.*
- Explain to students why examples 1 and 2 are not good headlines, and why example 3 is a good headline.

Why aren't the first two examples good headlines? There are many reasons. The first example does not tell us what the battle is about. Many people might not know who Darnell Rock or Linda Gold are. Remember, they are just middle school students. It is also long. The second example tells us what the City Council was voting on, but it is a very long headline. Newspapers do not have room for long headlines. Example 3 is the best choice. It is short and tells us what the City Council decided. Readers are more likely to see that headline and want to read the article for more details about why the City Council voted no.

- Ask students to share their own ideas and examples for good headlines.

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**

- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners' drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners' papers.
- Have students share their edits with their partners.

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits.
- Ask students to begin rewriting, and assist them as needed.
- When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	- What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?



Local teen accepts award

by Sylvia Jenkins

A Bellville teen received the city's heroism medal last night for helping to save a group of children who nearly drowned in the river last month.

Mike Granger, 15, accepted the award and congratulations from the mayor amid applause from city council members and the families of the saved children. Granger is the youngest person to have ever been awarded the medal. City council members and the mayor felt Granger's actions showed maturity beyond his young years.

Granger, who is a competitive swimmer and junior lifeguard, was riding his bike past the river last month when he spotted five children riding on a flimsy raft in the river. As he watched the children, the raft capsized, sending them into the water.

Granger said he knew he had to act quickly. He stopped a passing car and asked the driver to call 9-1-1. Then he ran down to the river and jumped in. He easily caught up to the drifting children, who were clinging to the wooden raft. Granger told the children to hang on to the raft while he swam for the riverbank.

Paramedics arrived shortly after they reached the riverbank. All the children were checked and treated for minor injuries. Paramedics believe it was Granger's quick thinking and swimming skills that saved the children before it was too late.

Example 1

Darnell Rock and Linda Gold Battle it Out at the
City Council Meeting

Example 2

City Council Debates Planting Garden or Creating
a New Parking Lot

Example 3

City Council Says No to Gardens

Story Map



Title: Darnell Rock Reporting, cycle 4

Characters:

Darnell Rock Molly
 Tamika Rock Mrs. Joyner
 Sidney and Linda Rock
 Larry Keyes
 The *Gazette* staff
 Mr. Baker
 Miss Seldes
 Sweeby Jones

Setting:

Where: Oakdale
 South Oakdale Middle School

When:

Problem:

Darnell's grades are low, and he constantly finds himself in the principal's office. He decides to do something positive and join the school newspaper, but he doesn't know what to write about.

Event: Darnell joins the school newspaper, the *Gazette*.

Darnell meets Sweeby Jones. He finds out Sweeby Jones knows his father. Darnell decides to write a human-interest article in which he suggests that the old basketball court be turned into a garden for the homeless.

Event: Darnell's editorial is mentioned in the *Oakdale Journal*, and a reporter comes to speak with him at school.

Event: The reporter asks Darnell to interview Sweeby again and write an article for the *Journal*.

Darnell's article is published in the *Journal*. Darnell speaks at the City Council meeting, but the board decides against turning the basketball court into a garden.

Solution:

Darnell realizes that people can find a way to better their lives even if bad things have happened to them. Although the board voted against his idea, a garden is opened on Jackson Avenue, and Darnell is asked to write about it for the *Journal*.

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 5 / <i>Darnell Rock Reporting</i>
English Language Arts Standards: <i>Reading: Literature</i>
Key Ideas and Details RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
English Language Arts Standards: <i>Reading: Foundational Skills</i>
Phonics and Word Recognition RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
English Language Arts Standards: <i>Writing</i>
Text Types and Purposes W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

DRAMA (1 DAY)

The Wrong Choice

Written by Brian Sevier

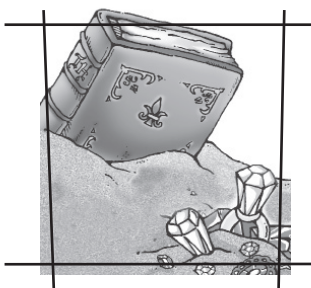
Linked to *Darnell Rock Reporting*

Summary

In this play, Ray and Joanne struggle with the temptation to cheat on a test. Will they use the answers, or will they resist an easy A?

