



Literature

Reread, Ask for Help, and Read On

Fire at the Triangle Factory

**The Drinking Gourd: A Story
of the Underground Railroad**

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

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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



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The Lightning Round

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

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

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

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

Unit Objectives

Reading: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

Writing: Use details to describe a character.

Word Power (Cycle 1): Chunk words into word parts (syllables) to help read words.

Word Power (Cycle 2): Break contractions into their separate words to help read the contractions.

Unit Overview

The focus of this unit is clarifying sentences and passages by rereading, reading ahead, and asking others for help. Students will use these strategies to assist them when they encounter a part of the text that is difficult or challenging. As a result of using these strategies, students will see that there are various ways to figure out difficult text.

The word power objective for cycle 1 of this unit is chunking words into word parts, or syllables, to help them read words. Students will practice chunking words to see how breaking down larger words helps them read these words. In cycle 2, the word power objective is to understand how contractions break down into the separate words that make them.

The writing objective for both cycles of this unit is how to use details to describe a character. Students will practice this objective during the writing project in lesson 5 of both cycles.

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

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

Unit Topic/Content

Cycle 1

In cycle 1, students will read *Fire at the Triangle Factory* by Holly Littlefield. In this book, Minnie and Tessa are two unlikely friends who save each other’s lives when they are caught in a fire at the factory where they work. Minnie is Jewish, and Tessa is Catholic. This poses a problem because Minnie’s father would disapprove of the friendship. He is from Poland and does not understand that things are different in America. Will he come to accept their friendship?

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

Factories like the Triangle Company were very common during the Industrial Revolution. Workers often faced long working hours, low wages, and unsafe conditions. The author's note at the beginning of the book provides more specific information about the conditions at the Triangle Shirtwaist factory and at other factories like it in New York City in the early 1900s. For more information, visit the following website: www.rbls.lib.il.us/dpl/ref/hist/hid/histhidtriangle.htm. The afterword of the book tells of the 146 workers who died in the Triangle factory fire and raises questions about how something such as this could happen, both then, and in our time.

The two fictional young workers in the book, Minnie and Tessa, are representative of the millions of immigrants who came to America in waves beginning in the 1800s. Word had spread around the world that America was a prosperous nation with many opportunities for everyone to succeed. To people in Europe who had little or no assets or property, America sounded wonderful. Before the 1880s, most of these immigrants arrived from northern and western Europe, like most of the Americans who had already settled here. After 1880 and during the time of this story, an even larger group came from southeastern Europe: Austria-Hungary, Poland, Italy, Russia, Turkey, Lithuania, Romania, and Greece. The diversity of the religious and cultural practices of these groups made it difficult for them to fit in, get along with one another, and be accepted by the people already living here. By 1911, the majority of people living in New York City were either immigrants or the children of immigrants.

The immigrants of the late 1880s and the early 1900s who landed in New York City found a noisy, crowded place. The Industrial Revolution had brought wealth, opportunities, and advancements in technology, but it had also exacerbated problems that had been around for a while, such as child labor and poor working conditions. Technological advances such as electricity and automobiles were impressive, but they were often achieved at a high human cost. The advances in industry made many rich but led to the exploitation of the poor who had come to this country to live and work. Immigrants who thought they would find some of the same prosperity enjoyed by the upper classes learned that they would have to move into crowded inner cities, somehow make enough money for food, clothing, and a place to live, and face unfair treatment and discrimination.

By the early 1900s, social activists were becoming more organized in their effort to improve the circumstances for all workers, including the immigrants. Some of these activists were workers who formed unions, protested, and went on strike. Others were affluent members of the community. Women were particularly active within their communities. The activities of these groups led to improvements in all sectors of our quickly growing and changing society, including business, government, and home life. The fire at the Triangle factory is just one example of how a tragic event could inspire people to take action that in time would lead to new laws, better enforcement of existing laws, and more humane treatment of workers. These developments culminated in the passage of The Fair Labor Standards Act (1938) that instituted such practices as the 40-hour workweek and the minimum wage.

Unfortunately, employment practices and work conditions similar to those at the Triangle factory still exist today. Workers desperate to support themselves and their families are still exploited. The Department of Labor is responsible for enforcing laws that regulate the employment practices of these companies, but they have limited resources to combat the problem. Organizations such as the AFL-CIO, the federation of America’s labor unions (www.aflcio.org/), Sweatfree Communities (www.sweatfree.org/about_us), and the United Students Against Sweatshops (usas.org/) continue to work toward improving conditions for workers in this country.

Cycle 2

In cycle 2, students will read *The Drinking Gourd: A Story of the Underground Railroad* by F. N. Monjo. Deacon Fuller believes that slavery is wrong. He is a conductor on the Underground Railroad. He hides runaway slaves who are “following the drinking gourd”—the big dipper and the North Star—toward the North and freedom and transports them to the next safe house, or station. His son, Tommy, unwittingly becomes involved in his father’s secret and dangerous work, and he comes face-to-face with a U.S. marshal and a search party. Although this story is fictional, it depicts the dangers and risks that many abolitionists faced as they led slaves to freedom in the years before the American Civil War. The following information is helpful to know as you read this book.

The Underground Railroad

The Underground Railroad operated from 1830–1865, when slavery was abolished by the 13th Amendment to the U.S. Constitution. Estimates are that 60,000–100,000 slaves fled to freedom using the Underground Railroad. Code words were used to keep the slaves and their protectors safe. A *station* referred to a safe house along the way. The *conductor* was the person helping the runaway move from one safe house to the next. “The wind blows from the south today” was a warning that slave bounty hunters were on their way or nearby. Beginning around 1831, travelers (probably abolitionists) were sent to the South to teach slaves routes to freedom. “Peg Leg Joe,” to whom the song “Follow the Drinking Gourd” is attributed, was one of these travelers. By 1861, there were about 500 people a year going to the South teaching these routes; the routes were very well established by this time.

The Fugitive Slave Act

The Fugitive Slave Act was passed in 1850. This law prohibited anyone from helping runaway slaves. Even people in the free states had to comply with the law and turn over any slaves they were harboring to U.S. marshals. Runaways were only safe when they reached Canada because Canadians were not bound by the law and refused to return runaways to the South.

Text and Media Selections

Internet/Media Options

To expand your students’ background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

At a Glance

Fire at the
Triangle Factory

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 7–14	(Embedded) Background video: “Fire”
Lesson 2	pages 15–23	(Embedded) “Team Talk Response”
Lesson 3	pages 24–32 (stopping at “The stairway was as hot...”)	
Lesson 4	pages 32 (“The stairway was as hot...”)-41	
Lesson 5	writing in response to reading	
Lesson 6	pages 42–47	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

The Drinking
Gourd: A
Story of the
Underground
Railroad

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 9–22 (stopping at “Something in the...”)	
Lesson 2	pages 22 (starting at “Something in the...”)-31	
Lesson 3	pages 32–43	
Lesson 4	pages 44–55	
Lesson 5	writing in response to reading	
Lesson 6	pages 56–62	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

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Lesson 1

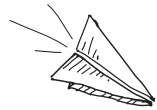
Reading Objective: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

Teacher Background

In 1911 in New York City, Minnie Levine is going to work very early in the morning on a Saturday. She works at the Triangle factory sewing blouses. Minnie walks to work in the cold and talks to her friend Tessa on the way. Minnie is Jewish; her friend is Catholic and lives in an Italian neighborhood. Minnie's father would not approve of a friendship between a Jewish girl and a Catholic Italian girl.

This cycle's Big Question asks students to reflect on what they know about fire prevention. As they read, they can compare their knowledge of modern-day fire prevention to the conditions that existed in early twentieth-century factories.

During Set the Stage, show the "Fire" video (2 min. 17 sec.). In this video, students will learn factors that contribute to a fire and the differences between structural fires and wildfires.

**Active Instruction** 

(22 minutes)

Big Question

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

The Big Question: What do you know about fire prevention?

Set the Stage

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

What do you know about fire prevention?

(Answers may vary.) It is important to have a smoke alarm that you test regularly to make sure that it alerts you in the event of a fire. It is important that lamps or other devices that give off heat do not touch fabrics because that could spark a fire. You should keep an eye on pots that you may be using on the stove, and turn the stove off when you are finished using it.

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

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Build background about fires.

Show the video "Fire."



4. Distribute copies of *Fire at the Triangle Factory*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

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

After previewing the book *Fire at the Triangle Factory*, what do you think the book will be about? Explain the clues that you used to make this prediction.

(Accept reasonable responses.) For example, the book will be about a fire in a factory. Clues that I used were the illustration of flames on the front cover, the words in the title, and the illustrations of flames. I also flipped through the book and saw the words flames, fire, and burning repeated many times.

5. Show the video "Fire."
6. After showing the video, use **Think-Pair-Share** to debrief:

What are three factors that create a fire?

Fuel, oxygen, and a source of heat to ignite it such as a spark from an engine.

What are the two types of fires? Explain.

Structural fires burn homes, buildings, and cars. One year, fires damaged one million structures in the United States. Wildfires start in the woods or grasslands and spread. Wildfires move fast and can travel up to fourteen miles per hour.

Predict which type of fire we will read about this cycle.

I think we will read about a structural fire. This type of fire burns buildings. The title is Fire at the Triangle Factory. A factory is a building where things are made.

Interactive Read Aloud

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

This cycle our reading objective is to clarify sentences and passages by rereading, reading ahead, and asking others for help.

This skill helps us when we read because if we are unsure about something, we can review what we have already read to see if that helps us or keep reading to see if that clears up what is challenging. We can also ask others to explain something that may be challenging.

Review the skill as necessary.

Refer students to pages 7–14 in the text.

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

Students: Actively listen.



Teacher: Model making notes on a graphic organizer.

2. Read page 7 aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>Remember that our objective is to clarify sentences and passages by rereading, reading ahead, and asking others for help. Something that I wasn't sure about as I read is why Minnie rubs her hands together. I think I will reread the previous sentences to see if that helps. (Reread, and stop after "The sun had not come up yet.") OK, I'm starting to get an idea about why Minnie rubs her hands together. The sun is not up yet. I know that in the morning it can be very cold before the sun comes up. Maybe she is doing this to keep herself warm? I also read that Minnie walks very fast to keep warm. I think she is probably rubbing her hands together to keep warm. Rereading helped me clarify why a character does something.</p>

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

How did I use our skill to clarify something I did not understand?

You reread and read on. This helped you understand that it is very cold, and Minnie tries to keep herself warm.

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

Sample Graphic Organizer	
<p>Title: <u>Fire at the Triangle Factory</u></p>	
<p style="text-align: center;">Characters:</p> <p>Minnie</p>	<p style="text-align: center;">Setting:</p> <p>Where: New York City</p> <p>When: March 25, 1911</p>

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

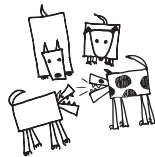


5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 8 and 9. Use **Think-Pair-Share** to ask:

What sentence or passage did you need to clarify, and what strategy did you use?

(Answers may vary.) I needed to clarify the sentence “In Minnie’s neighborhood, people were supposed to rest.” I know that she is going to work, but it is the Sabbath and everyone else is resting. This is confusing. The strategy I used was reading on. When I read on, I understood that most factories in New York City did not close on Saturdays. The book says that Minnie works at the Triangle Shirtwaist Company. That is probably a factory. Rereading helped me understand why Minnie has to work when everyone else is resting.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: **Sr**
pages 10–14 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

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

(Answers may vary.)

100 = We did not understand the sentence "Minnie and her best friend, Tessa, would hide together in one bin" on page 10. We read on to help us figure it out. By hiding in the bin, there was less of a chance that the inspector would see them. If he saw them, they would lose their jobs. This helped us understand that young children were willing to hide to keep their jobs and earn money.

90 = We did not understand the sentence "Minnie and her best friend, Tessa, would hide together in one bin" on page 10. We read on to help us figure it out. By hiding in the bin, there was less of a chance that the inspector would see them.

80 = We did not understand the sentence "Minnie and her best friend, Tessa, would hide together in one bin" on page 10.

2. Why did Minnie hide in a bin of cloth when an inspector came to the factory?
[RE, SA] (Team Talk rubric)

*100 = Minnie hid in a bin of cloth when an inspector came to the factory because young children were not supposed to work in factories. Minnie was ten years old when she **began** working in the factory. If the inspector had found Minnie, she would have lost her job. To keep her job, Minnie's only choice was to hide.*

90 = Minnie hid in a bin of cloth when an inspector came to the factory because young children were not supposed to work in factories. She was ten years old when she started working. If the inspector had found Minnie, she would have lost her job.

