



Clarifying

Level 3

Teacher Edition, Student Edition, and Student Test



The **Savvy
Reader**

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 Savvy Reader—Clarifying

© 2024 Success for All Foundation. All rights reserved.

Produced by the Reading Wings 5th Edition Team

Chief Executive Officer:	Julie Wible
Director of Program Design:	Nancy Madden
Director of Program Support:	Kenly Novotny
Project Managers:	Kathleen Beattie and Juliana Rosenberg
Curriculum Development Team:	Kathleen Beattie, Terri Faulkner, Juliana Rosenberg, Erin Stecich, and Kirsten Wallace
Software Development Team:	Isabel Burke, Gillian Edgehill, Bryan George, Jillian Hagerty, Mark Kamberger, Nate Shaw, and Arianna Valle
Design and Publications Team:	Jillian Hagerty and Casey Reeder
Curriculum Writing Team:	Nicole Busch, Melissa Goetschius, Sofina Khan, Susan Kim, Ashley Morris, and Gina Vizzard
Page Layout Specialists:	Jenn French, Erin Landers, Laura Shema, and Autumn Skye
Editor:	Barabara Cavanagh, Susan Davis, Sherri Leimkuhler

The Success for All Foundation grants permission to reproduce the blackline masters and the student and test sections contained within this Targeted Treasure Hunt on an as-needed basis for classroom use.



300 East Joppa Road, Suite 500
Baltimore, Maryland 21286
PHONE (800) 548-4998
E-MAIL sfainfo@successforall.org
WEBSITE www.successforall.org

Table of Contents

The Savvy Reader—Clarifying, Level 3

Teacher Edition

Clarifying Sticky Situations	1
Tryouts	27
Walter’s Week.	87
Eyesight: You’ve Got to See This!.	153
Animals in Trouble: Endangered Species and How to Help Them (cycle 1)	223
Animals in Trouble: Endangered Species and How to Help Them (cycle 2)	283

Student Edition

Clarifying Sticky Situations	S-1
Tryouts	S-5
Walter’s Week.	S-9
Eyesight: You’ve Got to See This!.	S-15
Animals in Trouble: Endangered Species and How to Help Them (cycle 1)	S-21
Animals in Trouble: Endangered Species and How to Help Them (cycle 2)	S-27

Student Test

Clarifying Sticky Situations	T-1
Tryouts	T-3
Walter’s Week.	T-5
Eyesight: You’ve Got to See This!.	T-7
Animals in Trouble: Endangered Species and How to Help Them (cycle 1)	T-11
Animals in Trouble: Endangered Species and How to Help Them (cycle 2)	T-15

Clarifying Sticky Situations

Summary

Meet Sticky, a bird that loves to read. He has a sticky situation though. The problem is that sometimes Sticky comes across words he doesn't recognize or can't pronounce, and his reading comprehension flies away. What's a bird to do? Jack and Lisa have the same sticky situation. Their friend Sarah helps Jack, Lisa, and Sticky learn how to clarify word pronunciation and meaning. And if they're still stuck on a word after trying to clarify, Sarah tells them to put a sticky note on it and ask their partners or teammates for help. Your students will have fun reviewing and practicing word-clarifying strategies along with Jack, Lisa, and Sticky!

Instructional Objectives

READING	
CYCLE 1	Clarifying (CL)
	Students will stop when they don't understand what they read and apply clarifying strategies to fix their comprehension.

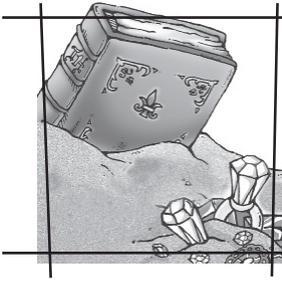
Teacher's Note:

- Clarifying Sticky Situations is a five-day lesson cycle that introduces the team cooperation goals and the clarifying process. It does not follow the standard structure of Targeted Treasure Hunts.
- The Strategy Use rubric replaced the single Clarifying rubric. Media may still reference the Clarifying rubric.

Preparation:

- Create student teams of four members (use five-member teams only when the class is not equally divisible by four) that represent a cross-section of the class in gender, race or ethnicity, and past performance. When possible, create teams consisting of two boys and two girls, different ethnic backgrounds, and one relatively high, one low, and two average performers. Arrange for teams to be able to sit and work together.
- Within teams, designate partners, usually the two students sitting next to each other. (Five-member teams should have one set of partners and one triad.)

- Access to the Teacher Portal to use the teacher cycle record form. During this cycle, you will record team celebration scores, strategy-use points, and cycle-test scores. Students will begin using team score sheets during the next cycle.
- You will need pieces of poster-sized paper for a team-building activity on day 1 that takes place during the introduction to the **Success Review and Keeping Score** lesson segment. On their posters, each team will be represented by a circle.
- You will need the Reading Wings 5th Edition software (web-based), *The Savvy Reader—Clarifying, A Collection of Readings* for each partnership, a Clarifying Strategy Card for each partnership, and sticky notes.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 55 minutes



Creating Teams

- Divide students into teams, and assign each team a letter. Assign each student a number for **Random Reporter**.
- Tell students they will work in partnerships and teams like they do in homeroom.
- Tell them that the first step in teamwork is getting to know one another and creating a team name.
- Tell students that an important part of getting to know one another is identifying the things they have in common.
- Give each team a large piece of paper with a circle on it. Tell students to write things they have in common in the circle and to write things unique to each member outside the circle.
- Prompt the student discussions with the following questions.
When do you go to bed? What do you eat for breakfast? What is your favorite food? Who is your favorite singer? What is your favorite season? What is your favorite baseball team?
- Use Random Reporter to select students to give examples of the things their teammates have in common.
- Ask students to use their posters to create a team name. Ask them to write the team name on their poster.
- Post the teams' work around the classroom. Tell students that they can add to their posters as they get to know their teammates better.
- Tell students that there are important parts of working in partnerships and teams. Tell them they can earn team celebration points for effective teamwork.
- Point to the Team Celebration Points poster. Use Random Reporter to have one student from each team tell you his or her team's name. Write each team name at the top of a column on the poster.
- Tell them that they will watch a video about working in partnerships and teams. Ask them to look for the Team Celebration Points poster during the video and to notice how teams earn team celebration points.
- **Play** "Working Together" (7 minutes).
- Use **Think-Pair-Share** to have students discuss what they learned about working in teams. Randomly select a few students to share.



OK, class. Now I want you to think. Point to your head. **Think about what the video taught you about working in teams.** Allow students time to think. **Now pair with your partner to discuss what you learned. When you're finished talking, put your hand together with your partner's hand in the air so I know you're ready.** Randomly select a student to share with the class.

- Use **Think-Pair-Share** to have students explain why it's important for all teammates to be prepared for discussion. Randomly select a few students to share.

Point to your head. **Think about why every teammate should be prepared for discussion.** Allow students time to think. **Now pair with your partner, and tell him or her your ideas. Remember to put your hands together to show when you are done.** Remind partnerships to put their hands together when they're finished as necessary. Randomly select a student to share with the class. **That's right! Because I will use Random Reporter to choose someone to answer, so everyone has to be prepared.**

- Randomly select a few students to describe how good teamwork is rewarded.

How is good teamwork rewarded? Talk about it in your teams. Allow teams time to talk. **Make sure everyone in your team is ready to answer.** Randomly select a student, or use the spinner to choose a student. **Number Xs, let's hear your responses.** Allow students time to respond. **That's right! Good teamwork is rewarded with team celebration points.**

- Model showing students how the **Random Reporter** earned team celebration points for his or her team by marking the points on the Team Celebration Points poster.
- Tell students that they will learn more ways to earn team celebration points throughout the cycle. Tell them you will keep track of their points on the Team Celebration Points poster.
- Tell students that questions on the Student Test relate to clarifying.

Set the Stage

- Introduce the lesson and reading objective.

This cycle we will watch videos of some students who don't know what to do when they're reading and they come to a word that they don't know or can't say. We'll learn what strategies they use, and we'll practice the same strategies while we read.

Using the Targeted Strategy

Introduction and Definition

- Use **Think-Pair-Share** to introduce clarifying.

We're going to watch a video about some students who don't know what to do when they're reading and they come to a word they don't know or can't say. Think about what we should we do when we are reading and we come to a word we don't understand. Give students a minute to think. **Now share your ideas with your partner.** Give students a minute to share. **Now I'll choose a few students to answer.** Randomly select a number, or use the spinner to choose a number. **Number Xs, get ready to tell me what you and your partners shared. If we don't**

know a word or can't say it, we should stop and figure it out. If we don't do that, we won't understand what we are reading.

- Introduce the video.

I think we're ready to meet a bird named Sticky and his friends Sarah, Jack, and Lisa. They're going to have some sticky reading situations. As you watch, I want you to think about what they do when they come to a sticky situation. Notice the strategies they use when they can't say a word or don't know what a word means and what they do when the strategies don't help them. I also want you to think about why Lisa and Jack want to fix their sticky situations. Let's watch.



- Ask students to take out their Clarifying Strategy Cards from their team folders.
- **Play** “Part 1: Review of Strategies” (11 minutes). During the last segment, Sticky asks students to help Lisa and Jack clarify three words. Pause the video.
- Model clarifying the first word with student help and telling which strategy you used if necessary.

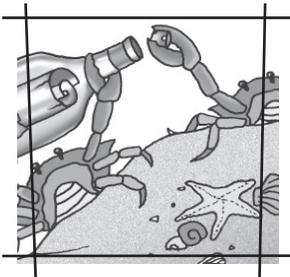
Jack's having trouble saying a word. Let me see how I would clarify this word. Begin reading the sentence. Chunk and sound out *traveled*. “**Some dinosaurs t-, tr-....**” **This is a tough word. Let's look at our Clarifying Strategy Cards. The card gives me a couple strategies to use when I can't say a word. It doesn't look like a word I can blend. As my partners, help me pick one strategy that I can use to figure out this word.** Allow students to name strategies. **I heard “chunk.” I do think I can chunk this word. Trav/el/ed. Trav/eled. Traveled!** “**Some dinosaurs traveled in groups.**” **That makes sense. I figured out the word by chunking it. Now let's watch to see which strategy Jack uses.**

- Push play to continue watching the video.
- Ask students to clarify the remaining two words in teams. Tell them to use their Clarifying Strategy Cards as they discuss the words. Prompt them in their discussions as necessary.
- Use **Think-Pair-Share** to have students clarify the words and tell which strategies they used. Randomly select a few students to share.
- Model clarifying any unresolved words.
- After students clarify each word, play the video to see which strategies Lisa and Jack used to clarify it.
- Emphasize that different strategies can be used to clarify the same word.
- Use **Team Huddle** to have teams discuss why they need to fix sticky situations. Use **Random Reporter** to select a few students to share. *You need to fix sticky situations to understand the reading.*
- Use **Team Huddle** to have teams discuss what to do when they have a sticky situation. Use **Random Reporter** to select a few students to share. *You should stop reading, look at the Clarifying Strategy Card, and reread to check your thinking.*
- Use **Team Huddle** to have teams discuss which strategies they can use when they don't know how to say a word. Use **Random Reporter** to select a few students to



share. *You can sound it out/blend it, chunk it, look for a base word, or reread.*

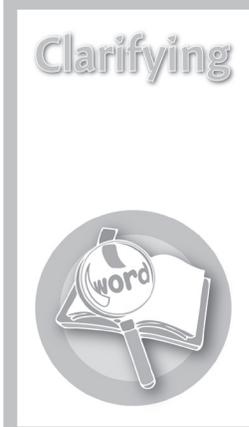
- Use **Team Huddle** to have teams discuss which strategies they can use when they don't know what a word means. Use **Random Reporter** to select a few students to share. *You can use context clues, reread, read on, use your background knowledge, make a mind movie, or check the dictionary.*
- Remind students that they should put a sticky note on a word when they still can't figure it out.
- Award team celebration points.
- Randomly assign team leaders.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion



Clarifying

1. **Stop** when you don't know or understand something.
2. Try **strategies** to figure it out.
 - If you can't say a word:
 - Blend it.
 - Chunk it.
 - Look for a base word.
 - Reread it.
 - If you don't know what a word or part means:
 - Use context clues.
 - Reread.
 - Read on.
 - Use your background knowledge.
 - Make a mind movie.
3. Use a **sticky note** to mark words or ideas you can't figure out.
4. **Ask** your team for help.

©2024 Success for All Foundation
27005 HBP0624

- Review the Clarifying Strategy Card, as necessary, to prepare students for Sticky's Challenge.
- Introduce Sticky's Challenge.

Sticky wants you to learn as much about clarifying words as he, Lisa, and Jack are learning, so he has a challenge for you. Read it along with me.

- Read Sticky's Challenge aloud.

Student Edition, page S-1.

Hi kids,

I used to hate getting stuck on a word. But now that I've learned how to clarify words, I can get myself unstuck! I'll bet you're learning how to clarify too.

I want you to work in teams to clarify how to say the underlined words in sentences 1 and 2. Then see if your team can figure out the meaning of the underlined words in sentences 3 and 4. Don't forget to use your strategy cards!

Your friend,
Sticky

- Review the following sentences with students, and then have them begin the challenge and discussion.

Student Edition, page S-1.

How do you say the underlined words?

1. The migrating geese flew south, where it was warmer.
2. The nightingale lives deep in the forest and sings only at night.

What do the underlined words mean?

3. The robin plucked a worm from the grass and ate it.
4. The nimble cat jumped on the robin before it could fly away.

- Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards and to reread the sentences to check their thinking.
- Have teammates explain which strategy they used and why.
- Award team celebration points.
- Remind team leaders that they will need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.
- Remind teams that if they can't figure out a word, they should put a sticky note on it.

Class Discussion

Teacher's Note:
The Strategy Use rubric replaces the individual Clarifying rubric.

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in Sticky's Challenge.
- Point out the Strategy Use rubric on the team folder. Introduce the rubric by explaining the different responses. Tell students they will earn team celebration points for 100-point responses.
- Tell them that you'll show them how to have a strategy-use discussion by modeling it with a student. Randomly select a student.

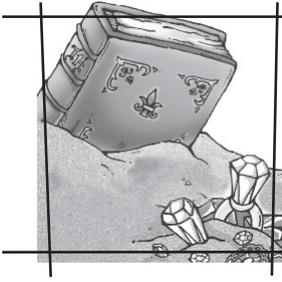
OK, Number X. Tell me how your team clarified sentence 1. Allow one student time to respond. Prompt their answer using the Strategy Use rubric. An example follows. **OK, Gretchen. Sticky challenged us to clarify how to say the underlined**

word in sentence 1. Can you say the word? Allow time for a response. **Great! Now can you tell me which tool you used to clarify it to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.

- Use **Random Reporter** to review sentences 2–4. Prompt responses by referencing the Strategy Use rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.
- Summarize the lesson for students.

Sticky and his friends got some help from Sarah for their sticky reading situations. She told them to stop when they don't know a word and use strategies to figure it out. She even gave them a card with the clarifying strategies on it. And we have the card too! We can use these strategies whenever we read, in every class and at home! And from now on, if we can't figure out a word on our own, we'll put a sticky note on it. I wonder if Sarah will tell us how to get some help with the words we can't figure out. I hope so!

TEAM CELEBRATION POINTS	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> • How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

- Introduce the team cooperation goals to students. Tell them that the team cooperation goals help them to work together, earn team celebration points, and become super teams.
- Tell students there are five team cooperation goals and that they will learn about two of them, practice active listening and explain your ideas/tell why, by watching a video.
- Ask students to think about what these two team cooperation goals look and sound like as they watch the video.

As we watch this video about the team cooperation goals, I want you to think about what practicing active listening and explaining your ideas and telling why look and sound like. What does an active listener do? How do students in the video show us that they are explaining their ideas and telling why? What does that sound like? Let's watch and find out.



- **Play** “Practice Active Listening and Explain Your Ideas/Tell Why” (6 minutes).
- Display or create a looks like/sounds like chart.



- Use **Think-Pair-Share** to have students use evidence from the video to discuss what active listening looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *Active listening shows students with eyes on the speaker, sitting still, ready to ask a question, rephrasing a teammate's answer, and contributing to the discussion.*
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what explaining ideas and telling why looks and sounds like. Randomly select a few students to share. Write answers on the looks like/ sounds like chart. *Looking at the text, with teammates listening and asking questions, providing clues or evidence for answers, and asking “what else do you know about this?” are all evidence of students explaining their ideas.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

Set the Stage

- Remind students of the reading objective.

Using the Targeted Strategy

Introduction and Definition

- Display the following sentence, or one of your own, on chart paper.

The flamingo is a tall bird with a long beak and beautiful pink plumage.

- Use **Think-Pair-Share** to have students clarify any words in the sentence that they do not know with their partners.

When I read, I often come across words I don't know. I think most readers do. I want you to work with your partner. Read this sentence. Allow students time to read. **Think about any words that you do not know. Now share the words that you don't know with your partner. Use your Clarifying Strategy Card to help figure out the word. Be ready to tell the class which word you didn't know and which strategies you and your partner used to try to clarify it.**

- Randomly select a few students to share the words they didn't know and how they clarified them with their partners. Prompt students to tell if they were stuck on pronunciation, meaning, or both. Prompt students to reread the sentence to check their thinking.
- Reinforce the idea of working with one's partner when clarifying.

Did it help to work with your partner to clarify the sticky word? Why? Wait for students' responses. That's right! When you're stuck, your partner may know a strategy that you can try. Aren't we lucky to have partners who can help us learn?

- Introduce the video.

Yesterday we met Sticky and his friends. Today Lisa and Jack continue to read about dinosaurs. They'll probably run into some more sticky situations. Luckily for them, they have the Clarifying Strategy Card and partners to help them just like we do! Let's watch.



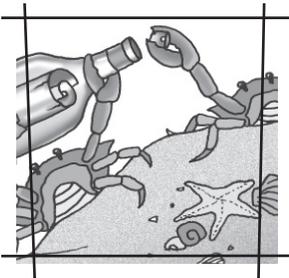
- **Play** "Part 2: Clarifying with a Partner" (8 minutes). During the last segment, Sticky asks students to work with their partners to help Lisa and Jack clarify four words. Pause the video.
- Model clarifying the first word with a student partner if necessary. Choose a student partner randomly.

I wonder what a chisel is too. Can you help me figure it out? Which strategies do you think I can use to clarify this word? Allow your student partner time to answer. Prompt them to name different strategies you could use. **You're right. I think I can use context clues to figure out this word. The sentence says that dinosaur hunters used a hammer and a chisel, so a chisel is probably a type of tool. What do you think?** Allow your student partner time to answer. **Let's watch to see if Jack and Lisa figure out the word and which strategies they use.**

- Push play to continue watching the video.
- Use **Think-Pair-Share** to have students clarify the remaining words with their partners. Tell them to use the Clarifying Strategy Card as they discuss the words. Prompt them in their discussions as necessary.



- Randomly select a few students to share. Ask students to share the words they clarified, which strategies they used, and how their partners helped them.
- Model clarifying any unresolved words.
- After students clarify each word, play the video to see which strategies Lisa and Jack used to clarify it.
- Use **Team Huddle** to have students discuss what Jack and Lisa did when they could not fix their sticky situations by themselves. Use **Random Reporter** to select a few students to share. *They put a sticky note on the word and asked their partners for help.*
- Use **Team Huddle** to have students discuss how Jack and Lisa worked as partners to help each other. Use **Random Reporter** to select a few students to share. *They used their Clarifying Strategy Cards, they helped each other by suggesting strategies to use.*
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion

- Review the Clarifying Strategy Card, as necessary, to prepare students for Sticky's Challenge.
- Introduce Sticky's Challenge.

Sticky has another challenge for you. This one is about clarifying words with your partner. Read it along with me.

- Read Sticky's Challenge aloud.

Student Edition, page S-2.

Hi kids,

I've been looking over Jack's shoulder as he reads the book about dinosaurs. It's a good book! There are some icky, sticky words in it, but I'll bet you and your partner can figure them out. Take turns reading the sentences in the paragraph below. Stop when you come to a word you don't know. Help each other with strategies to figure out how to say the word or what it means. Use the Clarifying Strategy Card to help you. Remember to reread the sentence to see if you figured out the word. If you and your partner are stuck, put a sticky note on the sticky word.

Your friend,
Sticky

Student Edition, page S-2.

- Read the following passage with students, and then have them begin the challenge.

There were two kinds of dinosaurs. Some dinosaurs were plant-eaters or herbivores. The rest were meat-eaters or carnivores. Meat-eating dinosaurs came in many sizes, but their bodies all had a similar shape. All meat-eaters walked and ran on their two hind legs. They had two short arms with claws at the end of their fingers, and a long tail. They looked like very big, scary lizards! The first meat-eating dinosaur was the Eoraptor. It lived 225 million years ago. Most meat-eating dinosaurs were predators that hunted and killed other animals for food. Some were scavengers that ate the predator’s leftovers. Plant-eating dinosaurs ate grass or leaves.

- Monitor the partners as they read. Prompt students to use their Clarifying Strategy Cards and to mark words they can’t figure out with a sticky note.
- Have partners share the words they clarified and the clarifying strategies they used with their teammates.
- Award team celebration points.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.

Class Discussion

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in Sticky’s Challenge.
- Point out the Strategy Use rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.
- Remind them how to have a strategy-use discussion by modeling it with a student. Randomly choose a student.

OK, Number X. Tell me how your team clarified a word in Sticky’s Challenge. Allow one student time to respond. Prompt their answer using the Strategy Use rubric. An example follows. **OK, Stephan. Tell me a word you clarified.** Allow time for a response. **Can you tell me what that word means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify the word to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



- Use **Random Reporter** to review the rest of the words students clarified. Prompt responses by referencing the Strategy Use rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.

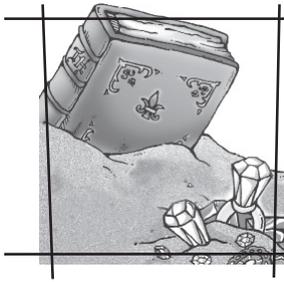
- Summarize the lesson for students.

Jack and Lisa are great partners. When one of them was stuck on a word, the partner didn't just give the answer, she or he helped with the strategies. You and your partner worked well together too! Now we know what to do when we can't figure out a word on our own: put a sticky note on the word and ask our partners for help with strategies! And when we clarify the word, we'll put a check mark on the sticky note.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

- Remind students that the team cooperation goals help them work together, earn team celebration points, and become super teams.
- Remind students that there are five team cooperation goals and that they will learn two more of them today—everyone participates and help and encourage others—by watching a video.
- Ask students to think about what these two team cooperation goals look and sound like as they watch the video.

As we watch this video about team cooperation goals, think about what it looks and sounds like when everyone participates and helps and encourages others. How do we know when everyone participates? How can you help and encourage others? What does that sound like? Let’s watch and find out.



- **Play** “Help and Encourage Others and Everyone Participates” (7 minutes).
- Display or create a looks like/sounds like chart.



- Use **Think-Pair-Share** to have students use evidence from the video to discuss what everyone participates looks and sounds like. Randomly select a few students to share. Write their answers on the looks like/sounds like chart. *When everyone participates, heads huddle together, teammates use role cards, and you hear team cheers.*
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what helping and encouraging others looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *When teammates help and encourage others, you hear encouraging words and respond to the role-card cues.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

Set the Stage

- Remind students of the reading objective.

Using the Targeted Strategy

Introduction and Definition

- Use **Think-Pair-Share** to have students think about clarifying unfamiliar words with their teammates. Randomly select a few students to share.

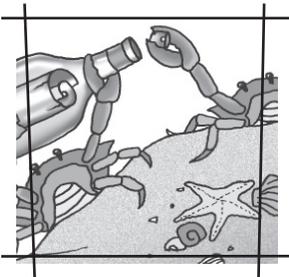
We know that when we're stuck on a word and can't figure it out on our own, we can ask our partners for help. But suppose you and your partner can't figure it out. Who might be able to help you? Think. Now pair with your partner, and tell your ideas. Allow students time to talk. **Right! Your team can help. Aren't we lucky to have partners and teammates who can help us with sticky words?**

- Introduce the video.

You know that you and your partner can ask your teammates for help with clarifying words. I wonder if Sarah will tell Lisa and Jack to ask their teammates for help when they're stuck? Let's find out.



- **Play** “Part 3: Clarifying with a Team” (5 minutes).
- Use **Team Huddle** to have students discuss what Jack and Lisa did when they couldn't figure out a word as partners. Use **Random Reporter** to select students to share. *They put a sticky note on the word and asked their teammates for help.*
- Use **Team Huddle** to have students discuss how Jack, Lisa, Kate, and Alex used the team cooperation goals to clarify their sticky problems. Ask students to tell what the conversation in the video looked and sounded like. *They all participated in the discussion. Use Random Reporter to select students to share. They listened to one another. They helped and encouraged one other. They didn't just tell one another the answer, and they helped by suggesting strategies to use.*
- Use **Team Huddle** to have students tell why the team in the video clarified words. Use **Random Reporter** to select students to share. *By clarifying words, they learned new words and understood more of what they read; they also found that reading was a lot more fun.*
- Use **Team Huddle** to have students tell when you can use clarifying strategies. Use **Random Reporter** to select students to share. *You can use clarifying strategies every time you read, in any class, and when you read on your own.*
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

Team Discussion

- Review the Clarifying Strategy Card, as necessary, to prepare students for Sticky's Challenge.
- Introduce Sticky's Challenge.

Sticky has another challenge for you. This one is about clarifying words with your teams. Read it along with me.

- Read Sticky’s Challenge aloud.

Student Edition, page S-3.

Hi kids,

My, you’re getting to be such good clarifiers! Would you be my teammates and help me figure out the underlined words in my book *All About Birds*? Please clarify how to say them and what they mean. I know you can do it if you use your Clarifying Strategy Cards and work with your partners!

Your friend,
Sticky

- Read the following sentences with students, and then have them begin the challenge.

Student Edition, page S-3.

A large, brown pelican greedily devoured twenty fish. His belly was so full that he couldn’t fly!

A peculiar bird is the pelican; its beak can hold more than its belly can!

The heron is a large bird that lives near water. Its wingspan is so wide that it has to perch at the very top of a tree.

- Monitor the partners as they read. Prompt students to use their Clarifying Strategy Cards and to mark words they can’t figure out with a sticky note.
- Have partners share the words they clarified and the clarifying strategies they used with their teammates.
- Award team celebration points.
- Have teams clarify any unresolved words.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.

Class Discussion

- Introduce the strategy-use discussion by telling students that they will talk about things they clarified in Sticky’s Challenge.
- Point out the Strategy Use rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.
- Remind them how to have a strategy-use discussion by modeling it with a student. Randomly choose a student.

OK, Number X. Tell me how your team clarified a word in Sticky’s Challenge.

Allow one student time to respond. Prompt their answer using the Strategy Use rubric. An example follows. **OK, Gia. Tell me a word that you clarified.** Allow time for a response. **Can you also tell me what that word means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify the word to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



- Use **Random Reporter** to have students share more words they clarified as a team. Prompt responses by referencing the Strategy Use rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.
- Summarize the lesson for students.

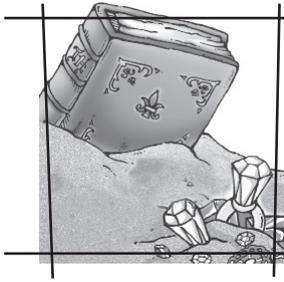
Today Lisa and Jack learned that even when they can't figure out a word together, they don't have to give up. They can ask their teammates for help with strategies! Two heads are better than one, and four heads are even better when you have a really sticky word. And you can always check the dictionary to make sure you're right. They had a great team discussion. They all participated, and they all suggested strategies. They've learned a lot about clarifying words, and so have you. So who can tell me what we should do when we're reading and come across a sticky word? Wait for students' responses.

Right. We can stop reading and use the strategy card to help figure out the word. If we're still stuck, we can ask our partners or teammates for help. Reread to check our thinking. Check the dictionary to be sure we have correctly clarified. Put a check mark on the sticky note if we've clarified the word. If the whole team is stuck, the class can help out.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 55 minutes

Introduction to Team Cooperation Goals

- Remind students that the team cooperation goals help them work together, earn team celebration points, and become super teams.
- Remind students that there are five team cooperation goals and that today they will learn the last one—complete tasks—by watching a video.
- Ask students to think about what this team cooperation goal looks and sounds like as they watch the video.

As we watch this video about team cooperation goals, I want you to think about what completing tasks looks and sounds like. How do we know tasks are complete? Let's watch and find out.



- **Play** “Complete Tasks” (7 minutes).
- Display or create a looks like/sounds like chart.
- Use **Think-Pair-Share** to have students use evidence from the video to discuss what completing tasks looks and sounds like. Randomly select a few students to share. Write answers on the looks like/sounds like chart. *When teammates complete tasks, they prepare for Class Discussion, write answers, get ready for Random Reporter, and check in to make sure they have their answers ready; partners hold their hands up and together after Think-Pair-Share.*
- Tell students that you want them to show these behaviors during class today and that you will award team celebration points when you see them.

Set the Stage

- Remind students of the reading objective.

Using the Targeted Strategy

Introduction and Definition

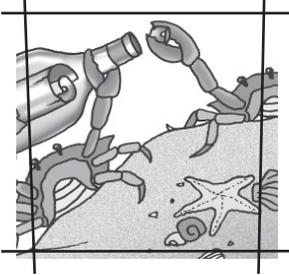
- Remind students that they have been using strategies to pronounce words and figure out their meanings.

Good readers notice when something doesn't make sense to them. They know when they are in a sticky situation—when they do not understand what they have read—and they use strategies to fix the problem. Clarifying strategies help you check your understanding and figure out unfamiliar words or confusing parts in what you are reading.

- Refer students to the Clarifying Strategy Card, and ask students what to do when

text stops making sense. Use **Team Huddle** to have students describe the strategies. Use **Random Reporter** to select a few students to share.

- Tell students that they should think aloud, refer to the Clarifying Strategy Card, and talk to their partners about the clarifying strategies they use as they partner read today.
- Award team celebration points.



TEAMWORK

Timing Goal: 35 minutes

A Collection of Readings,
Page 1

Partner Reading

- Direct students to their student reading, *Alaska*, in their copies of A Collection of Readings. Tell them that they will read this aloud with their partners.
- Remind students that it is important to stop and clarify when reading.

When you find something confusing or unclear in your reading, try to make sense of it using your clarifying strategies. Use the strategies on your Clarifying Strategy Card. If you can't figure it out, mark it with a sticky note, and ask your partner for help. If you figure it out with your partner's help put a check on the sticky note. If not, try to clarify it with your team.

- Model reading and clarifying the first paragraph of *Alaska* with a student partner.
- Read aloud the first paragraph of *Alaska*, stopping to clarify and asking your partner for help.

Stop after "...good portion of the continent?" **"A good portion"? I'm not sure I understand what that means. Let me see if one of the strategies on my card will help me. Let me try rereading.** Reread from the beginning of the paragraph. **I'm still confused, so I'll mark the word with a sticky note and ask my partner for help. Daniel, can you help me?** Allow the student time to respond. **Oh, I see. A portion means a part of the continent. That makes sense. Thanks, Daniel! I can put a check on my sticky note now.**

- Ask students to read aloud with their partners. Have partners alternate reading and clarifying paragraphs. Prompt them to use their Clarifying Strategy Cards and sticky notes as necessary.
- Remind partnerships to take any unresolved sticky notes to their teams.

Team Discussion

- Have partners share the words they clarified and the clarifying strategies they used with their teammates.

- Award team celebration points.
- Have teams clarify any unresolved words.
- Remind team leaders that they need to prepare each team member to discuss strategy use to earn team celebration points during Class Discussion.

Class Discussion **TP**

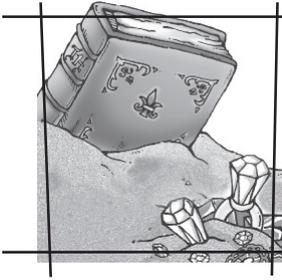
- Introduce the strategy-use discussion by telling students that they will talk about things they clarified during Partner Reading and Team Discussion.
- Point out the Strategy Use rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team celebration points for 100-point responses.
- Remind students how to have a strategy-use discussion by modeling it with a student. Randomly select a student.

OK, Number X. Tell me how your team clarified a word or idea. Allow one student time to respond. Prompt their answer using the Strategy Use rubric. An example follows. **OK, Lukas. Tell me a word or idea that you clarified.** Allow time for a response. **Can you also tell me what it means?** Allow time for a response. **Great! Now can you tell me which tool you used to clarify it to earn a team celebration point for your team?** Model awarding team celebration points and marking them on the Team Celebration Points poster.



- Use **Random Reporter** to have students share more words they clarified as a team. Prompt responses by referencing the Strategy Use rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual strategy-use points on the teacher cycle record form.
- Clarify any unresolved words as a class.
- Mark team celebration points on the poster.

TEAM CELEBRATION POINTS	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> • How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Team Cooperation Goal

- Remind students of the team cooperation goals.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goals and related behaviors.

Set the Stage

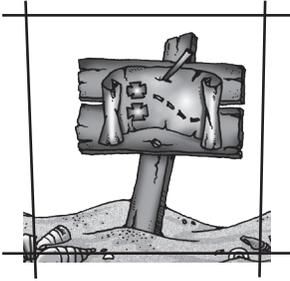
- Tell students that their reading test today includes questions about clarifying.
- Tell students that their scores on this test will contribute to their team scores.
- Introduce the passage that students will read for their test. Tell what it is about, but do not give additional information or details. Tell students they will clarify while they read.

Today you are going to read a new passage. You'll stop when you don't understand a word or idea and use your clarifying strategies to fix the problem.

- Review the Clarifying Strategy Card as necessary. Tell students they can use their cards during the test.

Prepare Students for the Test

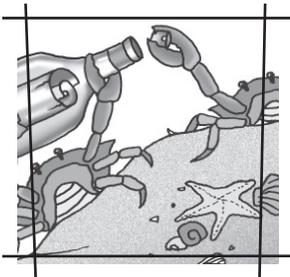
- Distribute the test, and preview it with students without providing information about the answers. Point out that all the questions are about clarifying.
- Make sure that students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Remind students that they have 20 minutes for the test.



TEST

Timing Goal: 20 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Team Discussion

- Modify the procedures for Team Discussion to have students discuss independent strategy use and answers to the test.
- Remind students that they will need to prepare each team member to discuss the team's strategy use during Class Discussion.
- Have students read their answers to question #6. Ask the teams to think about what they like about their answers and what they wish they had said differently.
- Circulate during Team Discussion, and listen to discussions about test answers.
- Award team celebration points.

Class Discussion



- Collect the test answers.
- Use **Random Reporter** to have students discuss their strategy use.
- Award team celebration points.
- Use **Random Reporter** to review and celebrate the team discussions.
- Award team celebration points.
- Tell students that at the end of each cycle, their total team celebration points becomes a team celebration score, which helps them become a super team. Tell them you'll watch a video to see how this is done.

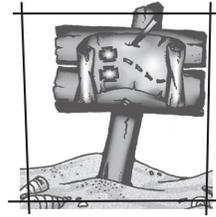


- **Play** “Team Celebration, Part 1” (3 minutes).
- Use **Random Reporter** to have students tell how they know their team celebration score.
- Award team celebration points.

TEAM CELEBRATION POINTS	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> • How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?

Cycle Follow-up

- Enter team names into the Member Center.
- Enter team celebration scores, strategy-use points, and cycle-test scores into the teacher cycle record form on the Member Center.
- Print team score sheets for cycle 2. Prepare to help students set goals using the previous cycle’s scores on their team score sheets.



TEST

Test Passage

Answers may vary.
Accept reasonable responses.

Read *Grizzly Bears*, and answer the following questions. The total score for comprehension questions equals 100 points.

Grizzly Bears

Grizzly bears live in the northwestern United States and Alaska. These huge creatures can grow to more than 1,000 pounds! They are usually a shade of brown in color. They have a big hump of muscle on their shoulders. The hump gives them strength in their paws to do things like dig dens. Grizzlies use dens to hibernate in and raise their cubs. Grizzlies are omnivores, which means they eat nuts, berries, and other animals, like elk and moose. Grizzlies often live for more than twenty years. Grizzlies are threatened in the northwestern United States. This means they could be endangered one day. In some parts of Alaska, grizzlies are already endangered. The biggest threat to grizzlies is poaching, when people kill bears illegally. Many organizations work to save the bears and stop illegal hunting.

Comprehension Questions

10 points

1. While reading, you should use a sticky note— |CL|
 - a. to mark something you don't understand.
 - b. to mark a repeated word.
 - c. when your teacher tells you to.
 - d. to mark an exciting part.

10 points

2. When you chunk a word to pronounce it, you—
 - a. skip over the word.
 - b. ask your partner to pronounce it.
 - c. break the word into parts and pronounce each part.
 - d. put a check on the sticky note.