Instructional Objectives

Reading	Word Power
Characterization (CH)	Homographs
Students will learn about the characters in the text through their words, thoughts, and actions.	Students will recognize homographs and identify their meanings based on context.



ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Rate New Vocabulary Words

- Display the vocabulary words.
- Have students copy the words into their journals and rate their knowledge of each as they arrive for class.

Success Review and Keeping Score **TP**

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the previous lesson.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.

Teacher's Note: For this lesson, have students set goals related to challenge scores, team celebration points, or team cooperation.

- Guide teams to set new goals for this cycle.
- Have one student from each team write the team improvement goal on the team score sheet. Note each team's improvement goal on the teacher cycle record form.
- Explain the challenge scores using the rubrics on the team folders. Tell students that they will earn challenge scores in addition to team celebration points.

Team Cooperation Goal

- Point out that this lesson's team cooperation goal is **everyone participates**, or choose one based on your class's needs. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the text, author, and reading objective.

Today we will read *The Wrong Choice* by Brian Sevier. As we read, we'll analyze the thoughts, words, and actions of the main characters to learn about them. Good readers study the main characters to better understand the story and the author's purpose.

- Point out the strategy target on the team score sheet.



- Point out that the text is a drama, or have students explore the text to figure out that it is drama. Review how drama differs from stories.
- Use the items below to build or activate background knowledge about the text.
 - Use **Team Huddle** to have students discuss what they can learn about a drama or characters from the stage directions. Use **Random Reporter** to select students to share.
 - Use **Think-Pair-Share** to have students describe a time when they were tempted to make a bad choice but made a good choice instead. Have students explain why they made the good choice and how they felt afterward. Randomly select a few students to share.

Vocabulary **TP**

- Ask teams to have teammates 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 “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words.
- Review the routine for partner study of the vocabulary words. Tell students to review all four words before their partners take a turn and to take as many turns as needed to learn all the words. **SR**
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Review the procedures for students finding words in their daily reading.

Student Edition, page 21
Student Edition chart does
not contain page numbers or
identification examples.

Word and Page Number	Identification Strategy	Definition	Sentence
conversation page 17	chunk: con-ver-sa-tion	talk	Jeannie stormed out of the kitchen because her <i>conversation</i> with her father didn't go well.
nudging page 18	base word + ending: nudg(e) + ing	poking	Stacey kept <i>nudging</i> her little brother to keep him quiet during the wedding ceremony.
suspended page 18	base word + ending: suspend + ed	prevented from doing something for a short time	Mike was <i>suspended</i> from singing in the choir until his grades got better.

Word and Page Number	Identification Strategy	Definition	Sentence
inclined page 20	base word + ending: inclin(e) + ed	willing	Patrick's parents were <i>inclined</i> to give him a bigger allowance because he worked so hard around the house.

Using the Targeted Skill (Prompt and Reinforce)

- Introduce the skill and its importance in drama.

Our skill this cycle is characterization. Characters are those in a story, or drama, who do the action. It's important to get to know everything you can about the characters to understand a story.
- Point out to students that stage directions help readers learn about characters.

Stage directions are an important tool that readers can use to learn about the characters in a drama. Stage directions tell readers how the characters act and behave as they speak. By paying close attention to the stage directions in a drama, readers can learn more about the characters.
- Display the following examples of dialogue with stage directions.

Blackline master provided.

Example 1

JAY: (*Laughing and shaking his head.*) Oh man! You fell so hard! Are you okay? (*Slaps Ricky on the back.*)

Example 2

MELISSA: (*Shocked.*) Oh! You fell very hard. Are you okay? (*Grabs Ricky's arm to help him up.*)

Example 3

CHUCK: (*Points.*) Oh wow. Are you okay after you fell so hard? (*Watches Melissa grab Ricky's arm.*)

- Use **Think-Pair-Share** to have students use the stage directions to identify what the characters are like. Randomly select a few students to share.