80 = Minnie hid in a bin of cloth because young children were not supposed to work in factories.

3. Why would Minnie's father be angry if he knew that she is friends with Tessa?
[DC, SA] (Team Talk rubric)

*100 = Minnie's father would be angry if he knew that she is friends with Tessa because Tessa is Catholic. Minnie's father is from Poland, and in that country a Jewish girl and a Catholic girl could not be friends. **But** Papa does not understand that in America this is different. He still thinks Tessa's religion is a **reason** for Minnie to not be friends with people like Tessa.*

90 = Minnie's father would be angry if he knew that she is friends with Tessa because Tessa is Catholic. Minnie's father is from Poland, and in that country a Jewish girl and a Catholic girl could not be friends. Papa does not understand that in America this is different.

80 = Minnie's father would be angry if he knew that she is friends with Tessa because Tessa is Catholic.

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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

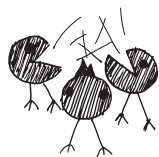


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

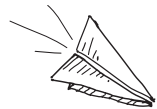
Lesson 2

Reading Objective: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

Word Power Objective: Chunk words into word parts (syllables) to help read words.

Teacher Background

In today’s reading, Minnie and Tessa arrive at work, which is on the ninth floor of a factory. The room where they work is extremely crowded and noisy. The floor is littered with pieces of cloth, and although the bosses have promised to make the factory safer, they have not carried through. Minnie’s family is very poor, so it is important that she does not damage any of the materials she works with because she would have to pay to replace them. At the end of the day, a fire starts in the room where Minnie works.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

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

Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
inspector (noun) page 10	in-spec-tor (in-SPEK-ter)	a person whose job is to look closely at something	A health <i>inspector</i> visits restaurants to make sure that the kitchens are clean.
afraid (adjective) (synonym/ antonym) page 15	a-fraid (uh-FREYD)	scared	Garrett was <i>afraid</i> that he had left his book report at home, but then he found it in his backpack.
promised (verb) page 18	prom-ised (PROM-ist)	said that something will get done	Dominique <i>promised</i> her father that she would return her books to the library on time.
tear (verb) (homographs) page 19	tear (TAIR)	rip	"Be careful when you carry your paintings home because you do not want the paper to <i>tear</i> ," Marissa's art teacher said.
gaped (verb) page 32	gaped (GASPT)	breathed in quickly, as in surprise	Roman <i>gaped</i> after diving into the pool because the water was much colder than he expected.
burst (verb) (homographs) page 32	burst (BIRST)	appeared suddenly	Chantel's little brother <i>burst</i> into her room as she studied because he was excited about the magic trick he learned to do.
clutched (verb) (synonym/ antonym) page 36	clutched (KLUHCHD)	held very tightly	Yael <i>clutched</i> her mother's hand as they crossed the busy street filled with cars and buses.
stumbled (verb) (synonym/ antonym) page 38	stum-bled (STUHM-buhld)	tripped; almost fell	When the lights went out, Ernesto <i>stumbled</i> around his room as he tried to get to the shelf where his flashlight was stored.

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

Review Vocabulary Vault.

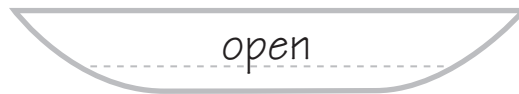
Introduce the word power skill.

- Introduce the word power skill (chunking). Link the skill to the Word Treasure clue for chunking.

This cycle we will break words down into smaller word parts, or syllables, to help us read them better. Sometimes when you can't figure out a word, it helps to break it into smaller chunks that you can sound out. Being able to sound out words is important to understanding them when we read. The Word Treasure clue we use to remind us of chunking is a boat without sails. This reminds us that we will use the boat's paddles to separate words into their word parts.

Blackline master provided.

- Display the clue, and write the word *open* on the bottom of the boat.



- Model chunking the word *open*.

Sample Think Aloud
<p>I'm not sure how I should say the word on the boat, but I can try to chunk it and figure it out. Let me chunk it after the <i>o</i> first. (Draw a paddle after the <i>p</i>, and model saying the word.) <i>Op/en</i>. That doesn't sound familiar to me, and it's awkward to say. Let me chunk it after the <i>o</i>. (Draw a paddle after the <i>o</i>, and model saying the word.) <i>O/p</i>en. Well now I recognize the word <i>open</i>. Chunking it between the <i>o</i> and <i>p</i> helped me recognize it.</p>



- Repeat this activity with the word *alone*.



Sample Think Aloud
<p>Words can sometimes be chunked by following a pattern. That means that some words will always be chunked the same way. When I look at how we chunked <i>open</i> and <i>alone</i>, I notice that we divided both words between a vowel and a consonant. The vowel made its own sound. This turned the words into two easier chunks for me to read, which helped me read the whole word. Chunking words between a vowel and a consonant must be one of the patterns I can use to break down words.</p>

10. Point out that when you chunked *open* the first time, you also chunked it between a consonant and a vowel (*p* and *e*). Remind students that when that didn't sound right, you tried chunking it again between a vowel first and then a consonant (*o* and *p*) and you did recognize it. Explain that sometimes they might have to try different ways of chunking words until they know the word.

11. Reveal the Word Treasure (skill).

<p>Word Treasure</p>	<p>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.</p>
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12. Tell students to look out for words on their vocabulary list that can be chunked between a vowel and a consonant.

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

Set the Stage

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

Interactive Read Aloud

1. Remind students of the reading objective and its importance.

This cycle our reading objective is to clarify sentences and passages by rereading, reading ahead, and asking others for help.

If you come to a challenging sentence or passage as you read, remember that there are many strategies you can use. You can reread, read ahead, or ask a team member for help. There are a lot of ways that you can figure out what is difficult.

2. Read page 15 (stopping at "It's so cold.") aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>After reading, I'm not sure why Tessa was afraid that Minnie wouldn't come. They have to go to work at the factory. It is probably important that they are at work when they are supposed to be. Hmm. Let me read on to see if I can understand why Tessa was afraid. (Finish reading page 15.) OK, now I understand. Tessa was afraid that because it was so cold, Minnie would have taken the trolley to work instead of walking. I remember now that Minnie had to walk quickly and rub her hands together to keep warm. Reading on helped me understand something that a character said. I could also connect this to what I read earlier.</p>

Teams review their cycle goal.

Post and present the reading objective.



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

Review the skill as necessary.

Refer students to pages 15–23 in the text.

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

Students: Actively listen.



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

When I came to something that I needed to clarify, what did I do?

When you needed to clarify why Tessa was afraid that Minnie wouldn't come, you read on to see if that helped.

How did reading on help you?

Reading on helped because it explained the reason that Tessa was afraid. Also, the reason connected back to what we already read.

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

Sample Graphic Organizer	
Title: <u>Fire at the Triangle Factory</u>	
<p style="text-align: center;">Characters:</p> <p>Tessa</p>	<p style="text-align: center;">Setting:</p> <p>Where: Tessa's Italian neighborhood</p> <p>When:</p>
<p>Problem:</p>	
<p>Event: <u>Minnie and Tessa walk to the factory together.</u></p>	

Teacher: Model making notes on a graphic organizer.

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

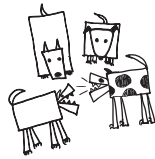
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 16 and 17 (stopping at “The big room was filled...”). Use **Think-Pair-Share** to ask:

What sentence or passage did you need to clarify as you read, and how did you clarify it?

(Answers may vary.) I needed to clarify the sentence “It sounded like the inside of a giant beehive” on page 16. I reread to clarify this. It says that once the power is turned on, the sewing machines make a humming sound. I know that in a beehive, there is a lot of buzzing. So the sound inside the room where Minnie and Tessa work is very loud, just like a beehive.

Use **Random Reporter** to debrief.





Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 17 (starting at “The big room was filled...”)-23 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions
<p>1. What sentence or passage did your team clarify? How did you figure it out? (Write) [CV] (strategy-use rubric) (Answers may vary.)</p> <p>100 = <i>We did not understand what the sentence “Everyone knew that a fire could easily start” on page 18 meant. We reread to figure it out. At the beginning of that page, it says that there are pieces of cloth all over the floor, and sewing machine oil is everywhere. Both oil and cloth can easily catch fire. This helped us understand that working conditions at the factory were very dangerous because of the risk of fires.</i></p> <p>90 = <i>We did not understand what the sentence “Everyone knew that a fire could easily start” on page 18 meant. We reread to figure out the meaning. There are pieces of cloth all over the floor, and sewing machine oil is everywhere. Oil and cloth can easily catch fire.</i></p> <p>80 = <i>We did not understand what the sentence “Everyone knew that a fire could easily start” on page 18 meant.</i></p>

continued

Team Talk Questions *continued*

2. Why is it so important that Minnie works carefully? **[DC, RE, SA]** (Team Talk rubric)

100 = *It is so important that Minnie works carefully because there will be **serious problems** if she does not. **The text says** that if she tears the cloth she works on or breaks her sewing needle, she will have to pay to replace these materials. Minnie's family **depends** on every penny she **earns**. Minnie **realizes** that not working carefully could affect her family.*

90 = *It is so important that Minnie works carefully because bad things can happen if she does not. If she breaks her sewing needle, she will have to pay to replace it. Minnie's family needs every penny she makes because they are very poor.*

80 = *It is so important that Minnie works carefully because bad things can happen if she does not.*

3. What happens after the sewing machines are turned off, and how does Minnie react? **[RE, SA]** (Team Talk rubric)

100 = *After the sewing machines are turned off, Minnie hears glass breaking and someone yelling "Fire!" This happens as the workers are **preparing** to go home. Minnie almost screams when she looks up and sees the flames. The fire is moving quickly and burning through the pieces of cloth **scattered** over the floor. Minnie is scared when she sees the fire, especially because of its size.*

90 = *After the sewing machines are turned off, Minnie hears glass breaking and someone yelling "Fire!" This happens as the workers are about to go home. Minnie almost screams when she looks up and sees the flames. The fire is moving quickly and burning through the pieces of cloth.*

80 = *After the sewing machines are turned off, Minnie hears glass breaking and someone yelling "Fire!" Minnie almost screams when she sees the flames.*

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

Ruthie's mother _____ when she saw that Ruthie had gotten several inches of her long hair cut.

Gasped belongs in the blank. I know because it means breathed in a way that shows surprise. If Ruthie's hair had been very long, it was probably surprising that she got so much cut.

5. Chunk the following word by drawing a paddle between the word parts. **[CV]** (word power)

erase e/rase

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

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Word	Pronunciation	Definition	Sample Sentence
inspector (noun) page 10	in-spec-tor (in-SPEK-ter)	a person whose job is to look closely at something	A health <i>inspector</i> visits restaurants to make sure that the kitchens are clean.
afraid (adjective) (synonym/ antonym) page 15	a-fraid (uh-FREYD)	scared	Garrett was <i>afraid</i> that he had left his book report at home, but then he found it in his backpack.
promised (verb) page 18	prom-ised (PROM-ist)	said that something will get done	Dominique <i>promised</i> her father that she would return her books to the library on time.
tear (verb) (homographs) page 19	tear (TAIR)	rip	"Be careful when you carry your paintings home because you do not want the paper to <i>tear</i> ," Marissa's art teacher said.
gaped (verb) page 32	gaped (GASPT)	breathed in quickly, as in surprise	Roman <i>gaped</i> after diving into the pool because the water was much colder than he expected.
burst (verb) (homographs) page 32	burst (BIRST)	appeared suddenly	Chantel's little brother <i>burst</i> into her room as she studied because he was excited about the magic trick he learned to do.
clutched (verb) (synonym/ antonym) page 36	clutched (KLUHCHD)	held very tightly	Yael <i>clutched</i> her mother's hand as they crossed the busy street filled with cars and buses.
stumbled (verb) (synonym/ antonym) page 38	stum-bled (STUHM-buhld)	tripped; almost fell	When the lights went out, Ernesto <i>stumbled</i> around his room as he tried to get to the shelf where his flashlight was stored.



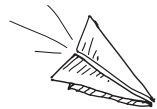
Lesson 3

Reading Objective: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

Word Power Objective: Chunk words into word parts (syllables) to help read words.