10 points

3. “Grizzlies use dens to hibernate in and raise their cubs.” The word *hibernate* means—
- play.
 - sleep.
 - hunt.
 - swim.

Circle the strategies you used to figure out the meaning of *hibernate*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie

10 points

4. “Grizzlies are omnivores, which means they eat nuts, berries, and other animals, like elk and moose.” The word *omnivores* means—
- eating some.
 - eating one.
 - eating none.
 - eating both.

Circle the strategies you used to figure out the meaning of *omnivores*:

- reread
- read on
- used a clue in the text
- used background knowledge
- made a mind movie

30 points

5. Why is it important to stop reading when you don’t understand something? |CL|
- 30 points** = *It is important to stop reading when you don’t understand something so you can fix the problem. If you stop, you can use strategies to figure out a word or sentence to help you understand what the author is trying to tell you.*
- 25 points** = *It is important to stop reading when you don’t understand something so you can fix the problem.*
- 20 points** = *So you can fix the problem.*

30 points

6. How can rereading a confusing part help you understand it? |CL|
- 30 points** = *Rereading a confusing part can help you understand it because if you reread, you might find context clues that help you understand what the author means. When you reread, you might find out that you skipped an important word.*
- 25 points** = *Rereading a confusing part can help you understand it because if you reread, you might find context clues that help you understand what the author means.*
- 20 points** = *You might find context clues that help you understand what the author means.*

College and Career Readiness Standards

The following College and Career Readiness Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / *Clarifying Sticky Situations*

English Language Arts Standards: *Language*

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

LITERATURE (7 DAY)

Tryouts

Written by Darnell Parker

Illustration by James Bravo

The Savvy Reader—Clarifying, A Collection of Readings, pages 3–18

Success for All Foundation, 2011

Listening Comprehension Text

Dante and Monica

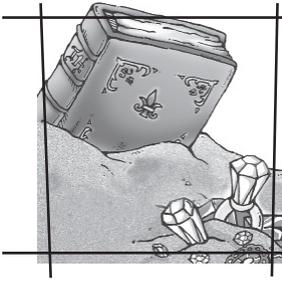
Written by Sam R. McColl

Summary

Two friends try out for spots on the neighborhood baseball team. One of the friends struggles to succeed at first, and, as a result, he learns important lessons about friendship and hard work.

Instructional Objectives

	READING	WRITING
CYCLE 1	Clarifying (CL)	Write a literary response.
	Students will learn how to recognize when they don't understand word pronunciations or meanings. They will use clarifying strategies to attempt to figure out the unknown words, or they will mark the words with sticky notes and ask their teammates for help.	Students will write literary responses to <i>Tryouts</i> about what it takes to be a good friend.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

- Display the Big Question. Have students answer the Big Question orally with partners and teams.

THE BIG QUESTION

Have you ever tried out for a sport or play? How did you prepare for the tryout?



- Use **Random Reporter** to select a few students to share their team's response.

Teacher's Note: Success Review and Keeping Score will occur on the last day of the cycle after this point.



Add Super, Great, or Good Team designations to the poster.

Success Review and Keeping Score

- Tell students they will watch a video to introduce them to the team score sheet and to see how team celebration points factor into their team scores.
- **Play** "Team Celebration, Part 2" (5 minutes)
- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster and celebrate super teams from the cycle.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Introduce goal setting for students. Tell them that setting goals helps them focus on increasing their scores in one area.
- Ask them to look at the scores from the last cycle on their team score sheets. Ask teams to use their scores from the previous cycle to set goals for this cycle. Guide them as necessary.
- Guide teams to set new goals for the cycle.
- Have one student from each team write the team achievement goal on the team score sheet. Note each team's achievement goal on the teacher cycle record form.
- If needed, explain the challenge scores using the rubrics on the team folders.
- Explain the student assessments: fluency, the Student Test, and Adventures in Writing. Tell students there will be questions on the Student Test that are related to the reading skill.
- Students will brainstorm and make notes of the actions they will take to help their team meet the goal on the back of their team score sheet.

Team Cooperation Goal

- Set the team cooperation goal for the next cycle based on your class's needs or use **practice active listening**. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Remind students that listening and paying close attention to what teammates say is a vital skill for successful teams. Review, as necessary, what a good listener looks like (eyes on speaker, sitting still, reading to ask a question, rephrase a teammate's answer, or otherwise contribute to the discussion at any point.)
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

Set the Stage

- Introduce the story, author, and reading objective.

This cycle we will read *Tryouts* by Darnell Parker. As we read, we'll practice figuring out words that we don't understand. We call this clarifying. Good readers try to fix what they don't understand so they can keep reading. That's why we clarify.

- Point out this lesson's strategy target, **clarifying**.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.
 - Use **Team Huddle** to have students discuss the kinds of activities they might need to try out for. Use **Random Reporter** to select students to share.
 - Ask students why coaches or directors might want people to try out for their teams, plays, or movies. Use **Think-Pair-Share** to have students discuss tryouts with their partners. Randomly select a few students to share.

th

tps

Vocabulary **TP**

- Display the vocabulary words.
- Have students rate their knowledge of each word. Remind students that they can say they know a word when they can read it, define it, and use it in a meaningful sentence.
 - + Think they know the word
 - ? Not sure if they know the word
- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words by modeling the identification strategy and then

completing a “My Turn, Your Turn,” modeling the use of the pronunciation strategies and correcting pronunciations when necessary.

- Ask teams to make a tent with their hands if they all rated the word with a “+.” Use **Random Reporter** to ask a student from a confident team to tell what each word means. Award team celebration points.
- Introduce the student routine for partner study of the vocabulary words using a student partner. Ask the student to be the reader while you coach them.

SPEAKER		COACH	
SAY	Say the word.	AGREE	Agree if your partner is right.
TELL	Tell what it means.		
USE	Use it in a sentence.		
		ADD	Add ideas to help your partner.

- Review the first four words, coaching your student partner on how to respond. Switch roles to model responding to your partner as they review the last four words.
- Direct students to the student routine in their team folders. Tell them they will work with the same partner each day and alternate reviewing the first or last four words in the chart.
- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
 - Assign partners as either speaker or coach to review the vocabulary words.
 - Teach or model this student routine as necessary. Remind students that only the coach should look at the vocabulary chart.
 - Have students begin.
- Use **Random Reporter** to follow up the team review. Model the use of strategies, and correct pronunciations when necessary.
- Award team celebration points.
- Tell students they will also learn their vocabulary words and earn team celebration points by noticing the words in their daily reading.

When you find a vocabulary word in your reading, write down the page number where you find it next to the word in your journal. Only write one page number even if you see the word again. On the test day, I’ll check your journal to see the page numbers you have listed and to award team celebration points.

Finding Your Words
<ul style="list-style-type: none"> • Find a vocabulary word in your reading. • Write the word and the page number where you found it in your journal. • Share with your team during vocabulary practice or on test day.

- Tell students that another way to earn team celebration points is from the **Vocabulary Vault**. Direct students to the Vocabulary Vouchers on their homework page in their team folders. Explain the directions for using the Vocabulary Vault. **SR**

Another way to earn team celebration points is by filling out a Vocabulary Voucher. When you read or hear one of the vocabulary words outside of reading class, write it down on a Vocabulary Voucher. Also write down the sentence you read or heard it in. Each day, we'll check the Vocabulary Vault, and I'll call on you to tell me your words and how they were used. If you can show me that you understand the meanings of the words, you'll earn team celebration points.

Vocabulary Vault
<ul style="list-style-type: none"> • Listen for your vocabulary words. • Write down the word and the sentence you read or heard it in. • Put the voucher in the Vocabulary Vault in class. • Successfully explain the word to earn team celebration points. • Write the word on your team score sheet.

Student Edition, page S-5

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
knack page 6	blend	special talent	After scoring a basket on her first day of basketball practice, Sally knew she had a <i>knack</i> for the game.
replied page 7	base word + ending: repl(y) + i + ed	answered, responded	Vladimir <i>replied</i> when the teacher asked him a question.
pitch page 8	blend	throw	The catcher waited for his teammate to <i>pitch</i> the ball to him.
exclaimed page 10	chunk: ex-claimed	said loudly, shouted	"What a surprise!" I <i>exclaimed</i> when I received a puppy for my birthday.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
nervous page 11	chunk: ner-vous	worried, uneasy	Montel is <i>nervous</i> about the difficult test tomorrow.
extended page 11	chunk: ex-tend-ed	stretched	The little boy <i>extended</i> his arm as far as he could to try to reach the cookies on the counter.
chores page 14	blend	tasks, things that need to be done	Mowing the lawn and sweeping the sidewalk are two of my weekly <i>chores</i> .
approach page 15	chunk: ap-proach	come near	I grew more and more excited to see my grandmother as I watched the plane <i>approach</i> the airport.

Using the Targeted Strategy

Introduction and Definition
Blackline master provided.

- Display the following sentences to demonstrate clarifying.

Sentence 1

We knew a juffer was coming because the clouds were getting darker and the wind was blowing more strongly.

Sentence 2

The meteorologist predicted that we would have strong winds and possible flooding on Saturday.

- Use **Think-Pair-Share** to have students tell what the nonsense (underlined) word in sentence 1 means and how they figured it out. Randomly select a few students to share.
This word is made up. Point to *juffer*. **Read the sentence, and try to figure out what the word means. Now tell your partners your ideas. What do you think the word means? A storm, rain, tornado, etc. How did you figure that out? What other words in the sentence helped you figure out the meaning?**
- Use **Think-Pair-Share** to have students tell what the underlined word in sentence 2 means and how they figured it out. Randomly select a few students to share.

Here's a sentence with a real word that you may not know. Point to *meteorologist*. **Read the sentence, and try to figure out what the underlined word means. Tell your partners your ideas. What does this word mean? A person who tells about the weather. How did you figure that out? What other words in the**

sentence helped you figure out the meaning?

- Point out to students that when they talk about what words mean, as they did with these sentences, they are clarifying.

What you have been doing, thinking about and explaining what words mean, is clarifying. This is what you will do, and how you will help each other, as you read *Tryouts*.

- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Introduce the Listening Comprehension text, *Dante and Monica*, by previewing the title and author.

***Tryouts*, the story you will read this cycle, is about friends. I'm going to read another story aloud about friends this cycle. It's called *Dante and Monica*, written by Sam R. McColl. Let's see what happens in this story today.**

- Read the following passage from *Dante and Monica* aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

"Pass me the ball!" Dante called from the side of the basketball court. The bigger kids on the court ignored him. "Pass me the ball! I want to play!" Dante called again. Still, there was no reply. "Hey!" Dante yelled, trying to get the big kids' attention one more time. Finally, he realized it was useless, and he gave up.

Dejected, Dante sat down on the metal bench. He could feel how hot the metal was from the sun hanging high in the sky. It was perhaps the hottest day Dante could remember. As he'd run out of the apartment building this morning, after doing his chores, his grandmother had called down from the second floor window, "Dante! You best take a bottle of water with you, if you're going to play ball on that hot court!" Then she had tossed a bottle down to him.

Dante had yelled, "Thanks, Gramma!" as he caught the bottle, and then sprinted toward the basketball courts.

For his birthday last week, Gramma had given him a pair of Duke Wilson basketball shoes. Gramma had known how much Dante really wanted those shoes, and she had saved up for them. Now, Dante sported them proudly at the neighborhood basketball courts. He knew his fancy new basketball shoes helped him play, if only the big kids would give him the chance.

Dante sat and watched the kids run up and down the court. Lay ups, full court presses, and jump shots—Dante knew how to do all these things. Before he'd moved with his dad from Chicago to New York, Dante had been the best ball player in the whole neighborhood. His dad had even wondered if Dante was the best player on the whole South Side.

(continued)

"I doubt it, Dad," Dante used to say, although he liked the fact that his dad had so much confidence in his game.

But here Dante was in New York City, and the bigger kids wouldn't give him a chance to show off his skill. "Big meanies," Dante thought to himself. "I'd show them all how good I am, if they'd only give me the chance."

Dante sat for a while longer, watching the big kids play. He drank down the last few sips of water from his bottle, and felt the sun beat down.

"Well, I'm not going to sit out here and sweat if they won't let me play," Dante said to himself. He stood up from the metal bench. Eyeing the trash can about 15 feet away, Dante tossed the empty water bottle into the air. The bottle soared through the air in a perfect arc and then landed with a clunk right in the middle of the trash can.

"Nice shot!" Dante heard someone behind him say.

- Ask students questions about what you read, and make a connection to the book they'll be reading.

Who is the main character in the story that I read? What sport does he like? Why do you think the bigger kids won't let Dante play basketball? What did Dante's grandmother give him for his birthday? I'll read more about Dante tomorrow, but now let's get ready to read *Tryouts*. You'll meet some children in this book who are friends. Their names are Hector and Mary.



- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

Let me clarify something from the reading. Good readers clarify while they read to make sure they understand what's happening in the text. I read the word *confidence*, but I needed to figure out how to say it and what it meant. First, I chunked it. I counted the number of vowel sounds I heard, three, and knew I had three chunks. Then I chunked the word *con/fi/dence*. I needed to reread the passage to figure out what it meant. Dante talks about how his dad thought he was the best basketball player in the neighborhood and maybe the whole South Side. Dante's dad thinks pretty highly about Dante's ability to play! The word *confidence* must mean Dante's dad really believes in him to play well.

Blackline master provided.

The image shows a 'Story Map' template. It has a title 'Story Map' at the top. Below the title, there are four main sections: 'Characters', 'Setting', 'Problem', and 'Event'. Each section has a large empty box for writing. There are also smaller boxes for 'When' and 'Where' under the 'Setting' section.

- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Characters: Dante, Gramma, Dad, bigger kids

Setting: Where—New York City, basketball courts
When—summer

Problem: Dante wants to play basketball, but the bigger kids don't pay attention to him.

Event: Dante moved from Chicago to New York. He got new basketball shoes for his birthday, and wants to play with the neighborhood kids.

- Remind students that they will continue clarifying as they read *Tryouts* this cycle.

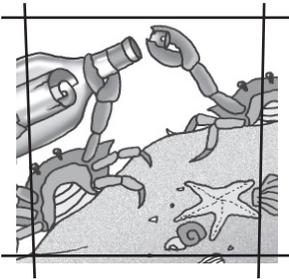
Preview Team Talk

- Preview the Team Talk questions with the class.

Student Edition, page S-6.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. What do all the kids in the park have in common? |CC|
 - a. They are there because the weather is nice.
 - b. They are all wearing baseball shirts.
 - c. They are there for baseball tryouts.
 - d. They are all good baseball players.
3. What happens because Hector and Mary are best friends? Give examples. |CE| (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

- Introduce Partner Reading for students. Tell them they will clarify as they read.
- Tell students you will model clarifying during Partner Reading using a student partner. Choose a partner randomly.
- Display the following passage. Model how to clarify with a partner using the words *bouquet*, *sunflowers*, and *primulas*.

Blackline master provided.

Daniel wanted to pick some flowers from his garden to make a bouquet for his mother. He picked some tall sunflowers and some purple primulas. He thought irises would look nice, so he clipped some of those too. Daniel went inside and put all the flowers in a vase.

- Model putting a sticky note in the margin when you can't clarify a word or idea. Model what to do when your student volunteer can't help you.
- Read the first sentence. Deliberately have trouble sounding out *bouquet*, and ask for clarification of how to say that word. An example follows.

Teacher (T): "...make a *boocket*..." I don't know this word, and I'm having

trouble sounding it out. I'll put a sticky note in the margin, next to the sentence. Tasha, can you help me with it?

Student (S): *I'm having trouble chunking it. I don't know it, either.*

T: **OK, then we'll leave it and come back to it during Team Discussion.**

- Continue to read through the word *sunflowers*. Have trouble sounding it out, and ask for help. An example follows.

T: **"...some tall sun-sunfl..." Let me put a sticky note next to this word. Tasha, can you help me with this word?**

S: *That word is sunflowers.*

T: **Oh, it's *sunflowers*. How did you know that word?**

S: *I saw two words that I know—sun and flowers.*

T: **Since Tasha clarified that word for me, I'll put a check on the sticky note.**

- Read through the next sentence of the paragraph. Ask the student if they can help you with the meaning of *primulas*. An example follows.

T: **"...some purple primulas." I think I can sound this word out to be *primulas*, but I don't know what it means, so I'll mark it with a sticky note.**

S: *Let me reread the sentence. No, I don't know what that word is or what it means.*

T: **OK, we will come back to that during Team Discussion.**

- Read the remainder of the paragraph.
- Summarize clarifying with sticky notes if necessary. Use **Think-Pair-Share** to have students explain what to do when they come to a word they don't know. Randomly select a few students to share.



Remember, as you read you will clarify words and ideas that you don't understand and ask your partner for help if you can't figure them out. What can you do when you come to a word you don't know? Wait for students' responses. **Great job! As you read with your partner, I want you to stop when you come to a word that you don't know. Then I want you to look at your strategy card and to use strategies to say the word and figure out its meaning. If you can't figure it out, ask your partner for help. Finally, I want you to use sticky notes to mark words or parts that you can't figure out just like Sticky and his friends did in the videos we've watched this cycle.**

- Pass out three sticky notes to each student (use your judgement to distribute fewer or more sticky notes than suggested), and have partners begin reading.
- Tell students that they have 15 minutes for this activity. Have students read and restate:

Students read and restate aloud.

page 5 aloud with partners.

pages 6 and 7 silently.

LITERATURE	
Read Aloud	
1.	Take turns reading paragraphs aloud with your partner.
2.	Use strategies, as necessary, as you read.
3.	Retell the main events from your partner’s reading before beginning your turn.
Read Silently	
1.	Retell the main events from each page silently to yourself.
2.	Add information from the reading to your story map.
3.	Restate the main events with your partner after you both finish reading.

- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading	
1.	Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2.	Add key understandings to your story maps or graphic organizers.
3.	Reread the text by alternating who begins reading first.
4.	Reread the pages in unison for fluency practice.

Team Discussion TP

Teacher’s Note: In this lesson, students have an informal Team Talk discussion and do not write answers to the Team Talk questions. Focus their attention on strategy-use discussion. The Team Talk discussion is introduced on Day 3, and the Write-On discussion is introduced on Day 4.

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Model team clarifying with a student team (that includes your previous student partner) using a word you marked earlier. Model the role of a team leader who is preparing the team for Class Discussion.

Let’s pretend that I’m the team leader on a team with (Miles), (Nadia), and (Luis), and it’s my turn to talk about clarifying. I’m going to use a word I struggled with earlier (*bouquet*) that my partner didn’t know either. First, I’ll read the passage again.
- Display and read aloud the entire paragraph.
- Review with your student team the meaning of *bouquet*. Prompt the use of the

Clarifying Strategy Card and the Strategy Use rubric. Use the example that follows if necessary.

T: This word, *boocket*, has an unchecked sticky note. My partner and I didn't know how to say the word.

S1: I didn't know that word.

S2: I do. It's bouquet.

T: Do you know what it means?

S2: Luis and I figured out that word by using other words in the paragraph.

T: What words helped you?

S3: The words "pick some flowers" and "put all the flowers in a vase." That's how we figured out that a bouquet is a bunch of flowers.

T: How did you know to use other words?

S3: We used our strategy card. It said to use context clues and reread to help clarify. So that's what we did.

T: Good job! I'll put a check on my sticky note. Now let's look at the Strategy Use rubric. Are we all ready for Team Discussion? We all know that we clarified *bouquet*. It means a bunch of flowers, and we used context clues to figure it out. Is everybody ready for Random Reporter?

- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use and to discuss the Team Talk questions.
- Remind teams to use the Strategy Use rubric to aid their discussions. Have teammates explain which strategy they used and why.
- Remind team leaders to make sure:
 - their teams clarify the words marked with unchecked sticky notes,
 - each teammate can discuss the team's strategy use for Class Discussion, and
 - each teammate can discuss the team's responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team's strategy use and their answers to the Team Talk questions to earn team celebration points during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**

- Tell students they will watch a video about strategy-use discussion. Tell them to look for student usage of the strategy cards and challenge score rubrics during the team discussions in the video.
- **Play** "Strategy Use" (6 minutes).



Remind students to use the Strategy Use rubric.

- Use **Think-Pair-Share** to have students tell what tools the students in the video used to clarify words. Randomly select a few students to share. *The students used the Clarifying Strategy Card and the Strategy Use rubric.*
- Use **Think-Pair-Share** to have students discuss how the teams in the video showed that they were prepared for Class Discussion. Randomly select a few students to share. *Each student on a team was ready for Random Reporter; each student could tell what was clarified in his or her team, what it means, and what strategy the team used.*
- Use **Think-Pair-Share** to have students tell how the teams were rewarded for good Strategy Use discussions. Randomly select a few students to share. *They were rewarded with team celebration points.*
- Begin strategy-use discussion.
- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.
- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.



Answers may vary. Accept reasonable responses.

Strategy Use Discussion
<ul style="list-style-type: none"> • resolve a sticky note • describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. What do all the kids in the park have in common? |CC|
 - a. They are there because the weather is nice.
 - b. They are all wearing baseball shirts.
 - c. *They are there for baseball tryouts.*
 - d. They are all good baseball players.
3. What happens because Hector and Mary are best friends? Give examples. |CE| (Team Talk rubric)
 - 100 points** = *Hector and Mary do everything together because they are best friends. They walk to school together. They walk home from school together. They do their homework together. They play together.*
 - 90 points** = *Hector and Mary do everything together because they are best friends.*
 - 80 points** = *They do everything together.*

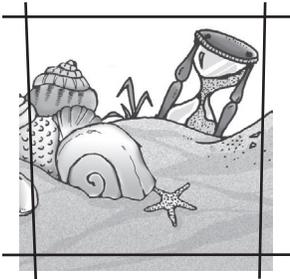
TEAM TALK EXTENSION

4. Why is Mary excited about the tryouts? Why is Hector excited? |CC • CH|
(Team Talk rubric)

100 points = *Mary is excited about the tryouts because she's never been on a team before. She wants to see what being on a team will be like. Hector is excited because he likes playing baseball. He says he can't wait.*

90 points = *Mary is excited about the tryouts because she's never been on a team before. Hector is excited because he likes playing baseball.*

80 points = *Mary has never been on a team. Hector loves baseball.*



FLUENCY IN FIVE

Timing Goal: 5 minutes

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

Page 5 (paragraphs 1–5)

- Randomly choose a student partner. Reread the passage, first incorrectly, then choppy, and finally without expression to show a lack of fluency skills. Prompt your student partner to use the rubric to give you feedback after each reading and to tell what score they might give you and why.
- Introduce the concept of rate. Explain that when we read with smoothness, accuracy, and expressiveness, we read at an appropriate rate.
- Tell students we can measure rate by finding out how many words we read correctly per minute. Explain your target-rate range.
- Tell students that we want to meet our target-rate range, but we must remember that fluent reading is not a race. Tell students that we must remember to demonstrate the other criteria in the rubric to be fluent readers.
- Display and introduce the word errors to students

Blackline master provided.

Word Errors

- Skips a word
- Mispronounces a word
- Has a word read by the listener

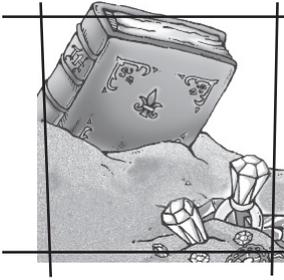


- Tell students that you want them to listen carefully as you read aloud and to count how many words you miss.
- Demonstrate timing yourself as you read the passage again, applying the skills of the rubric, but missing one or two words. Mark where you stop reading. Count the total number of words in the passage.
- Use **Random Reporter** to ask students how many words you missed, and then subtract that number from the total number of words in the passage. Write the number on the board and explain that this is your fluency rate—how many words you read correctly in one minute.
- Point out that applying the skills in the rubric helps us improve our fluency rates.
- Explain that students will practice reading fluently with partners on days 2–4.
- Tell students that they will receive a fluency score using the rubrics. Tell them they may read aloud to you for their score when they feel ready on days 2–4.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select a few students to share their team's response.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *pitch* page 8 and *exclaimed* page 10.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

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

Listening Comprehension

- Discuss what happened in *Dante and Monica* on Day 1.

Yesterday I started to read a story about a young boy named Dante. What happened to Dante yesterday? Why couldn't he play basketball? What did he do with his water bottle?

- Read the following passage from *Dante and Monica* aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

Dante turned around, ready to say thanks to whomever had complimented his shot. Standing near the chain link fence that surrounded the basketball courts, her fingers gripping the chain, was a young girl about Dante's age. She had her hair tightly braided, and wore shorts, a tee shirt, and yellow basketball shoes. They were Duke Wilson shoes! Her left shoe rested on a basketball. Dante had never seen the girl before.

"I said, nice shot," the girl repeated. "What's the matter, can't you take a compliment?"

Dante wiped a bead of sweat off of his brow. "Thanks, I guess," he said, quietly.

The girl said, "There you go. That wasn't so bad, now was it?"

Dante smiled. Then the girl continued, "What you need, though, is a little more oomph to your shot. I think you need just a little more flick of the wrist."

Dante didn't like that. Angrily, he said, "My shot's just fine. What do you know about anything, anyway?"

The girl looked carefully at Dante. Then she walked around the fence and through the gate. "Follow me," she said. She led Dante to an empty court, far away from where the bigger kids were playing their full court game. The girl stood at the three point line, about 20 feet from the rim. She dribbled her ball up and down a few times. She wiped some sweat from her forehead.

Then she picked up the ball, and launched it into the air. Her form was perfect. The ball sailed through the air, and, for a brief second, Dante lost it in the gleam of the bright sun. When he found it again, the ball was just about to hit the rim. Then K DANK! The ball bounced off the rim, then off the backboard, and then swished through the metal net.

"Wow!" Dante said. "A perfect three point shot!"

"I've been practicing," the girl said. Then she stuck out her hand. "Name's Monica," she said.

Dante reached out and shook her hand. "I'm Dante," he said. "Pleased to meet you."

"Likewise," Monica said. Then she ran to fetch the ball and bounced it over to him. Dante caught the ball mid bounce and dribbled it a few times.

continued

Monica ran over to him. “Now, shoot it just like I saw you sink that water bottle,” she said, “only this time, give yourself a little more flick of the wrist.”

Dante thought to himself, “Hey, if this girl can teach me to shoot like she does, I’ll be the best player in New York AND Chicago!” So, he did just as she suggested, and flicked his wrist a little more as he shot the ball. The ball sailed perfectly, and then dropped straight down through the metal net. “Swish!” said Dante. “Nothin’ but net.”

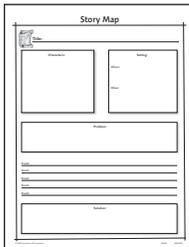
“Good work,” said Monica.



- Using a **Think Aloud**, model how to clarify *practicing*. Mispronounce the word until you clarify it.

“I’ve been practick-ing...” Say *practicking*. **I don’t know any word like *practicking*. Let me reread that word to see if I can clarify it. I see that this word has an ending, *-ing*. That means the base word is *practice*. The *e* on the end of the word gets dropped when the ending is added. I know that the letter *c* can make two sounds—a soft sound like /s/ and a hard sound like /k/. I said it with the hard sound first, but *c* makes the soft sound when it’s followed by an *e*, like the word *ice*. Yeah. That makes sense. Monica has been *practicing*. That’s why she’s such a good player.**

Blackline master provided.



- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Characters: Monica

Event: Dante meets Monica. She gives him advice on how to shoot the basketball.

- Remind students that they will continue clarifying as they read *Tryouts* this cycle.

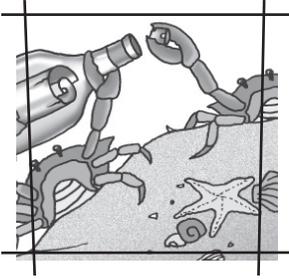
Preview Team Talk

- Preview the Team Talk questions with the class.

Student Edition, page S-6.

TEAM TALK

- What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
- What is the first thing Mary tries to do at tryouts? |SQ|
 - hit the ball
 - catch the ball
 - throw the ball
 - toss the ball
- Does Mary do well at her baseball tryout? Support your answer. |DC| (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 page 8 aloud with partners.
 pages 9 and 10 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion **TP**

Teacher’s Note: In this lesson, students have an informal Team Talk discussion and do not write answers to the Team Talk questions. Focus their attention on strategy use discussion. The Team Talk discussion is introduced on Day 3, and the Write-On discussion is introduced on Day 4.

- Ensure that students discuss strategy use and the Team Talk questions thoroughly.
- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use and to discuss the Team Talk questions.
- Remind teams to use the Strategy Use rubric to aid their discussions. Have teammates explain which strategy they used and why.
- Remind team leaders to make sure:
 - their teams clarify the words marked with unchecked sticky notes,
 - each teammate can discuss the team’s strategy use for Class Discussion, and
 - each teammate can discuss the team’s responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team’s strategy use and their answers to the Team Talk questions to earn team celebration points during Class Discussion.

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Remind students to think about the Clarifying Strategy Card and Strategy Use rubric during Class Discussion.

- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.

- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. What is the first thing Mary tries to do at tryouts? |SQ|
 - a. hit the ball
 - b. catch the ball
 - c. throw the ball
 - d. toss the ball
3. Does Mary do well at her baseball tryout? Support your answer. |DC| (Team Talk rubric)
 - 100 points** = *Yes, Mary does well at her baseball tryout. She hits the ball. She catches the ball. She throws the ball hard. The coach says she'll be on the team. She must be a good player to make the team.*
 - 90 points** = *Yes, Mary does well at her baseball tryout.*
 - 80 points** = *Yes, she does well.*

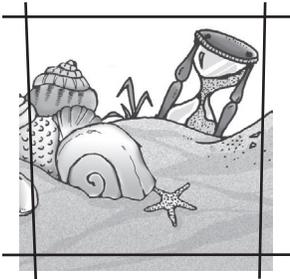
TEAM TALK EXTENSION

4. Describe how Hector acts in this section of the story. What does this tell you about him? |CH| (Team Talk rubric)

100 points = *Hector acts helpful in this section of the story. He supports Mary as she tries out for the baseball team. He tells her when she is doing well. He gives her advice. This tells me that Hector is a good friend. He wants Mary to do well.*

90 points = *Hector acts helpful in this section of the story. This tells me that Hector is a good friend.*

80 points = *He is helpful. He is a good friend.*



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes



- Tell students they will watch a video of two partners practicing fluency. Ask them to pay attention to how the partner gives feedback using the Fluency rubric.
- **Play** “Fluency” (4 minutes).
- Use **Think-Pair-Share** to have students tell what feedback the listener gave the reader.
- Use **Think-Pair-Share** to have students explain how the reader could read more fluently.
- Explain the routine and rubric for fluency. Remind students that you modeled the routine with a student partner yesterday, and they just watched two students use the routine in the video. **SR**

Fluency Routine

1. Choose a partner to read first.
2. Begin reading.
3. Listening partner:
 - When did the reader stop?
 - How many words did the reader miss?
 - Did the reader meet the rate goal?
4. Use the Fluency rubric to share feedback with the reader.
5. Switch roles, and then repeat the routines.

Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-5.

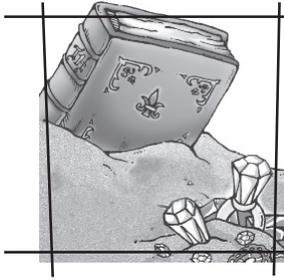
Page 10 (paragraphs 1–5)

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select students to share.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *nervous* page 11 and *extended* page 11.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

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

Listening Comprehension

- Discuss what happened in *Dante and Monica* on Day 2.
- Read the following passage from *Dante and Monica* aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

Dante and Monica practiced shooting for an hour or so. Sometimes Dante had good advice for Monica, and sometimes it was the other way around. They practiced passing, catching rebounds, dribbling, and a number of other skills. Around 2:30, Monica looked at her watch.

"Holy smokes!" she said. "I didn't realize it was 2:30! I gotta get outta here. My dad and I are going downtown at 3:00. I better get moving and run home!"

"Okay," said Dante. "I guess I'll head home, too."

Monica bent down to tighten the laces on her Duke Wilsons. When she stood up, she said, "So, do you want to practice some more tomorrow?"

Dante said, "What's tomorrow, Sunday?" He thought for a minute, then said, "Okay, but I gotta go to church with my Gramma and my dad in the morning, and then we'll have lunch together. You want to meet me here after that, around one o'clock?"

"One o'clock sounds like a plan, Stan," Monica said. "See ya later!" she called as she walked off the court.

"See ya tomorrow!" Dante called back.

Dante whistled as he walked home in the afternoon sun. He didn't even care anymore that the bigger kids wouldn't let him play basketball with them. He'd found someone to play basketball with, someone his own age.

When he reached his apartment building, Gramma was still sitting in the window.

"Hey Gramma!" he called up to her. "Is my dad home yet?"

Gramma called down, "Nope, not yet! I don't expect him for another hour or so. Why don't you come in out of the heat? I'll fix you a nice glass of lemonade. I think I have a pitcher in the refrigerator, ice cold!"

"That sounds pretty good, Gramma!" Dante called back, grinning. He then unlocked the door of the apartment building and bounded up the steps to the second floor. Gramma had opened the door to the apartment, and Dante ran inside.

continued

“Look at you, running around in those fancy shoes,” Gramma said, pointing at his Duke Wilsons. “Did you get a chance to use them today?” she asked as he poured him a tall glass of lemonade.

Dante thanked Gramma for the lemonade and sat down by the open kitchen window. As he sipped his lemonade, he told Gramma all about playing basketball with Monica. “I can’t wait to actually play a game with her, Gramma! Together, I’d bet we’d be the best two person team in the whole city! Maybe even the whole state!”

Gramma just chuckled. “You aren’t very humble, are you Dante?” she asked with a smile. “Oh well,” she said, “you get that confidence from your father. He was quite a ball player in his youth, as I recall.”

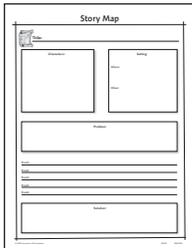
Dante listened as Gramma told stories about Dante’s dad. They spent the afternoon that way, sipping lemonade and telling stories, just waiting for Dante’s dad to come home.



- Using a **Think Aloud**, model how to clarify *humble*.

Let me reread something. “You aren’t very humble, are you Dante?” she asked with a smile.” *Hum-ble*. I think that means modest and shy, but I’m not sure. I’m going to reread the rest of the paragraph to see if I can clarify it or figure out the meaning. Reread the rest of the paragraph. **Yes. Dante is a good basketball player, just like his dad. They’re really self-confident. So, if Dante’s not very humble, that definitely means he’s not very modest. He is very self confident, especially because of his basketball skills.**

Blackline master provided.



- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Event: Dante and Monica practice until they need to go home. They plan to practice the next day.

- Remind students that they will continue clarifying as they read *Tryouts* this cycle.

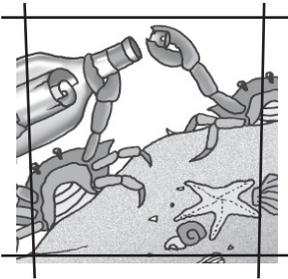
Preview Team Talk

- Preview the Team Talk questions with the class.

Student Edition, page S-6.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. How is Hector's first try at hitting the ball similar to Mary's first try? |CC|
 - a. He also loses the bat when he swings.
 - b. He also misses the ball.
 - c. He also catches the ball.
 - d. He also makes it onto first base.
3. Why doesn't Hector know why he feels nervous before his tryout? |CE| (Team Talk rubric)

**TEAMWORK**

Timing Goal: 45 minutes

Partner Reading TP

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**

page 11 aloud with partners.**pages 12 and 13 silently.**

- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion **TP**

Teacher’s Note: In this lesson, students have a strategy use discussion and are introduced to the role cards and the Team Talk discussion. The Write-On discussion is introduced on Day 4. The Team Talk (spoken and written) rubric replaced the Think-and-Connect rubric.

- Direct students to the role cards in their team folders. Ask team leaders to distribute a role card to each teammate. Tell team leaders to hand out both “Third” cards if they have five students on their teams.
- Tell students that using the role cards will help them prepare each team member for the Team Talk (spoken) discussion during Class Discussion. Model a discussion of the Team Talk questions using the role cards with a student team. Make sure that students follow the steps on their role cards. Use the “First” card as your role card.