Think about the stage directions in the examples. Reread them if necessary. Based on the stage directions, what is Jay like? Wait for students' responses. **Yes. Jay is nice, but he doesn't take things very seriously. He pats Ricky on the back, which shows that he cares about Ricky. Jay also laughs at Ricky, which shows that Jay doesn't take things very seriously. Based on the stage directions, what is Melissa like?** Wait for students' responses. **Good. Melissa is caring. She is shocked when Ricky falls, and she grabs his arm to help him up. Based on the stage directions, what is Chuck like?** Wait for students' responses. **Yes. Chuck isn't nice. He points at Ricky, which is not a nice thing to do when someone might be hurt. Chuck also only watches as Melissa tries to help Ricky up.**

- Remind students to pay attention to the stage directions to learn more about the characters as they read today.
- Tell students that they will learn about the main characters through their words, thoughts, and actions.

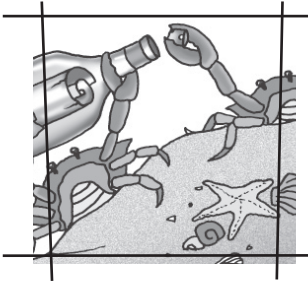
Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #1, must be written individually, after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

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Team Talk
1. What is a quality of Joanne's character that you learn from the drama? Support your answer. (Write-On) CH 2. Why doesn't Ray want to use the test answers? Explain. CE 3. What happens immediately after Mrs. McGurty realizes that Joanne is cheating? SQ a. Mrs. McGurty rips up Joanne's test. b. Mrs. McGurty sends Joanne to the principal. c. Joanne blames Ray for the answer sheet. d. Joanne cries and runs from the classroom. 4. Which of the following best describes the theme of the drama? TH a. Respect your elders. b. The early bird catches the worm. c. Cheaters never benefit. d. Plan for the future.

- Randomly assign team leaders.



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

- Explain, or review if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate. **SR**
- Have students take turns reading:
pages 17–20 aloud with partners.
- When partners finish reading, have them restate the story elements of the drama and complete the story map.
- If some partners finish reading ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion **TP**

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to discuss the team's strategy use, Write-On discussion, and Think-and-Connect discussion to earn team celebration points during Class Discussion. Tell them that they will also discuss the story elements of the drama that are listed on the story map and be prepared to share them with the class.

Team Talk

1. What is a quality of Joanne's character that you learn from the drama? Support your answer. (Write-On) |CH|

100 points = A quality of Joanne's character is that she is not a good friend. She pushes Ray into taking the test answers. She knows that he doesn't want to use the answers, but she pressures him anyway. She even tells him that he's being a bad friend because he doesn't want to cheat with her. **90 points** = A quality of Joanne's character is that she is not a good friend. She pushes Ray into taking the test answers even though she can tell that he doesn't want to use them. **80 points** = She is not a good friend.

Team Talk *continued*

2. Why doesn't Ray want to use the test answers? Explain. |CE|

100 points = Ray doesn't want to use the test answers because he doesn't need them to pass the test. He knows that he can pass the test without cheating. Ray also doesn't think it's worth getting into trouble. He knows that he could get suspended or fail the test if he tries to cheat. He doesn't think it's worth cheating. **90 points** = Ray doesn't want to use the test answers because he doesn't need them to pass the test. He also doesn't want to get suspended or fail the test. **80 points** = He doesn't need them to pass the test.

3. What happens immediately **after** Mrs. McGurty realizes that Joanne is cheating? |SQ|
- Mrs. McGurty rips up Joanne's test.
 - Mrs. McGurty sends Joanne to the principal.
 - Joanne blames Ray for the answer sheet.
 - Joanne cries and runs from the classroom.
4. Which of the following best describes the theme of the drama? |TH|
- Respect your elders.
 - The early bird catches the worm.
 - Cheaters never benefit.
 - Plan for the future.

- If some teams finish ahead of others, have them begin practicing their fluency pages.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

- Ensure participation by calling on teams to share responses to all discussions.
- Remember to add individual scores to the teacher cycle record form.

**Strategy-Use Discussion**

- Use **Random Reporter** to select two or three students to describe their team's strategy use with the class.
- Award team celebration points.