Teacher Background

In today’s reading, people frantically try to escape the fire that has erupted in the factory. Minnie and Tessa crawl under the tables. Although they try to get onto the elevators, crowds of people prevent them from doing so. Minnie’s dress catches on fire, and Tessa throws a bucket of water on Minnie to extinguish it. They attempt to leave the factory via the stairway, but it is locked as a way to prevent workers from leaving early. The fire becomes worse, so they try another stairway that leads to the roof. Finally, they succeed in escaping the building.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.

Partner Vocabulary Study

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

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
4. Remind students of the word power skill (chunking) and the Word Treasure clue for chunking (a boat without sails).

tps

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

What words in your vocabulary list can be chunked?

Afraid, promised, and stumbled can be chunked.

6. Display a boat without sails, and write the word *afraid* on the boat.



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

Where should I place the paddle to chunk *afraid*?

You should place the paddle between the a and the f.



8. Point out that in the word *afraid*, the vowel *a* stands alone from the other letters in the word.
9. Point out that there are other words on their vocabulary list that can be chunked. Repeat the activity with the words *promised* and *stumbled*. Point out that these words both have endings on them (*-ed*), but the endings do not affect chunking the words.
10. Explain to students that for the word *stumbled*, the chunking pattern is different than the one used for *afraid*. In this word, they chunk by dividing the word before the consonant-*le*.



11. Tell students that for the word *promised*, they can chunk by dividing the word after a vowel and consonant and before a vowel (vowel-consonant/vowel). Point out that they might have to change the sound the vowel makes after chunking.

Sometimes after we chunk words, we might not have the right vowel sound. We might have to adjust the way the vowel sounds to say the word correctly. If you say the word *promise* with a long /o/ sound, it sounds awkward. Think of using a wrench to turn the long /o/ sound into the short /o/ sound instead.



Teacher's Note:

In this unit, students are working with two-syllable words that can be chunked. If they notice that *inspector* can be chunked, repeat the above activity with that word at this time.

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

Set the Stage

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

What factors seemed to cause the fire where Tessa and Minnie work?

There were pieces of cloth all over the floor. Also, there was sewing machine oil everywhere. Workers knew that a fire could easily start because of the oil and cloth in the room.

How do these factors connect with what we discussed about fire prevention?

These factors connect with what we discussed about fire prevention because we talked about keeping sources of heat away from material.

Interactive Read Aloud

1. Remind students of the reading objective and how they have practiced it.

This cycle our reading objective is to clarify sentences and passages by rereading, reading ahead, and asking others for help.

Remember that we have clarified several sentences that we found challenging as we read so far. We can also clarify passages, or larger chunks of text, that might be difficult to understand.

2. Read page 24 (stopping at “Minnie looked at Tessa.”) aloud. A sample Think Aloud follows.

Teams review their cycle goal.

Post and present the reading objective.

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



Build background about the causes of the fire.



Review the skill as necessary.

Refer students to pages 24–32 in the text.

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



Teacher: Model making notes on a graphic organizer.

Sample Think Aloud

After reading, I'm not sure that I understand the passage I just read. I know that people are having a hard time running from the fire, but I'm not sure why. I think I will ask you all for help, since you listened closely as I read. Why are people having a hard time escaping? (Wait for students' responses.) That makes sense. The rows between the sewing machines are crowded and very narrow. It is not very easy to move between these rows. Some women tried to jump over the tables. However, there was so much cloth out that they tripped over it. Everyone was pushing. Now I understand why it was not easy to escape the fire. Asking you all for help made a big difference. Remember that you can ask team members to help you if you don't understand something.

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

What did I do when I needed help clarifying a passage? How did this strategy help?

You asked for help. It helped because we had listened to you read, and then we could explain the part that confused you.

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

Sample Graphic Organizer

Title: Fire at the Triangle Factory

<p style="text-align: center;">Characters:</p>	<p style="text-align: center;">Setting:</p> <p>Where: <i>a factory</i></p> <p>When:</p>
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Problem:

A large fire starts in the room where Minnie works.

Event: *At the end of the day, a large fire starts in the room where Minnie works.*

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

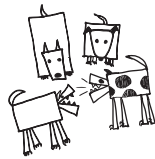


- Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 24 (“Minnie looked at Tessa”) and 25. Use **Think-Pair-Share** to ask:

What did you need to clarify as you read, and what strategy did you use?

I needed to clarify the sentence about Minnie and Tessa reaching the edge of the room. I wasn't sure what this meant for them. I asked a team member for help. My team member explained that after they crawled, they were almost out of the room. She had figured that out because Minnie told Tessa to come with her, and she pointed to the elevators. It seems like they are about to escape.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

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

Partner Prep

- Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 26–32 (stopping at “The stairway was as hot...”) aloud with partners.
- Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
- If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

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

(Answers may vary.)

100 = We did not understand the meaning of the passage about the locked stairway door. We read on to clarify the passage. The stairway door is always locked at the end of the day. This is because the bosses do not want workers to leave early or steal. This helped me understand how the bosses' method for keeping workers from leaving work is keeping them from escaping a fire.

90 = We did not understand the meaning of the passage about the locked stairway door. We read on to clarify. The stairway door is always locked at the end of the day. The bosses do not want workers to leave early.

80 = We did not understand the meaning of the passage about the locked stairway door.

2. Which of the following words best describes Tessa's reaction when Minnie's dress catches fire? **[DC, RE, SA]** (Team Talk rubric)

- A. lazy
- B. caring
- C. silly
- D. angry

Explain why you selected this word.

*100 = I **selected** the word caring because Tessa helps put out the fire. When Tessa sees the flames on Minnie's dress, she screams for help. **But**, when no one hears her, she does not give up. She grabs a bucket of water and throws it on Minnie's dress. Tessa shows that she is caring by calling for help and getting water.*

90 = I chose the word caring because Tessa helps put out the fire. When Tessa sees the flames on Minnie's dress, she screams for help. No one can hear her. She grabs a bucket of water. She throws it on Minnie's dress.

80 = I chose the word caring because Tessa helps put out the fire.

continued

Team Talk Questions *continued*

3. What happens when the workers try to use the stairs to leave? **[RE, SA]** (Team Talk rubric)

100 = *When the workers try to use the stairs to leave, they **realize** that the door is locked and they are trapped. The foreman locks the door at the end of every day so workers cannot leave early or steal. **Because of this**, the workers cannot escape the fire. Some people break the windows so they can jump, but they are on the ninth floor. They will not survive. The workers have a **dangerous** problem whether they stay in the building or jump.*

90 = *When the workers try to use the stairs to leave, they see that the door is locked and they are trapped. The foreman locks the door at the end of every day so workers cannot leave early. The workers cannot escape the fire. Some people break the windows so they can jump.*

80 = *When the workers try to use the stairs to leave, they see that the door is locked and they are trapped.*

4. Harrison was afraid that his softball game would be canceled because it was supposed to rain that day. In this sentence, the word *afraid* most nearly means— **[CV]**

- A. excited.
- B. furious.
- C. *nervous*.
- D. hopeful.

5. Chunk the following word by drawing a paddle between the word parts. **[CV]** (word power)

rumbled *rum/bled*

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

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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



Class Discussion

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

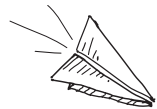
Lesson 4

Reading Objective: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

Word Power Objective: Chunk words into word parts (syllables) to help them read words.

Teacher Background

In today’s reading, Minnie and Tessa manage to escape the burning building by using the other stairway that leads to the roof. Some students at the university next door have a ladder to help pull the workers on the roof to safety. Minnie is scared but knows that the ladder will lead her away from the burning factory. Once the girls have made it to safety, Tessa realizes that she has sprained her ankle. Minnie promises to help her. She hears her father calling her, and he prepares to take her home.



Active Instruction

(25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.

Partner Vocabulary Study

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

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
4. Remind students of the word power skill (chunking) and the Word Treasure clue for chunking (a boat without sails).



Preparation: Display the Word Power Challenge.

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

Why do you think you should learn about chunking?

Chunking can help you when you are reading because you might come to a word that you do not know. To make it easier to read, you can break it into smaller chunks and then put those small chunks together to help you read the whole word.

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

<p>Word Power Challenge</p>	<p>To prevent a fire, don't put <u>candles</u> near materials that can easily catch fire.</p> <p>Bosses at Tessa and Minnie's factory were worried <u>about</u> workers leaving early.</p>
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- Use **Random Reporter** to select students to chunk the underlined words into their correct word parts.

candles = can/dles; about = a/bout

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

Set the Stage

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

Interactive Read Aloud

- Read pages 32 (starting at "The stairway was as hot...")–34 aloud.
- Use **Think-Pair-Share** to ask:

If you had trouble understanding the passage about how Tessa and Minnie finally escape to the roof, what strategy could you use?

You could reread if you had trouble understanding how Tessa and Minnie finally escape to the roof. If you reread, you would see that earlier Tessa suggested they try another stairway. The door to this stairway is open, which is how Tessa and Minnie get out of the burning building.

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 32–41 in the text.

Teacher: Read aloud.

Students: Actively listen.



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

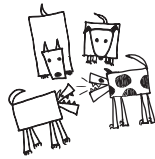
Partner pairs: Identify important events or details to add to the graphic organizer.

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

What should we add to our story maps?

We should add that Tessa and Minnie escape the burning building and are on the roof.

Sample Graphic Organizer	
<p>Title: <u>Fire at the Triangle Factory</u></p>	
<p style="text-align: center;">Characters:</p> <div style="border: 1px solid black; height: 150px; width: 90%; margin: 0 auto;"></div>	<p style="text-align: center;">Setting:</p> <p style="margin-left: 20px;">Where:</p> <p style="margin-left: 20px;">When:</p>
<p style="text-align: center;">Problem:</p> <p style="margin-left: 40px;"><i>A large fire starts in the room where Minnie works.</i></p>	
<p style="margin-left: 40px;"><i>Since one stairway door is locked, Tessa and Minnie try another stairway and</i></p> <p>Event <u>are able to escape to the roof.</u></p>	
<p style="text-align: center;">Solution:</p> <div style="border: 1px solid black; height: 50px; width: 90%; margin: 0 auto;"></div>	



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 35–41 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

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

(Answers may vary.)

100 = We did not understand the passage about Minnie climbing the ladder. We did not understand where the ladder came from. We reread to figure it out. We read on page 35 that students at the university next door lowered ladders to the factory’s roof. The workers climbed the ladders to get to safety. Figuring this out helped us understand how Minnie got onto the ladder and its purpose.

90 = We did not understand the passage about Minnie climbing the ladder. We did not understand where the ladder came from. We reread to figure it out. We read on page 35 that students at the university lowered ladders to the factory’s roof. The workers climbed the ladders.

80 = We did not understand the passage about Minnie climbing the ladder.

continued

Team Talk Questions *continued*

2. What is climbing the ladder like for Minnie? **[DC, RE, SA]** (Team Talk rubric)

100 = *Climbing the ladder is **extremely** scary for Minnie. The ladder is high, and this makes Minnie's hands shake as she climbs it. She closes her eyes because she does not want to look down. Minnie is scared of the ladder, but she still climbs it to reach safety.*

90 = *Climbing the ladder is very scary for Minnie. The ladder is high, and Minnie's hands shake as she climbs it. She closes her eyes. She grips the rungs.*

80 = *Climbing the ladder is very scary for Minnie.*

3. Predict what will happen now that Papa has found Minnie. **[DC, RE, SA]** (Team Talk rubric)

(Answers will vary. Accept reasonable responses.)

100 = *Now that Papa has found Minnie, I think that she will ask him to help Tessa. Tessa hurt her ankle, and it is **painful**. Tessa has tears in her eyes, and she does not think she can walk far. Minnie wants to help Tessa get home, **but** she can't carry Tessa. I do not think that Minnie will want to go home until she makes sure that Tessa is alright.*

90 = *Now that Papa has found Minnie, I think that she will ask him to help Tessa. Tessa hurt her ankle. Tessa does not think she can walk far, and Minnie can't carry Tessa.*

80 = *Now that Papa has found Minnie, I think that she will ask him to help Tessa.*

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

Accept a sentence that shows the student knows the meaning of the word and can use it correctly. For example: Shameka and her parents clutched each other's hands and screamed as the rollercoaster dipped down.

5. Chunk the following word by drawing a paddle between the word parts. **[CV]** (word power)

bubble *bub/ble*

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

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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



Class Discussion

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

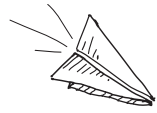
Remind students of the Read and Respond homework assignment.

Lesson 5

Writing Objective: Use details to describe a character.