T: **OK, we all have our role cards. Mine says, “First,” so I’m going to go first and follow the steps on the card. Step 1 is to read the question to you guys. Everyone look at me so I know you’re listening. Here it is: Why doesn’t Hector know why he feels nervous before his tryout? Did everyone hear the question? I think a key word in the question is why. Who has the card that says, “Second”? You go next. What does your role card tell you to do?**

S1: *My card says to answer the question. First, I have to restate the question in my own words. The question asks why Hector doesn’t know why he’s nervous. Hector thinks he’s a good baseball player. Did everyone hear my answer?*

T: **Good job following your role card! Two people have a card that says “Third.” Let’s choose one person to go first, followed by the other person.**

S2: *I’ll go first. The card tells me to restate my teammate’s answer. Then it tells me to agree or disagree. His answer was that Hector thinks he’s a good baseball player. When you think you’re good at something, you usually aren’t nervous about doing it. Hector thinks he can hit, catch, and throw, so he’s not sure why he should be nervous about trying out. Does everyone agree with my answer? Is there anything we can add to it?*

T: **Alright, good job. You added to the first answer, gave more information, and told why. Just what your role card says to do. Now, we have another “Third” role card. It’s your turn to add to the discussion.**

S3: *I agree with her answer. But I just looked at the Team Talk rubric, and it says to include the question in the answer. So I would just add that we should say Hector doesn’t know why he feels nervous before his tryout because he knows he is a good baseball player. He knows how to hit, catch, and throw. Does everyone agree with that?*

T: **Great job adding information! OK, now let’s move on to the “Fourth” card. You’re up!**

S4: *OK, I get to summarize and restate the answer. Our answer is that Hector doesn’t know why he feels nervous because he knows he is a good baseball player. Does everybody understand that answer? Can everybody remember it for Random Reporter during Class Discussion?*

T: All right, teammates! Good use of the role cards. Do you see how they prepare all of us to answer during Class Discussion? I think we're ready to earn points for Team Talk!

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly.
- Ask students to begin their team discussion starting with question #2. Tell them they have 15 minutes. Prompt students to use their Clarifying Strategy Cards for strategy use and their role cards to discuss Team Talk questions.
- Remind the teams to use the Strategy Use and Team Talk rubrics on the backs of their team folders to aid their discussions.
- Remind team leaders to make sure:
 - their teams clarify the words marked with unchecked sticky notes,
 - each teammate can discuss the team's strategy use for Class Discussion, and
 - each teammate can discuss the team's responses to the Team Talk questions.
- Remind students that they will need to prepare each team member to discuss the team's strategy use and their answers to the Team Talk questions to earn team celebration points during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Tell students they will watch a video about the Team Talk discussion. Tell them to look for student use of the role cards and challenge score rubric during the team discussions in the video.
- **Play** "Think and Connect" (Team Talk) (5 minutes).
- Use **Think-Pair-Share** to have students explain why it's important to look at the Team Talk rubric during Class Discussion. *It's important to look at the rubric to make sure that we include all the important parts in our answers.*
- Use **Think-Pair-Share** to have students explain how the team showed that they were prepared for Class Discussion. *Each student on the team was ready for Random Reporter; each student could give a complete, correct answer that gave evidence or background knowledge using the question stem.*
- Randomly select a few students to tell how teams were rewarded for good Team Talk discussions. *They were rewarded with team celebration points.*
- Remind students to think about the Clarifying Strategy Card and Strategy Use rubric during Class Discussion.



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.



- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.
- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

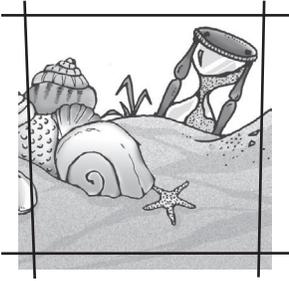
- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. How is Hector’s first try at hitting the ball similar to Mary’s first try? |CC|
 - a. He also loses the bat when he swings.
 - b. *He also misses the ball.*
 - c. He also catches the ball.
 - d. He also makes it onto first base.
3. Why doesn’t Hector know why he feels nervous before his tryout? |CE| (Team Talk rubric)
 - 100 points** = *Hector doesn’t know why he feels nervous before his tryout because he knows he is a good baseball player. He knows how to hit, catch, and throw.*
 - 90 points** = *Hector doesn’t know why he feels nervous before his tryout because he knows he is a good baseball player.*
 - 80 points** = *He knows he is a good baseball player.*

TEAM TALK EXTENSION

4. How is Hector’s overall tryout different from Mary’s? |CC| (Team Talk rubric)
 - 100 points** = *Hector’s overall tryout is different from Mary’s because it does not go very well. He can’t hit the ball. He can’t catch the ball. Mary’s tryout went well because she can hit, catch, and throw the ball.*
 - 90 points** = *Hector’s overall tryout is different from Mary’s because it does not go very well.*
 - 80 points** = *His tryout does not go very well.*



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

Student Edition, page S-5.

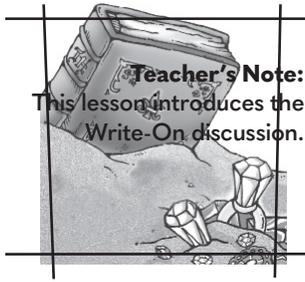
Page 10 (paragraphs 1–5) or 12

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select a few students to share their team's response.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *chores* page 14 and *approach* page 15.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Text Review

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

Listening Comprehension

- Discuss what happened in *Dante and Monica* on Day 3.
- Read the following passage from *Dante and Monica*, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

The next day, Dante was at the courts at 1:00. He sat between the empty court and the one on which four of the bigger kids were playing a half court game. A few minutes went by, and Monica didn't show up. Dante decided he'd wait a little longer, although he was beginning to feel disappointed.

"Why isn't Monica here?" Dante asked.

By 1:15, Dante decided that Monica wasn't coming. "That's too bad," he said to himself, "but maybe I can get in the big kids' game."

"Hey, pass the ball!" Dante called. "I want to play!" Just as they did the day before, the kids ignored him. "Hey!" Dante called again, but to no avail. The big kids were not going to let him play.

Dante turned to leave the courts, sad and angry. Just then, Monica came jogging around the corner. "Sorry I'm late, Dante," said Monica, "but I was busy talking to my mom over the phone."

Dante said, "That's okay. I'm just glad you're here." Then he pointed behind him. "These big oafs won't let me play with them."

Monica said, "Oh, we'll see about that." Then, to Dante's surprise, Monica walked right over into the middle of the half court game. The game ground to a halt.

"What's the deal?" asked one boy.

"Yeah, what's going on?" asked another.

Monica said, "My friend Dante and I are here to play basketball. Now, this is a public court. It is a rule that you cannot stop anyone from joining your game!" Dante watched her pointing her finger up at the faces of the bigger boys.

"Wow! She's brave," thought Dante, admiringly.

Monica continued. "There are four of you. Plus there are two of us. That makes six. I don't see why we can't have a game of three against three."

The four boys huddled together, and Dante approached Monica. He stood by her side. The biggest boy then walked over to Dante and Monica and said, "Alright. It's the two of you, and me, against those three. My name's

continued

Tom. Those three over there are Gerald, Terrell, and Ray.” The other three boys waved, although they didn’t look very happy.

Monica stood tall. “Hi, Tom. I’m Monica. And this is Dante.” Dante stuck out his hand.

“Alright. Dante, Monica, and Tom. Quite a team. You two had better be good!” he said.

Monica said, “Watch this! Hey Ray, pass me the ball!”

Ray looked at his friends, who shrugged their shoulders. Then he passed her the ball. Monica then said to Dante, “Go for a lay up, and I’ll make sure you get the ball.” To Tom, she said, “Tom, try to cover me.”

Tom agreed, and the other three boys got out of the way. Monica started dribbling the ball, and Tom stood over her. Dante sprinted up the inside, yelling, “I’m open! I’m open!”

Monica turned the left. Then she turned to the right. She couldn’t get a clear pass over to Dante. Tom was too big! Monica pretended that she was going to pass to the left, and Tom leaned left to block the pass. But then, in the blink of an eye, Monica pivoted around Tom and passed the ball to the right. Tom wasn’t fast enough, and Dante caught the ball. He then leapt as high as he could and sank the ball in a perfect lay up.

Dante turned around and looked at Tom. Tom was grinning, and shaking his head. The other boys were laughing and pointing at Tom.

“You got schooled!” Ray shouted. “Dante and Monica took you to school!”

“I sure did,” said Tom, although he was smiling.

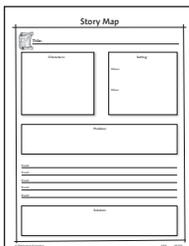
Dante looked at Monica. Monica looked back at him, and winked.



- Using a **Think Aloud**, model how to clarify *pretended*. Mispronounce *pretended* until you clarify it.

“Monica preden–ted...” Say *predented*. **That doesn’t sound right! Let me chunk that word to see if I can clarify it. I can count the vowel sounds in the word first. There are three, so I know there are three chunks. Now I can chunk it as *pre/ten/ded*. I realized that I mixed up the *d* and the *t* when I read the word at first, so chunking it helped me look more closely at the word. “Monica pretended that she was going to pass to the left.” That’s better. I know what *pretended* means. Now I can keep reading.**

Blackline master provided.



- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Characters: Tom, Gerald, Terrell, Ray

Event: Monica is late getting to the basketball courts and the bigger kids still won’t let Dante play.

Solution: Monica shows the boys that she and Dante can play well. They are impressed.

- Connect the Listening Comprehension text to students' story.

Dante had a problem. He couldn't play basketball with big kids. But Monica helped him solve that problem. Today when we read *Tryouts*, we'll find out what happens after Hector doesn't make the team.

- Remind students that they will continue clarifying as they read *Tryouts* this cycle.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Model underlining key words or phrases in the **Write-On** question. Tell students that this helps you determine what the question means. State the question in your own words.

The Write-On question asks, "Which word below best matches the meaning of the word *rooting* on page 16? Explain why you think so." I'm going to underline "best matches," *meaning*, and *explain*. These words help me know that the question asks me to tell which answer choice means almost the same as *rooting* and that I need to tell why that's the correct choice.

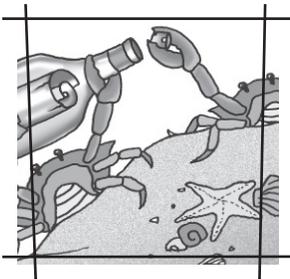
- Ask students if there are other key words or phrases they can underline. Tell them this will help them during Class Discussion.

Student Edition, page S-7.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|
(Strategy Use rubric)
2. Describe how Hector's feelings have changed since leaving tryouts on Saturday.
|CC| (Team Talk rubric)
3. Which word below best matches the meaning of the word *rooting* on page 16?
|CL|
 - a. throwing
 - b. running
 - c. cheering
 - d. listening

Explain why you think so. (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**

page 14 aloud with partners.

pages 15 and 16 silently.

- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion **TP**

Teacher's Note: This lesson introduces the Write-On discussion.

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly.
- Tell students that today they will begin writing the answer to one of the Team Talk questions individually. Remind them that it is the question in which they underlined key words and phrases.
- Tell students to use the Team Talk rubric on the backs of their team folders to aid them in writing answers and in their team discussions.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Ask students to begin their team discussions. Tell them they have 15 minutes. Monitor the discussions for understanding. Prompt students to use their Clarifying Strategy Cards for strategy use, to discuss Team Talk questions, and to add to their individual Write On question answers after discussion.

- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Tell students that they will watch a video about the Write-On discussion. Tell them to look for student use of the challenge scores rubrics during the team discussions in the video.



- **Play** "Write-On" (2 minutes).
- Use **Think-Pair-Share** to have students explain why it's important to look at the Team Talk rubric during Class Discussion. *It's important to look at the rubric to make sure that we include all the important parts in our written answers.*
- Use **Think-Pair-Share** to have students explain how the team in the video showed that they were prepared for Class Discussion. *Each student on the team was ready for Random Reporter; each student could give a complete, correct answer that gave evidence or background knowledge using the question stem.*



- Randomly select a few students to tell how teams were rewarded for good Write-On discussions. *They were rewarded with team celebration points.*



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.
- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)

100 points = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*

90 points = *Uses a sticky note and tells what strategy was used to discuss it.*

80 points = *Uses a sticky note to mark a thought.*

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK CONTINUED

2. Describe how Hector’s feelings have changed since leaving tryouts on Saturday. |CC| (Team Talk rubric)

100 points = *Hector feels better since leaving tryouts on Saturday. He was very upset after tryouts. He did not want to practice right away. He wanted to be alone. He feels a lot better now and is happy to practice with Mary. He feels more confident.*

90 points = *Hector feels better since leaving tryouts on Saturday. He was very upset after tryouts.*

80 points = *He feels better. He was very upset before.*

3. Which word below best matches the meaning of the word *rooting* on page 16? |CL|

- a. throwing
- b. running
- c. *cheering*
- d. listening

Explain why you think so. **(Write-On)** (Team Talk rubric)

100 points = *I think rooting means cheering because Mary will be at the tryouts to support Hector. She wants Hector to do well at tryouts. I think she will do this by cheering and letting him know that she is there.*

90 points = *I think rooting means cheering because Mary will be at the tryouts to support Hector.*

80 points = *It means cheering.*

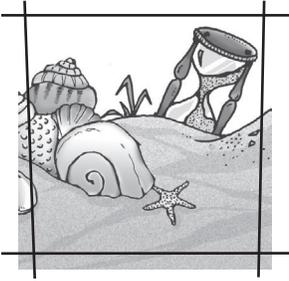
TEAM TALK EXTENSION

4. Write a short summary of what happens in this section. |SU| (Summarizing rubric)

100 points = *Mary and Hector practice playing baseball. They practice hitting, throwing, and catching. Hector plays much better. They practice playing every day. They practice after school and after dinner.*

90 points = *Mary and Hector practice playing baseball. Hector plays much better. They practice playing every day.*

80 points = *Mary and Hector practice playing baseball. He hits the ball over Mary’s head. Hector has his ball, mitt, and bat in his hands for tryouts.*



FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

Student Edition, page S-5.

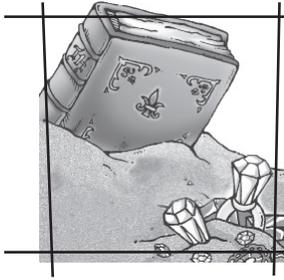
Page 10 (paragraphs 1–5), 12, or 14 (paragraphs 1–3)

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

- Have students rerate the vocabulary words individually as they arrive for class.
 - + Think they know the word
 - ? Not sure if they know the word

Team Cooperation and Achievement Goal

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

Set the Stage

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



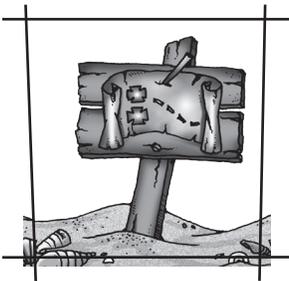
In yesterday's reading, Hector was still practicing. Today we will find out if all of his practice pays off.

Vocabulary **TP**

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about clarifying.
- Ask students to underline key words or phrases in question #4.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 40 minutes for the test.

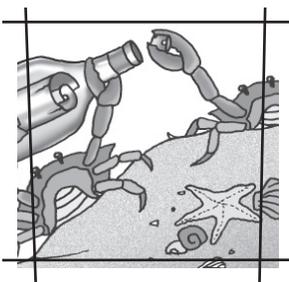


TEST

Timing Goal: 40 minutes

Suggested timing:
 Reading/comprehension
 questions: 30 minutes
 Vocabulary/Word Power:
 10 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
 Teamwork vary with
 strategy instruction.

Team Discussion **TP**

- Students discuss independent strategy use and answers to the test. **SR**

After the Test	
INDEPENDENT STRATEGY USE	<ul style="list-style-type: none"> • How did you resolve a sticky note? • Describe your strategy use with the team.
SKILL-QUESTION DISCUSSION	<ul style="list-style-type: none"> • Discuss the skill question in teams. • Say the question in your own words, and tell what key words or phrases you underlined. • Read your answer to your team. • Think about what you like about your answer and what you could have said differently. • Use your colored pen to add comments to your answer.

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



Class Discussion **TP**

- Collect the test answers.
- Use **Random Reporter** to have students share a word or phrase that needed clarification.
- Award team celebration points.
- Use **Random Reporter** to review assessment answers as time permits.
- Award team celebration points.
- Have students share with their teammates which vocabulary words they found in the text and on what page. Use **Random Reporter** to select a few students to share with the class.

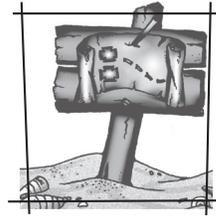


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



TEST

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Read pages 17 and 18 of *Tryouts*, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

1. Which of the following is not something that happens because Hector and Mary are best friends? |CE|
 - a. They spend time together.
 - b. They play basketball together.
 - c. They walk to school together.
 - d. They try out for baseball together.

30 points

2. Does Hector's practice help him in the end? Support your answer. |DC| (Team Talk rubric)

30 points = *Yes. Hector's practice helps him in the end. It makes him more confident. He plays very well during his second tryout. He hits the ball and makes the team.*

25 points = *Yes. Hector's practice helps him in the end.*

20 points = *Yes. He makes the team.*

10 points

3. What do you think Hector means when he says, "I already have a great coach," at the end of the story? Support your answer. |DC| (Team Talk rubric)

30 points = *I think Hector means that Mary is a good coach for him. She helps him practice until he is confident that he can play well. She helps him make the team. She encourages him. She roots for him.*

25 points = *I think Hector means that Mary is a good coach for him.*

20 points = *Mary is a good coach.*

30 points

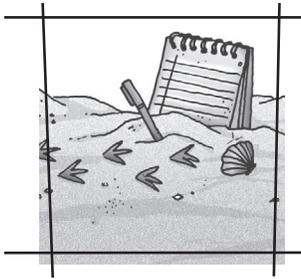
4. Which word below best matches the meaning of the word *striking* on page 17? |CL|
- leaving
 - throwing
 - quitting
 - hitting*

Explain why you think so. **(Write-On)** (Team Talk rubric)

30 points = *I think striking means hitting because the author describes the sound the bat makes when the ball hits it. The author says the ball smacks off the bat. The ball must hit the bat.*

25 points = *I think striking means hitting because the author describes the sound the bat makes when the ball hits it.*

20 points = *The author describes the sound the bat makes when the ball hits it.*



DAY 6

ADVENTURES IN WRITING

Timing Goal: 90 minutes

Suggested timing:

Planning: 20 minutes

Drafting: 25 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes

- Introduce the activity.

Today you will write a paragraph about what you think it takes to be a good friend. Hector and Mary are best friends. You read about how they help each other. You will describe what you think makes a good friend.

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

Student Edition, page S-7.

WRITING PROMPT	
<p>Write a paragraph that describes what you think makes a good friend. Begin your paragraph with an opening sentence that tells the main idea and three traits you think are important for being a good friend. In the body of your paragraph, provide two details to support each trait that you say is important for being a good friend. Write a closing sentence that restates the main idea of your paragraph.</p>	



Student Edition Writing Guide contains no point values.

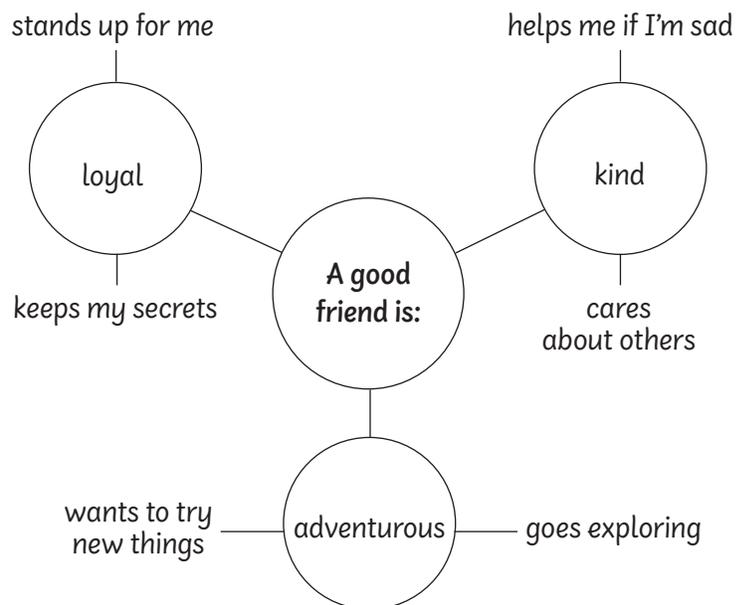
WRITING GUIDE		
IDEAS	<ul style="list-style-type: none"> • Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> • Has a clear beginning that introduces the topic or story. • The middle has details that support the topic or moves the story forward. • Ends with a closing statement or solution. 	30 points
STYLE	<ul style="list-style-type: none"> • Uses words, phrases, quotes, or dialogue to support their writing or help the reader make a mind movie. 	30 points
MECHANICS	<ul style="list-style-type: none"> • Uses correct punctuation, capitalization, spelling, and grammar. 	10 points

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

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our literary response paragraphs.

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- While they have their plans in front of them, have students review their ideas with partners and begin to write.
- Remind students to periodically check their writing against the prompt and writing guide to make sure they are meeting the goal for the activity.
- Monitor students as they begin working. Give specific feedback to reinforce good drafting, and assist students as needed.

- As students complete their drafts, have them read their writing aloud to a partner to see that it includes the intended ideas and makes sense.
- Ask one or two students to share their first drafts with the class to celebrate.

Team Discussion

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other’s drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**

Sharing	Responding
<ul style="list-style-type: none"> • Read your writing once to yourself, and then read it aloud with expression to your partner. • When your partner responds, write suggestions that they make for improving your writing. 	<ul style="list-style-type: none"> • Listen carefully with your writing guide in front of you as your partner reads their draft. • When your partner has finished reading, tell what you liked about the writing. • Then use the writing guide to give the author suggestions for how to make the writing better.

- Tell students that it is important to help their partners make sure their writing contains all the information from the writing prompt and scoring guide.

You can help your partner by making sure his or her writing contains all the information it needs. Sometimes it is easier for a second pair of eyes to pick out missing information. As you read your partner’s paragraph, check that he or she has an opening sentence, a body, and a closing sentence. The opening sentence should mention three traits your partner thinks are important for a good friend to have. The body should provide two details for each of those traits. The closing should restate the main idea.

Blackline master provided.

- Display the following sample paragraph. Read the paragraph aloud to students.

A good friend should be loyal to their friends. When someone is loyal, it means they stand up for you and take your side in an argument. A good friend does not let others gang up on you. They also keep your secrets and do not tell embarrassing stories about you to other people. Kindness is another important thing for a good friend to have. A good friend should be there to cheer you up when you are sad. They should also care about other people. You do not want a friend who is mean. Finally, a good friend should be adventurous. There are a lot of ways to be a good friend, but I believe loyalty, kindness, and being adventurous are the most important.



- Use **Team Huddle** to have students imagine that they are your partner and to help you identify where information is missing in your paragraph. Use **Random Reporter** to share responses.

Help me identify what changes I need to make before I write a final draft of my paragraph. Did I include an opening sentence? *No. There isn't a sentence that introduces the main idea. There aren't three traits that you find important in a friend.*
You are right. I do not have an opening sentence. I start talking about how friends should be loyal. That makes it seem like the whole paragraph should be about that. I will have to add an opening sentence. Do I provide enough details for each trait that I think is important? I should provide two details for each trait. *No. You did not provide details about why being adventurous is important.*
You are right! I did not say why being adventurous is important to me. I need to look at my graphic organizer and add that information to my paragraph. Do I have a closing sentence that restates the main idea? *Yes. It mentions all the things you find important in a friend.*
Great. Thanks for your help!

- Tell students to help their partners identify where information is missing from their paragraphs as they share and respond.
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**

Revising

- Look at the suggestions you wrote when your partner responded to your writing.
- Decide which changes you want to make to your draft.
- Draw arrows to show where the new ideas belong in your work.

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

Editing

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

- Have students share their edits with their partners.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected for Class Discussion.

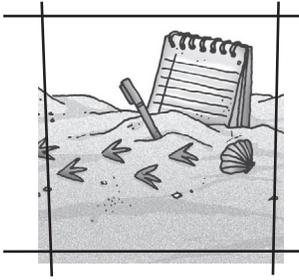
Class Discussion **TP**

- 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 writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:
 - Does the writer introduce the topic/story clearly?
 - Does the writer include details to help readers understand the information/story?
 - Does the writer end with a closing statement/solve the story problem?
 - Does the writer use language and details to help readers make a mind movie?



- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

TEAM CELEBRATION POINTS	
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> • How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?



DAY 7

ADVENTURES IN WRITING

Timing Goal: 30 minutes

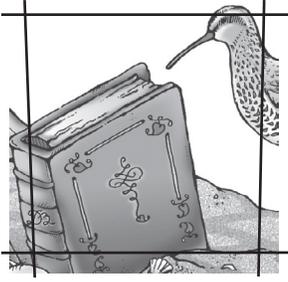
Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits from the previous day.
- Display the following revised sample paragraph. Point out to students where the opening sentence and information in the body has been added.

Blackline master provided.

After reading about good friends in *Tryouts*, I think it is important for a good friend to be loyal, kind, and adventurous. A good friend should be loyal to their friends. When someone is loyal, it means they stand up for you and take your side in an argument. A good friend does not let others gang up on you. They also keep your secrets and do not tell embarrassing stories about you to other people. Kindness is another important thing for a good friend to have. A good friend should be there to cheer you up when you are sad. They should also care about other people. You do not want a friend who is mean. Finally, a good friend should be adventurous. They should be willing to try new things such as food or games. A good friend should not be afraid to go exploring and see new things with you. There are a lot of ways to be a good friend, but I believe loyalty, kindness, and being adventurous are the most important.

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



BOOK CLUB

Timing Goal: 40 minutes

- Have students get out their reading selections and Read and Respond forms.

Team Discussion

- Tell students that they will discuss their reactions to their reading selections with their teammates using the Read and Respond questions as a guide.

READ AND RESPOND QUESTIONS

- Is your book literature or informational? Summarize what you read.
 - Why did you choose this book? How did it make you feel while reading it?
 - What is something you liked about the book? Would you recommend it to others?
- 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.

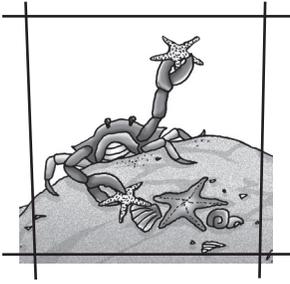
Class Discussion



- Use **Random Reporter** to select a student to briefly share about their book.
- Award team celebration points.

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

Add Super, Great, or Good Team designations to the poster.

Success Review and Keeping Score

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster and celebrate super teams from the cycle.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Have one student from each team write the team achievement goal on the team score sheet. Note each team's achievement goal on the teacher cycle record form.
- If needed, explain the challenge scores using the rubrics on the team folders.
- Students will brainstorm and make notes of the actions they will take to help their team meet the goal on the back of their team score sheet.

Team Cooperation Goal

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?

Daniel wanted to pick some flowers from his garden to make a bouquet for his mother. He picked some tall sunflowers and some purple primulas. He thought irises would look nice, so he clipped some of those too. Daniel went inside and put all the flowers in a vase.

A good friend should be loyal to their friends. When someone is loyal, it means they stand up for you and take your side in an argument. A good friend does not let others gang up on you. They also keep your secrets and do not tell embarrassing stories about you to other people. Kindness is another important thing for a good friend to have. A good friend should be there to cheer you up when you are sad. They should also care about other people. You do not want a friend who is mean. Finally, a good friend should be adventurous. There are a lot of ways to be a good friend, but I believe loyalty, kindness, and being adventurous are the most important.

After reading about good friends in Tryouts, I think it is important for a good friend to be loyal, kind, and adventurous. A good friend should be loyal to their friends. When someone is loyal, it means they stand up for you and take your side in an argument. A good friend does not let others gang up on you. They also keep your secrets and do not tell embarrassing stories about you to other people. Kindness is another important thing for a good friend to have. A good friend should be there to cheer you up when you are sad. They should also care about other people. You do not want a friend who is mean. Finally, a good friend should be adventurous. They should be willing to try new things such as food or games. A good friend should not be afraid to go exploring and see new things with you. There are a lot of ways to be a good friend, but I believe loyalty, kindness, and being adventurous are the most important.

Story Map



Title: *Dante and Monica*

Characters:

Dante
 Gramma
 Dad
 bigger kids (Tom, Gerald, Terrell, Ray)
 Monica

Setting:

Where: New York City, basketball courts

When: summer

Problem:

Dante wants to play basketball, but the bigger kids don't pay attention to him.

Event: Dante moved from Chicago to New York. He got new basketball shoes for his birthday, and wants to play with the neighborhood kids.

Event: Dante meets Monica. She gives him advice on how to shoot the basketball.

Event: Dante and Monica practice until they need to go home. They plan to practice the next day.

Event: Monica is late getting to the basketball courts and the bigger kids still won't let Dante play.

Event:

Solution:

Monica shows the boys that she and Dante can play well. They are impressed.

Story Map



Title: *Tryouts*

Characters:

Hector Gonzalez
Mary Patterson
the coach

Setting:

Where: the park

When: April; Saturday; Sunday

Problem:

Hector and Mary want to play on the neighborhood baseball team.

Event: Hector and Mary practice tossing the ball on the way to tryouts.

Event: Mary tries out for the team and hits, catches, and throws the ball well. She makes the team.

Event: Hector tries out and has problems. He can't hit or catch. The coach tells Hector to practice and come back next Saturday.

Event: Hector and Mary practice hitting and catching the ball all week.

Event: Hector tries out for the team again the next Saturday.

Solution:

Hector plays much better during his second tryout. He makes the team with Mary.

College and Career Readiness Standards

The following College and Career Readiness Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / *Tryouts*

Writing

Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Language

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

LITERATURE (7 DAY)

Walter's Week

Written by Sam R. McColl

Illustration by James Bravo

The Savvy Reader—Clarifying, A Collection of Readings, pages 19–35

Success for All Foundation, 2011

Listening Comprehension Text**Tim's Practice**

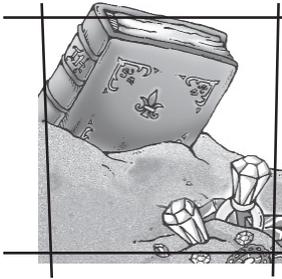
Written by Sam R. McColl

Summary

Walter is having a bad week. Things aren't going the way they should. Every day brings a new set of problems. Will things get better before the week ends?

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Clarifying (CL)	Base word + ending	Write new story text.
	Students will learn and practice how to clarify more than just words, including unclear ideas in sentences, paragraphs, and larger parts of the passage.	Students will break words into base words and endings and use the endings <i>-ed</i> , <i>-ing</i> , and <i>-ly</i> to help them read difficult words.	Students will write new story text to change the outcome.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 35 minutes

Students discuss responses to the Big Question.

Big Question

- Display the Big Question. Have students answer the Big Question orally with partners and teams.

THE BIG QUESTION

Have you ever had a day or week when everything seemed to go wrong? What happened? How did it make you feel?



- Use **Random Reporter** to select a few students to share their team's response.

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the story, author, and reading objective.

This cycle, you'll read *Walter's Week* by Sam R. McColl. You'll also learn about clarifying more than just words as you read. Readers may understand words but still be confused about the ideas in sentences, paragraphs, or larger parts of a story. To clarify, you must figure out what confuses you and then try to fix it.

- Point out this lesson's strategy target, **clarifying**.
- Point out that the story is literature, or have students explore the story to figure out that it is literature. Review how literature differs from informational text.
- Use the items below to build or activate background knowledge about the story.



- Explain to students that everyone has a bad day now and then. Use **Team Huddle** to have students discuss ways they try to feel better after having a bad day. Use **Random Reporter** to select students to share.
- Ask students whether they believe that thinking positively about something can make a bad time better. Use **Team Huddle** to have students discuss the question in their groups. Use **Random Reporter** to share responses.

Vocabulary **TP**

- Display the vocabulary words.
- Have students rate their knowledge of each word. Remind students that they can say they know a word when they can read it, define it, and use it in a meaningful sentence.
 - + Think they know the word
 - ? Not sure if they know the word
- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words by modeling the identification strategy and then completing a “My Turn, Your Turn,” modeling the use of the pronunciation strategies and correcting pronunciations when necessary.
- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
 - Assign partners as either speaker or coach to review the vocabulary words.
 - Teach or model this student routine as necessary. Remind students that only the coach should look at the vocabulary chart.
 - Have students begin.

SPEAKER		COACH	
SAY	Say the word.	AGREE	Agree if your partner is right.
TELL	Tell what it means.		
USE	Use it in a sentence.	ADD	Add ideas to help your partner.



- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**. **SR**

Finding Your Words
<ul style="list-style-type: none"> • Find a vocabulary word in your reading. • Write the word and the page number where you found it in your journal. • Share with your team during vocabulary practice or on test day.

Vocabulary Vault

- Listen for your vocabulary words.
- Write down the word and the sentence you read or heard it in.
- Put the voucher in the Vocabulary Vault in class.
- Successfully explain the word to earn team celebration points.
- Write the word on your team score sheet.

Student Edition, page S-9.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
shift page 22	blend	time one is at work	My dad works an eight hour <i>shift</i> at his office.
fortunately page 24	chunk: for-tu-nate-ly	luckily	<i>Fortunately</i> , I did well at the track meet even though I hadn't practiced.
rotate page 25	chunk: ro-tate	spin, turn	When the wheels <i>rotate</i> , the car goes forward.
trudged page 25	base word + ending: trudg(e) + ed	walked slowly and sadly	Jack <i>trudged</i> to the principal's office, knowing he was in trouble.
boarded page 26	base word + ending: board + ed	climbed onto, as a bus or a train	Martina <i>boarded</i> the plane ten minutes before it took off.
ignore page 26	chunk: ig-nore	pay no attention to	Juan tried to <i>ignore</i> his little brother so he'd go away.
battling page 26	base word + ending: battl(e) + ing	fighting	The squirrels were <i>battling</i> over the last acorn under the tree.
mentioned page 35	base word + ending: mention + ed	spoke about, referred to	The movie star <i>mentioned</i> her parents in her speech.

Using the Targeted Strategy

- Introduction and Definition**
- Use the following examples to demonstrate how ideas in sentences and larger parts of text can confuse readers.
 - Display example 1. Ask students to identify what is confusing and why.

Blackline master provided.

Example 1

Spencer counted out his money. He had \$5.43. That was plenty to buy some new goldfish. He went to the pet store and asked the clerk, "May I please have two goldfish?" The clerk gave Spencer the rabbits and his \$10 change.

Listen as I read this paragraph. Read the paragraph. **Are any of the ideas confusing? Which ones confused you?** Wait for students' responses. **That's right! Spencer went to the pet store to buy goldfish, but the last sentence says he got rabbits. The money is confusing too. If he had only \$5.43, how did he get \$10 in change?**

- Explain that most of the time, confusing sentences are not as plain as this one. More often, readers get confused because they make errors as they read or because they don't pay attention to their comprehension.

In example 1, you got confused because there was a sentence that didn't fit in with the rest of the paragraph. That's not usually the reason readers get confused as they read. Sometimes they misread a word in a sentence. Sometimes they skip a word or a line in a story. The biggest reason readers get confused, though, is that they don't make sure they understand what's happening as they read. When this happens and they get confused, they need to stop and clarify.



- Display example 2 and read it to students, stopping after you read the first paragraph, as shown in the script. Use a **Think Aloud** to demonstrate how you will clarify what confuses you.

Blackline master provided.

Example 2

My mom thought it would be nice if the whole family spent some time together, so she planned a family picnic at the park. We packed all the food in a cooler and brought a blanket and a baseball so we could play catch. My sister said she was going to bring her sleeping bag and pajamas.

At the park, we ate all the food, played some catch, and then packed up our stuff. On our way home, we dropped my sister off at her friend's house for her friend's slumber party.

I'm going to read another story to you. Read the first paragraph and then stop. **Wait. I'm confused by something, so I need to stop and clarify. What is confusing me? Why would the sister bring pajamas and a sleeping bag on a picnic? That doesn't make sense. Let me read some more and see if I can figure out why she's bringing those things.** Read the second paragraph. **Oh! Now I know why she is bringing her pajamas and sleeping bag. She is going to a slumber party after the picnic, so she needs those things. That makes sense now.**



- Use **Think-Pair-Share** to have students describe what you did to clarify. Randomly select a few students to share. *Stopped reading, figured out what was confusing, and continued reading until you found the answer.*
- Tell students that when they read something that doesn't make sense, they should

do the same thing: stop reading, decide what's confusing, and use a clarifying strategy to figure it out.

- Explain that this cycle, as they read *Walter's Week*, you want them to notice any words, sentences, paragraphs, or passages that they find confusing and try to clarify them.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Introduce the Listening Comprehension text, *Tim's Practice*, by previewing the title and author.

***Tim's Practice*, the story I will read this cycle, is about a boy who is practicing for a competition.**

- Read the following passage from *Tim's Practice*, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

The alarm clock went off at 6:30 am. Tim awoke from a dream and pressed the OFF button. He could hear birds outside his window. Tim always wondered why the birds were up this early. Tim knew why he was up, but that was about it. Tim heard his dad shout up the stairs.

"You ready for practice, Tim?" Tim's dad was also his coach.

"Coming, Dad," Tim shouted. Tim looked for his shorts and put on his kneepads. He found his helmet. He tied his best skateboarding shoes. "I'll be right there."