Think-and-Connect Discussion

- Use the Team Talk questions, the Team Talk Extenders, and other appropriate questions (examples below) to ask students if they understood and enjoyed the reading and to reinforce understanding of the skill.
- Allow students time to discuss your questions.
- Use **Random Reporter** to select students to respond to your questions.

Team Talk Extenders

How is this theme similar to the one in *Darnell Rock Reporting*? Explain.

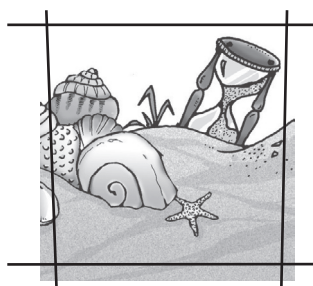
What is a quality of Ray's character that you learn about from the reading? Support your answer.

- Award team celebration points.

Write-On Discussion

- Use **Random Reporter** to ask one or two students to read their written answers to the class. If desired, display student answers on the board.
- Award team celebration points.
- Construct a class answer, and display it on the board. Refer to the sample answers given in the Team Talk box. Discuss with students what makes the class answer a good, complete answer or how to improve it.

- Complete the story map as students discuss their responses. Model your own thoughts as necessary. An example is provided.
- Award team celebration points.



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

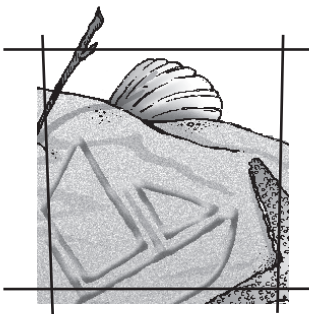
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write or display these on the board.

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- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.

- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores.
- Select two or three students to read the fluency section that they practiced for a score.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the word *abuse*.

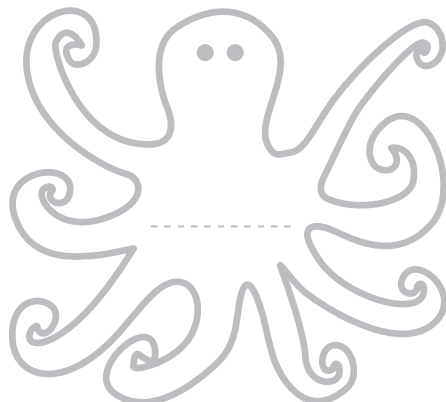
tps

- Tell students that Captain Read More wants to check their memories on a Word Power skill that they have learned.
- Direct students to the word you have displayed. Use **Think-Pair-Share** to have students define this word. Randomly select a few students to share. *To treat in a harmful way; to misuse.* List the definitions on the board or on chart paper.
- Remind students that some words have more than one meaning. We call these words homographs, or multiple-meaning words. Point out that these words may or may not sound the same.
- Use **Team Huddle** to have students identify the Word Treasure clue that Captain Read More uses for homographs. Use **Random Reporter** to select students to share. Display the Word Treasure clue for homographs (an octopus). Point out that the octopus has many legs and that we can write our multiple meanings on them.

th



Blackline master provided.



- Review the Word Treasure (skill).

Word Treasure

Some words may look the same but have more than one meaning. If you come across a word that you know has more than one meaning, stop to consider the word and how it is used.

- Remind students of the Word Power skill (homographs/multiple-meaning words) and the Word Treasure clue that Captain Read More uses for homographs (the octopus).
- Use **Think-Pair-Share** to have students find a homograph in their vocabulary list. Randomly select a few students to share. *The word* suspended.
- Display the graphic of the octopus. Write the word “suspended” in the middle of the octopus. Use **Team Huddle** to have students discuss the meanings of the word. Use **Random Reporter** to select students to share. List each definition on a different leg of the octopus. *Hung; stopped; interrupted; prevented from doing something for a short time.*
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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Skill Practice

1. Read the following sentence.

Juanita barely made a splash when she dove into the pool.

Which of the following sentences uses *dove* in the same way?

- a. In many cultures around the world, the dove is a sign of peace.
- b. Bailey likes to listen to the dove coo outside her window at night.
- c. *Derrick dove into the water before his brother could push him in.*
- d. The magician used magic to make a dove disappear from its cage.

2. Read the following sentence.

The baby woke up when her mobile stopped moving.