Teacher Background

Today's writing prompt asks students to describe either Minnie or Tessa. Students will select a character trait and explain how the character of their choice demonstrates this trait. Some traits that students may come up with are caring, kind, and determined for Tessa, and hard-working, kind, and worried for Minnie. Students will use details from the story to support the character trait they choose.



Active Instruction

(10 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

- Describe the writing project to students.

Today you will describe either Tessa or Minnie. You will use details from the story to support your description. Remember that our reading objective is to clarify sentences and passages by reading, rereading, and asking others for help. Our writing objective is to use details to describe a character. If you are not sure which details to use, you can go back and reread parts of the text. You can also ask team members for help.

Read the prompt aloud.

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

Writing Prompt
Describe either Minnie or Tessa. Select a character trait, and explain how the character you select demonstrates this trait. Use details from the story in your response.



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

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

The prompt is asking me to write a literary response. I know because I have to describe a character. That is an aspect of a literary work.

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

Which guidelines relate to our writing objective: use details to describe a character?

Ideas because it says to use evidence from the text and organization because it says to use examples and evidence from the text.

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

Model a Skill

- Remind students that a criterion under organization is to begin by making a clear point about an aspect of the literary work.

When you write your response, it is important that you make a clear point about a character. The prompt asks you to select a character trait and explain how it describes either Tessa or Minnie. Writing an effective topic sentence will help your reader understand the trait that you explain in your response. I will show you a topic sentence that I have written. I need your help determining whether it is effective.

- Display the following sample topic sentence.

Sample Topic Sentence

Tessa calls for help when she sees that Minnie's dress is on fire.

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

Is this an effective topic sentence? Why or why not?

No, this is not an effective topic sentence. It is not effective because it does not make a clear point about Tessa. It tells something that she does but does not explain the character trait that will be discussed.

I agree. This topic sentence is not effective. It mentions a detail but not a character trait.

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

How could I improve my topic sentence?

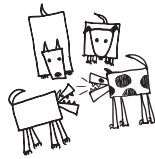
(Answers may vary.) You could improve your topic sentence by saying, "Tessa is very caring, and her actions reflect this trait." You could also say, "Tessa sees that Minnie's dress is on fire, so she does her best to help Minnie."

Those are great ideas! Your suggestions will really improve my topic sentence. That will help a reader understand the point that I make.

Model writing an effective topic sentence.

Blackline master provided.





Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

Independent Work

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

Team Discussion

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



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing a literary response and the writing objective—use details to describe a character.

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

For example, ask:

- **Does the writer make a point about a character?**
- **Does the writer include examples to help a reader understand the character?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

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

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

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

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

The top team chooses a cheer.

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

Remind students of the Read and Respond homework assignment.

Writing Prompt

Describe either Minnie or Tessa. Select a character trait, and explain how the character you select demonstrates this trait. Use details from the story in your response.

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

Sample Topic Sentence

Tessa calls for help when she sees that Minnie's dress is on fire.

Lesson 6

Reading Objective: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

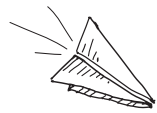
Writing Objective: Use details to describe a character.

Word Power Objective: Chunk words into word parts (syllables) to help them read words.

Teacher Background

Today's cycle test challenges students to continue using strategies such as rereading and reading ahead to clarify sentences and passages that are difficult.

In the test reading, Minnie tells Papa that Tessa saved her life when Minnie's dress caught on fire. Minnie introduces Papa to Tessa. Papa is thankful that Tessa saved his daughter's life, so he is glad to help Tessa. He carries Tessa home since she can't walk.



Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing clarifying sentences and passages by rereading, reading ahead, and asking others for help. They have also used details to describe a character. Use **Think-Pair-Share** to ask:

**What is a sentence or passage that you clarified as you read this cycle?
What strategy did you use to clarify it?**

(Answers will vary.) A sentence that I clarified is “Suddenly, Tessa stumbled and grabbed Minnie’s arm.” I wasn’t sure what this meant or why Tessa grabbed Minnie’s arm. I read on to figure out that Tessa was in pain because she hurt her ankle in the stairway. She grabbed Minnie’s arm for balance.

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

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

Test Directions

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

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

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

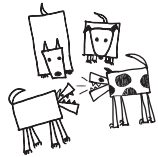
Today you will read about what happens when Papa learns that Tessa saved Minnie’s life.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

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

How have Papa's ideas changed since the beginning of the book?

Papa's ideas have changed because at the beginning, he would have been angry that Tessa and Minnie are friends because Tessa is Catholic. He would not have understood why they are friends. At the end of the book, he learns that Tessa saved his daughter Minnie's life. He is very glad that Tessa did. He thanks Tessa and is happy to help her get home since she can't walk.

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

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Cycle 1 Test

Reread, Ask for Help, and Read On

Directions: Read *Fire at the Triangle Factory*, pages 42–47, and answer the following questions on a separate piece of paper.

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

Part I. Comprehension (100 points)

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

(Answers may vary.)

20 points = I did not understand the sentence “Minnie saw the frown on her father’s face slowly disappear.” I read on to figure it out. I read that he thanks Tessa for saving Minnie. This is why he stops frowning. He is glad that Tessa saved Minnie. He says that he will help her get home. This sentence helped me better understand that Papa does not dislike Tessa even though she is Catholic. He appreciates what she did.

15 points = I did not understand the sentence “Minnie saw the frown on her father’s face slowly disappear.” I read on to figure it out. I read that he thanks Tessa for saving Minnie. He is glad that Tessa saved Minnie. He will help her get home.

10 points = I did not understand the sentence “Minnie saw the frown on her father’s face slowly disappear.”

2. Why is Minnie careful not to tear cloth or break sewing needles? **[DC, RE, SA]**

*20 points = Minnie is careful not to tear cloth or break sewing needles because if she does, she will have to pay to **replace** them. Minnie **only earns** six dollars a week. Her family is poor, and they **depend** on the money that she earns at the factory. Minnie works carefully so she can give every penny she earns to her parents.*

*15 points = Minnie is careful not to tear cloth or break sewing needles because if she does, she will have to pay to buy new ones. Minnie **only makes** six dollars a week. Her family is poor, and they need the money that she makes.*

10 points = Minnie is careful not to tear cloth or break sewing needles because if she does, she will have to pay to buy new ones.

3. What problem do the workers face when they try to escape using the stairs?

[RE, SA]

- A. They cannot find the door to the stairway.
- B. The door to the stairway is locked.
- C. The door is too heavy to get open.
- D. The door is covered in large flames.

How do the workers handle this problem?

20 points = *Some workers try escaping through the windows, but Tessa and Minnie have a different idea. **Since** they are nine floors up, Minnie knows they will not survive the jump. Tessa **suggests** trying the other stairway. The door to that stairway is open. Tessa **finds another way to escape instead of jumping out the window.***

15 points = *Some workers try escaping through the windows, but Tessa and Minnie have a different idea. They are nine floors up, and Minnie knows they will not survive the jump. Tessa says that they should try the other stairway. The door is open.*

10 points = *Some workers escape through the windows, but Tessa and Minnie have a different idea.*

4. On page 43, what do you think Papa means when he says, “I’m sure some of her own people could help this girl”? **[DC, SA]**

20 points = *When Papa says, “I’m sure some of her own people could help this girl,” I think he means that Catholics could help Tessa. Papa told Minnie not to **speak** to Catholics or go to Italian **neighborhoods**. This shows me how Papa feels about Catholics.*

15 points = *When Papa says, “I’m sure some of her own people could help this girl,” I think he means that Catholics could help Tessa. Papa told Minnie not to talk to Catholics.*

10 points = *He means that other Catholics could help Tessa.*

5. Why do you think the author included the drawings on pages 45–47?

[AP, DC, SA]

20 points = *I think the author included the drawings on pages 45–47 because they help a reader understand how **thankful** Papa is to Tessa. In one drawing, Papa is holding Tessa’s hand. He is about to help her stand up. In the **next** drawing, he is carrying Tessa. He is smiling at her. The drawings show that Papa **appreciates** what Tessa did for his daughter, so he wants to help her.*

15 points = *I think the author included the drawings on pages 45–47 because they help a reader understand that Papa is happy about what Tessa did. In one, Papa is holding Tessa’s hand. In another, he is carrying Tessa. He is smiling at her.*

10 points = *I think the author included the drawings because they help a reader understand that Papa is happy about what Tessa did.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Describe how Papa changes by the end of the story. What causes this change? Use details from the story to support your response.

Papa changes by the end of the story because he does not mind that his daughter, Minnie, is friends with Tessa. At the beginning of the story, Papa does not understand how Minnie and Tessa can be friends. He is from Poland, and in that country, a Jewish girl and a Catholic girl could not be friends. Papa had a hard time understanding that this is different in America. Papa told Minnie not to speak to Catholics at work. When Papa finds Minnie after she escapes from the burning factory, Minnie tells Papa that she wants to help Tessa get home. Papa thinks that other people can help Tessa. However, when he learns that Tessa saved Minnie's life, he begins to feel differently. He meets Tessa and thanks her for helping Minnie. He says that he is happy to help Tessa get home. Papa does not mind anymore that Minnie is friends with a Catholic. Papa's views change because of what Tessa did for Minnie.

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

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

Part III. Vocabulary (100 points)

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Norman had been chased by a dog when he was a child, and he was afraid of them for many years after that.

2. Since it was a very windy day, Heather clutched her poster as she walked to school. In this sentence, the word *clutched* most nearly means— **[CV]**

- A. pushed.
- B. released.
- C. laughed.
- D. *gripped*.

3. Donté was upset when his sleeve got caught on the edge of his desk and began to _____.

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

- A. burst
- B. stumbled
- C. *tear*
- D. promised

4. Gabriella burst into the room and announced that Tra-Mi was coming up the sidewalk, so everyone should prepare to yell “Surprise!” In this sentence, the word *burst* most nearly means— **[CV]**

- A. wandered.
- B. *rushed*.
- C. skipped.
- D. talked.

5. Liana _____ her friend that she would meet her at the library after school so they could study for their math test.

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

- A. inspector
- B. stumbled
- C. gasped
- D. *promised*

6. Brennan stumbled because he did not realize that the sidewalk was icy, and he walked too fast. In this sentence, the word *stumbled* most nearly means— **[CV]**

- A. *slipped*.
- B. jumped.
- C. finished.
- D. twirled.

7. The _____ checked to make sure that the sweaters did not have any loose threads before they were shipped to stores.

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

- A. tear
- B. *inspector*
- C. burst
- D. clutched

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

Accept responses that show the student knows the meaning of the word and can use it correctly. For example: Mandy gasped when she took a large bite of her dinner because it was very spicy and burned her mouth.

Chunk the following words by drawing a paddle between the word parts. **[CV]**
(word power)

9. gentle *gen/tle*

10. amaze *a/maze*

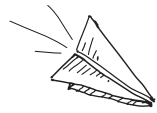
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

Teacher Background

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



Active Instruction

(20 minutes)

Two-Minute Edit



Two-Minute Edit

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

Vocabulary Vault

Vocabulary

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

Teams review their cycle goal.

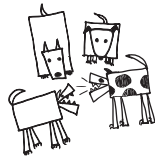
Set the Stage

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

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

Connect the cycle objective to students' homework reading selections.

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



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion tp

(15 minutes)



Team responses
and feedback

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

Celebrate team successes!

Final tally for this cycle

Record team celebration
points on the teacher cycle
record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

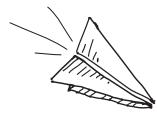
Lesson 8

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

Teacher Background

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

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



Active Instruction

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.

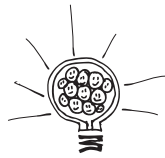


Use **Random Reporter** to ask:

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

Accept supported answers.

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



Class Council

(30 minutes)

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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Cycle 2:

Reread,
Ask for
Help, and
Read On

Lesson 1

Reading Objective: Clarify sentences and passages by rereading reading ahead and asking others for help.

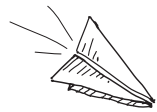
Teacher Background

In the years just before the Civil War, Tommy Fuller gets bored spending his whole day in church. He amuses himself during a worship service by tying an apple core to the end of a long string and throwing it out the window to entice the geese outside to grab the apple core. When one does and refuses to let go, Tommy pulls the goose on the string up to the window. This causes a great deal of squawking from the other geese, which in turn disrupts the church service. Tommy's angry father sends him home.

During Set the Stage, visit the following website: http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1. This interactive site allows students to learn about the people involved in the Underground Railroad and the challenges they faced.