Tim came downstairs. His dad had breakfast waiting. There were pancakes, bacon, toast, milk, and orange juice. This was the perfect breakfast for someone in training. And Tim was in training.

"What do you want to work on today, Tim?" Tim's dad asked.

"Let's work on spins today, Coach," Tim replied.

"You know, you can still call me 'Dad,' " his dad joked.

"I know," said Tim.

Tim wolfed down his breakfast. "Let's get cracking, Dad!" Tim said. "We've only got three hours before I need to go to school."

"Good man," his dad said.

Tim and his dad walked outside. Last year, Tim's dad had built him a 10 foot tall skateboard ramp in the backyard. Tim had been a good skater for a long time. When he got the ramp, he practiced day in and day out. Tim was always on that skateboard ramp. Up and down. Up and down. Tim's dad would watch his son shoot high in the air and land on the skateboard at the top of the ramp.

continued

One day, Tim's dad had said, "You should try joining a skateboard league, Tim!"

Tim had laughed at the idea at first, but then he thought about it. What a good idea! Tim could spend time with other skaters and compete with them.

So Tim had joined a skateboard league. He joined a few competitions. At first, he didn't do very well. He kept crashing. Then his dad, who had been a skateboarder years ago, offered to be Tim's coach. Together, they worked to make Tim an excellent skateboarder. It had paid off.

Now, Tim was ready for the biggest competition of the year. The county skateboard league championship was in three days, and Tim was ready to win. So every day before breakfast, Tim and his dad would get up early in the morning and practice. While other kids from Tim's school were still sleeping, Tim would be on the ramp, going up and down, up and down, practicing his moves. All the while, his dad would watch him from the side of the ramp. His dad would coach him when needed and give encouragement when Tim did well.

That morning, Tim and his dad walked across the dewy lawn. Tim gripped his skateboard in his hands. He buckled his helmet under his chin and climbed the ladder to the top of the ramp.

Tim always felt really good right before he took off down the ramp. Sometimes, he felt like the king of the world. He stood on his skateboard at the top of the ramp and waved down to his dad.

"Go for it, Tim!" his dad shouted.

Tim took off down the ramp and up the other side. He shot up into the morning air. Tim loved this.

- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

Let me think of something I needed to clarify when I read. I read the word *league*. This was a really tricky word. When I blended it at first, I wasn't sure how to say the *gue* sound at the end of the word. First I thought it was *leagoo*, but I didn't recognize it. I tried *league* (pronounced *leeg*) and I recognized the word. Then I reread to see if I could figure out the meaning. Tim likes the idea of joining a league because he can spend time with other skaters. So I think a *league* must be a group or club for people who want to do an activity. He joined a skateboarding group. That makes sense.

Blackline master provided.



- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Characters: Tim, Dad

Setting: Where: Tim's home

When: 6:30 am, early morning, before school

Problem: Tim needs to get ready for the county skateboard league championship.

Event: Tim wakes up early to practice skateboarding tricks.

- Remind students that they will continue clarifying as they read *Walter's Week* this cycle.

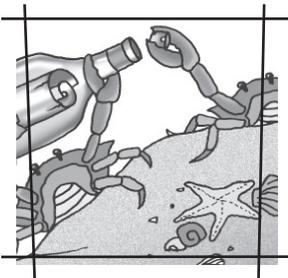
Preview Team Talk

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

Student Edition, page S-10.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. What happens right after breakfast? |SQ|
 - a. Walter misses his bus.
 - b. Walter has more orange juice.
 - c. Walter eats more eggs.
 - d. Walter talks about baseball.
3. What does Walter's brother mean when he says things are going "smashingly" on page 21? Support your answer. **(Write-On)** |CL| (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**

pages 21 and 22 aloud with partners.

pages 23 and 24 silently.

LITERATURE	
Read Aloud	
1.	Take turns reading paragraphs aloud with your partner.
2.	Use strategies, as necessary, as you read.
3.	Retell the main events from your partner's reading before beginning your turn.
Read Silently	
1.	Retell the main events from each page silently to yourself.
2.	Add information from the reading to your story map.
3.	Restate the main events with your partner after you both finish reading.

- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading	
1.	Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2.	Add key understandings to your story maps or graphic organizers.
3.	Reread the text by alternating who begins reading first.
4.	Reread the pages in unison for fluency practice.

Team Discussion **TP**

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

Team Discussion

1. Have a strategy discussion about sticky notes.
2. Pass out role cards.
3. Have a discussion about the Team Talk questions using the rubrics.
4. Discuss story maps or graphic organizers.
5. Prepare for Class Discussion and **Random Reporter**.

- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. What happens right after breakfast? |SQ|
 - a. *Walter misses his bus.*
 - b. *Walter has more orange juice.*
 - c. *Walter eats more eggs.*
 - d. *Walter talks about baseball.*

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK CONTINUED

3. What does Walter's brother mean when he says things are going "smashingly" on page 21? Support your answer. **(Write-On)** |CL| (Team Talk rubric)

100 points = *When Walter's brother says things are going "smashingly," he means things are going really well. Walter is talking about how sometimes he has great weeks when things go really well. He also says the word smashingly sounds like things should be bad.*

90 points = *When Walter's brother says things are going "smashingly," he means things are going really well.*

80 points = *He means things are going really well.*

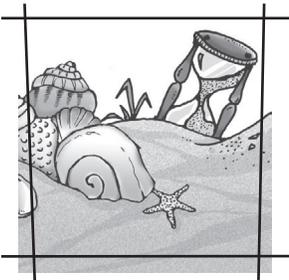
TEAM TALK EXTENSION

4. What kind of mood is Walter in during breakfast? |CH| (Team Talk rubric)

100 points = *Walter is in a great mood during breakfast. His dad is home to eat breakfast with the family. The bacon and eggs are tasty, and Walter has seconds. His little sister is being quiet.*

90 points = *Walter is in a great mood during breakfast.*

80 points = *He is in a great mood.*



FLUENCY IN FIVE

Timing Goal: 5 minutes

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

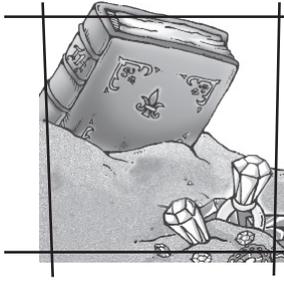
Page 23 (paragraphs 1–5)

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select a few students to share their team's response.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *rotate* page 25, *trudged* page 25, *boarded* page 26, *ignore* page 26, and *battling* page 26.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

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

Listening Comprehension

- Discuss what happened in *Tim's Practice* on Day 1.

What happened yesterday in *Tim's Practice*? What does Tim do? How does his dad help him? Wait for students' responses.



- Read the following passage from *Tim's Practice*, stopping after the story says Tim's mind "kept wandering." Using a **Think Aloud**, show your confusion about what this means and how you will read on to clarify the idea.

Later that morning, Tim sat in math class. Mr. Higer, the math teacher, was talking about long division. Tim was trying to pay attention, but he was having trouble. His mind kept wandering to skateboarding and the upcoming competition. That was all he could think about these days. He was, indeed, daydreaming.

"His mind kept wandering." That doesn't make any sense. How can a mind wander? Maybe I can clarify that if I keep reading. Read the rest of the paragraph. **"That was all he could think about these days. He was, indeed, daydreaming." Okay, now I understand. Tim's having trouble paying attention in class because he's thinking about the competition. That makes sense.**

- Read the following passage from *Tim's Practice*, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary.

"Mr. Smith?" Mr. Higer called, but Tim did not hear him. "Mr. Smith?" Mr. Higer raised his voice. "Mr. Smith!"

Tim snapped out of his daydream. "What? Oh, I'm sorry, Mr. Higer. What's the question?"

Mr. Higer was not happy. "I know you have an important competition coming up this week, Mr. Smith. But I suggest you pay attention to mathematics while you are in my class. Is that understood?"

"Yes, Mr. Higer," Tim said. "I'm sorry."

For the rest of math class, Tim paid attention. He knew that he couldn't let his skateboarding get in the way of his studying. Tim was a good student. He made good grades. He wanted to keep it that way. But the competition kept creeping back into his thoughts, no matter what class he was in. The same thing happened in science class and in reading class.

When Tim went home, he luckily didn't have much homework. So he spent the afternoon practicing on the skateboard ramp. In the afternoons, Tim would usually put a few hours in before his father came home. Then, they'd have dinner. Then Tim would practice some more, until it was too dark to see.

Once, Tim had asked his dad to put lights up over the skateboard ramp. His dad didn't think that was a good idea.

continued

"A champion skater needs his rest, Tim," his dad had said. "Imagine if there were lights up back there. You'd be there all night! You'd never sleep."

"You're probably right, Dad," Tim said.

So Tim practiced as much as he could while it was light out. He would go up and down, up and down, on that ramp until his legs and knees were really sore. Then he would practice some more.

Sometimes, Tim's other skateboarding friends would stop by in the afternoons. They wouldn't skate. They would just sit and watch Tim. Tim was the best skateboarder his town had ever seen. His friends knew it. They knew that Tim was going to win the competition. They would cheer for him when he did well and give him encouragement when he fell. Just like his dad would. Tim always felt good when he would look down from the top of the ramp and see his friends sitting on the grass, cheering him on. Tim knew that they'd be there at the competition. They'd be doing the same thing: cheering him on. Tim wondered if other skateboarders had a group of friends as good as his. They probably did, but who knew?

Blackline master provided.



- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Characters: Mr. Higer

Setting: Where—school, after school

Event: Tim is caught daydreaming about skateboarding during class. He practices on his ramp after school.

- Connect the Listening Comprehension text to students' story.

We know more about how Tim is dealing with the upcoming skateboard competition. Now we'll find out what happens in *Walter's Week*.

- Remind students that they will continue clarifying as they read *Walter's Week* this cycle.

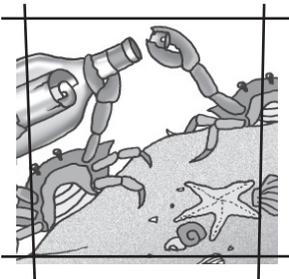
Preview Team Talk

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

Student Edition, page S-10.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Walter misses his favorite program because— |CE|
 - a. another show is on instead.
 - b. his parents won't let him watch it.
 - c. it's on past his bedtime.
 - d. he has too much homework to do.
3. What does the following sentence from page 26 mean: "The sooner I started my day, the sooner it would be over"? Support your answer. **(Write-On)** |CL| (Team Talk rubric)

**TEAMWORK**

Timing Goal: 50 minutes

Partner Reading TP

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 page 25 aloud with partners.
 pages 26 and 27 (ending at "Wednesday") silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion TP

- Remind teams to discuss any sticky notes that are still unresolved.

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. Walter misses his favorite program because— |CE|
 - a. another show is on instead.
 - b. his parents won't let him watch it.
 - c. it's on past his bedtime.
 - d. he has too much homework to do.

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK CONTINUED

3. What does the following sentence from page 26 mean: “The sooner I started my day, the sooner it would be over”? Support your answer. **(Write-On)** |CL| (Team Talk rubric)

100 points = *The sentence “The sooner I started my day, the sooner it would be over” means Walter wants to hurry up and get the day over with because things are not going well. He does not think things will go better throughout the day.*

90 points = *The sentence “The sooner I started my day, the sooner it would be over” means Walter wants to hurry up and get the day over with because things are not going well.*

80 points = *Walter wants to hurry up and get the day over with.*

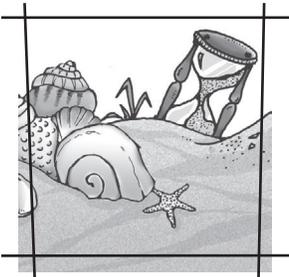
TEAM TALK EXTENSION

4. How does Walter feel about having to sit next to Tommy “Doogie” Dorsey? How can you tell? |DC| (Team Talk rubric)

100 points = *Walter isn't happy about having to sit next to Tommy “Doogie” Dorsey. I can tell because Walter says Doogie isn't his favorite person. He ignores Doogie for the entire bus ride and does not try to be nice.*

90 points = *Walter isn't happy about having to sit next to Tommy “Doogie” Dorsey. I can tell because Walter says Doogie isn't his favorite person.*

80 points = *Walter isn't happy about it. He isn't his favorite person.*

**FLUENCY IN FIVE TP**

Timing Goal: 5 minutes

- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**

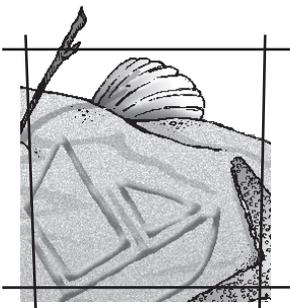
Fluency Routine	
1.	Choose a partner to read first.
2.	Begin reading.
3.	Listening partner: <ul style="list-style-type: none"> • When did the reader stop? • How many words did the reader miss? • Did the reader meet the rate goal?
4.	Use the Fluency rubric to share feedback with the reader.
5.	Switch roles, and then repeat the routines.
<p>Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.</p>	

- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-9.

Page 25 (paragraphs 1 and 2)

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



WORD POWER **TP**

Timing Goal: 10 minutes

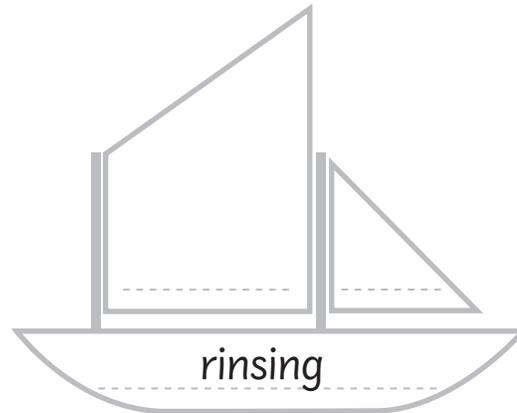
- Introduce the Word Power lessons and Captain Read More.

We are going to learn about different word skills and earn Word Treasures. Word Treasures are clues that help us figure out certain words. Captain Read More, a friend of mine, is going to help us learn how to do this.

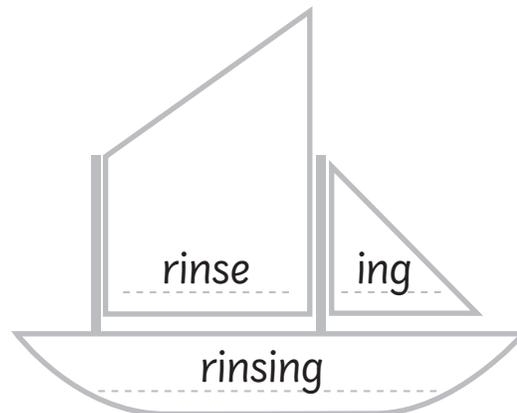
Captain Read More knows how important it is to figure out words to become a good reader. He believes that every skill that helps you read is a Word Treasure, and he sends us clues to help us figure out the treasure. Captain Read More sends his clues in a bottle.

- Introduce the Word Power skill. Link the skill to Captain Read More's Word Treasure clue for reading base words with endings.
- Display a sailboat with one main sail and one small sail, and write "rinsing" on the bottom of the boat

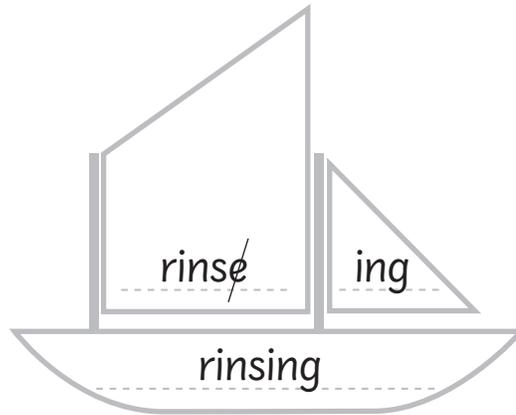
Blackline master provided.



- Point out that there is one main sail and one small sail. Use **Think-Pair-Share** to have students figure out what the clues mean—how the sails can help them read the word—and which word part should go on each sail. Randomly select a few students to share. Write these word parts on the sails.



- Use **Think-Pair-Share** to have students read the sail parts with you, read the word, and then compare the word parts with the word on the boat to see whether they are the same. Randomly select a few students to share.
- Confirm, or explain, that there is no *e* in *rinsing* on the boat, but there is an *e* at the end of *rinse* on the main sail.
- Introduce the scrubber as a tool that Captain Read More uses to make the sails match the word on the boat. Scrub off the *e* from *rinse* on the main sail by drawing a line through it.
- Point out that sometimes base words that end with an *e* change when endings are added. The scrubber is used to get rid of the extra letter on the big sail.



- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More's treasure note.

Display the Word Treasure.

Word Treasure	<p>Sometimes when an ending is added to a base word that ends in <i>e</i>, the <i>e</i> is dropped.</p> <p>If you're having trouble reading a word like this, read the base word and ending first, and then read the whole word.</p>
----------------------	--

- Tell students to look out for words from this cycle's vocabulary list that have base words that end with the letter *e*.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Tell students that part of their vocabulary practice is writing a meaningful sentence. Tell them that this is another challenge score and that they can earn team celebration points for writing good meaningful sentences.
- Point out the meaningful sentence rubric on the backs of the team folders. Tell students they will watch a video about meaningful sentences.
- **Play** "Meaningful Sentence" (3 minutes).
- Use **Team Huddle** to ask students what makes a sentence meaningful. Use **Random Reporter** to select students to share. *Using the word correctly and including details that help to make a mind movie make a sentence meaningful.*
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**



STUDENTS		TEAMS	
1.	Number your papers.	4.	Share the practice item answers. If you disagree on an answer, tell why.
2.	Complete the practice items.	5.	Be prepared to share your answers with the class.
3.	Write your answers.		

Student Edition, page S-10.

SKILL PRACTICE

Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. glancing *glance* + ing
2. refusing *refuse* + ing
3. sharing *share* + ing
4. striking *strike* + ing

BUILDING MEANING

shift	fortunately	rotate	trudged
boarded	ignore	battling	mentioned

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

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

90 points = *The sentence uses the word correctly and includes one detail.*

80 points = *The sentence uses the word correctly.*

6. Draw a picture to show your understanding of the word *boarded*.

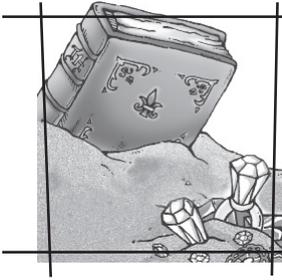
The picture and explanation of the picture should support a clear understanding of the word.

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select a few students to share their team's response.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Text Review

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

Listening Comprehension



- Discuss what happened in *Tim's Practice* on Day 2.
- Read the following passage from *Tim's Practice*. Model clarifying, using a **Think Aloud** to show your confusion after you skip a line of text.

Friday was the day before the competition. But Friday morning was like any other morning. Tim woke up at 6:30. He had breakfast with his dad. Then he practiced for a few hours before school started. All during school, he tried to focus. Mr. Higer scolded him for not paying attention during math class again.

"Sorry, Mr. Higer," Tim said, again.

Mr. Higer was very stern. "Schoolwork must come first, Mr. Smith," Mr. Higer said.

"I understand, Mr. Higer," said Tim.

When the school day was over, Tim raced home on his skateboard. He couldn't wait to get up on the ramp. He put on his kneepads. He strapped on his helmet. He climbed to the top of the ramp.

SWHOOSH! Down the ramp he went.

WOOSH! Up the other side he went.

After a few minutes, Tim took a break. He stood at the top of the ramp. Looking down on the lawn, he could see his friends gathering.

"Go, Tim!" shouted Monique.

"You're awesome, dude!" shouted Jack.

"We'll be there tomorrow!" shouted Theresa.

"Thanks, guys!" Tim shouted back. He practiced some more and listened to the cheers and applause from his friends on the lawn. With every cheer, Tim became more and more confident. He knew he would do well tomorrow.

"He practiced some more and listened (skip a line) cheer, Tim became..." Wait a second. That doesn't make sense. He practiced some more and cheer? Let me read that again. Reread the entire paragraph. Oh. Now I see what I did wrong. The first time I read that paragraph, I skipped a line, but when I reread it, it made sense. Sometimes when something doesn't make sense, we need to reread and make sure we didn't miss words or sentences.

- Read the following passage from *Tim's Practice*, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary.

He became so confident that he tried some of the harder tricks that he usually had trouble doing. He spun three times around in the air and then landed on his hands. His friends cheered. He jumped off the skateboard in mid air. He grabbed the skateboard with his hands and spun it around before landing on it. His friends applauded. Things were going very well.

Later, his dad came home and watched him too. There was quite a crowd. Everybody in the neighborhood had come to encourage him before his big day. He practiced for hours. At around 6:30 pm, his mother called from the kitchen.

"Time for dinner, Tim!"

"Just a few more minutes, Mom!" he shouted. He kept practicing. Up and down. Up and down he went.

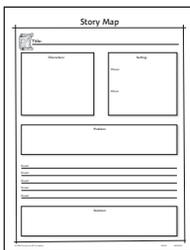
When he finally stopped for dinner, he looked down at the crowd on the lawn. He saw his dad. He saw his mom. He saw all of his friends. And then, in the back of the crowd, he saw someone who had never come to watch him practice before. Mr. Higer stood in the back of the crowd, cheering just as loud as everyone else.

"Hey, Mr. Higer!" Tim shouted. "Thanks for coming!"

"Well, Tim," Mr. Higer yelled back. "I told you that schoolwork is important. But you know what? This is pretty important too!"

"Thanks, Mr. Higer!" Tim shouted. Tim knew that with the support he had, he would definitely win tomorrow.

Blackline master provided.



- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Characters: Mom

Event: Tim practices and gets a lot of support from his friends. Even Mr. Higer comes to watch him practice for the competition.

- Connect the Listening Comprehension text to students' story.

Tim has become more and more confident as his competition gets closer. I wonder if Walter will become confident enough to handle the things that are going wrong with his week?

- Remind students that they will continue clarifying as they read *Walter's Week* this cycle.

Preview Team Talk

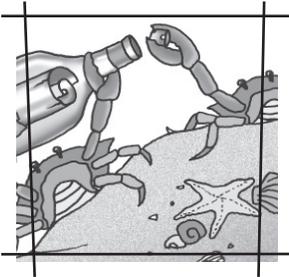
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.

- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-11.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Walter always lines up near the end of the line in class because of— |CE|
 - a. his age.
 - b. his height.
 - c. his first name.
 - d. his last name.
3. What does the following phrase from page 29 mean: "I try to look on the bright side of things"? Support your answer. **(Write-On)** |CL| (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 - pages 27 (starting at "Wednesday") and 28 (paragraph 1) aloud with partners.**
 - pages 28 (paragraph 2) and 29 silently.**
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion

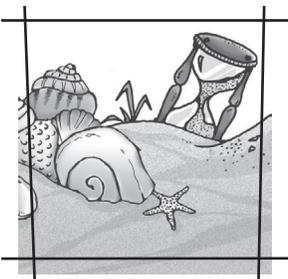
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. Walter always lines up near the end of the line in class because of— |CE|
 - a. his age.
 - b. his height.
 - c. his first name.
 - d. his last name.
3. What does the following phrase from page 29 mean: “I try to look on the bright side of things”? Support your answer. **(Write-On)** |CL| (Team Talk rubric)
 - 100 points** = *The phrase “I try to look on the bright side of things” means that Walter tries to pay attention to the good things instead of just the bad things. He thinks about how Thursday has to be better than Monday, Tuesday, or Wednesday.*
 - 90 points** = *The phrase “I try to look on the bright side of things” means that Walter tries to pay attention to the good things instead of just the bad things.*
 - 80 points** = *He tries to pay attention to the good things.*

TEAM TALK EXTENSION

4. Explain why Walter cannot see the tigers. |CE| (Team Talk rubric)
 - 100 points** = *Walter cannot see the tigers because they aren't in the tiger cage. The tigers are visiting the animal doctor.*
 - 90 points** = *Walter cannot see the tigers because they aren't in the tiger cage.*
 - 80 points** = *They aren't in the cage.*



FLUENCY IN FIVE TP

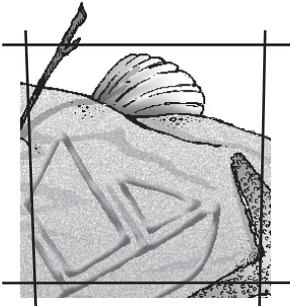
Timing Goal: 5 minutes

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

Student Edition, page S-9.

Page 25 (paragraphs 1 and 2) or 27 (paragraphs 1 and 2)

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

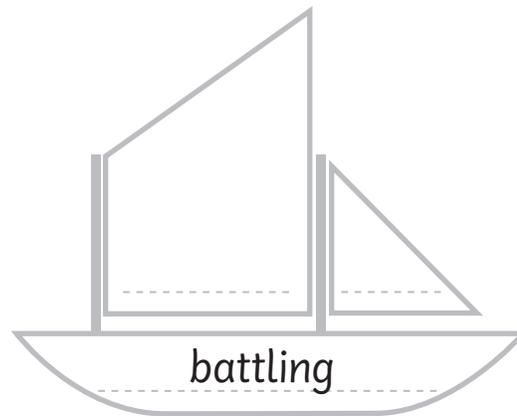


WORD POWER **TP**

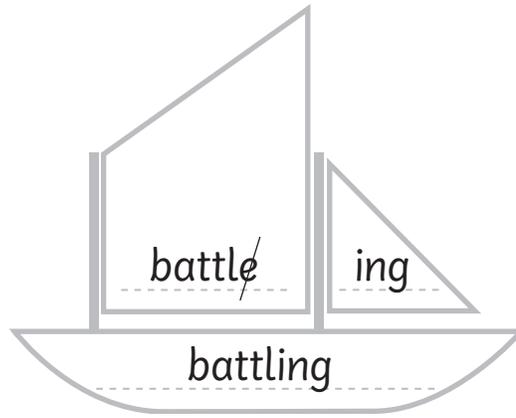
Timing Goal: 10 minutes

- Remind students of the Word Power skill (adding endings to base words that end in e) and the Word Treasure clue that Captain Read More uses for these skills.
- Tell students that Captain Read More has found a word with a base word and ending in this cycle's vocabulary list. Display the base word and ending sailboat. Write "battling" on the boat, leaving the sails blank.

Blackline master provided.



- Use **Think-Pair-Share** to have students identify which word part should go in the big sail, which word part should go in the smaller sail, and which letter should be scrubbed. Randomly select a few students to share. *The word battle should go on the big sail, the ending -ing goes on the little sail, and the e should be scrubbed.*



- Confirm, or model, the answer by writing the word parts on the sails and striking out the *e* in *battle*.
- Ask students to read the sail parts with you and then to read the word.
- Model how to write the base word and ending and use a scrubber without a sailboat clue.

battle + *ing*

- Display a blank base word and ending sailboat. Write “hiked” on the boat.
- Use **Think-Pair-Share** to have students identify the base word and ending in *hiked*. Randomly select a few students to share.
- Write the word parts on the sails.
- Ask students to read the sail parts with you, read the word, and then compare the sail parts with the boat to see whether they are the same.
- Remind students that Captain Read More uses a scrubber to get rid of extra letters. Cross out the *e* on the main sail.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

STUDENTS		TEAMS	
1.	Number your papers.	4.	Share the practice item answers. If you disagree on an answer, tell why.
2.	Complete the practice items.	5.	Be prepared to share your answers with the class.
3.	Write your answers.		

Student Edition, page S-11.

SKILL PRACTICE

Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. tangled *tangle* + ed
2. blindly *blind* + ly
3. voting *vote* + ing
4. exploding *explode* + ing

BUILDING MEANING

shift	fortunately	rotate	trudged
boarded	ignore	battling	mentioned

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

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

90 points = *The sentence uses the word correctly and includes one detail.*

80 points = *The sentence uses the word correctly.*

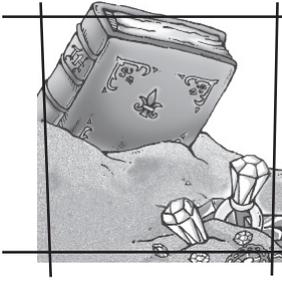
6. My dog was filthy after he trudged through the deep mud. *Trudged* means—
- a. hopped quietly.
 - b. skipped slowly.
 - c. moved quickly.
 - d. walked slowly.

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select a few students to share their team's response.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *mentioned* page 35.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.



Text Review

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

Listening Comprehension



- Discuss what happened in *Tim's Practice* on Day 3.
- Read the following passage from *Tim's Practice*, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as needed.

Saturday morning came. Tim had an extra large breakfast, but he had trouble eating it because he was so nervous. His knee kept bouncing up and down under the table as he sat there.

"Are you nervous, Tim?" his dad asked.

"Yeah, Dad, just a little," Tim answered.

"Well, don't be," his dad reassured him. "You're going to do fine today. You're one of the best young skateboarders I've ever seen. I'm pretty sure you're going to win."

"Thanks for saying that, Dad. I hope you're right," Tim said.

When Tim finished breakfast, he went upstairs to put on his skateboard pads and helmet. While he was upstairs, his dad called up to him. "Tim! I have a surprise for you! Come downstairs!"

Tim ran down the stairs. He found his dad in the living room. His dad was holding a beautiful box. "This is for you, Tim. Open it," his dad said.

Tim tore open the box. He gasped. In it was the most beautiful skateboard he had ever seen. "Is this for me, Dad?" Tim asked.

"It is. It's for you to use in the competition," his dad answered.

"Wow! Thanks, Dad!" Tim said, and he gave his dad a hug.

"I just want you to know how proud I am," his dad said. "You've worked really hard. You're going to win. I just know it. But even if you don't, remember that you did your best, Tim."

"OK, Dad. Let's go," Tim said, for it was time to go to the skateboard park.

As Tim and his dad drove to the park, Tim thought about all the tricks he might do. Would he pull them off? Would he succeed? Would he crash? These questions floated through his mind. He was nervous, but he tried not to be.

During the competition, Tim watched the other skaters and waited his turn. The other skaters were pretty good. Some did flips. Some did spins. Some did all kinds of tricks. Finally, it was Tim's turn.

continued

Tim climbed the ladder to the top of the ramp. He looked out on the crowd. He saw his dad. He saw his friends. Everyone was cheering for him. Even people he didn't know were cheering for him. He also saw Mr. Higer in the back of the crowd again. Mr. Higer gave Tim a thumbs up sign. Tim was ready.

SWOOSH! Down the ramp he went.

- Using a **Think Aloud**, model clarifying what *SWOOSH!* means in this passage.

“SWOOSH!” What does that mean? I think I saw this word yesterday too, and now I realize I’m not sure what it means. Let me read that paragraph again. Read the paragraph again. Oh. I see. SWOOSH is the sound Tim and his skateboard make as they go down the ramp. It’s the sound of the wind made by him moving so quickly. Now I understand.

Blackline master provided.

- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Setting: Where—the park
When—the competition

Event: Dad gives Tim a special, new skateboard for the competition.

Solution: Tim feels good about the competition and is ready for his turn with all the support from his friends.

- Remind students that they will continue clarifying as they read *Walter's Week* this cycle.

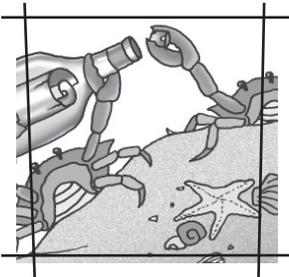
Preview Team Talk

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

Student Edition, page S-12.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. What does Walter do just before dinner on Thursday? |SQ|
 - a. He watches the Super Rangers.
 - b. He writes about his terrible week.
 - c. He spends time with his dad.
 - d. He works on his report about koalas.
3. What does the following phrase from page 30 mean: “a dirty look that made him change his tune right quick”? Support your answer. **(Write-On)** |CL| (Team Talk rubric)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**
 pages 30 and 31 (paragraph 1) aloud with partners.
 pages 31 (paragraph 2) and 32 silently.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. What does Walter do just before dinner on Thursday? |SQ|
 - a. He watches the Super Rangers.
 - b. He writes about his terrible week.
 - c. He spends time with his dad.
 - d. He works on his report about koalas.

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK CONTINUED

3. What does the following phrase from page 30 mean: “a dirty look that made him change his tune right quick”? Support your answer. **(Write-On)** |CL| (Team Talk rubric)

100 points = *The phrase “a dirty look that made him change his tune right quick” means that Walter looks at Doogie in a way that makes him stop laughing at Walter’s muddy shirt. The look on Walter’s face tells Doogie that Walter isn’t in a good mood.*

90 points = *The phrase “a dirty look that made him change his tune right quick” means that Walter looks at Doogie in a way that makes him stop laughing at Walter’s muddy shirt.*

80 points = *Walter looks at Doogie in a way that makes him stop laughing.*

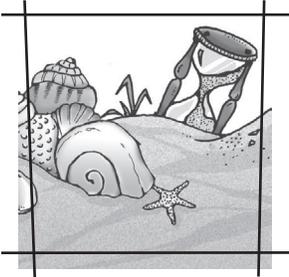
TEAM TALK EXTENSION

4. Does Walter enjoy his breakfast on Thursday? Support your answer. |DC| (Team Talk rubric)

100 points = *No. Walter does not enjoy his breakfast on Thursday. His mother is in a hurry, so he has to eat cold cereal. His brother drank all the orange juice, so he has to drink grapefruit juice. He says he doesn’t like grapefruit juice because it makes his mouth pucker.*

90 points = *No. Walter does not enjoy his breakfast on Thursday.*

80 points = *No. He doesn’t enjoy it.*



FLUENCY IN FIVE TP

Timing Goal: 5 minutes

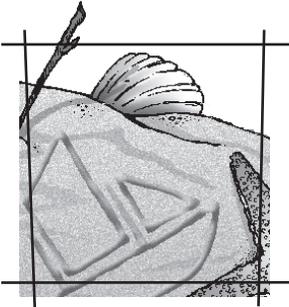
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-9.

Page 25 (paragraphs 1 and 2), 27 (paragraphs 1 and 2), or 30 (paragraphs 1 and 2)

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles and repeat the process.

- Assign individual fluency goals as needed, monitor practice, and assign scores as students read with their partners.
- Award team celebration points. Remember to add individual scores to the teacher cycle record form.
- Students record their fluency rubric scores on the team score sheets.



WORD POWER

Timing Goal: 10 minutes

tps

Preparation: Display the Word Power Challenge

- Remind students of the Word Power skill (adding endings to base words that end in e).
- Use **Think-Pair-Share** to have students identify the Word Treasure clue and the tool that Captain Read More uses for this Word Power skill. *A sailboat with a big sail and a small sail and the scrubber.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

Kam was observing the bird build its nest.

Holly silently tiptoed into the baby's room.



- Use **Random Reporter** to select students to read each base word and ending orally. *Observing: observe + ing; silently: silent + ly.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-12.

SKILL PRACTICE

Write each word in your journal. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. hired *hire + ed*
2. slowly *slow + ly*
3. improving *improve + ing*
4. sloping *slope + ing*

BUILDING MEANING

shift	fortunately	rotate	trudged
boarded	ignore	battling	mentioned

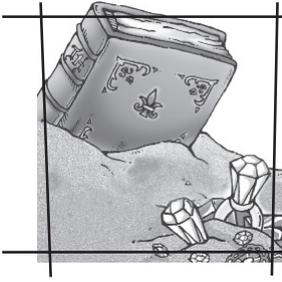
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.*
90 points = *The sentence uses the word correctly and includes one detail.*
80 points = *The sentence uses the word correctly.*

6. Choose the word that best completes the sentence.
 The blades of the fan rotate when the fan is turned on.

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

TEAM CELEBRATION POINTS

Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.	<ul style="list-style-type: none"> • How many points did you earn today? • How well did you use the team cooperation goal and behavior? • What did you do to work toward your achievement goal?
---	--



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

- Have students rerate the vocabulary words individually as they arrive for class.
 - + Think they know the word
 - ? Not sure if they know the word

Team Cooperation and Achievement Goal

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

Set the Stage

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

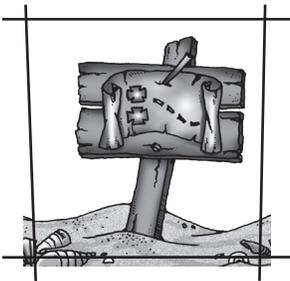
In yesterday's reading, things still weren't going well for Walter. Today we will find out if Friday turns out to be any better for him.

Vocabulary TP

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #4 asks about clarifying.
- Ask students to underline key words or phrases in question #4.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant events from this reading to their story maps and to do so without assistance.
- Remind students that they have 40 minutes for the test.

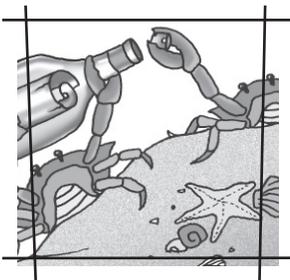


TEST

Timing Goal: 40 minutes

Suggested timing:
Reading/comprehension
questions: 30 minutes
Vocabulary/Word Power:
10 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
Teamwork vary with
strategy instruction.