Which of the following sentences uses *mobile* the same way?

- a. Some people like to rent a mobile home.
- b. That soccer player is very mobile.
- c. Cars are mobile because they move.
- d. *The mobile had different colored animals that spun around.*

Building Meaning			
conversation	nudging	suspended	inclined
3. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i> 4. Choose the word that best fits in the blank. Jeff covered his ears so he wouldn't be able to hear the <u>conversation</u> between his parents.			

- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration points.
- Remember to add individual scores to the teacher cycle record form.
- Use **Random Reporter** to check responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

Team Celebration Points	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Help students see their team celebration score by using the overlay.	- What is your team celebration score? - How well did you use the team cooperation goal and behavior? - How can you earn more points?

Example 1

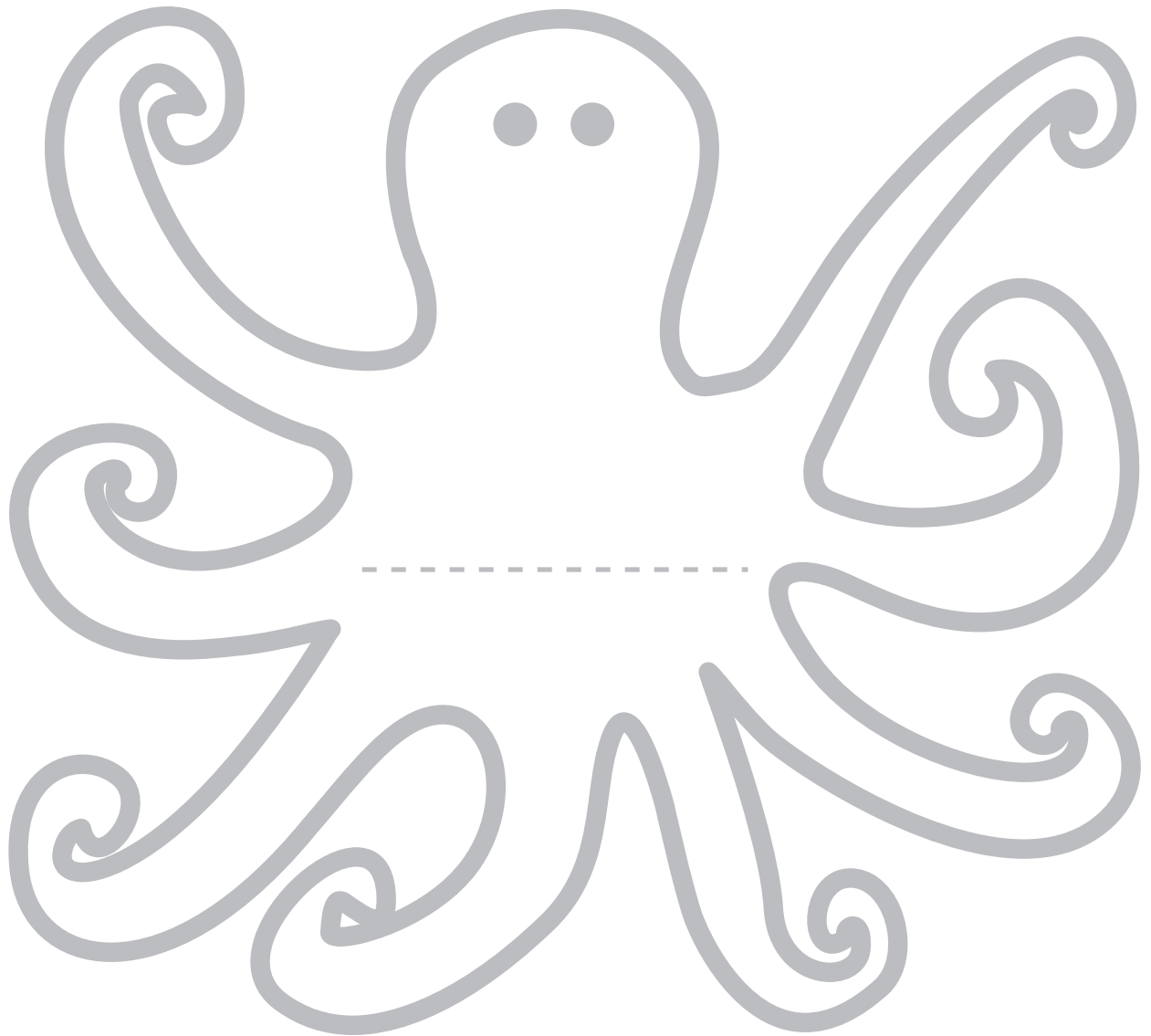
JAY: *(Laughing and shaking his head.)* Oh man! You fell so hard! Are you okay? *(Slaps Ricky on the back.)*