Teacher's Note:

When you view the site with students, you do not need to read every description word for word. You can summarize the most important information for students.

**Active Instruction** tp

(22 minutes)

Big Question

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

The Big Question: Would you help someone even if you knew you could get in trouble? Why or why not?

Set the Stage tp

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

Would you help someone even if you knew you could get in trouble? Why or why not?

(Answers may vary.) Yes, I would help someone even if I knew I could get in trouble. Someone might really need help, and even if I got in trouble, that

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Build background about the Underground Railroad.

might not be as bad as the situation the person is in. I like to help people and would feel bad if I did not help someone who really needed help.

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

3. Introduce the text, author, and reading objective.

4. Distribute copies of *The Drinking Gourd: A Story of the Underground Railroad*. Have students preview the text. Use **Think-Pair-Share** to ask:

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

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

After previewing *The Drinking Gourd: A Story of the Underground Railroad*, what do you think the book will be about? Explain the clues that you used to make this prediction.

(Accept reasonable responses.) For example, the book will be about the Underground Railroad. The cover says that the book is a story about the Underground Railroad.

5. At this time, discuss with students what they know about the Underground Railroad. This will allow you to gauge their familiarity with the topic of this cycle's text. Use **Think-Pair-Share** to ask:

What do you know about the Underground Railroad?

(Answers may vary.) I know that Harriet Tubman was involved in it. I know that it was how slaves who ran away got to freedom. It happened in the 1800s. I know that some people walked, but others traveled in wagons.

6. **Let's take a look at a website that will help us understand the Underground Railroad.** Show students the website. Choose "yes" when there are "yes" or "no" options so you will arrive at the screen reflecting slaves who made it to freedom.

7. After viewing the website, use **Think-Pair-Share** to ask:

What is important about Harriet Tubman?

She never lost a passenger. If she couldn't fit someone into her group, she gave them directions on how to get to freedom.

Once slaves reached Canada and were free, what were some of the things they were allowed to do?

In Canada, freed slaves could vote and own land. There were still challenges, but they faced them knowing that they were free.

Refer students to pages 9–22 in the text.



Interactive Read Aloud

1. Read pages 9–12 aloud.
2. Use **Think-Pair-Share** to ask:

As I read, what sentence or passage did you need to clarify? What strategy did you use?

(Answers may vary.) I needed to clarify the sentence “Mother and Father were downstairs with Grandmother Dudley and the rest of the grown-ups” on page 10. I was not sure where Tommy, Andy, and Sam are. I read on to clarify. When I read on, it said that all the children sit upstairs in the gallery. This is why the boys’ parents and other adults are not sitting with them.

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

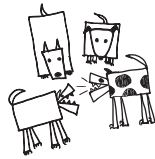
What information should we add to our story maps?

We can add that some characters are Tommy, Sam, and Andy Fuller. The setting is in a church, but we don’t know if that will change later in the story. The story probably takes place in the 1800s. That is when slaves used the Underground Railroad. Another clue about the year is the old-fashioned clothing that the boys wear. For the first event, we can add that Tommy and his brothers are in church. Tommy is not paying attention.

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

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

Sample Graphic Organizer	
<p>Title: <u>The Drinking Gourd: A Story of the Underground Railroad</u></p>	
<p style="text-align: center;">Characters:</p> <p>Tommy Sam Andy</p>	<p style="text-align: center;">Setting:</p> <p>Where: a church</p> <p>When: 1800s</p>
<p>Problem:</p>	
<p>Event: <u>Tommy and his brothers are in church, but Tommy is not paying attention.</u></p>	



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 13–22 (stopping at “Something in the...”) aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

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

(Answers may vary.)

100 = We did not understand why Andy said, “You’ll be sorry!” to Tommy on page 15. We read on to figure this out. After Tommy ties the fishing line around his apple core, he throws the core out the window. A goose comes over to eat the core, and Tommy tugs on the line, which raises the goose up. The goose makes a lot of noise and interrupts the church service. This helped us understand that Tommy causes a lot of noise at the church service and gets in trouble.

90 = We did not understand why Andy said, “You’ll be sorry!” to Tommy on page 15. We read on to figure this out. After Tommy ties the fishing line around his apple core, he throws the core out the window. A goose picks it up, and Tommy tugs on the line. The goose makes a lot of noise and interrupts the church service.

80 = We did not understand why Andy said, “You’ll be sorry!” to Tommy on page 15.

continued

Team Talk Questions *continued*

2. Although the author never states it directly, how can you tell that Deacon Fuller is angry with Tommy? **[AP, DC, SA]** (Team Talk rubric)

100 = *I can tell that Deacon Fuller is angry with Tommy because of the author's **description** of his actions. **The text says** that Father stamps into the gallery. I know that people stamp their feet when they are mad. **Then** Father bangs the door when he goes back into the church after sending Tommy home. **Deacon Fuller's actions show that he is angry with Tommy for causing trouble.***

90 = *I can tell that Deacon Fuller is angry with Tommy because of what the author says about his actions. Father stamps into the gallery. I know that people stamp their feet when they are mad. Father bangs the door when he goes back into the church.*

80 = *I can tell that Deacon Fuller is angry with Tommy because of what the author says about his actions.*

3. Do you think Tommy feels bad for causing trouble during church? Why or why not? **[DC, RE, SA]** (Team Talk rubric)

100 = *I don't think that Tommy feels bad for causing trouble during church because when he gets home, he just wants to have fun. **Even though** Tommy thinks about spankings as he walks home, this doesn't last long. When he gets to the barn, he wants to jump from the hayloft. **If Tommy felt bad, I do not think that he would be playing.***

90 = *I don't think that Tommy feels bad for causing trouble during church because when he gets home, he just wants to have fun. Tommy thinks about spankings as he walks home, but this doesn't last long. When he gets to the barn, he wants to jump from the hayloft.*

80 = *I don't think that Tommy feels bad for causing trouble during church because when he gets home, he just wants to have fun.*

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

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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



Class Discussion

(18 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

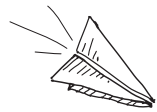
Lesson 2

Reading Objective: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

Word Power Objective: Break contractions into their separate words to help read the contractions.

Teacher Background

In today’s reading, Tommy discovers Big Jeff and his wife, Vinnie, and their children, Little Jeff and Pearl, in the loft. Tommy learns that his father has been hiding them there and that they are traveling to Canada. Little Jeff explains the significance of the drinking gourd to Tommy. Father enters the barn and sees Tommy. Now that Tommy knows the secret, they cannot stay in the barn. Father instructs Tommy to hitch up the horses so they can leave quickly.



Active Instruction tp

(25 minutes)

Partner Vocabulary Study

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

Vocabulary

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

Word	Pronunciation	Definition	Sample Sentence
whispered (verb) (synonym/ antonym) page 10	whis-pered (WIS-perd)	spoke very softly	Winnie <i>whispered</i> to her friend after the librarian told her that she was talking too loudly and bothering everyone.

continued

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

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

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Word	Pronunciation	Definition	Sample Sentence
fluttered (verb) page 17	flut-tered (FLUHT-erd)	waved or flapped	The breeze from the open window <i>fluttered</i> the curtains and blew some papers around Leonard’s room.
stamped (verb) (homographs) page 17	stamped (STAMT)	put feet down very loudly or noisily	Hudson’s little sister <i>stamped</i> her feet in the toy store when their mother told her that she could not get a new toy.
frightened (adjective) (connotation/ denotation) page 24	fright-ened (FRITE-nd)	scared	CeCe was <i>frightened</i> after watching a horror movie and decided to only watch comedies in the future.
wicked (adjective) (connotation/ denotation) page 34	wick-ed (WIK-id)	horrible; evil	In many fairytales, <i>wicked</i> children who behave badly are punished to teach them a lesson.
valuable (adjective) (synonym/ antonym) page 36	val-u-a-ble (VAL-yoo-uh-buhl)	worth a lot; very important	Jennel thought that reading to young children was a <i>valuable</i> experience, so she volunteered at an elementary school once a week.
obeying (verb) page 58	o-bey-ing (oh-BEY-ing)	following the rules	<i>Obeying</i> the speed limit is important because it helps keep everyone safe on the road.
sparkled (verb) page 62	spar-kled (SPAHR-kuhld)	gave off bright light; glittered	Since it was a very sunny day, the river <i>sparkled</i> as rays of sun bounced off the water.

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

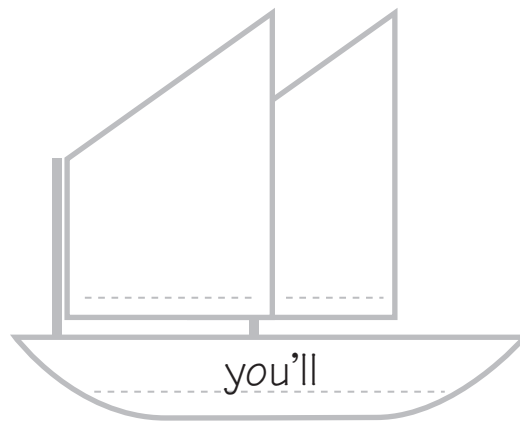
Review Vocabulary Vault.

Introduce the word power skill.

This cycle we will identify contractions in the text. We can form contractions when we have certain base words and second words. When the words are put together, the base word stays the same and the second word is pushed into it. When they are pushed together, one or more letters from the second word are squeezed out and replaced with an apostrophe. The Word Treasure clue we use to remind us of contractions is a boat with overlapping sails. The two main sails overlap because they have been pushed together, just as contractions are two words that have been pushed together.

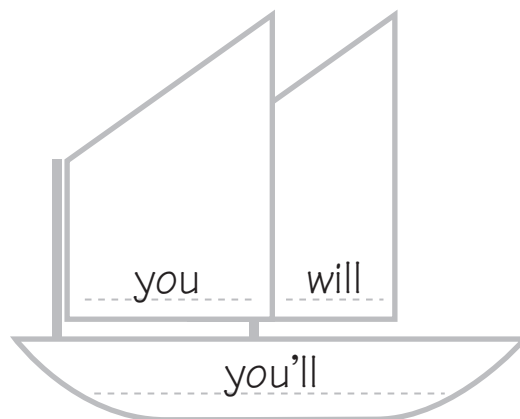
7. Display the clue (a sailboat with two overlapping sails), and write the word *you'll* on the bottom of the boat.

Blackline master provided.

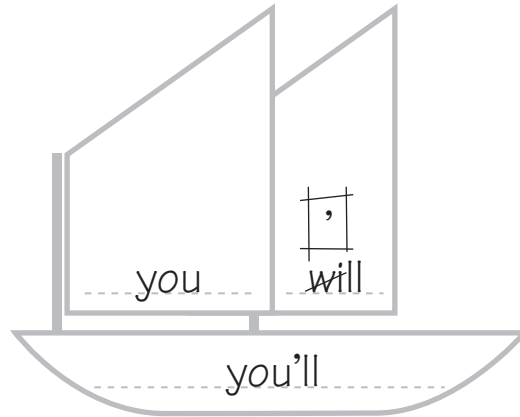


8. Model breaking the contraction down into its word parts.

Sample Think Aloud
<p>Let me take a look at the word <i>you'll</i> written on the bottom of this boat. Since the boat has two overlapping sails, I know that this word must be a contraction. I'll have to write the word parts on the sails. I'll write the word <i>you</i> on the left sail. (Write <i>you</i> on the left sail.) Now I need to figure out what word was pushed into the word <i>you</i>, leaving behind two <i>l</i>'s. Maybe I could if I knew the context around the word. I saw this word on page 15, when Andy says, "You'll be in trouble." I think he means, "You <i>will</i> be in trouble." The two <i>l</i>'s must be what's left when the word <i>will</i> is pushed into the word <i>you</i>. I will write <i>will</i> on the right sail. (Write <i>will</i> on the right sail.)</p>



9. Ask students to read just the sail parts and to compare those to the boat to see if they are the same. Explain that because the *w* and *i* are missing when you put the parts together, the word on the boat sounds different. Ask students to blend the sounds on the boat, omitting the *w* and *i* sounds until they pronounce *you'll* correctly. Model if necessary.
10. Explain to students that they will use the scrubber to clean off the *w* and *i* from the sail and use a patch to add the apostrophe. Point out that the apostrophe stands for the one or more missing letters from one of the words in a contraction.



11. Reveal the Word Treasure (skill).

**Word
Treasure**

When two words are pushed together to form a contraction, one or more letter(s) is left out, and an apostrophe is put in its place. If you're having trouble reading one of these words, try to read the parts of the word first, and then read the whole word.