Team Discussion **TP**

- Students discuss independent strategy use and answers to the test. **SR**

After the Test	
INDEPENDENT STRATEGY USE	<ul style="list-style-type: none"> • How did you resolve a sticky note? • Describe your strategy use with the team.
SKILL-QUESTION DISCUSSION	<ul style="list-style-type: none"> • Discuss the skill question in teams. • Say the question in your own words, and tell what key words or phrases you underlined. • Read your answer to your team. • Think about what you like about your answer and what you could have said differently. • Use your colored pen to add comments to your answer.

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



Class Discussion **TP**

- Collect the test answers.
- Use **Random Reporter** to have students share a word or phrase that needed clarification.
- Award team celebration points.
- Use **Random Reporter** to review assessment answers as time permits.
- Award team celebration points.
- Have students share with their teammates which vocabulary words they found in the text and on what page. Use **Random Reporter** to select a few students to share with the class.

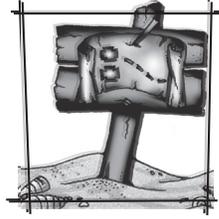


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



TEST

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Read pages 33–35 of *Walter's Week*, and answer the following questions. The total score for comprehension questions equals 100 points.

30 points

1. Why does Walter miss his favorite TV program on Tuesday? |CE| (Team Talk rubric)
 - 30 points** = *Walter misses his favorite TV program on Tuesday because a different program is on. The Super Rangers usually comes on at 7:30 on Tuesdays. A special news program is on instead.*
 - 25 points** = *Walter misses his favorite TV program on Tuesday because a different program is on.*
 - 20 points** = *A different program is on.*

30 points

2. How are the first two paragraphs on page 33 the same as the first two paragraphs on page 21? How are they different? |CC| (Team Talk rubric)
 - 30 points** = *The first two paragraphs on page 33 are the same as the first two paragraphs on page 21 because both begin the same way. They tell about how Walter sometimes has bad weeks, okay weeks, and good weeks. They are different because one tells about a bad week and one tells about a good week. The second paragraph on page 21 says Walter will describe a bad week. The second paragraph on page 33 says he will describe a good week.*
 - 25 points** = *The first two paragraphs on page 33 are the same as the first two paragraphs on page 21 because both begin the same way. They are different because one tells about a bad week and one tells about a good week.*
 - 20 points** = *Both begin the same way. One tells about a bad week and one tells about a good week.*

10 points

3. What happens at the end of *Walter's Week*? |CE|
 - a. Walter gets the last of the orange juice before his brother.
 - b. Walter becomes better friends with Doogie Dorsey.
 - c. *Walter gets to meet a Super Ranger and pet a koala.*
 - d. Walter eats a bowl of hot cereal for breakfast.

30 points

4. What does the following phrase from page 35 mean: "Go figure"? Support your answer. **(Write-On)** |CL| (Team Talk rubric)
- 30 points = *The phrase "Go figure" from page 35 means that Walter is surprised by how good his week is despite all the bad things that happen. His terrible week turns out well.*
- 25 points = *The phrase "Go figure" from page 35 means that Walter is surprised by how good his week is despite all the bad things that happen.*
- 20 points = *He is surprised by how good his week ends.*

Word Power

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

5 points each

Skill Questions

Write each word. Then write the base word and ending for each word. Draw a line through the letter on the base word that is dropped when the ending is added. Draw a sailboat if you need help.

1. changed *change* + ed
2. grading *grade* + ing
3. melted *melt* + ed
4. trading *trade* + ing

10 points each

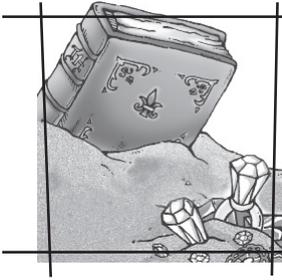
Building Meaning

shift	fortunately	rotate	trudged
boarded	ignore	battling	mentioned

5. Write a meaningful sentence for the word *trudged*.
 - 10 points** = *Uses the word correctly, and includes details to create a mind movie.*
 - 5 points** = *Uses the word correctly, and includes one detail in the sentence.*
 - 1 point** = *Uses the word correctly.*

6. Jesse had to work the late shift at work for three days in a row.

7. Fortunately, I did not get a flat tire when I ran over the broken glass.
Fortunately means—
- likely.
 - luckily*.
 - quietly.
 - rudely.
8. Nina thought the wheels on her scooter would rotate better if she oiled them.
Rotate means—
- turn*.
 - skip.
 - stop.
 - chew.
9. In the movie, the humans were battling the aliens to stop them from taking over the earth.
10. Oscar had to run to catch his flight and boarded the plane just in time for takeoff.
11. Jenna had to ignore the sound of the traffic outside so she could enjoy reading her book. *Ignore* means—
- pay much attention to.
 - pay some money to.
 - pay no attention to*.
 - pay on another day.
12. Ms. Wallace mentioned growing up in the country when she told us about her life.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

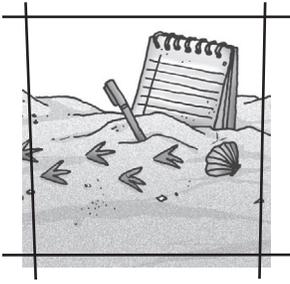
Two-Minute Edit **TP**

- Display the Two-Minute Edit and tell students that it includes common errors. Tell them how many errors the sentence contains.
- Tell students to look for and correct errors in their teams. Tell them they can earn team celebration points for preparing each member of their team to tell the corrections.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
 - Teach or model this student routine as necessary.

Two-Minute Edit	
1.	Read the sentence with your team.
2.	Work together to find errors.
3.	Use team consensus to decide how the errors can be corrected.
4.	Make sure every team member is prepared to orally correct errors for Random Reporter .



- Use **Random Reporter** to check corrections.



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes



- Introduce the activity.

Today you will rewrite one day from the story *Walter's Week*. Walter has a terrible week! Nothing goes right for him. Pick one of his terrible days, and rewrite the story so it is a wonderful day for Walter. You will share your new story text with your classmates.

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

Student Edition, page S-12.

WRITING PROMPT

Walter has a terrible Monday, Tuesday, Wednesday, and Thursday. Pick one of these terrible days, and rewrite the story so Walter has a wonderful day instead. Since Walter will have a wonderful day, give him a new problem to solve. Choose at least three events from his day and change them so his day goes well instead of badly. Think about how one of these new events might solve Walter's problem.

Student Edition Writing Guide contains no point values.

WRITING GUIDE

IDEAS	<ul style="list-style-type: none"> • Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> • Has a clear beginning that introduces the topic or story. • The middle has details that support the topic or moves the story forward. • Ends with a closing statement or solution. 	30 points
STYLE	<ul style="list-style-type: none"> • Uses words, phrases, quotes, or dialogue to support their writing or help the reader make a mind movie. 	30 points
MECHANICS	<ul style="list-style-type: none"> • Uses correct punctuation, capitalization, spelling, and grammar. 	10 points

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

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a story map. This will help us put our thoughts in the right order as we write our new story text.

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

Sample Graphic Organizer

Story Map



Title: *Walter's Week*

<p style="text-align: center; margin-bottom: 5px;">Characters:</p> <p>Walter</p> <p>Walter's mom</p> <p>Tommy "Doogie" Dorsey</p>	<p style="text-align: center; margin-bottom: 5px;">Setting:</p> <p>Where:</p> <p>When: <i>Tuesday</i></p>
---	--

Problem:

The day starts off well, but Mom runs out of lunch meat, and Walter has to buy the fish stick lunch at school.

Event: *Walter's mom makes fresh waffles for breakfast.*

Event: *There is a special lunchtime treat for the whole school.*

Event: *Walter watches a Super Rangers marathon on television.*

Event: _____

Event: _____

Solution:

Walter gets to eat French-bread pizza instead of fish sticks.

Drafting

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

Team Discussion

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**

Sharing	Responding
<ul style="list-style-type: none"> • Read your writing once to yourself, and then read it aloud with expression to your partner. • When your partner responds, write suggestions that they make for improving your writing. 	<ul style="list-style-type: none"> • Listen carefully with your writing guide in front of you as your partner reads their draft. • When your partner has finished reading, tell what you liked about the writing. • Then use the writing guide to give the author suggestions for how to make the writing better.

- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**

Revising

- Look at the suggestions you wrote when your partner responded to your writing.
- Decide which changes you want to make to your draft.
- Draw arrows to show where the new ideas belong in your work.

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

Editing

- Tell students that they will edit their work to get it ready for rewriting.
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, have students copy the checklist in their journals as a reference.
- Discuss with students how to write a line of dialogue in their stories.

You read lines of dialogue in *Walter's Week*. These were parts of the story where characters spoke their own thoughts. You clarified what Walter meant through his dialogue. You might want to include some dialogue in your new story text to make it more interesting and so Walter can speak about his wonderful day.

- Display the following lines of dialogue from *Walter's Week*.

Blackline master provided.

"Mr. Wilson, kindly tell the class why you are so tardy," she demanded.

"They're pajamas, Mom," I replied grumpily. "I'll change after breakfast. My neck is sore."

- Using the examples, tell students how to write a line of dialogue.

A line of dialogue has to appear in a certain format. First, the words spoken by the characters appear within quotation marks. Circle the quotation marks in the lines of dialogue. **A line of dialogue is usually a whole sentence. It needs punctuation at the end of the sentence. In a line of dialogue, you put a comma at the end of the words spoken by the character, inside the closing quotation mark.** Circle the commas at the ends of the lines of dialogue. **You use a comma here if the speaker is saying a sentence. If the speaker exclaims something or asks a question, you put an exclamation point or a question mark inside the quotation mark. You have to tell who is saying the dialogue. The first example is spoken by Mrs. Crabtree, and the second example is spoken by Walter.** Circle the speaker of each line of dialogue. **After you tell who is speaking the line of dialogue, you end the sentence with a period.** Circle the periods at the ends of the sentences.

Blackline master provided.



- Display the following lines of dialogue.

“Aw, Mom!” I exclaimed. Today is fish stick day in the cafeteria. Are you sure you don’t even have peanut butter and jelly to take to school?

“I saw that there is a Super Rangers marathon on TV tonight.” my dad said.

- Use **Team Huddle** to have students identify what is missing from the sample lines of dialogue. Use **Random Reporter** to select students to share. *The first sample is missing quotation marks around the second half of what the speaker is saying. The second sample has a period inside the quotation mark. It should be a comma.*
- Have students reread their first drafts, looking for the types of errors listed and correcting these on their drafts. If your students are familiar with proofreading marks, encourage students to use them.
- Ask students to read their partners’ drafts to check them against the editing list a second time. If they find additional errors, ask them to mark the errors on their partners’ papers.
- Have students share their edits with their partners.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected for Class Discussion.

Class Discussion **TP**

- 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 writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:
 - Does the writer introduce the topic/story clearly?
 - Does the writer include details to help readers understand the information/story?
 - Does the writer end with a closing statement/solve the story problem?
 - Does the writer use language and details to help readers make a mind movie?

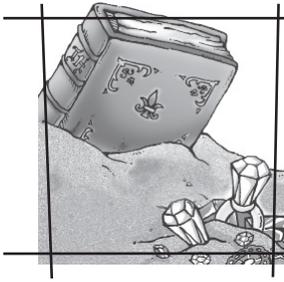


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



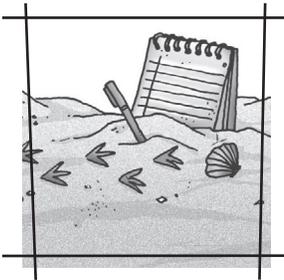
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
 - Teach or model this student routine as necessary.
- Use **Random Reporter** to check corrections.

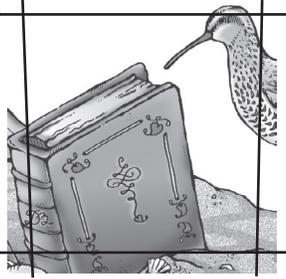


ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

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



BOOK CLUB

Timing Goal: 40 minutes

- Have students get out their reading selections and Read and Respond forms.

Team Discussion

- Tell students that they will discuss their reactions to their reading selections with their teammates using the Read and Respond questions as a guide.

READ AND RESPOND QUESTIONS

- Is your book literature or informational? Summarize what you read.
 - Why did you choose this book? How did it make you feel while reading it?
 - What is something you liked about the book? Would you recommend it to others?
- 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.

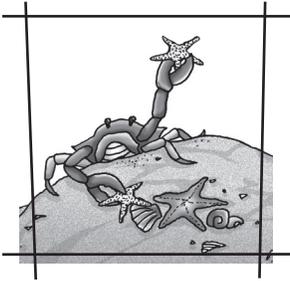
Class Discussion



- Use **Random Reporter** to select a student to briefly share about their book.
- Award team celebration points.

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

Add Super, Great, or Good Team designations to the poster.

Success Review and Keeping Score

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the cycle.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Have one student from each team write the team achievement goal on the team score sheet. Note each team's achievement goal on the teacher cycle record form.
- If needed, explain the challenge scores using the rubrics on the team folders.
- Students will brainstorm and make notes of the actions they will take to help their team meet the goal on the back of their team score sheet.

Team Cooperation Goal

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?

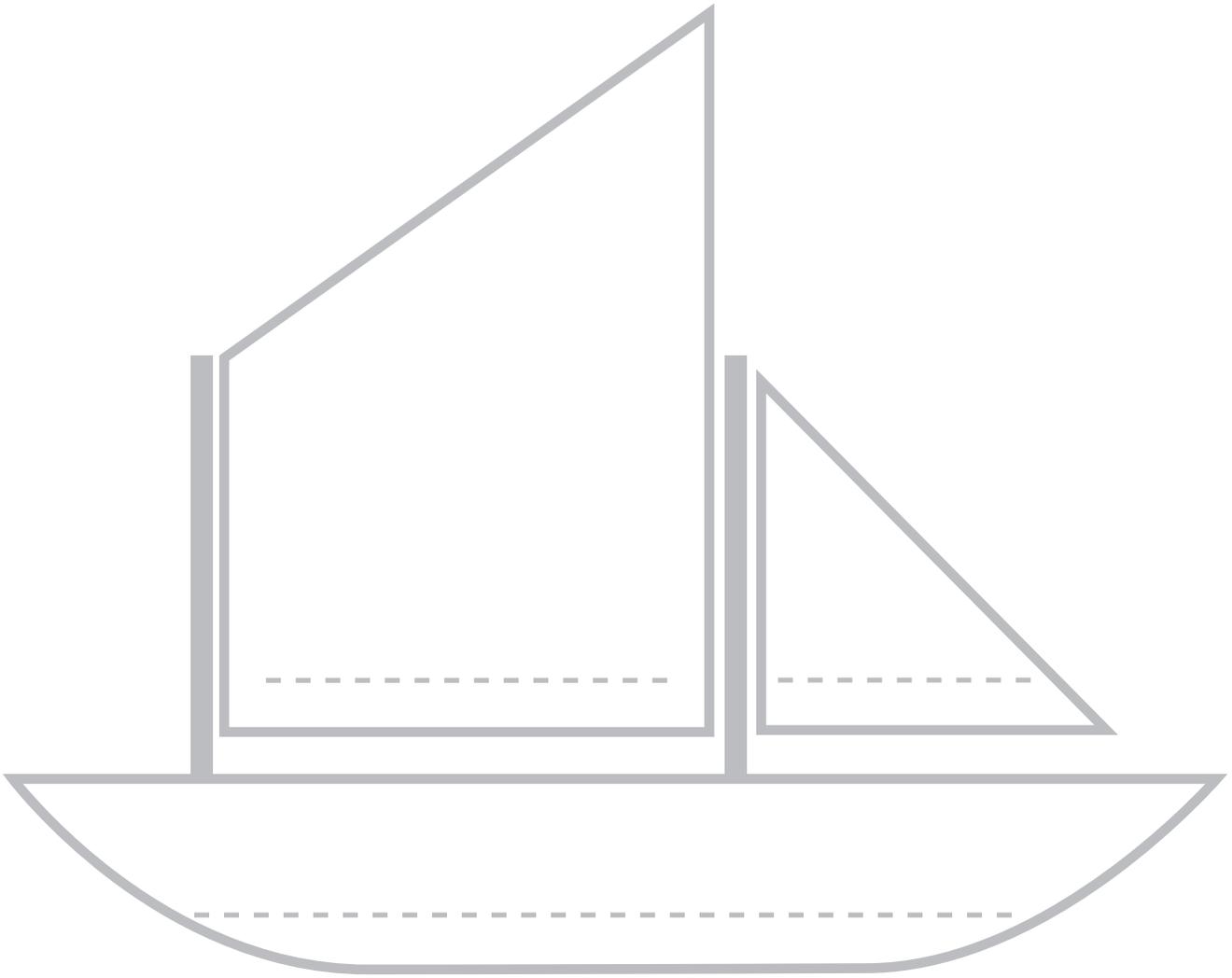
Example 1

Spencer counted out his money. He had \$5.43. That was plenty to buy some new goldfish. He went to the pet store and asked the clerk, “May I please have two goldfish?” The clerk gave Spencer the rabbits and his \$10 change.

Example 2

My mom thought it would be nice if the whole family spent some time together, so she planned a family picnic at the park. We packed all the food in a cooler and brought a blanket and a baseball so we could play catch. My sister said she was going to bring her sleeping bag and pajamas.

At the park, we ate all the food, played some catch, and then packed up our stuff. On our way home, we dropped my sister off at her friend's house for her friend's slumber party.



“Mr. Wilson, kindly tell the class why you are so tardy,” she demanded.

“They’re pajamas, Mom,” I replied grumpily. “I’ll change after breakfast. My neck is sore.”

“Aw, Mom!” I exclaimed. Today is fish stick day in the cafeteria. Are you sure you don’t even have peanut butter and jelly to take to school?

“I saw that there is a Super Rangers marathon on TV tonight.” my dad said.

Story Map



Title: *Tim's Practice*

Characters:

Tim
Dad
Mr. Higer
Mom

Setting:

Where: Tim's home, school, the park

When: 6:30 am, early morning, before school, school, after school, the competition

Problem:

Tim needs to get ready for the county skateboard league championship.

Event: Tim wakes up early to practice skateboarding tricks.

Event: Tim is caught daydreaming about skateboarding during class.

Event: He practices on his ramp after school.

Event: Tim practices and gets a lot of support from his friends. Even Mr. Higer comes to watch him practice for the competition.

Event: Dad gives Tim a special, new skateboard for the competition.

Solution:

Tim feels good about the competition and is ready for his turn with all the support from his friends.

Story Map



Title: *Walter's Week*

Characters:

Walter William Wilson
 Mom and Dad
 Doogie Dorsey
 Jonathan and Susanna
 Mrs. Crabtree
 Marissa Jenkins

Setting:

Where: home, school, the zoo

When: Monday, Tuesday, Wednesday,
 Thursday, and Friday

Problem:

Walter is having a terrible week, and nothing seems to go right for him.

Event: Monday: Walter misses the bus, rips his homework, hurts himself, and does poorly in science.

Event: Tuesday: Walter wakes up with a sore neck, has to sit next to Doogie on the bus, and misses his favorite show on television.

Event: Wednesday: The class goes to the zoo, but he doesn't get to see the tigers, and he doesn't learn anything about koalas to help with his report. He drops his backpack, and it gets all muddy.

Event: Thursday: Walter gets a bad grade, and his knee still hurts. He writes about the terrible week.

Event: Friday: An actress from his favorite show comes to school and brings a koala. Walter gets to meet the actress

Solution:

The week ends well, and Walter thinks it was actually one of the best weeks of his life.

College and Career Readiness Standards

The following College and Career Readiness Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / *Walter's Week*

Reading: *Foundational Skills*

Phonics and Word Recognition

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

Writing

Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Language

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

INFORMATIONAL (7 DAY)

Eyesight: You've Got to See This!

Written by Min Ha Li

Illustration by James Bravo

The Savvy Reader—Clarifying, A Collection of Readings, pages 37–48

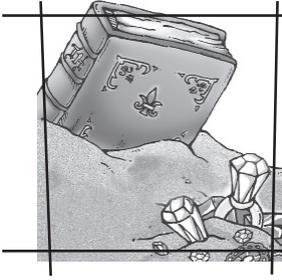
Success for All Foundation, 2011

Summary

Learn all about eyesight, the parts of the eye, how the eye works, and how to protect your eyes from harm.

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Main idea and supporting details (MI)	Homophones	Write a descriptive paragraph.
	Students will find the main ideas and supporting details of different sections of the text.	Students will identify the correct homophone based on their knowledge of the word and sentence context.	Students will write descriptive paragraphs about one of the four other senses—hearing, smell, taste, or touch.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

- Display the Big Question. Have students answer the Big Question orally with partners and teams.

THE BIG QUESTION

How is your eyesight important to you?



- Use **Random Reporter** to select a few students to share their team's response.

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will read *Eyesight: You've Got to See This!* by Min Ha Li. As we read, we'll look for main ideas and supporting details. Good readers identify main ideas and supporting details to make sure that they learn and remember important information.

- Point out this lesson's strategy target, **clarifying**.
- Introduce informational text to students. Use the text to show how informational texts differ from literature.

Informational texts differ from literature. Literature is stories, and we use a story map to organize what we read. Literature has characters, settings, problems, and solutions.

Informational texts give you information and facts. They can describe or explain too. Sometimes they include subtitles, headings, definitions, charts, graphs, and other tools to help readers understand the information. We read informational text to learn things.

Let's take a look through this text to see how it differs from a story. Point to the pictures on each page. There are pictures on each page, but they don't seem

to tell a story as they would in literature. Point to the diagrams. **There are also diagrams in this text. I know that diagrams are a way to give information about a subject. Literature doesn't have diagrams.**

- Explain that when we read informational texts to learn, we want to be sure that we can figure out and remember all the important information.

Blackline master provided.

- Introduce Captain Read More's shipmates, Patch and Plank. Tell students that Patch and Plank will help them tear through informational text using the TIGRRS process.

T **Topic**
Look for clues to predict the topic, or big idea:
• title, headings, and subheadings;
• pictures, diagrams, and captions; and
• words in bold.
Think about what you already know about this topic.

I **Intent**
Why did the author write the text? Does the author want to:
• inform: teach facts about the topic;
• compare: look at how two or more things are the same or different;
• persuade: convince readers to think, feel, or do something.
• instruct: teach the directions or steps to do something.

G **Graphic Organizer**
Choose a graphic organizer that will help you take notes about the text:
• idea tree: the text has a lot of main ideas and details;
• sequence chain: there are a lot of events you can put in order;
• T-chart: you are looking for causes and effects or problems and solutions;
• Venn diagram: you can compare and contrast information.

R **Read**
As you read with your partner, look for main ideas to add to your graphic organizers.

R **Reread**
As you reread with your partner:
• look for ideas that you may have missed to add to your graphic organizers;
• add supporting details to your organizers.

S **Summarize**
Look at your graphic organizer and write a summary about what you read.

Use TIGRRS to help you read and understand informational text!

Let's meet some new friends. These two tigers are Captain Read More's shipmates, and their names are Patch and Plank. They are experts in helping Captain Read More find his way and learn about the waters they sail in and the lands they visit.

Patch tells Captain Read More all the important information about the weather as they sail and gives him details about islands they visit. She also helps Captain Read More know the similarities and differences between places they visit. Patch uses travel guides and maps to show Captain Read More important text features that can help them in their journeys.

Plank is a master navigator and can tell Captain Read More the steps they need to take to care of the ship. He also knows the ins and outs of sailing and can predict what will happen during storms or calm seas. Plank uses manuals to remember important steps and to understand the causes of problems that might occur and the effects of the problems. Together Patch and Plank help Captain Read More remember important information.

- Introduce the steps of the TIGRRS process: Topic, Intent of author, Graphic organizer, Read, Reread, and Summarize. Tell students that this process will help them remember important information in informational text.



- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features and note the text structure.

I know that figuring out the topic is the first step of TIGRRS—our informational process. Knowing the topic will help me understand what the text is about. I'll figure out the topic by paging through the text before I read it. Page through the text, noting different text features. I see that the title of the book is *Eyesight: You've Got to See This!* There are eyes, a diagram of an eye, and a pair of glasses on the cover too. As I look through the text, I also see pictures of a magnifying glass, differently colored eyes, and people wearing different things to cover their eyes. All these pictures seem to go with the text to help me understand it. I think the topic has to be eyesight and vision.



- Use the items below to build or activate background knowledge about the text.
 - Use **Think-Pair-Share** to have students turn to their partners and describe the things they see behind their partners. Randomly select a few students to share what their partners described to them.



- Use **Team Huddle** to have students discuss what they know about eyes or problems people may have with their eyesight. If possible, tell students to share their own experiences with eye problems. Use **Random Reporter** to share responses.
- Share a few important or interesting facts about eyes. For example, a human eye is only about one inch in diameter while the eye of a giant squid is about eighteen inches in diameter. The eye is the only part of your body that can work without resting, but your eyelids need to rest. The average person blinks 10,000 times a day.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

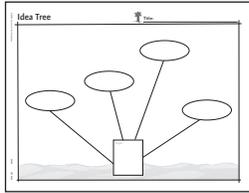
The next step of TIGRRS is identifying the intent of the author. That means telling why the author wrote the text. Knowing that will help me understand the text better. I know the topic is eyes and sight. All the pictures and diagrams make me think that the author wants to inform, or teach, me about eyes and sight. So informing is the author's intent for this text.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text.

Let me look at the different organizers I can use when reading informational texts. They all seem to have different purposes. There is an idea tree where I can write main ideas and supporting details. There is a T-chart. I remember that I use that to write causes and effects. The Venn diagram helps when I need to compare and contrast. And the sequence chain helps me keep steps in order.

When I surveyed the text, it didn't look like it had information to compare and contrast or steps in a process. So I won't use the Venn diagram or the sequence chain. I don't think the T-chart is right either because I didn't see any causes and effects when I paged through the text. I know I can find main ideas and supporting details, so I think I'll use the idea tree as my graphic organizer. This will help me organize and remember the important parts of the text.

Blackline master provided.



- Display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part. Model writing the topic on the trunk of the idea tree, and ask students to write this on their idea trees.

Look at this organizer. It looks like a tree. It has a trunk and branches. If I write the topic in the trunk, it reminds me that ideas important to understanding the text will have to do with the topic. Write the topic on the trunk. When I find important ideas that are about the topic, I'll write them in the circles. And when I find smaller ideas that are about the main ideas, I'll write them around the circles. I'll show you how when we start to read today.

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary **TP**

- Display the vocabulary words.
- Have students rate their knowledge of each word. Remind students that they can say they know a word when they can read it, define it, and use it in a meaningful sentence.
 - + Think they know the word
 - ? Not sure if they know the word
- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words by modeling the identification strategy and then completing a "My Turn, Your Turn," modeling the use of the pronunciation strategies and correcting pronunciations when necessary.
- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
 - Assign partners as either speaker or coach to review the vocabulary words.
 - Teach or model this student routine as necessary. Remind students that only the coach should look at the vocabulary chart.
 - Have students begin.

SPEAKER		COACH	
SAY	Say the word.	AGREE	Agree if your partner is right.
TELL	Tell what it means.		
USE	Use it in a sentence.		
		ADD	Add ideas to help your partner.



- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**. **SR**

Finding Your Words
<ul style="list-style-type: none"> Find a vocabulary word in your reading. Write the word and the page number where you found it in your journal. Share with your team during vocabulary practice or on test day.
Vocabulary Vault
<ul style="list-style-type: none"> Listen for your vocabulary words. Write down the word and the sentence you read or heard it in. Put the voucher in the Vocabulary Vault in class. Successfully explain the word to earn team celebration points. Write the word on your team score sheet.

Student Edition, page S-15.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
explore page 41	chunk: ex-plore	study	Nino's mother is a scientist who likes to <i>explore</i> different areas of Earth science.
sheer page 42	blend	see-through	The thin curtains were <i>sheer</i> , so they still let a lot of light into the room.
appear page 43	chunk: ap-pear	seem	These streets <i>appear</i> strange to me even though I know I've been here before.
transmits page 44	chunk: trans-mits	sends	When you make a phone call, a cell phone tower <i>transmits</i> your voice from one phone to the other.
mismatched page 46	base word + ending: mismatch + ed	not in agreement	Carley was embarrassed when she realized that she wore a pair of <i>mismatched</i> shoes to school.
recent page 46	c = /s/ chunk: re-cent	of late	In <i>recent</i> days, there has been a lot of rain, but usually it is very dry here.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
progresses page 47	base word + ending: progress + es	goes forward	As the basketball team <i>progresses</i> through the season, they will get better and better.
protect page 48	chunk: pro-tect	guard	Fred wore thick gloves to <i>protect</i> his hands while he trimmed the thorny bush.

Using the Targeted Skill

Introduction and Definition

- Introduce the skill and its importance in reading and comprehending texts. Connect the skill to their reading.

This cycle we will focus on identifying main ideas and supporting details. This is especially important in informational texts to understand the topic. A main idea is the most important idea in a passage or section of text. Main ideas are always about the big topic of the text. Supporting details tell about the main ideas. Knowing main ideas and supporting details helps us to understand the topic.

Blackline master provided.

- Create a main idea and supporting details anchor chart with students. A sample is provided.

Main Idea and Supporting Details

MAIN IDEA: The most important idea about a topic. The BIG idea.

Tips to finding the main idea:

- Read the title.
- Read the subheadings.
- Look at the first or last sentence.
- Ask yourself, "What is the text about?"

SUPPORTING DETAILS: The information that supports the big idea and topic.

<p>They tell...</p> <ul style="list-style-type: none"> ■ who ■ what ■ where ■ when ■ why ■ how 	<p>They include...</p> <ul style="list-style-type: none"> ■ facts ■ examples ■ steps ■ definitions ■ reasons ■ descriptions
---	--

Idea Tree



- Use **Think-Pair-Share** to have students discuss what they did last weekend. Randomly select a few students to share.

We're going to talk about what we did over the weekend. That's our topic. Think about what you did. Give students time to think. **Now pair with your partner, and tell what you did.**

- Use **Think-Pair-Share** to have students tell details about one of their activities. Prompt them as necessary. Randomly select a few students to share.

Now think about some details about what you did over the weekend. Did you go to the store? What did you buy? Did you go to the movies? Which movie did you see? Think. Give students time to think. **Now pair with your partner, and tell some details about what you did.**

- Tell students that the activities they did over the weekend are main ideas that relate to the topic they talked about. The details of what they did tell more about the main ideas. Use examples as necessary.
- Tell students that there are several things they can do to help them identify main ideas as they read.

Often a text will contain clues that can lead us to the main idea. Key words are one of these clues. Key words could be several words that are alike or words that are repeated throughout the text. Pictures also help us find the main idea by showing us what the text is explaining. As we read, look for these clues. They will help to point you to the main ideas.

- Tell students that they will identify main ideas and supporting details as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Display a blank idea tree. Remind students that you will only read for main ideas as you read the text the first time.
- Explain to students that the author of a text does not always state the main idea.

Sometimes the author does not state the main ideas of a text, but he or she gives us clues. We can look for text features, such as the pictures and diagrams I saw when I paged through the text, to help us find the main ideas. I can also ask myself, What is the author mainly writing about?

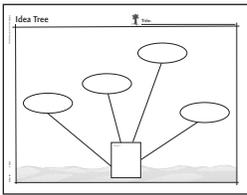
- Read page 39 of the text aloud. Use a **Think Aloud** to model looking for the main idea.

Let's take a look at the text and see what clues I can identify that will help to tell us more about the main idea. I know the topic is eyesight and vision. On this page, the author describes things I can see with my eyes. The author says I couldn't do this if I didn't have the sense of sight. I don't think I have found a main idea yet. Let me read on.

- Read through page 40 aloud, adding main ideas to your idea tree as you read.

I learn a little more about eyesight and vision on this page. I learn that people long ago thought about their eyesight differently from how we think about it today. One clue that tells me more about this main idea is that people thought things existed only because they could see them. That's an interesting idea that I'll add to my idea tree.

Blackline master provided.



- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Main idea: Eyesight Then and Now

- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase from the reading.

Let me clarify something from the reading. Clarifying words, phrases, or passages is important to helping me understand information in the text. I needed to clarify the word *windowpane*. It's a long word, so first, I looked for familiar word parts. I realized this could be a compound word because I recognized the word *window*. This is made up of the words *window* and *pane*. I know what a window is, but what's a *pane*? I looked it up in the dictionary, and it says a *pane* is a framed sheet of glass. I get it now. When you look at a window on a house, it usually has a frame around it. Windowpane is just a longer description for a window.

- Remind students that they will continue identifying main ideas and supporting details as they read *Eyesight: You've Got to See This!* this cycle.

Preview Team Talk

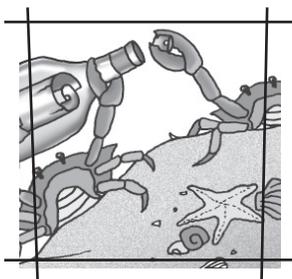
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-16.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. What conclusion could you draw if objects appear blurry to you? |DC|
 - a. The object is too far away to see clearly.
 - b. The object is actually very fuzzy.
 - c. The lens in your eye isn't working correctly.
 - d. The eye can't see through smog.
3. Pages 43 and 44 (paragraph 1) are mainly about— |MI|
 - a. how the parts of the eye work.
 - b. how to pronounce the word sclera.
 - c. why we see upside down.
 - d. why signals are sent to the brain.

What clues led you to this main idea? **(Write-On)** (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**

pages 41–44 aloud with partners.

INFORMATIONAL

Read Aloud

1. Take turns reading or rereading the paragraphs aloud with your partner.
2. Use strategies, as necessary, as you read.
3. Add information to your graphic organizer after each page.

- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading	
1.	Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2.	Add key understandings to your story maps or graphic organizers.
3.	Reread the text by alternating who begins reading first.
4.	Reread the pages in unison for fluency practice.

Team Discussion **TP**

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

Team Discussion	
1.	Have a strategy discussion about sticky notes.
2.	Pass out role cards.
3.	Have a discussion about the Team Talk questions using the rubrics.
4.	Discuss story maps or graphic organizers.
5.	Prepare for Class Discussion and Random Reporter .

- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.



Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

- Students record their rubric scores on the team score sheet.
- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)

100 points = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*

90 points = *Uses a sticky note and tells what strategy was used to discuss it.*

80 points = *Uses a sticky note to mark a thought.*

2. What conclusion could you draw if objects appear blurry to you? |DC|
 - a. The object is too far away to see clearly.
 - b. The object is actually very fuzzy.
 - c. *The lens in your eye isn't working correctly.*
 - d. The eye can't see through smog.

3. Pages 43 and 44 (paragraph 1) are mainly about— |MI|

- a. *how the parts of the eye work.*
- b. how to pronounce the word *sclera*.
- c. why we see upside down.
- d. why signals are sent to the brain.

What clues led you to this main idea? (**Write-On**) (Team Talk rubric)

100 points = *One clue that led me to this main idea is that the first sentence on page 43 says, "Here's how it works." That tells me that I will learn about how the eye works. One of the pictures on page 44 shows me how an image goes through the eye and gets turned upside down in the retina. I can see how the parts of the eye work.*

90 points = *One clue that led me to this main idea is that the first sentence on page 43 says, "Here's how it works."*

80 points = *The first sentence on page 43 says, "Here's how it works."*

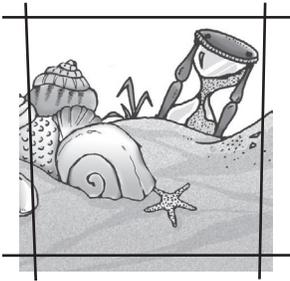
TEAM TALK EXTENSION

4. How does the text feature on page 42 help you understand the main idea of the text? |TF| (Team Talk rubric)

100 points = *The text feature on page 42 helps me understand the main idea of the text because it is a picture of an eye. The different parts of the eye are labeled. The picture shows me where the parts of the eye are. It can help me understand how the parts work together to help me see.*

90 points = *The text feature on page 42 helps me understand the main idea of the text because it is a picture of an eye.*

80 points = *It is a picture of an eye.*



FLUENCY IN FIVE

Timing Goal: 5 minutes

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

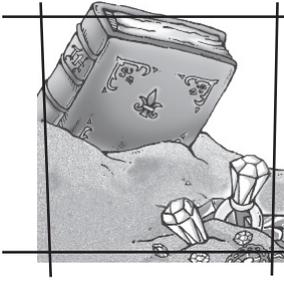
Page 42 (paragraphs 1 and 2)

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select students to share.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the text, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *mismatched* page 46, *recent* page 46, *progresses* page 47, and *protect* page 48.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

- Have students work in teams to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday we began reading about the parts of the eye and how the eye works. The eye is very complex and has a lot of parts. These parts work together to make the images that we see.