Example 2

MELISSA: *(Shocked.)* Oh! You fell very hard. Are you okay? *(Grabs Ricky's arm to help him up.)*

Example 3

CHUCK: *(Points.)* Oh wow. Are you okay after you fell so hard? *(Watches Melissa grab Ricky's arm.)*



Story Map



Title: The Wrong Choice

Characters:

Ray
Joanne
Zack
Mrs. McGurty
Mr. Fink

Setting:

Where: a school

When:

Problem:

Ray and Joanne have a cheat sheet with answers to a test. Ray isn't sure about using the answers, but Joanne is pressuring him to use them.

Event: Zack asks Ray and Joanne if they want to buy answers to a test. Joanne says yes.

Event: Ray tells Joanne that he isn't sure about using the answers to the test.

Event: Ray tells Joanne that he forgot to bring the answers to the test.

Event: Joanne is sent to Mr. Fink when she gets caught cheating.

Event: Joanne gets suspended from school for using the test answers.

Solution:

Joanne tells Ray that he was right not to use the answers and that she was wrong to pressure him.

The Wrong Choice

Cast of Characters	RAY	JOANNE
	ZACK	MRS. McGURTY
	MR. FINK	

Scene I: A school hallway

The hallway is crowded with students.

ZACK: Hey! You two! Come here!

RAY: *(Looks around.)* Who? Us?

JOANNE: Yes, he's talking to us. Come on.

ZACK: Listen. First of all, this conversation never happened. Got it?

RAY: *(Confused.)* What?

JOANNE: *(Nudging Ray.)* Yeah, we got it. It never happened. Now, what's up?

ZACK: I've got the answers for Friday's test. Do you want them?

JOANNE: Yes! Definitely!

RAY: Wait! *(Looks at Joanne.)* Let's talk about this for a second!

JOANNE: *(To Zack.)* Sorry. Give us a second. *(Angrily, to Ray.)* What are you doing? Here's a chance to ace the test! We've got to take it.

RAY: I don't know. I've never cheated before. I've been studying. I don't need to cheat to do well.

JOANNE: What happens if you didn't study the right things?

RAY: The teacher told us exactly what to study! Stop being so lazy!

JOANNE: Yeah, well, I need the answers. And I'm not doing it alone. So let's go!

ZACK: Come on! I haven't got all day. What are you going to do?

JOANNE: We'll take it!

ZACK: Okay. That's ten dollars each.

RAY: *(Shocked.)* We have to pay? You've got to be kidding me?

ZACK: (*Looking around.*) Shhh! Keep it down!

JOANNE: Be cool for once, Ray. I'll pay for your copy, and you can pay me back.

RAY: Whatever. Hurry up. We're going to be late to class.

Scene II: The school bus

Ray and Joanne are discussing the test answers on the school bus on their way home.

RAY: I don't know about this, Jo. I have a bad feeling.

JOANNE: Okay. I understand, but it's too late. We already have the answers. We might as well use them, right?

RAY: We don't have to.

JOANNE: Yeah. You're right. Tomorrow I'll just throw ten dollars into the trash.

RAY: Don't be stupid. I'm just trying to talk to you about it.

JOANNE: Fine. If we don't use the answers, it's like throwing money away. I don't like to throw money away.

RAY: Okay, well, is ten dollars worth getting caught or failing a test or getting suspended? It's not worth it to me.

JOANNE: Look! You're being a really bad friend. We're in this together. You agreed to that.

RAY: I didn't really agree, you know! You made me do it. Did you see me throwing money at that guy Zack? No, you didn't!