12. Repeat this activity by modeling with the contraction *wouldn't*.
13. Tell students that there are a lot of contractions in the book they are reading this cycle. Remind them to look out for these contractions.
14. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

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

Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 22–31 in the text.



Teacher: Read aloud.

Students: Actively listen.

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

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

Interactive Read Aloud

1. Read pages 22 (starting at “Something in the...”) and 23 aloud.
2. Use **Think-Pair-Share** to ask:

I am not sure I understand the second to last sentence on page 23. How could rereading help?

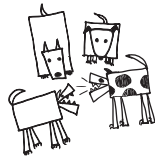
Rereading could help because the noise that Tommy hears is from the hayloft. Since the man who stands up is covered in hay, he was probably in the hayloft. That is why he is covered in hay.

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

What do you think we should add to our story maps, and why?

We should add that Tommy hears noise in the barn. This is important because it causes him to climb back into the loft. It seems unusual to hear a sound like a baby crying in a barn where horses live.

Sample Graphic Organizer	
<p>Title: <u>The Drinking Gourd: A Story of the Underground Railroad</u></p>	
<p style="text-align: center;">Characters:</p> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>	<p style="text-align: center;">Setting:</p> <p style="margin-top: 20px;">Where: the Fullers’ barn</p> <p style="margin-top: 20px;">When:</p>
<p>Problem:</p> <div style="border: 1px solid black; height: 60px; margin-top: 10px;"></div>	
<p><u>Event: Tommy plays in the barn. Tommy hears noise in the barn.</u></p>	



Teamwork tp

(20 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 24–31 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

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

(Answers may vary.)

100 = A passage that we didn’t understand was about Big Jeff, his wife, and children running away to Canada. To figure it out, we read on. Big Jeff explains to Tommy that he and his family have been following the drinking gourd to Canada. The front end points to the North Star. If they follow this, it leads to Canada and freedom. This helped us understand the text because we realized the importance of the drinking gourd. Without it, Big Jeff may not be able to travel to freedom.

90 = A passage that we didn’t understand was about Big Jeff, his wife, and children running away to Canada. To figure it out, we read on. Big Jeff says that he and his family have been following the drinking gourd to Canada. The front end points to the North Star. If they follow this, they will be free.

80 = A passage that we didn’t understand was about Big Jeff, his wife, and children running away to Canada.

continued

Team Talk Questions *continued*

2. Explain how Big Jeff's attitude changes once he realizes that Tommy is a little boy. **[RE, SA]** (Team Talk rubric)

100 = *Big Jeff's attitude changes once he realizes that Tommy is a little boy because he no longer seems scary. When Tommy tries to see what **causes** a noise, Big Jeff says, "You won't take us alive!" and he has an axe in his hand. **But, after** Tommy falls into the hay, Big Jeff drops his axe. He smiles at Tommy and says that he and Vinnie won't hurt him. **Big Jeff is friendly once he learns that Tommy is very young.***

90 = *Big Jeff's attitude changes once he realizes that Tommy is a little boy because he no longer seems scary. When Tommy tries to see what makes a noise, Big Jeff says, "You won't take us alive!" and he has an axe. After Tommy falls into the hay, Big Jeff drops his axe. He smiles at Tommy.*

80 = *Big Jeff's attitude changes once he realizes that Tommy is a little boy, because he no longer seems scary.*

3. How can you tell that Tommy's father takes helping Big Jeff and his family seriously? **[DC, RE, SA]** (Team Talk rubric)

100 = *I can tell that Tommy's father takes helping Big Jeff and his family seriously because of his **reaction** when he finds Tommy in the barn. Father tells Tommy not to ask any questions. He tells Tommy to help **hitch** up the horses and says that they have to get started. **The way Father acts shows me that he really wants to help Big Jeff's family.***

90 = *I can tell that Tommy's father takes helping Big Jeff and his family seriously because of how he acts when he finds Tommy in the barn. Father tells Tommy not to ask any questions. He tells Tommy to help attach the horses to the wagon.*

80 = *I can tell that Tommy's father takes helping Big Jeff and his family seriously because of how he acts when he finds Tommy in the barn.*

4. What is a synonym for the word *wicked*? What is an antonym for the word *wicked*? (Reminder: an antonym is a word meaning the opposite.) **[CV]**
(Accept reasonable responses.) *The word wicked means horrible or evil, so a synonym is the word cruel. An antonym for wicked is kind.*

5. Write the two words that make up the following contraction. Draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help. **[CV]** (word power)



we'll we + *will*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes) and important ideas that they added to their graphic organizers.

Cue students to discuss strategy use and graphic organizers.

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

Randomly select team representatives who will share:

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



Class Discussion tp

(15 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

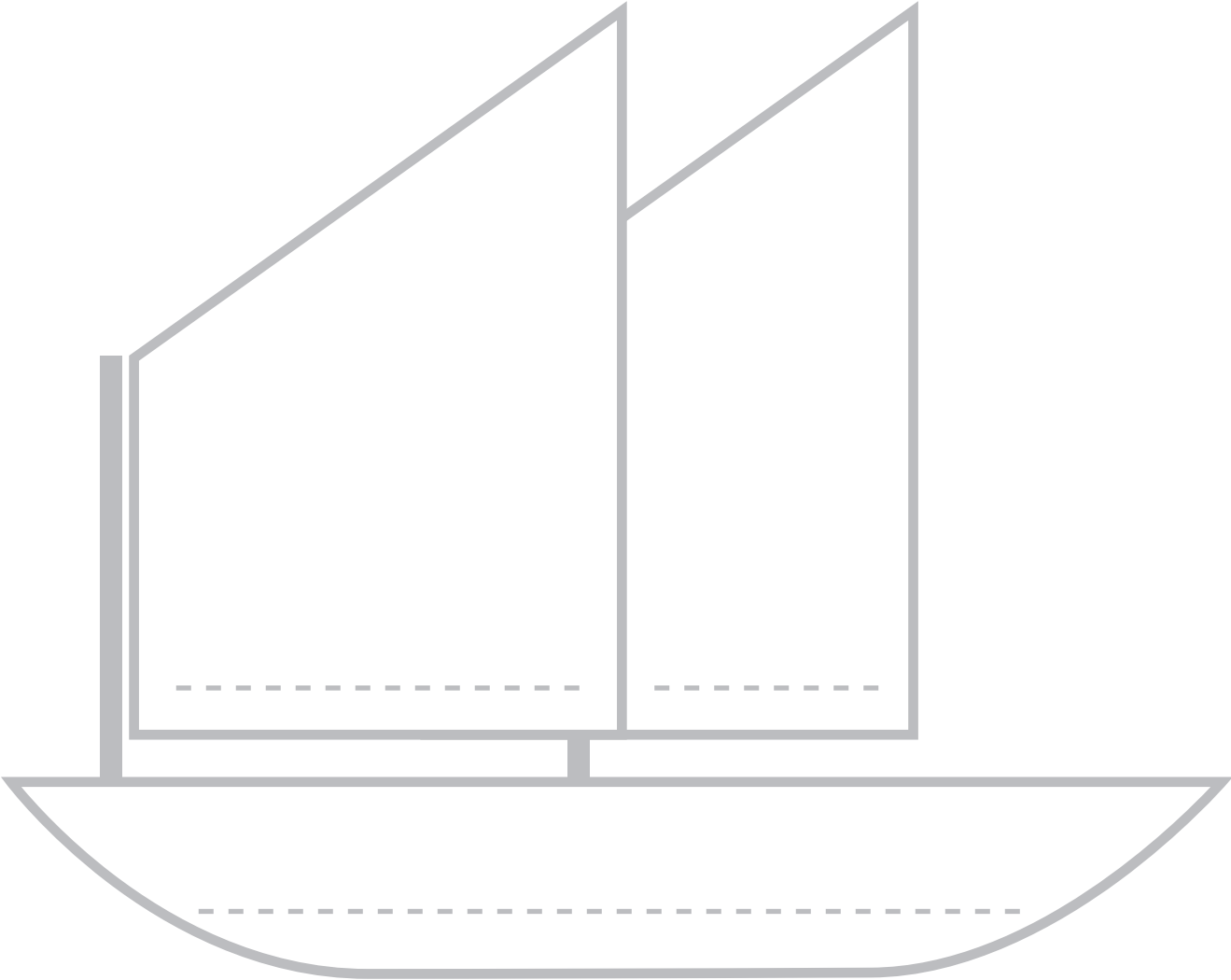
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Word	Pronunciation	Definition	Sample Sentence
whispered (verb) (synonym/ antonym) page 10	whis-pered (WIS-perd)	spoke very softly	Winnie <i>whispered</i> to her friend after the librarian told her that she was talking too loudly and bothering everyone.
fluttered (verb) page 17	flut-tered (FLUHT-erd)	waved or flapped	The breeze from the open window <i>fluttered</i> the curtains and blew some papers around Leonard's room.
stamped (verb) (homographs) page 17	stamped (STAMT)	put feet down very loudly or noisily	Hudson's little sister <i>stamped</i> her feet in the toy store when their mother told her that she could not get a new toy.
frightened (adjective) (connotation/ denotation) page 24	fright-ened (FRITE-nd)	scared	CeCe was <i>frightened</i> after watching a horror movie and decided to only watch comedies in the future.
wicked (adjective) (connotation/ denotation) page 34	wick-ed (WIK-id)	horrible; evil	In many fairytales, <i>wicked</i> children who behave badly are punished to teach them a lesson.
valuable (adjective) (synonym/ antonym) page 36	val-u-a-ble (VAL-yoo-uh-buhl)	worth a lot; very important	Jennel thought that reading to young children was a <i>valuable</i> experience, so she volunteered at an elementary school once a week.
obeying (verb) page 58	o-bey-ing (oh-BEY-ing)	following the rules	<i>Obeying</i> the speed limit is important because it helps keep everyone safe on the road.
sparkled (verb) page 62	spar-kled (SPAHR-kuhld)	gave off bright light; glittered	Since it was a very sunny day, the river <i>sparkled</i> as rays of sun bounced off the water.



Lesson 3

Reading Objective: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

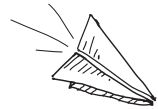
Word Power Objective: Break contractions into their separate words to help read the contractions.

Teacher Background

In today's reading, Tommy and his father have gotten Big Jeff and his family settled in the wagon. Little Jeff and Father explain the Underground Railroad to Tommy. Father reminds Tommy not to tell anyone what they are doing because he does not want Big Jeff and his family to be sent back to slavery. Tommy promises not to tell anyone. He encounters a U.S. marshal looking for runaway slaves. The marshal asks if Tommy has the slaves hidden in his wagon.

Teacher's Note:

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



Active Instruction tp

(15–25 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Partner Vocabulary Study

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

Vocabulary

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

Review the word power skill.



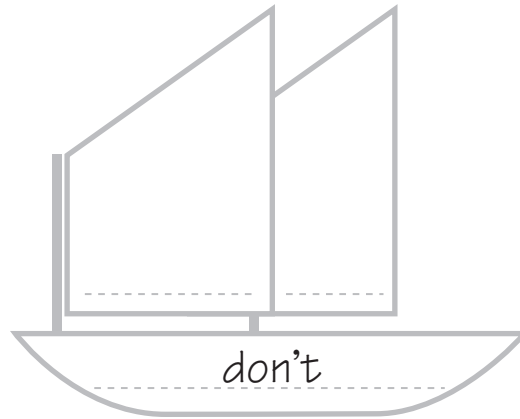
4. Remind students of the word power skill (contractions) and the Word Treasure clue for contractions (a boat with overlapping sails).

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

Which new contractions did you find in *The Drinking Gourd: A Story of the Underground Railroad*?

The contractions I found are don't, won't, you're, that's, didn't, and we've.

6. Display a sailboat with two overlapping sails, and write *don't* on the boat.

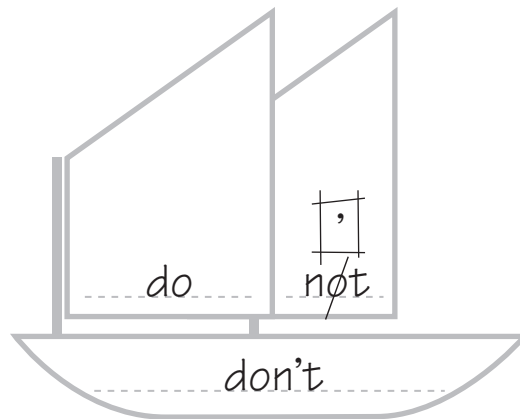


7. Use **Think-Pair-Share** to ask:

Which words belong on the sails, and how will you change these words to form a contraction?