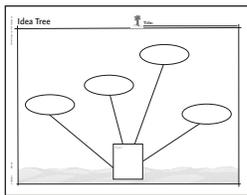
- Tell students that you will continue to record important ideas on the graphic organizer.
- Use a **Think Aloud** to remind students of the clues they can use to help them find the main idea in a section of text.

Remember that as we read, we should ask ourselves, What is this section mainly about? To help, I'll look for key words or information in pictures and diagrams that can lead me to the main idea.

- Read page 45 of the text aloud. Use a **Think Aloud** to model identifying the main idea of this page and the clues in the text that led you to the main ideas. Fill in the idea tree accordingly.

Let's see if I can identify the main idea of this page. I read that sometimes the parts of our eyes don't work correctly. Some clues that help me figure this out are that some people can't see objects nearby. Others can't see faraway objects. Some people see everything blurry. I also read that people can correct their vision. A picture shows me how people could appear blurry if you wear the wrong glasses. A text box tells me about some glasses Benjamin Franklin invented. These support the main idea that sometimes we have problems with sight.

Blackline master provided.



- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Main idea: Problems with Sight

- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase from the reading.

Let me clarify another word I read in the text. I read the sentence, "He didn't like having two pairs of glasses to see things, so he cut the lenses of his glasses in half and put them together to make bifocals." What does the word *bifocals* mean? I looked at the word for familiar parts. I thought about the letters *bi* and it reminded me of the word *bicycle*. A bicycle has two wheels, so maybe *bi* is a prefix that means "two." Then I looked at *focals*. That sounded like the word *focus*. When our eyes focus on something, they see it clearly. Benjamin Franklin's bifocals help your eyes focus on two distances, near and far.

- Remind students that they will continue identifying main ideas and supporting details as they read *Eyesight: You've Got to See This!* this cycle.

Preview Team Talk

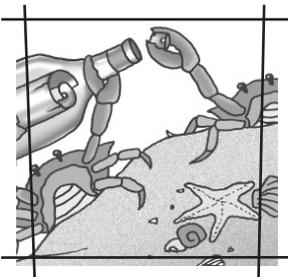
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-16.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. What did people do before eyeglasses were invented? |SQ|
 - a. They had their vision corrected with surgery.
 - b. They wore contact lenses.
 - c. They just dealt with their poor vision.
 - d. They kept their eyes shut.
3. Page 48 is mainly about— |MI|
 - a. picking out perfect sunglasses.
 - b. avoiding playing rough sports.
 - c. the amount of television you watch.
 - d. protecting your eyes and vision.

What clues led you to this main idea? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 46–48 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK

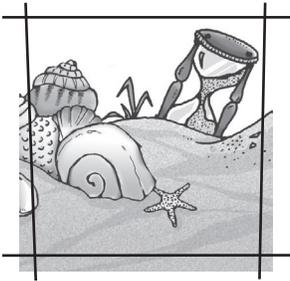
1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. What did people do before eyeglasses were invented? |SQ|
 - a. They had their vision corrected with surgery.
 - b. They wore contact lenses.
 - c. *They just dealt with their poor vision.*
 - d. They kept their eyes shut.
3. Page 48 is mainly about— |MI|
 - a. picking out perfect sunglasses.
 - b. avoiding playing rough sports.
 - c. the amount of television you watch.
 - d. *protecting your eyes and vision.*

What clues led you to this main idea? (**Write-On**) (Team Talk rubric)

- 100 points** = *One clue that led me to this main idea is that the first sentence on the page says it is important to protect your eyes and vision. Other clues that led me to this main idea are the pictures on the side of the page. Three of the pictures show people wearing masks or goggles to protect their eyes.*
- 90 points** = *One clue that led me to this main idea is that the first sentence on the page says it is important to protect your eyes and vision.*
- 80 points** = *The first sentence says it is important to protect your eyes and vision.*

TEAM TALK EXTENSION

4. How is being color-blind different from being blind? |CC| (Team Talk rubric)
 - 100 points** = *Being color-blind is different from being blind because when you are color-blind, you can still see objects. Someone who is color-blind might not see the color of the object correctly. Someone who is blind may not be able to see the object at all.*
 - 90 points** = *Being color-blind is different from being blind because when you are color-blind, you can still see objects.*
 - 80 points** = *When you are color-blind, you can still see objects.*



FLUENCY IN FIVE

Timing Goal: 5 minutes

- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**

Fluency Routine

1. Choose a partner to read first.
2. Begin reading.
3. Listening partner:
 - When did the reader stop?
 - How many words did the reader miss?
 - Did the reader meet the rate goal?
4. Use the Fluency rubric to share feedback with the reader.
5. Switch roles, and then repeat the routines.

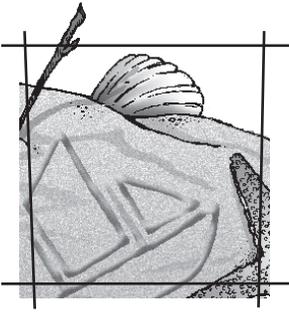
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-15.

Page 46 (paragraphs 1 and 2)

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



WORD POWER **TP**

Timing Goal: 10 minutes

Blackline master provided.

- Display the following sentences.

Sentence 1

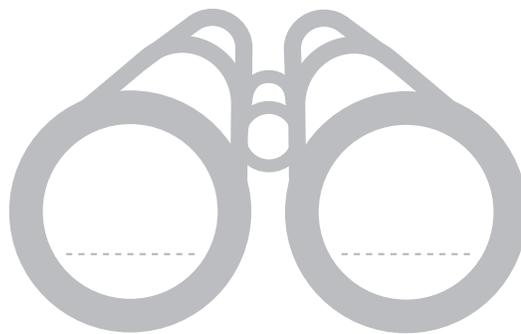
Marcy had to walk up and down the aisle twice before she found the cans of peaches on the shelf.

Sentence 2

Ava wished she were on a tropical isle in the middle of the Pacific Ocean as she walked through the deep snow.

- Use **Think-Pair-Share** to have students identify what they notice about the words *aisle* and *isle* in the sentences. Randomly select a few students to share. *The words sound the same. They have different spellings. In the first sentence, aisle means a walkway between shelves such as those in a grocery store. In the second sentence, isle means an island.*
- Tell students that words that sound alike are called “homophones.” Explain that homophones can have the same or different spellings. Use **Think-Pair-Share** to have students identify the Word Treasure clue that Captain Read More uses for homophones. Randomly select a few students to share. Display the Word Treasure clue for homophones (binoculars).

Blackline master provided.



- Reveal the Word Treasure (skill).

Display the Word Treasure.

Word Treasure

Some words sound the same, but are not spelled the same, and they have different meanings.

If you come across a word that sounds like a word you know, but isn't spelled like it, stop and think about how the word is used in the sentence.

- Explain that Captain Read More thinks it is important to know homophones because they help us identify the meaning of the word so we are not confused.
- Display the following sentences. Read the sentences aloud, or have students read them aloud.

Blackline master provided.

Sentence 1
 "I'm _____ this jar shut so the jelly in it stays fresh and tasty for as long as possible," Matteo said.

Sentence 2
 Deedee's grandma flipped the pancake too hard, and it became stuck to the _____.

ceiling / sealing

- Use **Think-Pair-Share** to have students identify which word belongs in each sentence and how they know. Randomly select a few students to share. *Sealing is the act of closing something, and it goes in the first sentence. Ceiling means the top of a room, and it goes in the second sentence.*
- Tell students that Captain Read More has found a word that is a homophone in this cycle's vocabulary words. Tell students to look out for the word the next time they review their vocabulary words.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

STUDENTS		TEAMS	
1.	Number your papers.	4.	Share the practice item answers. If you disagree on an answer, tell why.
2.	Complete the practice items.	5.	Be prepared to share your answers with the class.
3.	Write your answers.		

Student Edition, page S-17.

SKILL PRACTICE

1. I wanted some _____ and quiet while I fished, so I took my _____ and fishing pole to the other side of the pond.
 - a. piece, bate
 - b. peace, bait
 - c. piece, bait
 - d. peace, bate

2. Salome wanted to _____ a dress for her _____.
 - a. so, ant
 - b. sew, aunt
 - c. sew, ant
 - d. so, aunt

BUILDING MEANING

explore	sheer	appear	transmits
mismatched	recent	progresses	protect

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

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

90 points = *The sentence uses the word correctly and includes one detail.*

80 points = *The sentence uses the word correctly.*

4. Choose the word that best completes the sentence.

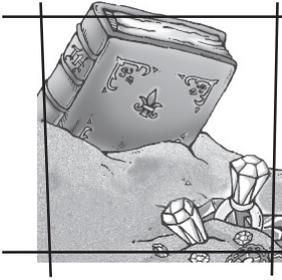
Vinny was so tired in the morning that he didn't realize his socks were mismatched until his mother told him at breakfast.

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select students to share.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the text, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *explore* page 41, *sheer* page 42, *appear* page 43, and *transmits* page 44.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

- Have students work in teams to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

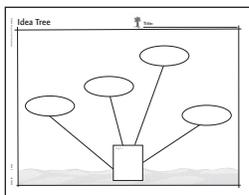
Yesterday we read about some problems that people can have with their eyes. We also read about how some people can solve their vision problems. Another important idea from yesterday's reading was that we should all protect our eyes from harm so we can see clearly for a long time.

- Tell students that today you will begin rereading the text you have read. Explain that rereading helps you look for details that support the main ideas you found when you read.
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread pages 39 and 40 aloud. Use a **Think Aloud** to model identifying the details that support the main idea from Day 1. Add the supporting details to the idea tree accordingly.



Remember that on Day 1, I said one of our main ideas was that people living in ancient Greece thought about eyesight differently than we think about it today. I found a clue that said ancient Greeks believed objects only existed because you could see them. I just found more clues that support this idea. The text has an example. It describes how someone might have seen a toga hanging on a clothesline. When that person blinked or closed his or her eyes, he or she would think the toga had disappeared. The toga didn't exist because he or she couldn't see it. These clues help me understand the idea that the ancient Greeks thought about eyesight differently from us.

Blackline master provided.



- Display a sample idea tree. Model adding supporting details from the Listening Comprehension selection to the graphic organizer.

Main idea: Eyesight Then and Now

- Objects existed only because you could see them.
 - People in ancient times did not know as much about sight as we do.
 - We know now that objects are always there.
- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase from the reading.

Let me clarify something new after rereading this passage. I saw that the word *ancient* appears twice in it, and I want to make sure I understand what it means. The passage talks about ancient times and ancient Greece. It describes people wearing togas. I went back to the first sentence in the paragraph, which says, “People haven’t always thought about eyesight the way we do.” Hmm, that tells me that we might be talking about people in the past. I looked up the word *ancient* in the dictionary and it means “a time long ago.” That makes sense. People don’t really wear togas anymore!

- Remind students that they will continue identifying main ideas and supporting details as they read *Eyesight: You've Got to See This!* this cycle.

Preview Team Talk

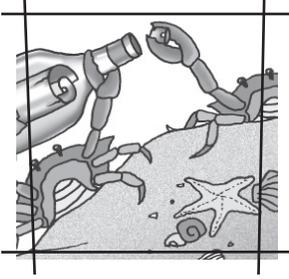
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-17.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|
(Strategy Use rubric)
2. What happens to the iris when too much light hits it? |CE|
 - a. It tightens and makes your pupil appear smaller.
 - b. It forces your eye to close for protection.
 - c. It changes color and becomes light blue.
 - d. It loosens and makes your pupil appear larger.
3. Pages 43 and 44 are mainly about how the eye works. Which of the following is a detail that tells more about this main idea? |MI|
 - a. Your pupils turn objects upside down.
 - b. The retina receives images that are upside down.
 - c. Light bounces off the iris back onto the object.
 - d. The lens helps turn images right side up.

Tell two more details that support this main idea. **(Write-On)** (Team Talk rubric)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**
pages 41–44 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.



- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.
- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. What happens to the iris when too much light hits it? |CE|
 - a. *It tightens and makes your pupil appear smaller.*
 - b. *It forces your eye to close for protection.*
 - c. *It changes color and becomes light blue.*
 - d. *It loosens and makes your pupil appear larger.*
3. Pages 43 and 44 are mainly about how the eye works. Which of the following is a detail that tells more about this main idea? |MI|
 - a. *Your pupils turn objects upside down.*
 - b. *The retina receives images that are upside down.*
 - c. *Light bounces off the iris back onto the object.*
 - d. *The lens helps turn images right side up.*

Tell two more details that support this main idea. **(Write-On)** (Team Talk rubric)

100 points = *One detail that supports this main idea is that the retina has to turn the light rays into electrical charges. The brain understands the electrical charges and turns the image right side up. Another detail is that the iris and pupil help control how much light enters the eye. The iris gets bigger to let more light in when it's dark. It gets smaller when it's bright out and the eye needs less light to see.*

90 points = *One detail that supports this main idea is that the retina has to turn the light rays into electrical charges. Another detail is that the iris and pupil help control how much light enters the eye.*

80 points = *The retina turns light into electrical charges. The iris and pupil control how much light enters the eye.*

TEAM TALK EXTENSION

Team Talk Discussion

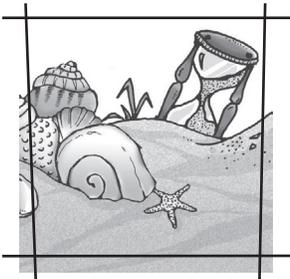
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

4. Why do you think the cornea has to be a sheer covering on the eye? Support your answer. |DC| (Team Talk rubric)

100 points = *I think the cornea has to be a sheer covering on the eye because light has to get through the cornea to reach the lens and retina. If the cornea were not see through, then light could not get through it. It would be harder to see.*

90 points = *I think the cornea has to be a sheer covering on the eye because light has to get through the cornea to reach the lens and retina.*

80 points = *Light has to get through the cornea to reach the lens and retina.*



FLUENCY IN FIVE

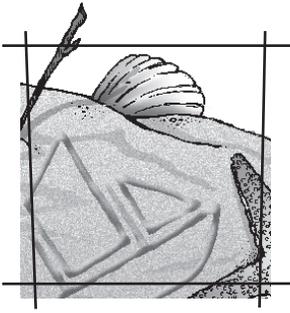
Timing Goal: 5 minutes

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

Student Edition, page S-15.

Page 46 (paragraphs 1 and 2) or 43

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

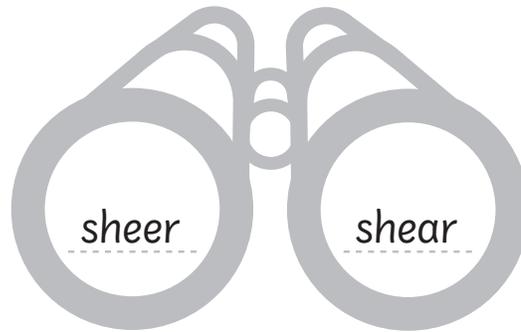


WORD POWER **TP**

Timing Goal: 10 minutes

- Tell students that Captain Read More has found a word that is a homophone in this cycle's vocabulary words.
- Display the graphic for the binoculars. Write the word "sheer" in one lens and the word "shear" in the other. Point out that the word *sheer* is a homophone and that *sheer* and *shear* have different spellings. Explain that students need to take a closer look to define the word *sheer* correctly.

Blackline master provided.



th

- Display the following sentences. Use **Team Huddle** to have students discuss what they know about the words *sheer* and *shear* from the sentences and their own background knowledge.

Blackline master provided.

Sentence 1

Zoe wanted to use the sheer fabric to make delicate wings for her fairy costume.

Sentence 2

Wilbur told his mom all about how he watched a farmer shear the wool off a sheep.

SR

- Use **Random Reporter** to select students to share. List their ideas under the appropriate word in the binoculars. *Something that is sheer is see through or clear. Zoe wants delicate looking wings, so something sheer would look that way. When you shear something, you cut it. Wilbur sees a farmer cut wool off a sheep*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-18.

SKILL PRACTICE

1. My favorite _____ to hear at bedtime is the story about the slow tortoise and fast _____.
 - a. tail, hair
 - b. tail, hare
 - c. tale, hair
 - d. tale, hare

2. Bruce knew he wasn't _____ in his dad's office, but he couldn't help _____ into it when his dad wasn't home.
 - a. allowed, peeking
 - b. aloud, peeking
 - c. allowed, peaking
 - d. aloud, peaking

BUILDING MEANING

explore	sheer	appear	transmits
mismatched	recent	progresses	protect

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
 - 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
 - 90 points** = *The sentence uses the word correctly and includes one detail.*
 - 80 points** = *The sentence uses the word correctly.*

4. Choose the word that best completes the sentence.

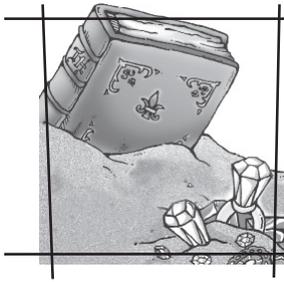
“As the year progresses, we will move on from adding and subtracting to multiplying and dividing,” Mr. Farmer said.

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select students to share.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *mismatched* page 46, *recent* page 46, *progresses* page 47, and *protect* page 48.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

- Have students work in teams to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension

- Review the topic and the author's intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday's reading.

Yesterday I added some more details about how the eye works to my graphic organizer. The retina receives the image from light, but that image appears upside down in the retina. The retina sends signals to the brain to turn the image right side up. I also read about the iris and pupil. They help control the amount of light that gets in the eye.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.

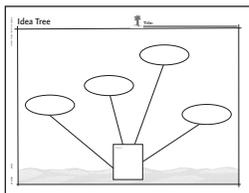


- Reread page 45 aloud. Use a **Think Aloud** to model identifying the details that support the main idea from Day 2. Add the supporting details to the idea tree accordingly.

I remember that this section of the text mainly tells about problems people can have with their eyes. When I reread, I can identify more details about these problems. When people can't see things that are far away, they are called *nearsighted*. They are called *farsighted* when they can't see things that close up. People who see everything blurry have *astigmatism*.

This page also tells me how these problems are usually corrected with glasses or contact lenses. I see a text box that tells me how Benjamin Franklin invented bifocals. These glasses have lenses that help people see objects that are far away and close up. I can add these details to my idea tree.

Blackline master provided.



- Display a sample idea tree. Model adding supporting details from the Listening Comprehension selection to the graphic organizer.

Main idea: Problems with Sight

- sometimes all parts don't work together
- nearsighted: can't see objects far away clearly
- farsighted: can't see objects nearby clearly
- astigmatism: can't see anything clearly
- Glasses and contacts can correct problems.
- Ben Franklin invented bifocals for near- and-farsightedness

- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase based on what you have read so far.

Let me think of something else I needed to clarify when I reread. I wanted to make sure I could read the words *nearsightedness* and *farsightedness*. These are big words, so I looked for ways to break them down. I recognized some word parts in both of them—the words *near*, *far*, and *sight*. That helped me figure out that these were compound words. I also realized there were two endings on these words, *-ed* and *-ness*. So these two words are made of compound words and endings. *Near + sight + ed + ness* and *far + sight + ed + ness*.

- Remind students that they will continue identifying main ideas and supporting details as they read *Eyesight: You've Got to See This!* this cycle.

Preview Team Talk

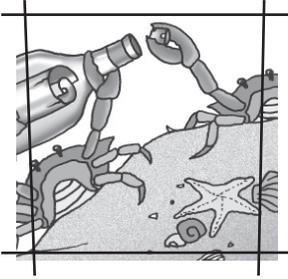
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-18.

TEAM TALK

1. Use information from your graphic organizer to write a summary of *Eyesight: You've Got to See This!* |SU| (Summarizing rubric)
2. What could be an effect of being color-blind? |CE|
 - a. You might need to use a service animal to help you see.
 - b. You might wear a mismatched outfit to school.
 - c. You might not be able to see more than light or shadows.
 - d. You might need laser surgery to correct it.
3. Page 48 is mainly about protecting your eyes and vision. Which of the following is a detail that tells more about this main idea? |MI|
 - a. You only need to wear glasses when you want to.
 - b. Playing video games gives your eyes a good workout.
 - c. You should shade your eyes with sunglasses or a hat.
 - d. There is not a lot you can do to protect your eyes.

Tell two more details that support this main idea. **(Write-On)** (Team Talk rubric)



TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 46–48 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.



- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.
- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

TEAM TALK

1. Use information from your graphic organizer to write a summary of *Eyesight: You've Got to See This!* |SU| (Summarizing rubric)
 - 100 points** = *Restates the main ideas and gives important details that support them.*
 - 90 points** = *Restates the main ideas.*
 - 80 points** = *Restates some important ideas but includes less important details.*
2. What could be an effect of being color-blind? |CE|
 - a. You might need to use a service animal to help you see.
 - b. You might wear a mismatched outfit to school.
 - c. You might not be able to see more than light or shadows.
 - d. You might need laser surgery to correct it.
3. Page 48 is mainly about protecting your eyes and vision. Which of the following is a detail that tells more about this main idea? |MI|
 - a. You only need to wear glasses when you want to.
 - b. Playing video games gives your eyes a good workout.
 - c. You should shade your eyes with sunglasses or a hat.
 - d. There is not a lot you can do to protect your eyes.

Tell two more details that support this main idea. **(Write-On)** (Team Talk rubric)

100 points = *One detail that supports this main idea is that you should wear protective glasses when you play contact sports. Protective glasses will protect your eyes from harm and getting hit. Another detail that supports this main idea is that you shouldn't watch too much television or play video games for too long. This can cause strain on your eyes.*

90 points = *One detail that supports this main idea is that you should wear protective glasses when you play contact sports. Another detail that supports this main idea is that you shouldn't watch too much television or play video games for too long.*

80 points = *You should wear protective glasses and shouldn't watch too much television or play video games too long.*

Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

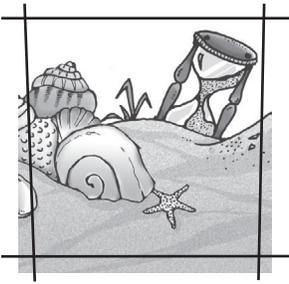
TEAM TALK EXTENSION

4. How do people's opinions about using laser surgery to correct vision problems differ? |CC| (Team Talk rubric)

100 points = *People's opinions about using laser surgery to correct vision problems differ because some people think laser surgery is quick and easy, and some people think it's dangerous. With laser surgery, you use lasers to change the misshapen parts of the eye. I know lasers are hot and can hurt you if they are used badly.*

90 points = *People's opinions about using laser surgery to correct vision problems differ because some people think laser surgery is quick and easy, and some people think it's dangerous.*

80 points = *Some people think laser surgery is good, and some people think it's dangerous.*

**FLUENCY IN FIVE**

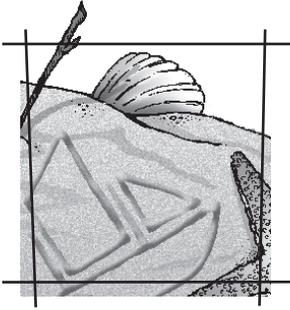
Timing Goal: 5 minutes

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

Student Edition, page S-15.

Page 46 (paragraphs 1 and 2), 43, or 48 (paragraph 1)

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



WORD POWER **TP**

Timing Goal: 10 minutes



- Remind students of the Word Power skill (homophones) and the Word Treasure clue that Captain Read More uses for homophones (binoculars).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn homophones. Randomly select a few students to share. *Captain Read More wants us to be aware that some words have the same sound, but have different meanings. If we know homophones, then we can figure out the meaning of the word.*
- Display the Word Power Challenge. Tell students that they will work in teams to identify which homophone goes in each blank.

Preparation: Display the Word Power Challenge

<p>Word Power Challenge</p>	<p>Steve's grandpa winked his _____ at Steve when he told him to break a leg before the play.</p> <p>"_____, Captain, we buried the treasure deep so no one can find it," Paulie the Pirate said.</p> <p><i>aye / eye</i></p>
-----------------------------	---



- Use **Random Reporter** to select students to share which homophone belongs in each sentence and what it means. *Eye belongs in the first sentence. An eye is something you wink. Aye belongs in the second sentence. Aye is another way of saying yes.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

SKILL PRACTICE

1. Be careful not to _____ the toy, or the bell will no longer _____ inside it.
 - a. brake, ring
 - b. break, wring
 - c. *break, ring*
 - d. brake, wring
2. You should always fold your _____ neatly and not _____ them up into a ball.
 - a. close, role
 - b. clothes, role
 - c. close, roll
 - d. *clothes, roll*

BUILDING MEANING

explore	sheer	appear	transmits
mismatched	recent	progresses	protect

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

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

90 points = *The sentence uses the word correctly and includes one detail.*

80 points = *The sentence uses the word correctly.*
4. Choose the word that best completes the sentence.

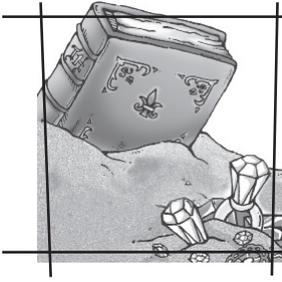
T. K. wanted to explore the old barn to see what he could find in it, but his dad said it wasn't safe.

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

- Have students rerate the vocabulary words individually as they arrive for class.
 - + Think they know the word
 - ? Not sure if they know the word

Team Cooperation and Achievement Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions, vocabulary, and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Use **Random Reporter** to review these elements with the class.
- Introduce the passage students will read for their test. Tell what it is about, but do not give additional information or details.



Today you will read about the sense of taste. This cycle you read about the sense of sight and how it works. Taste is another one of our senses.

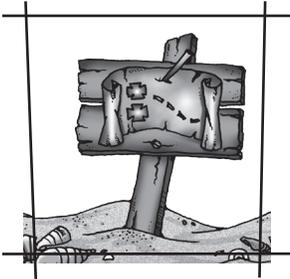
Vocabulary **TP**

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #2 asks about main ideas and supporting details.

- Ask students to underline key words or phrases in question #2.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 40 minutes for the test.

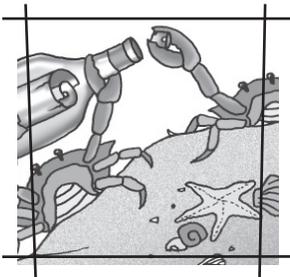


TEST

Timing Goal: 40 minutes

Suggested timing:
Reading/comprehension
questions: 30 minutes
Vocabulary/Word Power:
10 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
Teamwork vary with
strategy instruction.

Team Discussion **TP**

- Students discuss independent strategy use and answers to the test. **SR**

After the Test	
INDEPENDENT STRATEGY USE	<ul style="list-style-type: none"> • How did you resolve a sticky note? • Describe your strategy use with the team.
SKILL-QUESTION DISCUSSION	<ul style="list-style-type: none"> • Discuss the skill question in teams. • Say the question in your own words, and tell what key words or phrases you underlined. • Read your answer to your team. • Think about what you like about your answer and what you could have said differently. • Use your colored pen to add comments to your answer.

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



Class Discussion **TP**

- Collect the test answers.
- Use **Random Reporter** to have students share a word or phrase that needed clarification.
- Award team celebration points.
- Use **Random Reporter** to review assessment answers as time permits.
- Award team celebration points.
- Have students share with their teammates which vocabulary words they found in the text and on what page. Use **Random Reporter** to select a few students to share with the class.

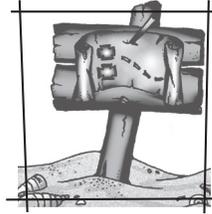


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



TEST

Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Taste this!

Our sense of taste lets us enjoy the sweetness of a cupcake or the tartness of lemonade. We taste things because our tongues are covered with more than 10,000 taste buds. When we eat, our taste buds receive information from the food. They tell us whether the food is sweet, sour, salty, or bitter.

Our sense of taste can go bad. When you burn your tongue with hot liquids, you hurt the taste buds. Foods might not taste good until the taste buds heal. As we grow older, the cells that make up taste buds aren't replaced as quickly. Foods might not taste as good as they did when we were younger.

Source: Eric H. Chudler, Ph.D., University of Washington (faculty.washington.edu/chudler/tasty.html)

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

30 points

1. What is the topic of this text? |MI • AP| (Team Talk rubric)
 - a. our sense of smell
 - b. our sense of taste
 - c. our sense of hearing
 - d. our sense of touch

What is the intent of the author in writing about this topic? How do you know?

30 points = *The intent of the author is to inform the reader about the sense of taste. I know this is the intent of the author because the text tells me many facts about my sense of taste. I learn why I can taste the foods I eat. I learn what tastes my tongue can sense. I learn what can happen to my sense of taste.*

25 points = *The intent of the author is to inform the reader about the sense of taste. I know this is the intent of the author because the text tells me many facts about my sense of taste.*

20 points = *To inform the reader about the sense of taste. The text tells me many facts about my sense of taste*

30 points

2. What details support the idea that our sense of taste can go bad? **(Write-On)** |MI| (Team Talk rubric)

30 points = *One detail that supports the idea that our sense of taste can go bad is that you can burn your tongue and hurt the taste buds on it. Then you might not taste things well until the taste buds heal. Another detail is that our taste buds do not replace their cells as quickly when we grow older. Foods might not taste as good when we get older.*

25 points = *One detail that supports the idea that our sense of taste can go bad is that you can burn your tongue and hurt the taste buds on it. Another detail is that our taste buds do not replace their cells as quickly when we grow older.*

20 points = *You can burn your tongue and hurt the taste buds on it. Our taste buds do not replace their cells as quickly when we grow older.*

30 points

3. Use information from your graphic organizer to write a summary of the passage. |SU| (Summarizing rubric)

30 points = *Restates the main ideas and gives important details that support them.*

25 points = *Restates the main ideas.*

20 points = *Restates some important ideas but includes less important details.*

Word Power

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

5 points each

Skill Questions

Read each sentence below. Choose the pair of words that makes the sentence correct.

1. It wasn't nice of Carter to _____ Sam for wearing a shirt that Sam thought was _____ but was really pink.
 - a. tees, read
 - b. tees, red
 - c. tease, read
 - d. tease, red

2. "Who would like to come to the _____ in front of the classroom and _____ everyone's ideas neatly with chalk?" Ms. Jones asked.
 - a. bored, right
 - b. board, right
 - c. board, write
 - d. bored, write

3. Elian _____ his snowball at the first tree that he walked _____ instead of at his little sister.
 - a. *threw, by*
 - b. *threw, buy*
 - c. *through, buy*
 - d. *through, by*

4. Isaac's dad was proud that his _____ would never need a _____ to help him clean because Isaac was so neat.
 - a. *sun, maid*
 - b. *son, made*
 - c. *son, maid*
 - d. *sun, made*

10 points each

Building Meaning

explore	sheer	appear	transmits
mismatched	recent	progresses	protect

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

10 points = *Uses the word correctly and includes details to create a mind movie.*

5 points = *Uses the word correctly and includes one detail in the sentence.*

1 point = *Uses the word correctly.*

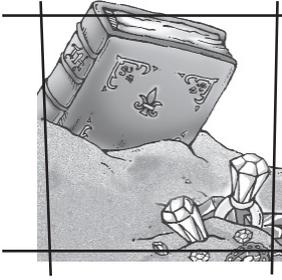
6. The recent weather has been perfect for spending the day at the beach, but I still check the forecast every day to make sure.

7. The scientist created a machine that transmits a person's dreams onto a television screen. *Transmits* means—
 - a. *creates.*
 - b. *sends.*
 - c. *jumbles.*
 - d. *replies.*

8. Randi thought her mismatched purple and yellow shoes made her look unique and fun.

9. A forest ranger's job is to protect wild animals and plants from harm. *Protect* means—
 - a. *attack.*
 - b. *stitch.*
 - c. *guard.*
 - d. *plow.*

10. "I know you feel bad now, but as your cold progresses, you'll start to feel better and back to normal," Dr. Bender explained.
11. Gregorio's dream job would be to explore other planets for signs of life.
Explore means—
- study.*
 - explode.*
 - ignore.*
 - mold.*
12. "These cookies appear to be normal, but I can't trust my sister not to trick us," Jeremiah said.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

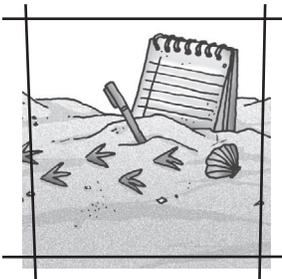
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
 - Teach or model this student routine as necessary.

Two-Minute Edit

1. Read the sentence with your team.
2. Work together to find errors.
3. Use team consensus to decide how the errors can be corrected.
4. Make sure every team member is prepared to orally correct errors for **Random Reporter**.



- Use **Random Reporter** to check corrections.



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

Planning: 20 minutes
 Drafting: 20 minutes
 Team Discussion: 20 minutes
 Class Discussion: 25 minutes

- Introduce the activity.

Today you will write a descriptive paragraph about one of our other senses.

You learned all about the sense of sight this cycle. Our four other senses are hearing, smell, taste, and touch. The class will share their descriptive paragraphs about our other four senses and vote on which is the class favorite.



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

Student Edition, page S-19.

WRITING PROMPT	
<p>The text this cycle is about eyesight, one of the five senses. Write a descriptive paragraph about one of the other four senses—hearing, smell, taste, or touch. Begin your paragraph with an opening sentence that tells what sense you are describing and why it is important. Write three details about this sense and what it allows you to do or three details about what you could not do without this sense. Tell what your favorite thing to hear, smell, taste, or touch is. At the end of the lesson, the class will find out which sense is the class's favorite.</p>	

Student Edition Writing Guide contains no point values.

WRITING GUIDE		
IDEAS	<ul style="list-style-type: none"> • Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> • Has a clear beginning that introduces the topic or story. • The middle has details that support the topic or moves the story forward. • Ends with a closing statement or solution. 	30 points
STYLE	<ul style="list-style-type: none"> • Uses words, phrases, quotes, or dialogue to support their writing or help the reader make a mind movie. 	30 points
MECHANICS	<ul style="list-style-type: none"> • Uses correct punctuation, capitalization, spelling, and grammar. 	10 points

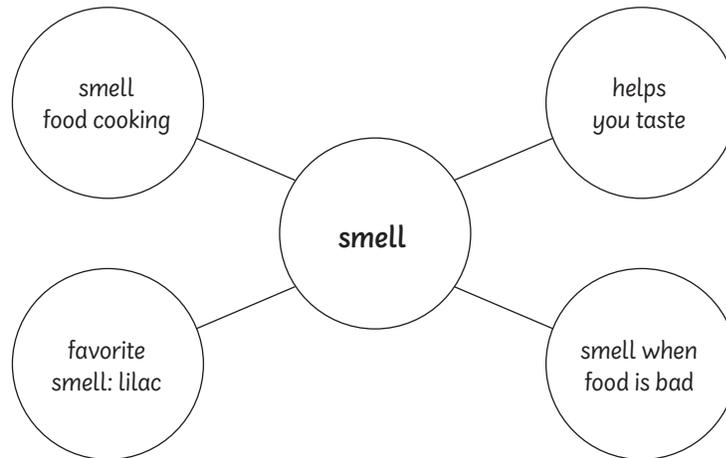
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it's very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our descriptive paragraphs

- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.

- Monitor students as they complete their plans. Give specific feedback to reinforce good planning, and assist students as needed.
- Ask one or two students who have examples of good planning to share their ideas with the class.

Sample Graphic Organizer



Drafting

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

Team Discussion

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**

Sharing	Responding
<ul style="list-style-type: none"> • Read your writing once to yourself, and then read it aloud with expression to your partner. • When your partner responds, write suggestions that they make for improving your writing. 	<ul style="list-style-type: none"> • Listen carefully with your writing guide in front of you as your partner reads their draft. • When your partner has finished reading, tell what you liked about the writing. • Then use the writing guide to give the author suggestions for how to make the writing better.

- Tell students that one way they can help their partners improve their descriptive paragraphs is by making sure that their details are directly related to the topic of their paragraphs.

Sometimes it is easy to get off topic when you write. You might write details that you think are important, but they really are not related to the main idea. The details may seem interesting, but they might make your paragraph less clear and harder to understand. It is important to make sure that you stay on topic when writing.

- Blackline master provided.
- Display the following descriptive paragraph. Read the paragraph aloud to students.

I think the sense of smell is the most important sense because it tells us a lot about what is around us. I can tell what food is cooking and whether it is delicious, my favorite meal, or something I do not like to eat. My sense of smell also helps me taste my food. When my nose is stuffy, food tastes bland. Smell is also important for knowing whether food is fresh or bad. One time I smelled a package of hot dogs that went bad in the refrigerator. It had been there for an entire year. It was horrible, and it made me gag. I was happy to throw the package in the trash. That helps me know whether it is good to eat. My favorite smell is the scent of lilacs in spring. They smell fresh and make me calm and happy. Smell helps us enjoy and be aware of our environment.



- Use **Think-Pair-Share** to have students identify which sense is discussed in the paragraph. *The sense of smell.*
- Randomly select a few students to tell if there is information in the paragraph that is not necessarily important to the main idea.