JOANNE: (*Looks around.*) Shhh! You're getting loud again. Just calm down. You'll get us caught because you're yelling. Everyone on the bus can hear you.

RAY: I'm not sure about this. It's wrong. What do you have against studying?

JOANNE: I'm not against studying, but why waste time studying if you have all the answers? That doesn't make any sense to me.

RAY: Yeah, well, I don't want to use them. I won't feel like I actually earned the grade I get. Not to mention the possibility of getting caught. What happens if we get caught? I would get into so much trouble with my parents.

JOANNE: I'd get into trouble too. A lot! But that's not the point. We're smart kids. We can get away with it!

RAY: I have a quick question: why do we need to cheat if we're such smart kids? Huh? That makes no sense!

JOANNE: Shhh! Come on, Ray! Please?!

RAY: *(Looking out the bus window.)* Fine! I'll use the answer sheet. Am I being a good friend now?

JOANNE: *(Smiling.)* Yes! Thank you!

Scene III: A classroom

Ray and Joanne are sitting in a classroom, waiting for the test to begin.

JOANNE: *(Whispering.)* Psst! Do you have the answers?

RAY: *(Hesitating.)* Uhhh, no. I forgot them.

JOANNE: What? I can't believe you. Did you study last night?

RAY: Shhh! Here comes Mrs. McGurty.

MRS. MCGURTY: Okay, class. Clear your desks, and prepare for the test. I hope you have all studied.

(Mrs. McGurty hands out the test and walks around the classroom as the students take the test.)

MRS. MCGURTY: Joanne! What is this? *(Takes a sheet of paper from under Joanne's test.)*

JOANNE: *(Stuttering.)* Ummm...that's nothing. I must have forgotten to take it off my desk. Here, I'll put it away now.

MRS. MCGURTY: No. These are the answers to the test! Where did you get this, Joanne? I can't believe you're cheating.

JOANNE: *(Looks helplessly at Ray.)* No, Mrs. McGurty! Those aren't the answers. I promise.

MRS. MCGURTY: Joanne, I'm surprised at you. You'll have to take this up with Mr. Fink. The principal needs to know about this.

(Joanne leaves the classroom with the sheet of answers and walks to Mr. Fink's office.)

Scene IV: Mr. Fink's office

MR. FINK: Joanne! I'm surprised to see you here. What's going on?

JOANNE: *(Quietly.)* Mrs. McGurty told me to come here.

MR. FINK: Did you get into trouble for something?

JOANNE: Ummm... (*Looks down.*)

MR. FINK: Joanne, it's better for you to tell me. I don't want to hear it from Mrs. McGurty.

JOANNE: (*Still looking down.*) I had this under my test.

MR. FINK: Let me see that. (*Takes the paper from Joanne and stares at it.*) Joanne! Is this a cheat sheet?

JOANNE: (*Quietly.*) Yes. I'm sorry.

MR. FINK: (*Sternly.*) Where did you get this, Joanne? Tell me.

JOANNE: I got it from an older student. He sold it to me.

MR. FINK: (*Angrily.*) You bought this from an older student? Tell me the person's name! Now, Joanne.

JOANNE: His name is Zack.

MR. FINK: Thank you for your honesty, Joanne. Now you have to face the consequences of your actions.

JOANNE: (*Looking down.*) Yes, sir.

MR. FINK: I am inclined to give you a break because you told me the truth. However, this is too serious an issue, so you are suspended for the rest of today and all day tomorrow. I never want to see you in my office for cheating again. Is that understood?

JOANNE: Yes. I promise. Thank you, Mr. Fink.

(*Joanne leaves Mr. Fink's office and sees Ray in the hallway.*)

RAY: Joanne! What happened?

JOANNE: I got caught cheating, Ray.

RAY: Yeah, I know. Did you get into trouble?

JOANNE: Yeah, I got suspended. You were right, Ray. I shouldn't have cheated. I made the wrong choice. You made the right one even though I pressured you.

RAY: Well, next time you'll make the right choice.

JOANNE: Yes, I definitely will. I have to get my stuff and go home. I'll see you later, Ray.

RAY: Bye, Joanne.

• THE END •

Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 5 / *The Wrong Choice*

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.