The words that belong on the sails are do and not. To form a contraction, cross out the o in not, and add a patch with an apostrophe inside above the crossed-out o.

8. After students respond, model the necessary changes on the sails.



Teams review their cycle goal.

Post and present the reading objective.

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



Refer students to pages 32–43 in the text.



Teacher: Read aloud.

Students: Actively listen.

Partner pairs: Think aloud to practice the skill/strategy

9. Repeat this activity with the rest of the contractions. Point out, as needed, the vowel change from *will not* to the word *won't* and how to break down the contraction *we've* (*we* and *have*).
10. Tell students that they will practice knowing the meanings of the vocabulary words and the word power skill during Team Talk in preparation for the test.

Set the Stage

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

Interactive Read Aloud

1. Read pages 32 and 33 aloud.
2. Use **Think-Pair-Share** to ask:

If you were unsure about the passage where Jeff says that he was a slave until two weeks ago, which strategy do you think would help clarify it?

I think reading on would help. When you read on, Jeff explains that two weeks ago he decided that he and his family would run away to Canada. Since he is running away, that is why he does not consider himself a slave any longer.

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

Which of the following two events do you think would be most useful for our story maps: Tommy and Father sit in the wagon or Jeff and his family plan to run away to Canada on the Underground Railroad? Why?

I think that it would be most useful to add that Jeff and his family plan to run away to Canada. It is true that Tommy and his father sit in the wagon, but that does not have to do with the problem in the story. On the other hand, the fact that Jeff is running away does.

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

Sample Graphic Organizer

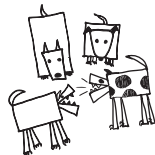
Title: The Drinking Gourd: A Story of the Underground Railroad

<p style="text-align: center;">Characters:</p> <p>Big Jeff Vinnie Little Jeff Pearl</p>	<p style="text-align: center;">Setting:</p> <p>Where:</p> <p>When:</p>
--	---

Problem:

Tommy finds Big Jeff, Vinnie, Little Jeff, and Pearl in the barn. Now that he has found them, Papa says they must leave for their safety.

Event: Jeff and his family plan to run away to Canada on the Underground Railroad.



Teamwork tp

(20–30 minutes)

Partner Prep

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

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 34–43 aloud with partners.
(if skipping Interactive Read Aloud, pages 32–43)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

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

Team Discussion

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

Team Talk Questions

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

(Answers may vary.)

100 = A passage that we didn't understand was the one about the stations, conductors, and passengers on the Underground Railroad. We asked each other for help. We each figured out that the stations are places such as Tommy's barn that slaves travel to. Conductors are people like Father who help them travel. The passengers are the slaves traveling to freedom. We explained what we figured out to each other. This helped us understand how the Underground Railroad got its name.

90 = A passage that we didn't understand was the one about the stations, conductors, and passengers on the Underground Railroad. We asked each other for help. We each figured out that the stations are places that slaves travel to. Conductors are people who help. The passengers are the people traveling.

80 = A passage that we didn't understand was the one about the stations, conductors, and passengers on the Underground Railroad.

2. What is the Underground Railroad? **[DC, SA]** (Team Talk rubric)

*100 = The Underground Railroad is a group of people who help slaves. It is a secret group of people who **believe** that slavery is **wicked**. Everyone in the group hides people and helps them get away. There are stations, such as the Fullers' barn, along the way. The Underground Railroad is very important to runaway slaves.*

90 = The Underground Railroad is a group of people who help slaves. The people think that slavery is bad. Everyone in the group hides people and helps them get away.

80 = The Underground Railroad is a group of people who help slaves.

continued

Team Talk Questions *continued*

3. How do you think Tommy feels when the men on horseback ride up? **[DC, SA]**
(Team Talk rubric)
- A. excited
 - B. silly
 - C. angry
 - D. nervous

Explain your choice.

*100 = I think that Tommy feels nervous when the men on horseback ride up because he knows how important freedom is to Big Jeff's family. The leader of the four men **introduces** himself as the U.S. marshal. He and the men want to search the wagon for runaway slaves. Tommy **realizes** that if Big Jeff and his family are found, they will have to go back to slavery. I think Tommy and Father could **also** get into trouble. Tommy is nervous because of what could happen if the runaway slaves are found.*

90 = I think that Tommy feels nervous when the men on horseback ride up because he knows how important freedom is to Big Jeff's family. The leader says that he is the U.S. marshal. He and the men want to search the wagon for runaway slaves. If Big Jeff and his family are found, they will have to go back to slavery.

80 = I think that Tommy feels nervous when the men on horseback ride up because he knows how important freedom is to Big Jeff's family.

4. What word from the vocabulary list belongs in the blank? How do you know? **[CV]**
Colin _____ up the stairs because he was upset that his mother would not let him stay up late and watch a movie.

Stamped. The fact that Colin is upset is a clue. Stamped means put your feet down loudly. If Colin was upset, then he probably made a lot of noise as he walked upstairs.

5. Write the two words that make up the following contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help. **[CV]** (word power)



shouldn't *should + n~~o~~t*

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

Cue students to discuss strategy use and graphic organizers.

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



Class Discussion tp

(20 minutes)

Randomly select team representatives who will share:

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



Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lesson 4

Reading Objective: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

Word Power Objective: Break contractions into their separate words to help read the contractions.

Teacher Background

In today’s reading, Tommy lies to the U.S. marshal and says that he is running away to avoid punishment for the trouble he caused in church. He lies to protect Big Jeff and his family. The marshal believes Tommy and tells him to go home. Father tells Tommy to take the wagon home since he has to help Big Jeff and his family row in a boat to the next station.

Teacher’s Note:

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

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

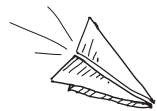
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Review the word power skill.



Active Instruction tp

(15–25 minutes)

Partner Vocabulary Study

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

Vocabulary

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



Preparation: Display the Word Power Challenge.

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

Why do you think you should learn about contractions?

I think we should learn about contractions because they are used a lot in books and when people are speaking. This helps me understand how words are combined and shortened.

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

Word Power Challenge

Tommy does not want anyone to find out about Big Jeff and his family, so he'll keep their secret.
People in the Underground Railroad didn't believe in slavery and wanted to help slaves.

7. Use **Random Reporter** to select students to read each sentence and break the underlined contractions into their word parts.

he + will; did + not

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

Set the Stage

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

Interactive Read Aloud

1. Read pages 44–47 aloud.
2. Use **Think-Pair-Share** to ask:

I'm not sure that I understand the passage on page 46 where Tommy says that he is running away. Can you clarify it for me?

Tommy says that he is running away to cover up the truth. He says that Father was mad. Tommy knew that he would get in a lot of trouble, so he says that he decided to run away. The marshal believes Tommy and says that they are chasing the wrong wagon.

Teams review their cycle goal.

Post and present the reading objective.

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

Refer students to pages 44–55 in the text.

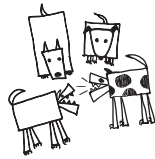


3. Use **Think-Pair-Share** to ask:

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

I think we should add that Tommy lies and says that he is running away, and the marshal believes his story. This is important because it might keep Big Jeff and his family from being discovered.

Sample Graphic Organizer	
Title: <u>The Drinking Gourd: A Story of the Underground Railroad</u>	
Characters: U.S. marshal	Setting: Where: <i>the road</i> When:
Problem: Tommy finds Big Jeff, Vinnie, Little Jeff, and Pearl in the barn. Now that he has found them, Papa says that they must leave for their safety.	
Event: <u>Tommy lies and says that he is running away. The marshal believes him.</u>	



Teamwork tp

(20–30 minutes)

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

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading and fluency before having students read and restate: sr
pages 48–55 aloud with partners.
(if skipping Interactive Read Aloud, pages 44–55)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

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

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

Team Talk Questions

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

(Answers may vary.)

100 = We did not understand the sentence "You better go home to your pa, Tommy, and take your licking" on page 48. To clarify we reread. Tommy is lying to the marshal to protect the slaves he is helping. He pretends that the reason he is running away is because he does not want to be punished. The marshal is telling Tommy to go back home and take his punishment. Figuring out this sentence helped us understand the marshal's comment.

90 = We did not understand the sentence "You better go home to your pa, Tommy, and take your licking" on page 48. To clarify we reread. Tommy is lying to the marshal to protect the slaves he is helping. He pretends that he is running away because he does not want to be punished. The marshal tells him to go home and take his punishment.

80 = We did not understand the sentence "You better go home to your pa, Tommy, and take your licking," on page 48.

continued

Team Talk Questions *continued*

2. Since the marshal thinks that he is chasing the wrong wagon, what does he do? **[RE, SA]** (Team Talk rubric)

100 = *Since the marshal thinks that he is chasing the wrong wagon, he tells Tommy to go home, and they don't search the wagon. The marshal says that Tommy should take his licking from his father. Also, the marshal says that the next time Tommy goes fishing, he wants Tommy to catch two ducks and a turkey. Then, he laughs and rides away. They leave Tommy alone because the marshal believes his lie.*

90 = *Since the marshal thinks that he is chasing the wrong wagon, he tells Tommy to go home, and they don't search the wagon. The marshal says that Tommy should take his licking. The marshal says that he wants Tommy to catch two ducks and a turkey. He rides away.*

80 = *Since the marshal thinks that he is chasing the wrong wagon, he tells Tommy to go home, and they don't search the wagon.*

3. Describe how Tommy feels after his run-in with the marshal. Why do you think he feels this way? **[DC, RE, SA]** (Team Talk rubric)

100 = *Tommy feels extremely scared after his run-in with the marshal. If the marshal had not believed his lie, Big Jeff and his family could have been discovered. Even though Father says that he did fine, Tommy can't even speak. I think that if Tommy hadn't said anything or had said the wrong thing, Big Jeff and his family would have been in trouble. Tommy is scared after the close call with the marshal.*

90 = *Tommy feels very scared after his run-in with the marshal. If the marshal had thought Tommy was lying, Big Jeff and his family could have been discovered. Tommy can't even speak. If he had said the wrong thing, Big Jeff's family would have been returned to slavery.*

80 = *Tommy feels very scared after his run-in with the marshal. If the marshal had thought Tommy was lying, Big Jeff and his family could have been found.*

4. Mr. Monroe was glad to hear that his students were obeying their substitute teacher's directions. In this sentence, the word *obeying* most nearly means— **[CV]**

- A. running.
- B. listening.
- C. refusing.
- D. teasing.

5. Write the two words that make up the following contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help. **[CV]** (word power)

she'll

she + will

Cue students to discuss strategy use and graphic organizers.

Randomly select team representatives who will share:

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

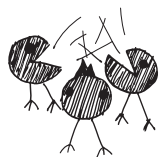


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

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



Class Discussion tp

(20 minutes)

Lightning Round

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

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

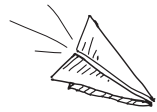
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use details to describe a character.

Teacher Background

This cycle's writing project gives students more practice using details to describe a character. There are many characters students may choose to write about. Remind students that the writing objective is to use details, so they should select a character for whom enough information is provided. Vinnie and Tommy's brothers and sisters, for example, are characters who we do not know much about. Therefore, it is best to choose Tommy, Big Jeff, Little Jeff, or Father. A great deal of information is provided about these characters through their actions and dialogue.



Active Instruction

(10 minutes)

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

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

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Partner Vocabulary Study

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

Vocabulary

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

Set the Stage

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

Introduce the writing project.

4. Explain the writing prompt to students.

Today you will select a character that you have read about so far. You will use details from the story to describe what this character is like. Remember that our reading objective is to clarify sentences and passages by reading, rereading, and asking others for help. Our writing objective is to use details to describe a character. If you are not sure which details to use, you can go back and reread parts of the text. You can also ask team members for help.

Read the prompt aloud.

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

Writing Prompt
Select a character you have read about so far. What is this character like? Use details from the story to support your response.



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

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

The prompt is asking me to write a literary response. I know because I have to describe a character. Characters are one aspect of a literary work.

Students identify the purpose for writing.

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

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

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

Highlight the writing objective.

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

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

Which guideline relates to our writing objective: use details to describe a character?

Ideas because it says to use evidence from the text and organization because it says to use examples and evidence from the text.