The main idea of this paragraph is that the sense of smell is important. That's good. This means that the details should tell why the sense of smell is important and what things we can do with our sense of smell. They could also explain what we could not do without a sense of smell. Is there any information or details in the paragraph that do not seem directly related to the main idea? Yes. The author discusses finding an old package of hot dogs in the refrigerator. The author provides information about what it was like to find the hot dogs. Good. This

is some interesting information. I think a lot of us have probably smelled bad food in the refrigerator or garbage, but it is not really important to the main idea. What is important is that our sense of smell can tell us when something is fresh or bad, and we know when something is safe to eat. If I were the author, I'd remove the story about finding the old hot dogs from my final paragraph.

- Tell students to help their partners determine which information is important to their main ideas and which information is not.
- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**

Revising

- Look at the suggestions you wrote when your partner responded to your writing.
- Decide which changes you want to make to your draft.
- Draw arrows to show where the new ideas belong in your work.

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

Editing

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

Class Discussion **TP**

- 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 writing guide and the writing objective.

- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:
 - Does the writer introduce the topic/story clearly?
 - Does the writer include details to help readers understand the information/story?
 - Does the writer end with a closing statement/solve the story problem?
 - Does the writer use language and details to help readers make a mind movie?

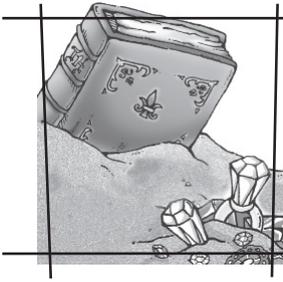


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



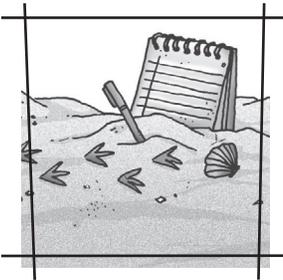
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
 - Teach or model this student routine as necessary.
- Use **Random Reporter** to check corrections.

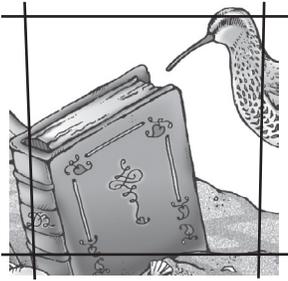


ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

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



BOOK CLUB

Timing Goal: 40 minutes

- Have students get out their reading selections and Read and Respond forms.

Team Discussion

- Tell students that they will discuss their reactions to their reading selections with their teammates using the Read and Respond questions as a guide.

READ AND RESPOND QUESTIONS

- Is your book literature or informational? Summarize what you read.
 - Why did you choose this book? How did it make you feel while reading it?
 - What is something you liked about the book? Would you recommend it to others?
- 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.

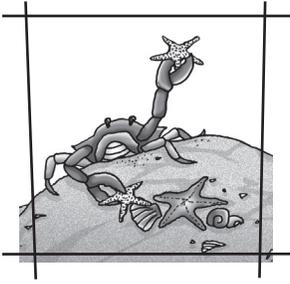
Class Discussion



- Use **Random Reporter** to select a student to briefly share about their book.
- Award team celebration points.

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

Add Super, Great, or Good Team designations to the poster.

Success Review and Keeping Score

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the cycle.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Have one student from each team write the team achievement goal on the team score sheet. Note each team's achievement goal on the teacher cycle record form.
- If needed, explain the challenge scores using the rubrics on the team folders.
- Students will brainstorm and make notes of the actions they will take to help their team meet the goal on the back of their team score sheet.

Team Cooperation Goal

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



Topic

Look for clues to predict the topic, or big idea:

- title, headings, and subheadings;
- pictures, diagrams, and captions; and
- words in bold.

Think about what you already know about this topic.

Intent

Why did the author write the text? Does the author want to:

- inform: teach facts about the topic;
- compare: look at how two or more things are the same or different;
- persuade: convince readers to think, feel, or do something.
- instruct: teach the directions or steps to do something.

Use TIGRRS to help you read and understand informational text!

Graphic Organizer

Choose a graphic organizer that will help you take notes about the text:

- idea tree: the text has a lot of main ideas and details;
- sequence chain: there are a lot of events you can put in order;
- T-chart: you are looking for causes and effects or problems and solutions;
- Venn diagram: you can compare and contrast information.

Read

As you read with your partner, look for main ideas to add to your graphic organizers.

Reread

As you reread with your partner:

- look for ideas that you may have missed to add to your graphic organizers;
- add supporting details to your organizers.

Summarize

Look at your graphic organizer and write a summary about what you read.



Main Idea and Supporting Details

MAIN IDEA: The most important idea about a topic. The BIG idea.

Tips to finding the main idea:

- Read the title.
- Read the subheadings.
- Look at the first or last sentence.
- Ask yourself, "What is the text about?"

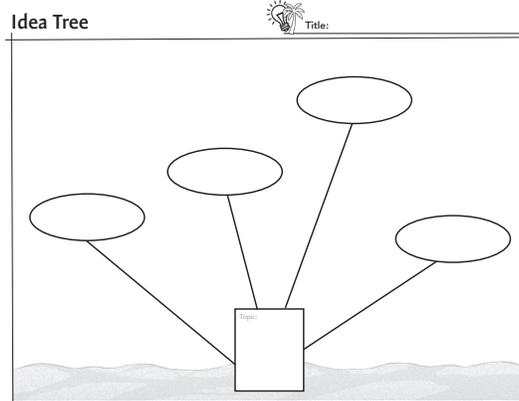
SUPPORTING DETAILS: The information that supports the big idea and topic.

They tell...

- who
- what
- where
- when
- why
- how

They include...

- facts
- examples
- steps
- definitions
- reasons
- descriptions

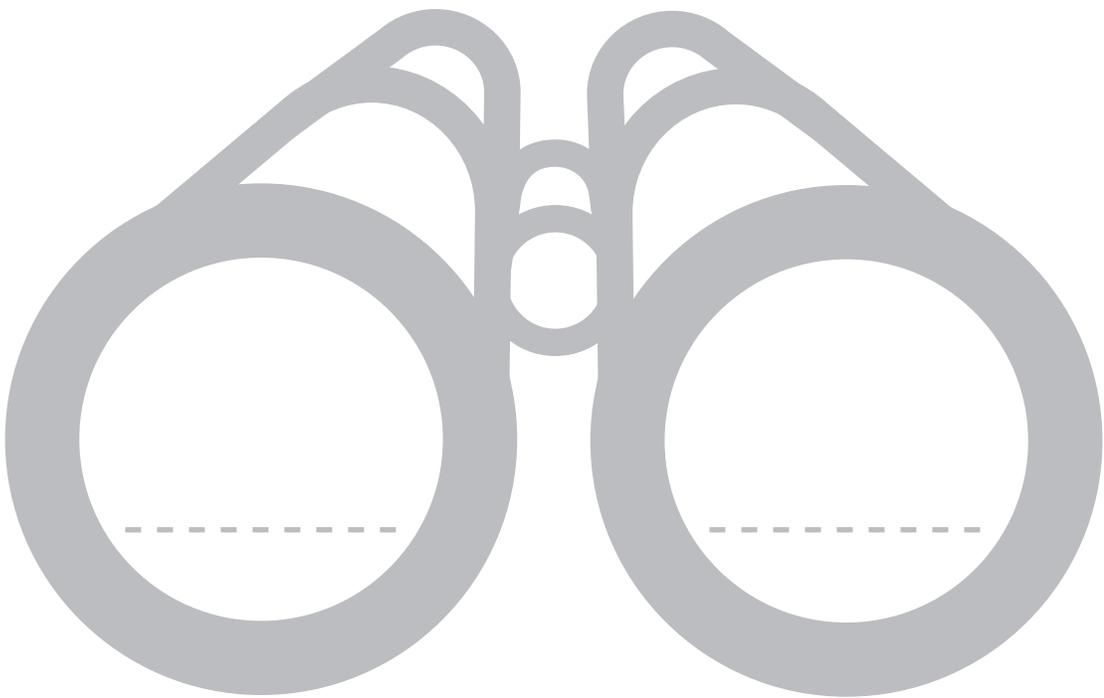


Sentence 1

Marcy had to walk up and down the aisle twice before she found the cans of peaches on the shelf.

Sentence 2

Ava wished she were on a tropical isle in the middle of the Pacific Ocean as she walked through the deep snow.



Sentence 1

“I’m _____ this jar shut so the jelly in it stays fresh and tasty for as long as possible,” Matteo said.

Sentence 2

Deedee’s grandma flipped the pancake too hard, and it became stuck to the _____.

ceiling / sealing

Sentence 1

Zoe wanted to use the sheer fabric to make delicate wings for her fairy costume.

Sentence 2

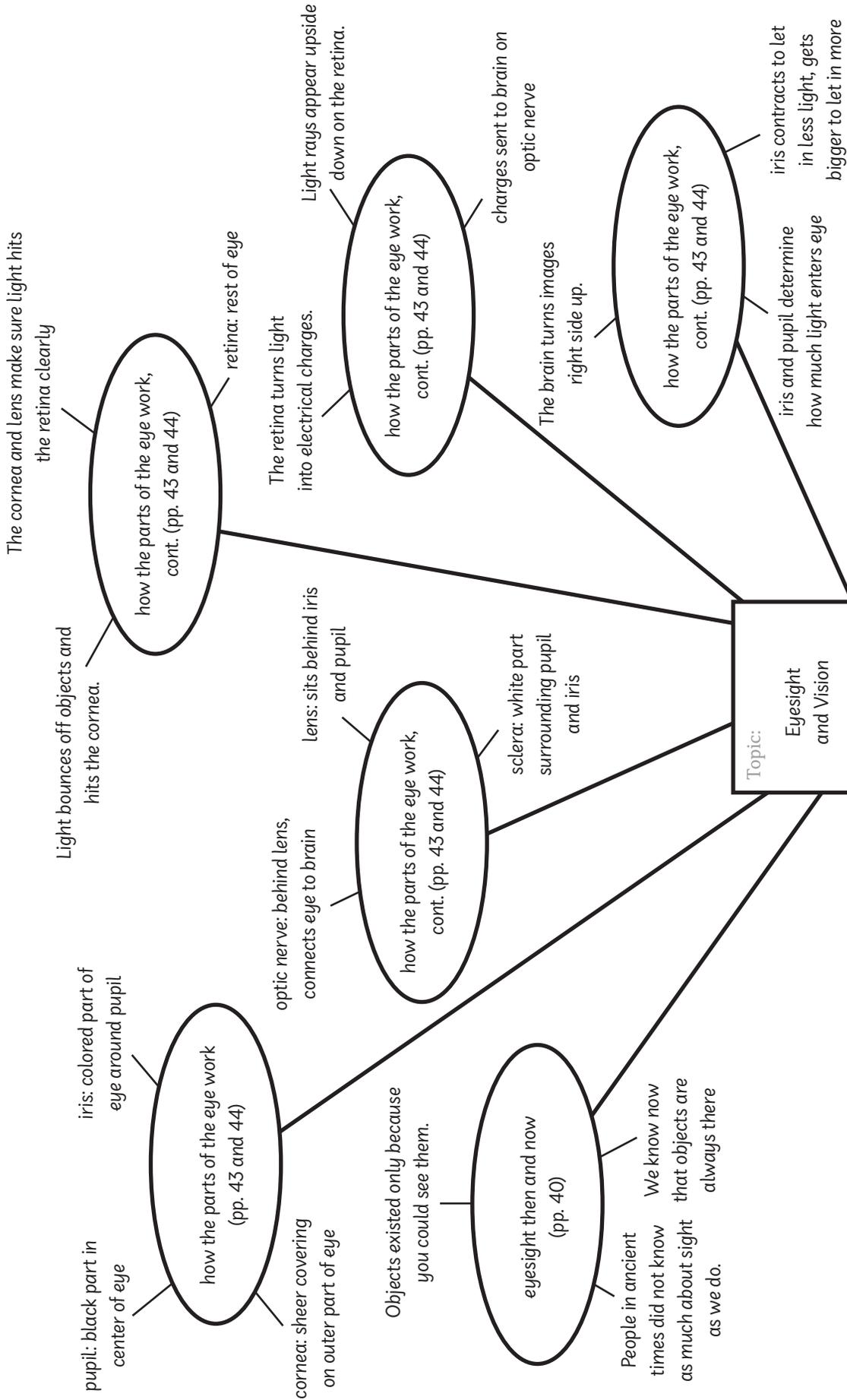
Wilbur told his mom all about how he watched a farmer shear the wool off a sheep.

I think the sense of smell is the most important sense because it tells us a lot about what is around us. I can tell what food is cooking and whether it is delicious, my favorite meal, or something I do not like to eat. My sense of smell also helps me taste my food. When my nose is stuffy, food tastes bland. Smell is also important for knowing whether food is fresh or bad. One time I smelled a package of hot dogs that went bad in the refrigerator. It had been there for an entire year. It was horrible, and it made me gag. I was happy to throw the package in the trash. That helps me know whether it is good to eat. My favorite smell is the scent of lilacs in spring. They smell fresh and make me calm and happy. Smell helps us enjoy and be aware of our environment.



Title: Eyesight: You've Got to See This!

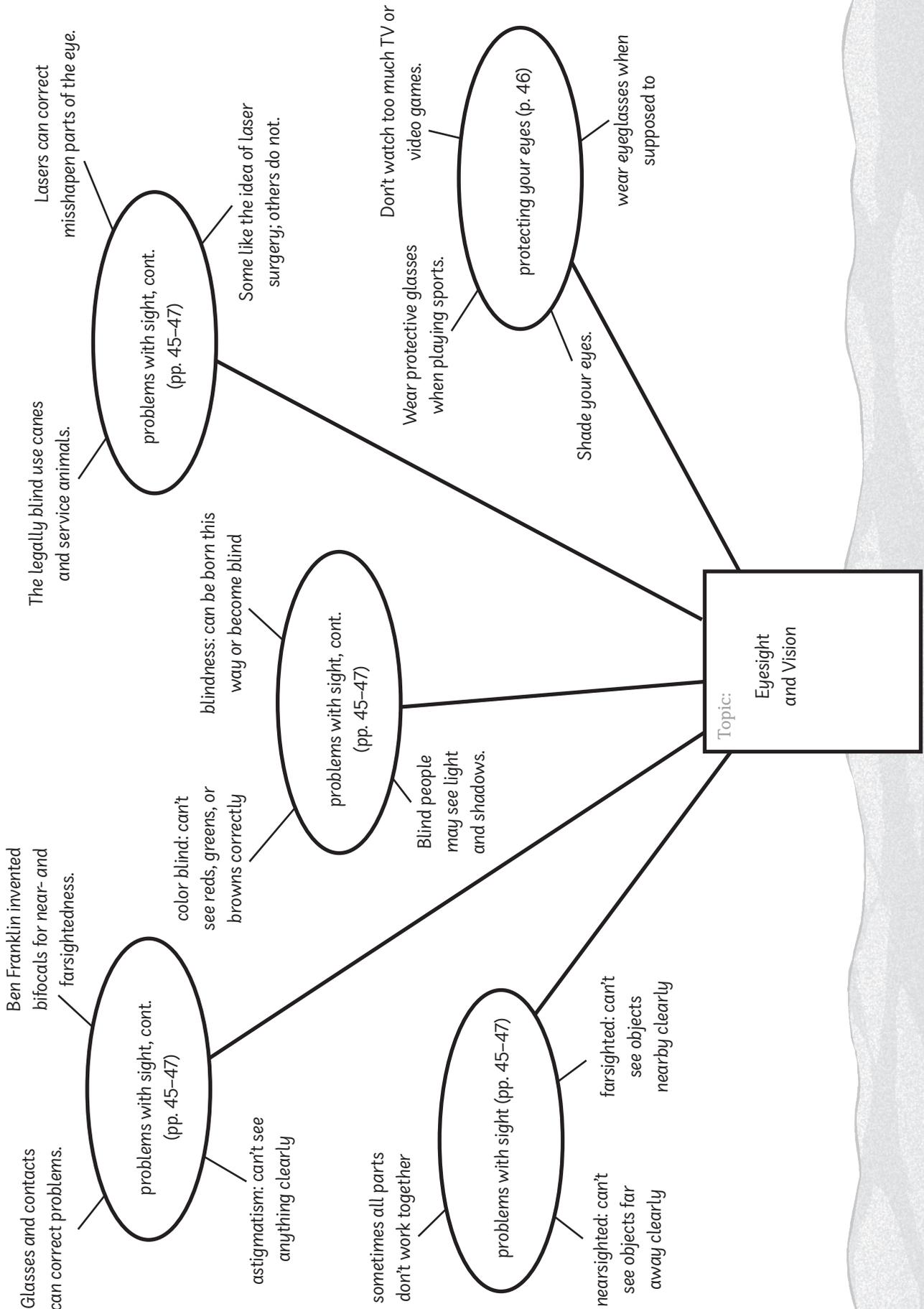
Idea Tree





Title: Eyesight: You've Got to See This!

Idea Tree



College and Career Readiness Standards

The following College and Career Readiness Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / *Eyesight: You've Got to See This!*

Reading: *Informational Text*

Key Ideas and Details

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Reading: *Foundational Skills*

Phonics and Word Recognition

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

Writing

Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INFORMATIONAL (7 DAY)

Animals in Trouble: Endangered Species and How to Help Them

Written by Tanya Jackson

Illustration by James Bravo

The Savvy Reader—Clarifying, A Collection of Readings, pages 49–68

Success for All Foundation, 2011

Summary

From snakes to lizards to crocodiles, this book explores some of the major reptiles in the world and explains that, although a few are dangerous, many reptiles are harmless and even helpful.

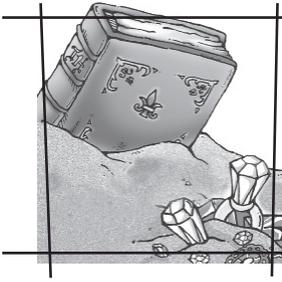
Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	<p>Clarifying (CL)</p> <p>Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.</p>	<p>Word families</p> <p>Students will identify the word families <i>-an</i> and <i>-ock</i> to help them read words.</p>	<p>Write an encyclopedia entry.</p> <p>Students will write encyclopedia entries about certain animal species they know.</p>
CYCLE 2	<p>Clarifying (CL)</p> <p>Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.</p>	<p>Chunking</p> <p>Students will chunk words into word parts (syllables) to help them read words.</p>	<p>Write a persuasive letter.</p> <p>Students will write a letter to persuade a friend or family member to support the protection of one of the endangered animals in the text.</p>

Cycle 1

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Clarifying (CL)	Word families	Write an encyclopedia entry.
	Students will clarify words in an informational text. They will use several strategies, such as rereading, reading on, and thinking about the big topic, to figure out words they do not know.	Students will identify the word families <i>-an</i> and <i>-ock</i> to help them read words.	Students will write encyclopedia entries about certain animal species they know.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

- Display the Big Question. Have students answer the Big Question orally with partners and teams.

THE BIG QUESTION

Do you think it is important to protect animal species that are in danger of disappearing? Why or why not?



- Use **Random Reporter** to select a few students to share their team's response.

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will begin reading *Animals in Trouble: Endangered Species and How to Help Them* by Tanya Jackson. As we read, we'll clarify words we don't understand. Good readers clarify as they read informational texts to make sure they understand what the author wants them to learn.

- Point out this lesson's strategy target, **clarifying**.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational text differs from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: Topic, Intent of author, Graphic organizer, Read, Reread, and Summarize.



- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features and note the text structure.

Let me think about the first step of TIGRRS. I know the first step is to find the topic of the book. I know that I can look at the cover of the book and the first

few pages to find clues that will help me find the topic of the text. I also know that the title is a good place to look for the topic. The title of the book is *Animals in Trouble: Endangered Species and How to Help Them*. I know that some animals are called endangered because there aren't many of them left in the world. I can also use the picture on the front of the book to tell me about the topic. The cover and first few pages of the book have pictures of many different types of animals. They are probably animals that are endangered. By using the title and pictures on the first few pages, I can tell that the topic of this text is endangered animals.

- Use the items below to build or activate background knowledge about the text.

th

- Use **Team Huddle** to have students think about animals they have heard of that are endangered species and why they are endangered. Use **Random Reporter** to select students to share responses.

tps

- Tell students that animals can be categorized as threatened before they are endangered. Use **Think-Pair-Share** to have students discuss what they think this means for the animals. Randomly select a few students to share.
- Share a few important or interesting facts about endangered species with students. For example, some animals depend on one particular plant for food or shelter, so if that plant disappears, the animal could too. Humans have caused many species of animals, such as the dodo bird, to go extinct. The Endangered Species Act was passed in 1973 to protect animals living in the United States from going extinct.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

I have identified the topic of *Animals in Trouble: Endangered Species and How to Help Them*, so let me think about the second step of TIGRRS. I know that the second step is to determine the author's intent. I have to think about the topic of the text and figure out why the author wrote the text. I should ask myself questions such as, "Does the author want to entertain me?" or "Does the author want to inform me about something?"

After asking myself these questions, I think the author wants to inform me about endangered species. The author includes information about different animals, why they are endangered, and how people have helped the animals.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

We will use a graphic organizer to record important ideas, and the next step in TIGRRS is to identify which organizer we will use. Let me take a look at the text. I see sections titled "The Florida Panther," "The California Condor," and other animals' names. I don't really see any signal words that tell me I will be looking for causes or effects or that I will be comparing anything. It looks like the author is giving me important ideas and a lot of details, so I think the best organizer to use is an idea tree. Display an idea tree. We will write "Endangered

Species,” or the topic of the text, in the section called “Topic.” We will write main ideas in the circles at the ends of the long branches. We will write supporting details next to the lines coming out of the circles.

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary **TP**

- Display the vocabulary words.
- Have students rate their knowledge of each word. Remind students that they can say they know a word when they can read it, define it, and use it in a meaningful sentence.
 - + Think they know the word
 - ? Not sure if they know the word
- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words by modeling the identification strategy and then completing a “My Turn, Your Turn,” modeling the use of the pronunciation strategies and correcting pronunciations when necessary.
- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
 - Assign partners as either speaker or coach to review the vocabulary words.
 - Teach or model this student routine as necessary. Remind students that only the coach should look at the vocabulary chart.
 - Have students begin.

SPEAKER		COACH	
SAY	Say the word.	AGREE	Agree if your partner is right.
TELL	Tell what it means.		
USE	Use it in a sentence.	ADD	Add ideas to help your partner.



- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**. **SR**

Finding Your Words
<ul style="list-style-type: none"> • Find a vocabulary word in your reading. • Write the word and the page number where you found it in your journal. • Share with your team during vocabulary practice or on test day.
Vocabulary Vault
<ul style="list-style-type: none"> • Listen for your vocabulary words. • Write down the word and the sentence you read or heard it in. • Put the voucher in the Vocabulary Vault in class. • Successfully explain the word to earn team celebration points. • Write the word on your team score sheet.

Student Edition, page S-21.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
spurts page 52	base word + ending: spurt + s	short bursts	The water came out in short <i>spurts</i> as Joe turned the faucet on and off quickly.
perish page 52	chunk: per-ish	die, vanish	Tanya knew the pigeons in the park would <i>perish</i> if the trees were cut down.
mature page 53	chunk: ma-ture	fully grown, adult	The puppy weighed less than a pound when it was born, but now that it's <i>mature</i> , it weighs sixty pounds.
flock page 54	blend	group, usually of birds	The <i>flock</i> of penguins sat on the iceberg, waiting to dive into the water together.
scan page 54	blend	search	The teacher asked me to <i>scan</i> my paper for mistakes before I handed it in.
grave page 55	blend	serious	Cindy knew her team was in <i>grave</i> danger of not going to the championship if they could not raise enough money to play.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
project page 58	chunk: pro-ject	plan	The company started working on the <i>project</i> to build a new dam across the river.
release page 58	chunk: re-lease	let go	The animal officers will <i>release</i> the bear by opening its cage in a new part of the forest.

Using the Targeted Strategy

Introduction and Definition

- Introduce clarifying words in informational texts. Use **Think-Pair-Share** to have students explain what it means to clarify. Randomly select a few students to share. *To clarify means to stop and try to figure out something you do not understand.*
- Have students work in **Team Huddle** to identify ways they can try to clarify words they do not understand when they read stories. Use **Random Reporter** to share responses. *They can reread, read on, sound it out, think about it, use context clues, use picture clues, or ask someone for help.* Write their responses on the board.
- Point out that these strategies will also help them clarify words they do not understand when they read informational texts.
- Tell students that one of the strategies they identified (think about it) can be very helpful when trying to clarify words in informational texts. Remind students that informational texts have a big topic. Explain that thinking about the big topic can help them figure out unfamiliar words.

One of the strategies in our list is to think about what we read. This strategy can be very helpful when we try to clarify words in informational texts. We know that informational texts each have a big topic that the whole book is about. Keeping the big topic in mind can help us figure out words we don't know as we read informational texts.

- Display the following passage. Tell students that this is a section from a book about animals near the South Pole.

Blackline master provided.

Just off the floating icecaps, the great orcas swim in packs, hunting for prey. Their black and white skin gleams in the sun when they come to the surface of the water.

- Read the passage aloud, showing confusion about the word *orcas*. Use a **Think Aloud** to model using the big topic to help you clarify the word.

“The great orcas swim in packs . . .” Orcas? That word doesn’t make sense to me. I don’t know what an orca is, or what orcas are. I need to clarify this word. Let me think about what the text is about. I know the big topic is the South Pole. And I know that orcas apparently swim in packs as they hunt. Oh, and

they're black and white! So an *orca* must be some sort of black and white sea creature that lives and hunts near the South Pole. Wait a minute! I know what it is! An orca is a killer whale! I figured it out. Thinking about the big topic helped me clarify a word I didn't know. Perhaps when I read on I'll learn more about orcas.

- Award team celebration points for good discussions that demonstrate effective teamwork.

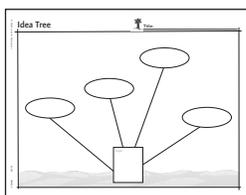
Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read the first two paragraphs on page 51 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary.
- Begin reading the third paragraph on page 51 aloud. Model having trouble with the word *rhinoceros*. Model thinking about the big topic to clarify the word.

“Rhinoceroses and pandas are endangered.” *Rhinoceroses?* Wait a minute. I don't know that word. I need to clarify it. Let me think about the big topic. The big topic is endangered animals. The author listed animals that are endangered, like panthers, wolves, and some birds. The author also says that those are endangered animals that live in the United States. Then the author lists pandas and rhinoceroses. I know what a panda is. It's a big, black and white bear. It lives in China, I think. It must be endangered. Now rhinoceroses, then, must also be endangered animals that live far away. Yes, that makes sense. That's why the author lists them with pandas. I bet that I'll learn more and rhinoceroses as I read on in this book.

- Finish reading the rest of page 51 aloud, stopping to ask questions, make points, or focus students' attention as needed.

Blackline master provided.



- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Main idea: Some Animals are in Danger

- Remind students that they will continue clarifying as they read *Animals in Trouble: Endangered Species and How to Help Them* this cycle.

Preview Team Talk

- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.

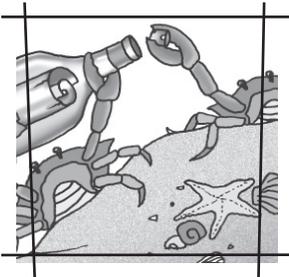
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide students' reflection as they determine the meaning of the question.
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-22.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Condors most likely live in deserts because— |DC|
 - a. they don't like living in busy cities or suburbs.
 - b. desert weather is comfortable.
 - c. they don't need a lot of water.
 - d. many animals die in the hot, dry environment.
3. The word *scavenger* describes birds that— |CL|
 - a. eat only fresh plants.
 - b. eat other dead animals.
 - c. hunt other live animals.
 - d. hide among green plants.

How did you figure this out? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**

pages 52–55 aloud with partners.

INFORMATIONAL

Read Aloud

1. Take turns reading or rereading the paragraphs aloud with your partner.
2. Use strategies, as necessary, as you read.
3. Add information to your graphic organizer after each page.

- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion **TP**

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

Team Discussion

1. Have a strategy discussion about sticky notes.
2. Pass out role cards.
3. Have a discussion about the Team Talk questions using the rubrics.
4. Discuss story maps or graphic organizers.
5. Prepare for Class Discussion and **Random Reporter**.

- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.

- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
 - 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
 - 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
 - 80 points** = *Uses a sticky note to mark a thought.*
2. Condors most likely live in deserts because— |DC|
 - a. they don’t like living in busy cities or suburbs.
 - b. desert weather is comfortable.
 - c. they don’t need a lot of water.
 - d. *many animals die in the hot, dry environment.*
3. The word *scavenger* describes birds that— |CL|
 - a. eat only fresh plants.
 - b. *eat other dead animals.*
 - c. hunt other live animals.
 - d. hide among green plants.

How did you figure this out? (**Write-On**) (Team Talk rubric)

100 points = *I figured this out by reading how the author describes condors as scavengers. She then explains what condors and other scavengers do. They look for rotting animals to eat. They don’t hunt other animals or eat plants.*

90 points = *I figured this out by reading how the author describes condors as scavengers.*

80 points = *How the author describes condors as scavengers.*

TEAM TALK EXTENSION

Team Talk Discussion

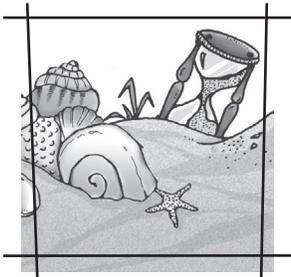
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

4. What has Florida done to help the panthers? |CE| (Team Talk rubric)

100 points = *To help the panthers, Florida has made it illegal for people to build homes or businesses in certain places. The state has also asked farmers not to set traps that could hurt panthers on their land.*

90 points = *To help the panthers, Florida has made it illegal for people to build homes or businesses in certain places.*

80 points = *It is illegal for people to build homes or businesses in certain places.*



FLUENCY IN FIVE

Timing Goal: 5 minutes

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

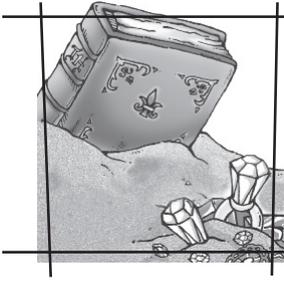
Page 52 (paragraphs 1 and 2)

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select students to share.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the text, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *project* page 58 and *release* page 58.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

- Have students work in teams to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we read about two animals that live in the United States that are endangered. We read about Florida panthers and California condors. We learned why they are endangered. These are all important ideas that I will add to my idea tree.

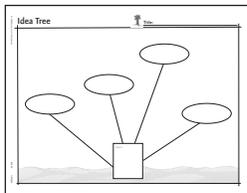


- Tell students that you will continue to record important ideas on the graphic organizer.
- Read the first two paragraphs on page 56 aloud, stopping to ask questions, make points, or focus students’ attention as needed. Use a **Think Aloud** to model clarifying the word *ancestors*.

As I read these paragraphs, I come across the word *ancestors*. I’m not familiar with this word, so I need to clarify it. The text says that wolves are the ancestors of dogs. After it describes what wolves look like, it tells me to imagine a dog as tall and heavy as a wolf. I think the word *ancestors* might mean “relatives.” Wolves look like some dogs that I’ve seen. I know that dogs act like wolves. I also know that people tamed wolves a long time ago and used wolves to help them hunt. If wolves are the ancestors of dogs, it must mean they are related.

- Read the rest of page 56 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed
- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



Main idea: Gray Wolves

- Remind students that they will continue clarifying as they read *Animals in Trouble: Endangered Species and How to Help Them* this cycle.

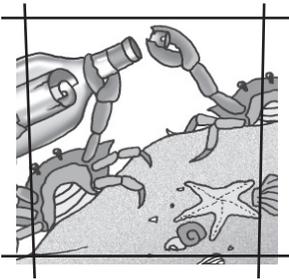
Preview Team Talk

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

Student Edition, page S-22.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|
(Strategy Use rubric)
2. What do eagles, hawks, falcons, and owls all have in common? |CC|
 - a. They all eat fish from rivers.
 - b. They all have bald heads.
 - c. They are all birds of prey.
 - d. They are all national symbols.
3. Which of the following means the same as the word *captured* on page 58? |CL|
 - a. chased.
 - b. let go.
 - c. caught.
 - d. ran from.

How did you figure this out? **(Write-On)** (Team Talk rubric)**TEAMWORK**

Timing Goal: 45 minutes

Partner Reading TP

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 57–59 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- discuss predictions from day 1
- describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|
(Strategy Use rubric)
100 points = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
90 points = *Uses a sticky note and tells what strategy was used to discuss it.*
80 points = *Uses a sticky note to mark a thought.*
2. What do eagles, hawks, falcons, and owls all have in common? |CC|
 - a. They all eat fish from rivers.
 - b. They all have bald heads.
 - c. *They are all birds of prey.*
 - d. They are all national symbols.

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

TEAM TALK CONTINUED

3. Which of the following means the same as the word *captured* on page 58? |CL|
- chased.
 - let go.
 - caught*.
 - ran from.

How did you figure this out? **(Write-On)** (Team Talk rubric)

100 points = *I figured this out by thinking about the main idea. Wolves are an endangered species, and this whole page is about the project to save wolves. In this project, people captured wolves to put tags on their ears. They had to catch wolves to do this.*

90 points = *I figured this out by thinking about the main idea. Wolves are an endangered species, and this whole page is about the project to save wolves.*

80 points = *I thought about the main idea. This whole page is about the project to save wolves.*

TEAM TALK EXTENSION

4. Is the statement “The bald eagle is a beautiful bird,” a fact or an opinion?

Support your answer. |FO| (Team Talk rubric)

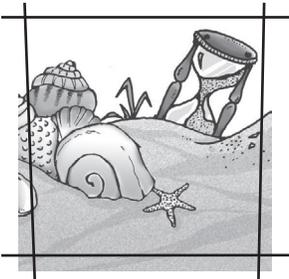
100 points = *The statement “The bald eagle is a beautiful bird,” is an opinion. You cannot prove that the bald eagle is beautiful. That is how the author feels about it. You might not agree with the author and think other birds are more beautiful.*

90 points = *The statement “The bald eagle is a beautiful bird,” is an opinion.*

80 points = *It’s an opinion.*

Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

**FLUENCY IN FIVE**

Timing Goal: 5 minutes

- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**

Fluency Routine

1. Choose a partner to read first.
2. Begin reading.
3. Listening partner:
 - When did the reader stop?
 - How many words did the reader miss?
 - Did the reader meet the rate goal?
4. Use the Fluency rubric to share feedback with the reader.
5. Switch roles, and then repeat the routines.

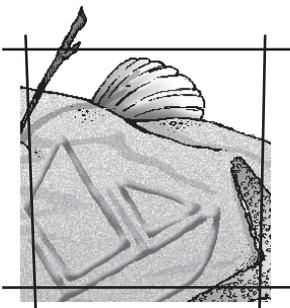
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-21.

Page 57 (paragraphs 2 and 3)

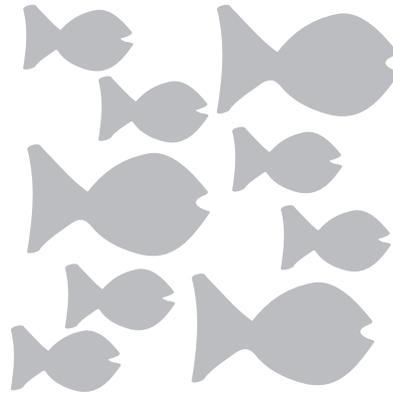
- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how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

**WORD POWER TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for word families.
- Display a school of fish, and write “hassock,” “jockey,” and “mocks” below it.

Blackline master provided.



hassock jockey mocks

- Point out the three words and that the clue is a school of fish. Use **Think-Pair-Share** to have students identify what is the same about all three words. Randomly select a few students to share. *The words all contain the letters o, c, and k.*
- Explain that *ock* makes the /ock/ sound and is a group of letters that often appear together. When a group of letters appears together a lot, it is called a word family.
- Tell students that Captain Read More’s clue for word families is a school of fish because fish live together just like a family does.
- Draw a fish above *ock* in *hassock*, *jockey*, and *mocks*. Explain that its purpose is to help students identify and remember the word family *-ock*. Tell students that identifying and reading the word family can help them to read difficult words

hassock jockey mocks

- Model reading the *ock* in each word and then the whole word. Point out that the word family doesn’t always come at the end of the word.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Confirm, or model, by reading Captain Read More’s treasure note. Randomly select a few students to share.

Display the Word Treasure.

Word Treasure

Some words contain word families.

If you’re having trouble reading this kind of word, first read the word family, and then read the whole word.

- Tell students to look out for a word from this cycle’s vocabulary list that has a word family in it.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

STUDENTS		TEAMS	
1.	Number your papers.	4.	Share the practice item answers. If you disagree on an answer, tell why.
2.	Complete the practice items.	5.	Be prepared to share your answers with the class.
3.	Write your answers.		

Student Edition, page S-22.