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

Model a Skill

1. Introduce the idea of capitalization.

In the book we are reading this cycle, there are a lot of names of people and places.

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

What is different about the names of people and places compared to other words?

Names of people and places are capitalized.

That's right. I will show you a paragraph from a sample response that I wrote. As you read, pay close attention to whether or not words are capitalized properly.

2. Display the following sample response, and select a student to read it aloud.

Sample Response: Is Capitalization Correct?

little jeff is Big Jeff's son. They are Hiding in Tommy's barn. little jeff knows a lot about traveling to freedom. He tells Tommy about the drinking gourd. It is important because the front end points to the North Star. If you follow the North Star, it leads to canada. Once runaway slaves get to canada, they will be free. He also knows that there are stations on the Underground Railroad. little jeff teaches Tommy a lot.

3. As students identify errors in the sample, mark the corrections on the blackline master.

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

Are words capitalized correctly in this response? If not, what corrections are needed?

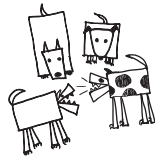
There are several words that need to be corrected. Little Jeff is lowercase each time it is used. This is a person's name, so it should be capitalized. Canada is the name of a country, so that should be capitalized. The word hiding is capitalized, but it should be lowercase since it is a verb, not the name of a person or place.

You are right. These corrections will improve my response because words will be capitalized correctly. Thanks for your help!

Model using correct capitalization.



Blackline master provided.



Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

Independent Work

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

Team Discussion

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



Class Discussion tp

(30 minutes)

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

Lightning Round

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

Refer students to the writer's guide for writing a literary response and the writing objective—use details to describe a character.

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

For example, ask:

- **Does the writer make a clear point about a character?**
- **Does the writer include details from the story to help a reader understand the information?**
- **Does the writer end with a closing statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

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

Reflection on Writing

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

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

Answers will vary.

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

Answers will vary.

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

Answers will vary.

Celebrate

Celebrate team successes!

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

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

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

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

Remind students of the Read and Respond homework assignment.

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

Writing Prompt

Select a character you have read about so far. What is this character like? Use details from the story to support your response.

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

Sample Response: Is Capitalization Correct?

little jeff is Big Jeff's son. They are Hiding in Tommy's barn. little jeff knows a lot about traveling to freedom. He tells Tommy about the drinking gourd. It is important because the front end points to the North Star. If you follow the North Star, it leads to canada. Once runaway slaves get to canada, they will be free. He also knows that there are stations on the Underground Railroad. little jeff teaches Tommy a lot.

Lesson 6

Reading Objective: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

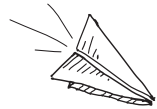
Writing Objective: Use details to describe a character.

Word Power Objective: Break contractions into their separate words to help read the contractions.

Teacher Background

Today's cycle test challenges students to continue clarifying sentences and passages by rereading, reading ahead, and asking others for help.

In the test reading, Tommy finally arrives home. Mother gives him supper and sends him to bed, but Tommy stays up waiting for Father to come home. When Father arrives, he goes to Tommy's room. He explains that he and Tommy broke the law by helping Jeff and Vinnie get away. Tommy asks if Father can change the law. Father says that he has tried and that it will be changed in the future. Father says that because he does not view Jeff and Vinnie as property, but sees them as people, he cannot obey the law that they are property. Tommy thinks about Little Jeff before falling asleep. He hopes that he will get to freedom.



Active Instruction tp

(5 minutes)

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

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

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

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

Set the Stage

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



Prepare Students for the Test tp

(5 minutes)

tps

Partner Review

1. Remind students that they have been practicing clarifying sentences and passages by rereading, reading ahead, and asking others for help. They have also been practicing using details to describe a character. Use **Think-Pair-Share** to ask:

When you come to a sentence or passage that you need to clarify, which strategy do you find most helpful? Why?

(Answers may vary.) I find asking others the most helpful strategy.

Sometimes my team members can explain things to me in a way that makes more sense than the way it is explained in the book.

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

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

Test Directions

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

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

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

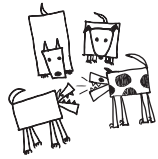
Today you will read about what happens once Tommy arrives home.



Test tp

(30 minutes)

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



Teamwork tp

(10 minutes)

Team Discussion

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

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Lightning Round

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

How does Father feel about the law that says he and Tommy were wrong to help Jeff and Vinnie get away?

Father feels that because the law says that Jeff and Vinnie are property, they were not wrong to help them. Father sees them as people. As a result, he does not like that law and will not obey it.

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

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

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

How many points did your team earn today?

How can your team earn more points?

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

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

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

Cycle 2 Test

Reread, Ask for Help, and Read On

Directions: Read *The Drinking Gourd: A Story of the Underground Railroad*, pages 56–62, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

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

(Answers may vary.)

20 points = I did not understand the very last sentence on page 62. I was not sure why the author wrote about the drinking gourd pointing up to the North Star. To clarify this, I reread. When I reread, I saw that this was important because when it points up to the North Star, runaway slaves follow it to get to freedom. Figuring out this sentence helped me understand that Little Jeff and his family had a good chance of finally getting to freedom.

15 points = I did not understand the very last sentence on page 62. I was not sure why the author wrote about the drinking gourd pointing up. To clarify this, I reread. I saw that this was important because when it points up to the North Star, slaves follow it.

10 points = I did not understand the very last sentence on page 62. I was not sure why the author wrote about the drinking gourd pointing up to the North Star.

2. How does the Underground Railroad work? **[DC, SA]**

20 points = The Underground Railroad is a group of people who help slaves. It is a secret group, and the people believe that slavery is wicked. Everyone in the group hides people and helps them get away. There are stations such as the Fullers’ barn on the Underground Railroad. It is referred to as underground because it is a secret and no one wants the slaves’ masters to learn where they are. The Underground Railroad is very important to runaway slaves.

15 points = The Underground Railroad is a group of people who help slaves. The people think that slavery is bad. Everyone in the group hides people and helps them get away. It is called underground because it is a secret. No one wants the slaves’ masters to learn where they are.

10 points = The Underground Railroad is a group of people who help slaves.

3. Explain Father's feelings about the law. **[DC, SA]**

20 points = *Father feels that he should **obey** the law, but he knows it is wrong. Father says that he and Tommy broke the law. Father has been trying for **many years** to change the law. Father has mixed feelings about the law.*

15 points = *Father feels that he should do what the law tells him, but he knows it is wrong. Father says that he and Tommy broke the law. Father has been trying to change the law.*

10 points = *Father feels that he should do what the law tells him, but he knows it is wrong.*

4. On page 61, the author stresses the word *wrong* by writing it differently from the other words on the page. Why do you think the author does this? **[AP, DC, SA]**

(Answers may vary.)

20 points = *I think the author wrote the word wrong differently to show how much Father dislikes the law. Father **explains** to Tommy that the law says that Jeff and Vinnie are the **property** of another man. They are **viewed** as property just like a horse or cow. **But**, Father views them as people. That is why he hates the law and will not obey it. Making the word wrong look different makes it stand out on the page and helps a reader understand Father's feelings.*

15 points = *I think the author wrote the word wrong differently to show how much Father dislikes the law. Father tells Tommy that the law says that Jeff and Vinnie belong to another man. They are owned, like a horse or cow. Father sees them as people. That is why he hates the law.*

10 points = *I think the author wrote the word wrong differently to show how much Father dislikes the law.*

5. How can you tell that Tommy really cares about Little Jeff and his family? **[DC, RE, SA]**

20 points = *I can tell that Tommy really cares about Little Jeff and his family because before he falls asleep, he thinks about them. Tommy whispers to himself that if they can make it to Canada, they will be free. He looks out his window and sees the drinking gourd pointing at the North Star. **Since** Tommy thinks about them making it to freedom, it shows that he cares.*

15 points = *I can tell that Tommy really cares about Little Jeff and his family because before he falls asleep, he thinks about them. Tommy whispers to himself that if they can make it to Canada, they will be free. He looks out his window and sees the drinking gourd pointing at the North Star.*

10 points = *I can tell that Tommy really cares about Little Jeff and his family because before he falls asleep, he thinks about them.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

Explain whether Tommy has changed by the end of the book. Use details from the story to support your response.

Tommy has changed a lot by the end of the book. In the beginning, he is very silly and causes a lot of trouble in church. His father, Deacon Fuller, is very angry and sends him home. Tommy goes to the barn and wants to jump in the hay. However, he hears a noise and finds himself face-to-face with a man who explains that he has been hiding there with his family. Since Tommy now knows the secret his father has been keeping, they must help the family of runaway slaves get to freedom. When Tommy is stopped by a U.S. marshal, he has to think quickly to keep his new friends safe. He lies and keeps Big Jeff and his family from being found. When he goes home and his father comes up to his room, he asks if his father can change the law. He also hopes that his new friends make it to freedom. He becomes very helpful and caring. He no longer seems like a silly troublemaker. Meeting the runaway slaves changes Tommy.

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

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

Part III. Vocabulary (100 points)

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

(Accept reasonable responses.) A synonym for valuable is useful. An antonym for valuable is worthless.

2. It was a very bright day, so Cassidee's ring _____ even more when she walked outside.

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

- A. whispered
 - B. stamped
 - C. *sparkled*
 - D. fluttered
3. Manuel whispered to his friend to pass the popcorn so he would not bother the people watching the movie in the theater. In this sentence, the word *whispered* most nearly means— **[CV]**
- A. teased.
 - B. *murmured.*
 - C. pushed.
 - D. screamed.

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

(Accept reasonable responses.) A synonym for obeying is respecting. An antonym for obeying is refusing.

5. Porsha stamped on the bug, but it had already scurried away. In this sentence, the word *stamped* most nearly means— **[CV]**

- A. stepped on easily.
 - B. stepped on partially.
 - C. stepped on gently.
 - D. *stepped on hard.*
6. Mario felt guilty about the _____ things that he said to his brother during their fight and apologized.

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

- A. frightened
- B. *wicked*
- C. fluttered
- D. sparkled

7. On a windy fall day, many leaves came off the trees and _____ to the ground.

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

- A. *fluttered*
- B. sparkled
- C. frightened
- D. wicked

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

(Accept reasonable responses.) A synonym for frightened is terrified. An antonym for frightened is calm.

Write the two words that make up the following contraction, draw a line through the extra letter(s), and draw a patch to add the apostrophe. Draw a sailboat if you need help. **[CV]** (word power)

9. they'll they + ~~will~~

10. can't can + ~~not~~

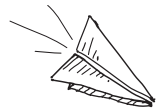
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text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

Lesson 7

Reading Objective: Clarify sentences and passages by rereading, reading ahead, and asking others for help.

Teacher Background

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



Active Instruction tp

(20 minutes)

Two-Minute Edit

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

Vocabulary

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

Set the Stage

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

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

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

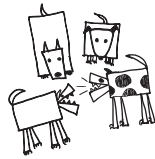
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

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

Teacher's Note:

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

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

Give students feedback on classwork.

Read and Respond Questions

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



Class Discussion

(15 minutes)

Team responses
and feedback



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

Celebrate team successes!
Final tally for this cycle

Record team celebration
points on the teacher
cycle record form.

Collect Read and Respond
forms for this cycle.

Lightning Round

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

Celebrate

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

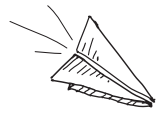
Lesson 8

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

Teacher Background

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

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



Active Instruction tp

(2 minutes)

Two-Minute Edit

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



Celebrate/Set Goals

(20 minutes)

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

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

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

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

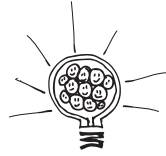
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



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



Class Council

(30 minutes)



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



Brain Game

(5 minutes)

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

What did this game require your brain to do?

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

Common Core State Standards

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

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

Contact your SFA coach for more information.

Level 2-3 Reread, Ask for Help, and Read On

English Language Arts Standards: Reading: Literature

Craft and Structure

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

English Language Arts Standards: Reading: Foundational Skills

Phonics and Word Recognition

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

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

Fluency

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

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

English Language Arts Standards: Writing

Text Types and Purposes

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

English Language Arts Standards: Language

Conventions of Standard English

L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.

Vocabulary Acquisition and Use

L.2-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 (through 8) reading and content, choosing flexibly from a range of strategies.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Media Acknowledgements

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

Twin Cities Public Television (DragonflyTV)

National Science Foundation (Science Nation online magazine)

The National Park Service

The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)

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

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

National Aeronautics and Space Administration and the California Institute
of Technology

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