SKILL PRACTICE			
Write the words in your journal. Then draw a circle around the word families, and read each word.			
1. smock	sm(ock)		
2. blocky	bl(ock)y		
3. rocket	r(ock)et		
4. hammock	hamm(ock)		
BUILDING MEANING			
spurts	perish	mature	flock
scan	grave	project	release
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word. 100 points = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> 90 points = <i>The sentence uses the word correctly and includes one detail.</i> 80 points = <i>The sentence uses the word correctly.</i>			
6. Choose the word that best completes the sentence. My class is raising a caterpillar, and we plan to <u>release</u> it outside when it becomes a butterfly.			

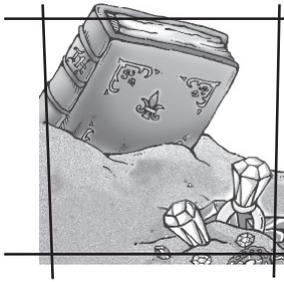
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select students to share.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the text, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *spurts* page 52, *perish* page 52, *mature* page 53, *flock* page 54, *scan* page 54, and *grave* page 55.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

- Have students work in teams to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we read about two more endangered animals in the United States. We read about gray wolves and bald eagles. We learned how the wolves are a great conservation success story because they were reintroduced into parts of the United States. We also read how bald eagles are a symbol of our nation.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.

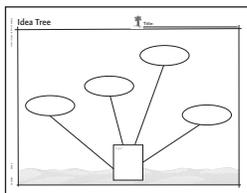


- Reread the first two paragraphs of page 51 aloud. Use a **Think Aloud** to model using the main idea to clarify the word *vanishing*.

As I reread this section, I notice a word I missed when I read the section the first time. I’m not quite sure what the word *vanishing* means now that I reread the section. I think I still need to clarify this word. The topic of the text is endangered animals. This section talks about how animals that could vanish are endangered. They could die out and go extinct. If something dies or goes extinct, it means it disappears. The word *vanishing* must mean disappearing. Some animals must be in danger of disappearing from the earth.

- Reread page 51 (paragraph 3) aloud, stopping to clarify words or ideas, ask questions, make points, or focus students’ attention as needed.
- Display a sample idea tree. Model adding supporting details from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



Main idea: Some Animals are in Danger

- endangered: in danger of dying out
 - U.S.: panthers, wolves, birds
 - worldwide: rhinoceroses, pandas
 - humans can help save the animals
- Remind students that they will continue clarifying as they read *Animals in Trouble: Endangered Species and How to Help Them* this cycle.

Preview Team Talk

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

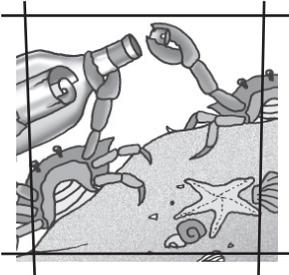
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

Student Edition, page S-23.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Which of the following is a reason condors were dying? |CE|
 - a. They were being poisoned by lead.
 - b. They ate rotting food and got sick.
 - c. People captured them to keep as pets.
 - d. People started living in their trees.
3. Which of the following means the same as the word *range* on page 52? |CL|
 - a. sight line.
 - b. distance.
 - c. average.
 - d. living area.

How did you figure that out? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**
pages 52–55 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion TP

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion
<ul style="list-style-type: none"> resolve a sticky note describe team strategy use

Write-On Discussion
<ul style="list-style-type: none"> read written answers create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion
<ul style="list-style-type: none"> ask students if they understood or enjoyed the reading reinforce use of the skill

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)

- 100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
- 90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*
- 80 points** = *Uses a sticky note to mark a thought.*

2. Which of the following is a reason condors were dying? |CE|

- a. They were being poisoned by lead.
- b. They ate rotting food and got sick.
- c. People captured them to keep as pets.
- d. People started living in their trees.

3. Which of the following means the same as the word *range* on page 52? |CL|

- a. sight line.
- b. distance.
- c. average.
- d. living area.

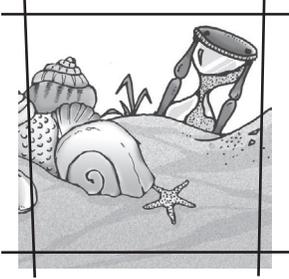
How did you figure that out? **(Write-On)** (Team Talk rubric)

- 100 points** = *I figured that out by rereading. I read that panthers need a lot of space to live in, but humans are taking up that space. They build homes and farms in the areas where panthers used to live. Panthers haven't had as much space to live in since Europeans arrived in the Americas. The word range must mean living area.*
- 90 points** = *I figured that out by rereading. I read that panthers need a lot of space to live in, but humans are taking up that space.*
- 80 points** = *I reread. Panthers need a lot of space, but humans are taking up that space.*

TEAM TALK EXTENSION

4. How does the text box on page 54 help you better understand condors and their lifestyle? |TF| (Team Talk rubric)

- 100 points** = *The text box on page 54 helps me better understand condors and their lifestyle by telling me a new word for the food that condors eat. The text box teaches me the word carrion, which is the meat on dead and rotting animals.*
- 90 points** = *The text box on page 54 helps me better understand condors and their lifestyle by telling me a new word for the food that condors eat.*
- 80 points** = *It tells me a new word for the food that condors eat.*



FLUENCY IN FIVE

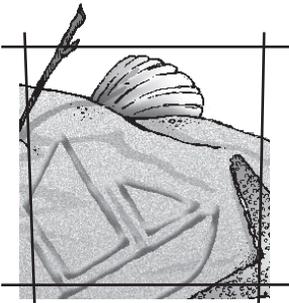
Timing Goal: 5 minutes

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

Student Edition, page S-21.

Page 57 (paragraphs 2 and 3) or 54 (paragraphs 1 and 2)

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the Word Power skill they are working on (word families).
- Point out that there is a word from this cycle's vocabulary list that has a word family in it. Write "flock" on the board.

flock

- Use **Think-Pair-Share** to have students figure out how to read the word. Randomly select a few students to share.

- Use **Think-Pair-Share** to have students identify the word family, and draw, or place, a fish above the *ock* after students respond. Randomly select students to share.


flock

- Write the words “began,” “flan,” and “scan” on the board. Point out to students that the word *scan* is from their vocabulary list.
- Use **Think-Pair-Share** to have students identify the word family *-an*, and draw, or place, a fish above the *an* in each word after students respond. Randomly select a few students to share.


began


flan


scan

- Use **Think-Pair-Share** to have students read the words. Randomly select a few students to share responses.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-23.

SKILL PRACTICE

Write the words in your journal. Then draw a circle around the word families, and read each word.

- span *sp(an)*
- stocking *st(ock)ing*
- locket *l(ock)et*
- plan *pl(an)*

BUILDING MEANING

spurts	perish	mature	flock
scan	grave	project	release

- Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
 - 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
 - 90 points** = *The sentence uses the word correctly and includes one detail.*
 - 80 points** = *The sentence uses the word correctly.*
- Choose the word that best completes the sentence.

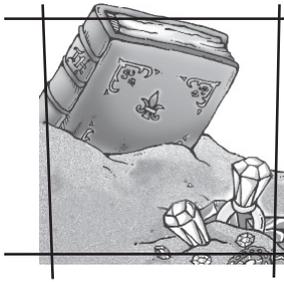
Unlike other plants, a cactus won't perish if it doesn't get much water.

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 25 minutes

Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select students to share.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Students will individually write a meaningful sentence for one of the words in preparation for the assessment.
- Use **Random Reporter** to select students to share their meaningful sentence and lead a discussion using the Meaningful Sentence rubric.
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *project* page 58 and *release* page 58.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

- Have students work in teams to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we reread the sections about Florida panthers and California condors to find more information and details about the main idea. We learned that Florida panthers are the only cougars that live east of the Mississippi River. They are also very strong and fast. Panthers can leap forward twenty feet and run thirty miles an hour for short distances.

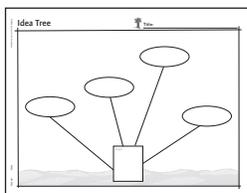
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.
- Reread the first two paragraphs of page 56 aloud, stopping to clarify words or ideas, ask questions, make points, or focus students’ attention as needed.
- Reread the third paragraph. Model having trouble with the word *typical*. Use a **Think Aloud** to model clarifying the word.



“The typical leader is male.” I’m not sure I really understand the word *typical* now that I am rereading this paragraph. I should clarify it. I think I saw a clue earlier in the same paragraph. I read that a wolf pack is usually lead by one wolf. Then the text says that the leader is typically male. As I reread these sentences, I think I can put those ideas in one sentence and clarify the word *typical*. I could rephrase the sentence and say, “There is usually one leader, which is male.” I think that helps me figure out the meaning. *Typical* must mean the same as “usual” or “usually.” Wolf packs usually have one male leader.

- Finish reading the paragraph aloud.
- Display a sample idea tree. Model adding supporting details from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



Main idea: Gray Wolves

- used to live everywhere in U.S. and Canada
- ancestors of dogs
- larger than dogs
- travel and live in family packs

- Remind students that they will continue clarifying as they read *Animals in Trouble: Endangered Species and How to Help Them* this cycle.

Preview Team Talk

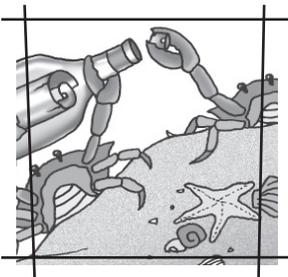
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page S-24.

TEAM TALK

1. Use information from your graphic organizer to write a summary of this cycle of *Animals in Trouble: Endangered Species and How to Help Them*. |SU| (Summarizing rubric)
2. What has happened to wolves because of the wolf project? |CE|
 - a. They have been hunted again.
 - b. Their numbers have increased.
 - c. They have taken over the country.
 - d. They have been returned to Canada.
3. Which of the following means the same as the word *diet* on page 59? |CL|
 - a. what something eats
 - b. how something flies
 - c. where something lives
 - d. when something sleeps

How did you figure this out? (**Write-On**) (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**

pages 57–59 aloud with partners.

- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading	
1.	Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2.	Add key understandings to your story maps or graphic organizers.
3.	Reread the text by alternating who begins reading first.
4.	Reread the pages in unison for fluency practice.

Team Discussion **TP**

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK

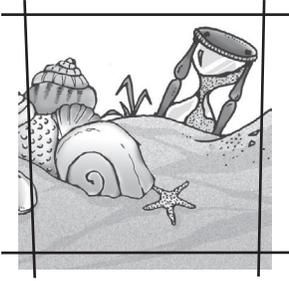
1. Use information from your graphic organizer to write a summary of this cycle of *Animals in Trouble: Endangered Species and How to Help Them*. |SU| (Summarizing rubric)
100 points = *Restates the main ideas and gives important details that support them.*
90 points = *Restates the main ideas*
80 points = *Restates some important ideas but includes less important details.*
2. What has happened to wolves because of the wolf project? |CE|
 - a. They have been hunted again.
 - b. Their numbers have increased.
 - c. They have taken over the country.
 - d. They have been returned to Canada.
3. Which of the following means the same as the word *diet* on page 59? |CL|
 - a. what something eats
 - b. how something flies
 - c. where something lives
 - d. when something sleeps

How did you figure this out? **(Write-On)** (Team Talk rubric)

- 100 points** = *I figured this out by rereading the text. The word diet appears where the text talks about the bald eagle being a bird of prey. The text says the bald eagle eats other animals. Then it mentions fish. I think the word diet describes what the bald eagle eats.*
- 90 points** = *I figured this out by rereading the text. The word diet appears where the text talks about the bald eagle being a bird of prey.*
- 80 points** = *I reread the text. It appears where the text talks about a bird of prey.*

TEAM TALK EXTENSION

4. Provide two details that support the main idea of hunting wolves. |MI| (Team Talk rubric)
100 points = *One detail that supports the main idea of hunting wolves is that European settlers were afraid of the wolves. They were afraid wolves would attack their farm animals, so they hunted them. Another detail that supports this main idea is that the government sometimes paid hunters for dead wolves. Ranchers shot any wolf they saw.*
90 points = *One detail that supports the main idea of hunting wolves is that European settlers were afraid of the wolves. Another detail that supports this main idea is that the government sometimes paid hunters for dead wolves.*
80 points = *European settlers were afraid of the wolves. The government sometimes paid hunters for dead wolves.*



FLUENCY IN FIVE

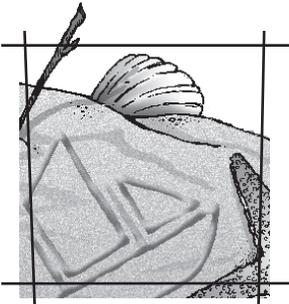
Timing Goal: 5 minutes

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

Student Edition, page S-21.

Page 57 (paragraphs 2 and 3), 54 (paragraphs 1 and 2), or 59 (paragraphs 2 and 3)

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



WORD POWER **TP**

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge

- Remind students of the Word Power skill (word families) and the Word Treasure clue that Captain Read More uses for word families.
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

Jeremy wished he could have waffles instead of oat-bran cereal for breakfast.

Sylvia loved hearing the mockingbird sing, but not when it woke her up early in the morning.



- Use **Random Reporter** to select students to read each sentence aloud and identify the word families. *Br(an); m(ock)ingbird.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-24.

SKILL PRACTICE

Write the words in your journal. Then draw a circle around the word families, and read each word.

1. frock fr(ock)
2. tan t(an)
3. chock ch(ock)
4. fanned f(an)ned

BUILDING MEANING

spurts	perish	mature	flock
scan	grave	project	release

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
 - 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
 - 90 points** = *The sentence uses the word correctly and includes one detail.*
 - 80 points** = *The sentence uses the word correctly.*
6. Choose the word that best completes the sentence.
Our family project was to clean out and organize the messy garage.

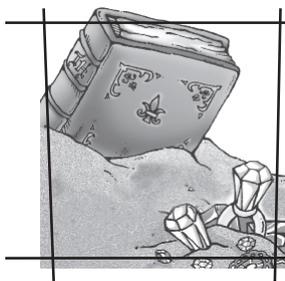
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration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

- Students add their rubric score on the team score sheet.
- Use **Random Reporter** to check for responses on the remaining item for building meaning.
- Award team celebration points.
- Remind students to look for their vocabulary words outside of reading class so they can add them to the **Vocabulary Vault** tomorrow.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

- Have students rerate the vocabulary words individually as they arrive for class.
 - + Think they know the word
 - ? Not sure if they know the word

Team Cooperation and Achievement Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions, vocabulary, and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Use **Random Reporter** to review these elements with the class.
- Introduce the passage students will read for their test. Tell what it is about, but do not give additional information or details.



Today you will read about black footed ferrets. These animals live in the United States and also have a recovery project like condors and wolves.

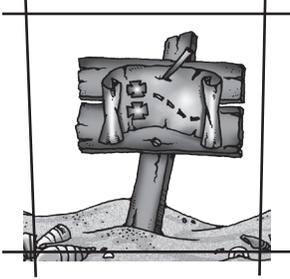
Vocabulary TP

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #2 asks about clarifying.

- Ask students to underline key words or phrases in question #2.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 40 minutes for the test.

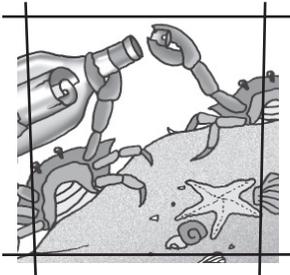


TEST

Timing Goal: 40 minutes

Suggested timing:
 Reading/comprehension
 questions: 30 minutes
 Vocabulary/Word Power:
 10 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
 Teamwork vary with
 strategy instruction.

- Team Discussion TP**
- Students discuss independent strategy use and answers to the test. **SR**

After the Test	
<p>INDEPENDENT STRATEGY USE</p>	<ul style="list-style-type: none"> • How did you resolve a sticky note? • Describe your strategy use with the team.
<p>SKILL-QUESTION DISCUSSION</p>	<ul style="list-style-type: none"> • Discuss the skill question in teams. • Say the question in your own words, and tell what key words or phrases you underlined. • Read your answer to your team. • Think about what you like about your answer and what you could have said differently. • Use your colored pen to add comments to your answer.

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



Class Discussion **TP**

- Collect the test answers.
- Use **Random Reporter** to have students share a word or phrase that needed clarification.
- Award team celebration points.
- Use **Random Reporter** to review assessment answers as time permits.
- Award team celebration points.
- Have students share with their teammates which vocabulary words they found in the text and on what page. Use **Random Reporter** to select a few students to share with the class.

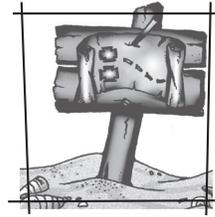


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



TEST

Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

Black footed ferrets are in trouble. These ferrets lived in grasslands in the west. They mainly ate prairie dogs. When settlers moved there, they changed the ferrets' home. Farmers killed prairie dogs with poison. Ferrets died from eating sick prairie dogs.

Scientists thought all the black footed ferrets were gone. They were surprised when a dog brought a ferret home. Scientists found the ferret's colony. They took the last eighteen ferrets out of it. They began raising ferrets in zoos. Scientists want the ferrets to live in their real home. They have started ferret colonies. Now there are more than 1,000 black footed ferrets living in the wild.

Source: www.blackfootedferret.org

Comprehension Questions

Answers may vary. Accept reasonable responses.

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

30 points

1. What is the topic of this text? |MI • AP|
 - a. prairie dog dens
 - b. pest control for farmers
 - c. raising ferrets in zoos
 - d. *black-footed ferrets*

What is the intent of the author in writing about this topic? How do you know? (Team Talk rubric)

30 points = *The intent of the author is to inform me about why black-footed ferrets are in trouble. I know the author intends to inform me about why ferrets are in trouble because the author tells me how ferrets started to die. I learned that scientists thought all the ferrets were dead, but they were surprised to find a small number still living in the wild.*

25 points = *The intent of the author is to inform me about why black-footed ferrets are in trouble. I know the author intends to inform me about why ferrets are in trouble because the author tells me how ferrets started to die.*

20 points = *Why black-footed ferrets are in trouble. The author tells me how ferrets started to die.*

30 points

2. What is the meaning of the word *colony* in the text? How did you figure that out?

(Write-On) |CL| (Team Talk rubric)

30 points = *The word colony means a group living together. I figured this out from the context. The text says scientists found eighteen ferrets living in the colony. There were a group of ferrets living together in one place. A colony must be where a group lives together.*

25 points = *The word colony means a group living together. I figured this out from the context.*

20 points = *A group living together. The context.*

30 points

3. Use information from your graphic organizer to write a summary of the passage.

|SU| (Summarizing rubric)

100 points = *Restates the main ideas and gives important details that support them.*

90 points = *Restates the main ideas*

80 points = *Restates some important ideas but includes less important details.*

Word Power

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

5 points each

Skill Questions

Write the words. Then draw a circle around the word families.

1. woman wom(an)
2. flocking fl(ock)ing
3. dustpan dustp(an)
4. headlock headl(ock)

10 points each

Building Meaning

spurts	perish	mature	flock
scan	grave	project	release

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

10 points = *Uses the word correctly and includes details to create a mind movie.*

5 points = *Uses the word correctly and includes one detail in the sentence.*

1 point = *Uses the word correctly.*

6. Hector and his brother decided that summer was the perfect time to finish their go cart project. *Project* means—
 - a. *plan*.
 - b. *mistake*.
 - c. *award*.
 - d. *chart*.

7. Lela realized she made a grave mistake when she blamed her best friend for stealing her toy without any proof.

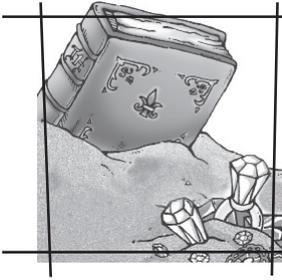
8. Carlos knew fall was coming when he saw the large flock of birds flying south. *Flock* means—
 - a. *beat*.
 - b. *flight*.
 - c. *group*.
 - d. *color*.

9. Tina decided to end her walk early when short spurts of rain soaked her to the bone.

10. I always keep my dog on a leash until we get to the dog park where it is safe to release him in the fenced in space. *Release* means—
 - a. *listen to*.
 - b. *run to*.
 - c. *take in*.
 - d. *let go*.

11. A tomato isn't fully mature until it is bright red and is easy to pull off the vine.

12. Theresa likes to scan the beach to see if she can find new shells for her collection. *Scan* means—
 - a. *miss*.
 - b. *search*.
 - c. *hear*.
 - d. *steal*.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

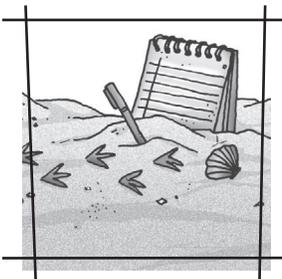
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
 - Teach or model this student routine as necessary.

Two-Minute Edit

1. Read the sentence with your team.
2. Work together to find errors.
3. Use team consensus to decide how the errors can be corrected.
4. Make sure every team member is prepared to orally correct errors for **Random Reporter**.



- Use **Random Reporter** to check corrections.



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes

- Introduce the activity.

Today you will create an encyclopedia entry about an animal you know something about. You have read a lot of information about different endangered animals. At the start of each section about an animal, you learned facts about the animal, such as where it lives, what it looks like, and what it eats. You will provide information about an animal, and at the end of class make an encyclopedia with the class's entries.



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

Student Edition, page S-25.

WRITING PROMPT	
<p>Create an encyclopedia entry for an animal not mentioned in <i>Animals in Trouble: Endangered Species and How to Help Them</i>. Begin your entry with a heading that tells the name of the animal. Then write the body of your entry, providing five facts about the animal. If you have time, draw a picture of your animal to go with your entry. At the end of the lesson, the class can create its own encyclopedia of animals.</p>	

Student Edition Writing Guide contains no point values.

WRITING GUIDE		
IDEAS	<ul style="list-style-type: none"> • Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> • Has a clear beginning that introduces the topic or story. • The middle has details that support the topic or moves the story forward. • Ends with a closing statement or solution. 	30 points
STYLE	<ul style="list-style-type: none"> • Uses words, phrases, quotes, or dialogue to support their writing or help the reader make a mind movie. 	30 points
MECHANICS	<ul style="list-style-type: none"> • Uses correct punctuation, capitalization, spelling, and grammar. 	10 points

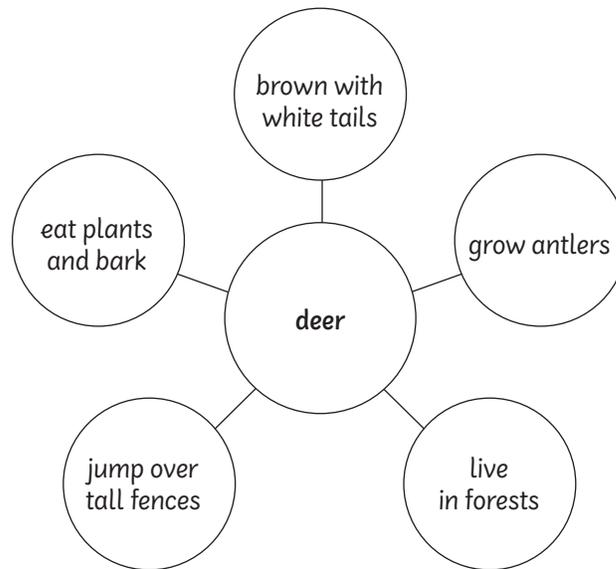
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

Before we begin writing, it’s very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our encyclopedia entries.

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

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

Sample Graphic Organizer



Drafting

- Tell students that they will use their plans to write a first draft.
- Explain how students will use the ideas in their graphic organizers to write their drafts. Remind them to include all of their ideas, writing in sentences and skipping lines to make room for revisions. Also, suggest that they include new thoughts as they occur.
- Remind students that they should be writing facts, not opinions, in their encyclopedia entries.

Encyclopedias are books that provide factual information. Remember, a fact is a statement you can prove. They are things you can observe or measure. Opinions are things people believe, but cannot be proven.

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

Team Discussion

Sharing, Responding, and Revising

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.

- Using the chart in the student routines, explain and model, or review if necessary, how to share and respond with partners. **SR**

Sharing	Responding
<ul style="list-style-type: none"> • Read your writing once to yourself, and then read it aloud with expression to your partner. • When your partner responds, write suggestions that they make for improving your writing. 	<ul style="list-style-type: none"> • Listen carefully with your writing guide in front of you as your partner reads their draft. • When your partner has finished reading, tell what you liked about the writing. • Then use the writing guide to give the author suggestions for how to make the writing better.

- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**

Revising
<ul style="list-style-type: none"> • Look at the suggestions you wrote when your partner responded to your writing. • Decide which changes you want to make to your draft. • Draw arrows to show where the new ideas belong in your work.

- Tell students to help their partners identify where they may have used opinions instead of facts.

Your encyclopedia should be factual, but you or your partners may have written opinions in by mistake. You can help each other find opinions in your encyclopedia entries.

- Blackline master provided.
- Display the following sample encyclopedia entry. Read the entry aloud to students.

Deer

Deer are beautiful creatures living all over North America. Deer stand about five feet tall and have brown fur over most of their bodies. The underside of their tails is white and flashes as a warning signal to other deer. Male deer and some females grow antlers on their heads. These animals eat a wide variety of plants during the spring, summer, and fall, and will eat tree bark in winter. Deer usually live in forests, but are commonly seen in suburbs, living very close to humans. These animals are strong and can jump tall fences to find food or escape danger. They are pests that most people want out of their gardens.



- Use **Team Huddle** to have students identify opinions in the entry. Use **Random Reporter** to select a few students to share. *The author says deer are beautiful creatures. This is an opinion. You cannot prove they are beautiful. Some people may*

not like the way deer look. The author says they are pests that people want out of their gardens. This is an opinion. Many people might not mind seeing deer.

- Tell students to help their partners identify similar mistakes in reporting opinions instead of facts.
- Ask one or two students to share how they might revise their own work based on their partners' feedback. Then tell the class to make changes as suggested to their own drafts. Monitor students as they work, giving specific feedback to reinforce and assist as needed.

Editing

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

Class Discussion **TP**

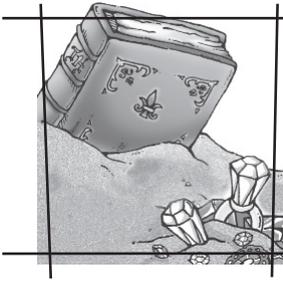
- Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.
- Refer students to the writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:
 - Does the writer introduce the topic/story clearly?
 - Does the writer include details to help readers understand the information/story?
 - Does the writer end with a closing statement/solve the story problem?
 - Does the writer use language and details to help readers make a mind movie?
- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.



TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



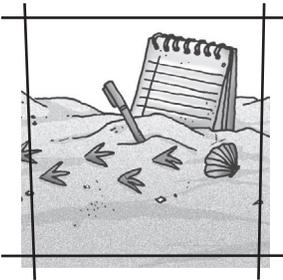
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
 - Teach or model this student routine as necessary.
- Use **Random Reporter** to check corrections.

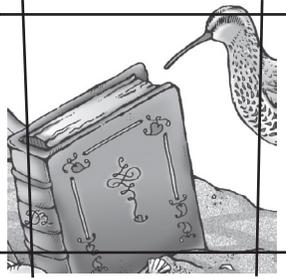


ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

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



BOOK CLUB

Timing Goal: 40 minutes

- Have students get out their reading selections and Read and Respond forms.

Team Discussion

- Tell students that they will discuss their reactions to their reading selections with their teammates using the Read and Respond questions as a guide.

READ AND RESPOND QUESTIONS

- Is your book literature or informational? Summarize what you read.
 - Why did you choose this book? How did it make you feel while reading it?
 - What is something you liked about the book? Would you recommend it to others?
- 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.

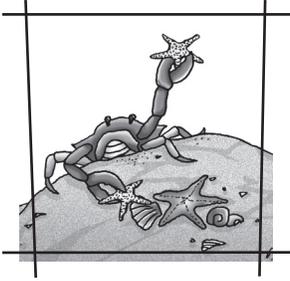
Class Discussion



- Use **Random Reporter** to select a student to briefly share about their book.
- Award team celebration points.

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

Add Super, Great, or Good Team designations to the poster.

Success Review and Keeping Score

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the cycle.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Have one student from each team write the team achievement goal on the team score sheet. Note each team's achievement goal on the teacher cycle record form.
- If needed, explain the challenge scores using the rubrics on the team folders.
- Students will brainstorm and make notes of the actions they will take to help their team meet the goal on the back of their team score sheet.

Team Cooperation Goal

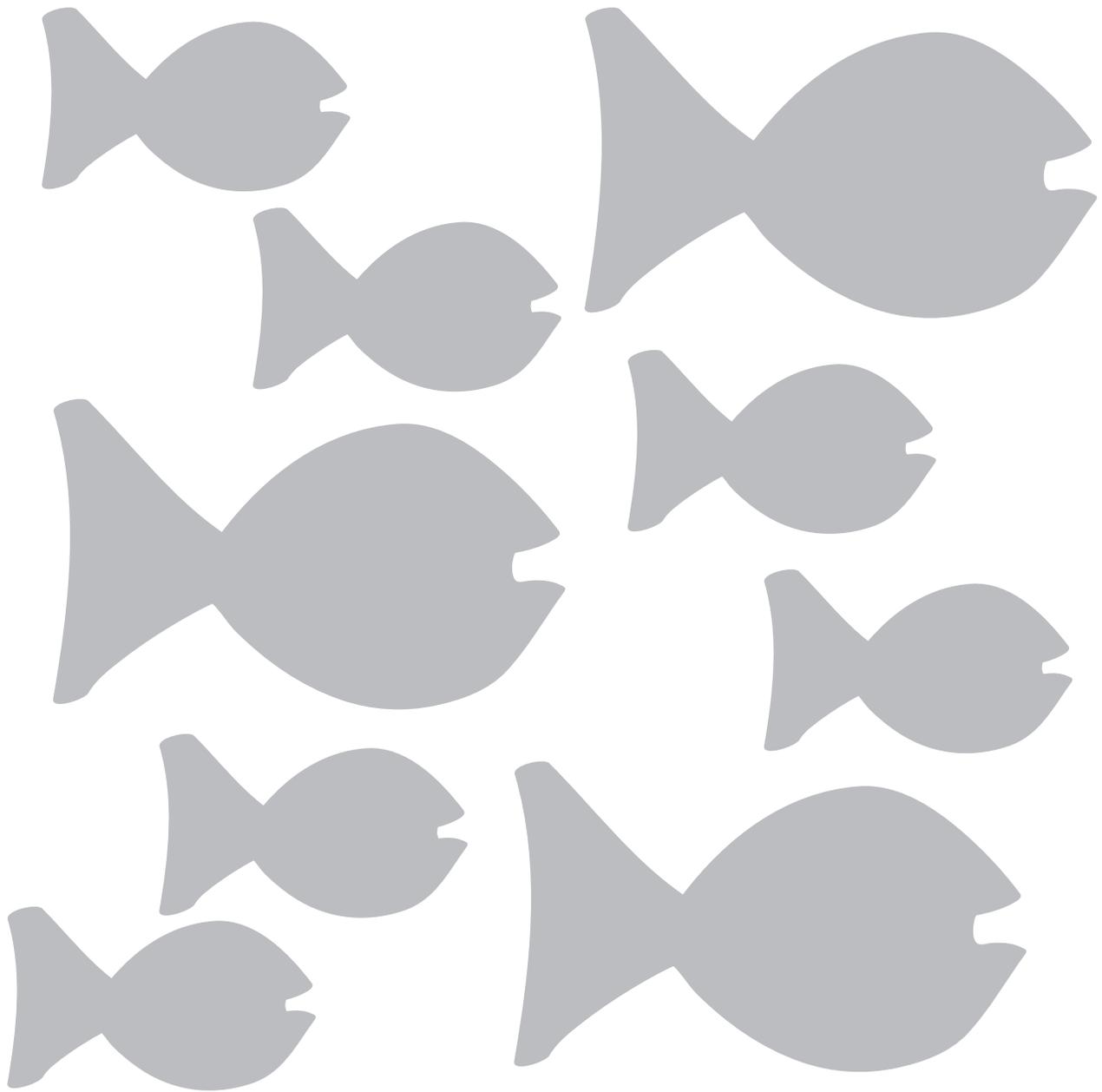
- Set the team cooperation goal for the next cycle based on your class's needs or use **explain your ideas/tell why**. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the team cooperation goal and related behavior.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?

Just off the floating icecaps, the great orcas swim in packs, hunting for prey. Their black and white skin gleams in the sun when they come to the surface of the water.



Deer

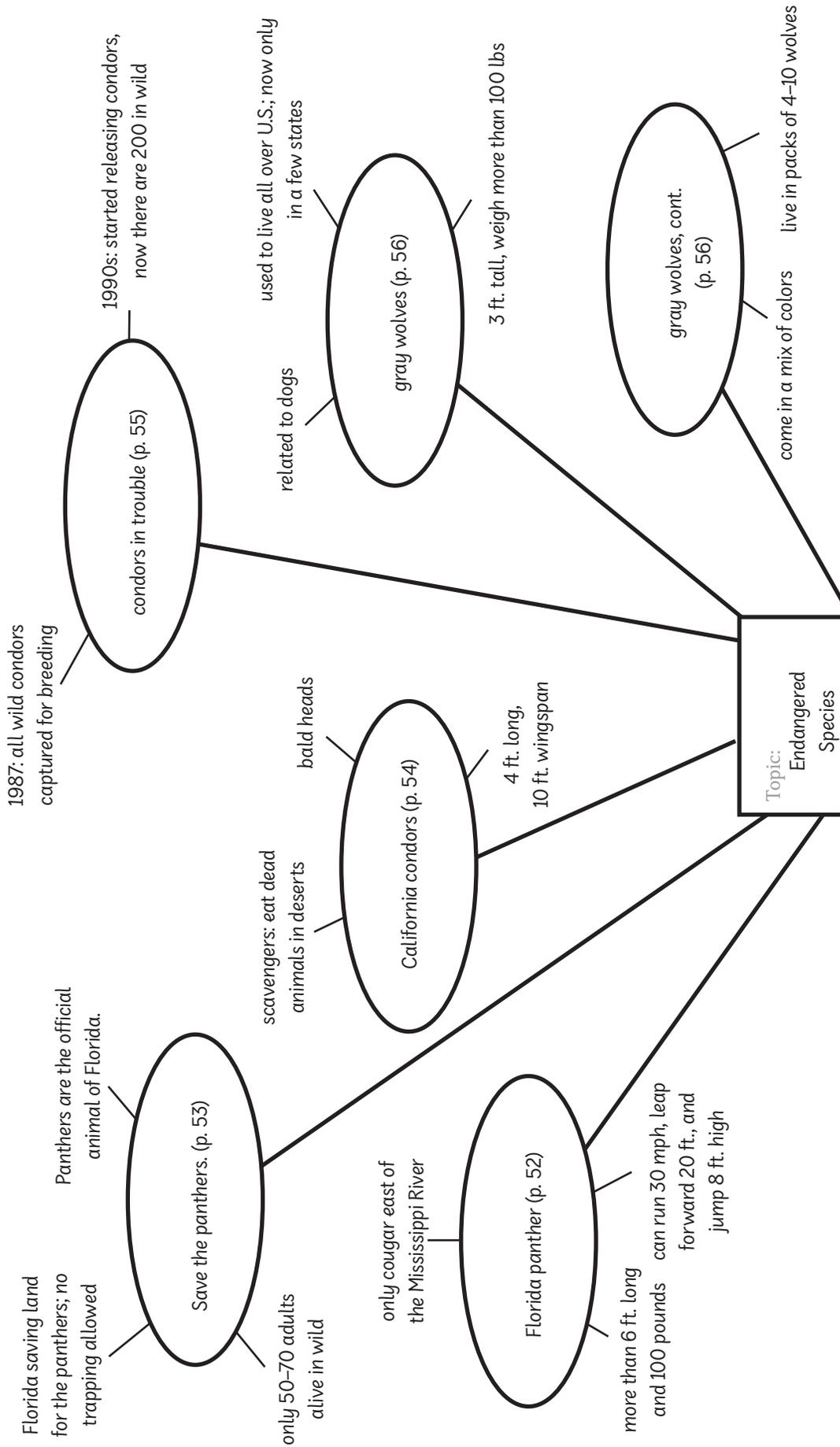
Deer are beautiful creatures living all over North America. Deer stand about five feet tall and have brown fur over most of their bodies. The underside of their tails is white and flashes as a warning signal to other deer. Male deer and some females grow antlers on their heads. These animals eat a wide variety of plants during the spring, summer, and fall, and will eat tree bark in winter. Deer usually live in forests, but are commonly seen in suburbs, living very close to humans. These animals are strong and can jump tall fences to find food or escape danger. They are pests that most people want out of their gardens.



Animals in Trouble: Endangered Species and How to Help Them, cycle 1

Title:

Idea Tree

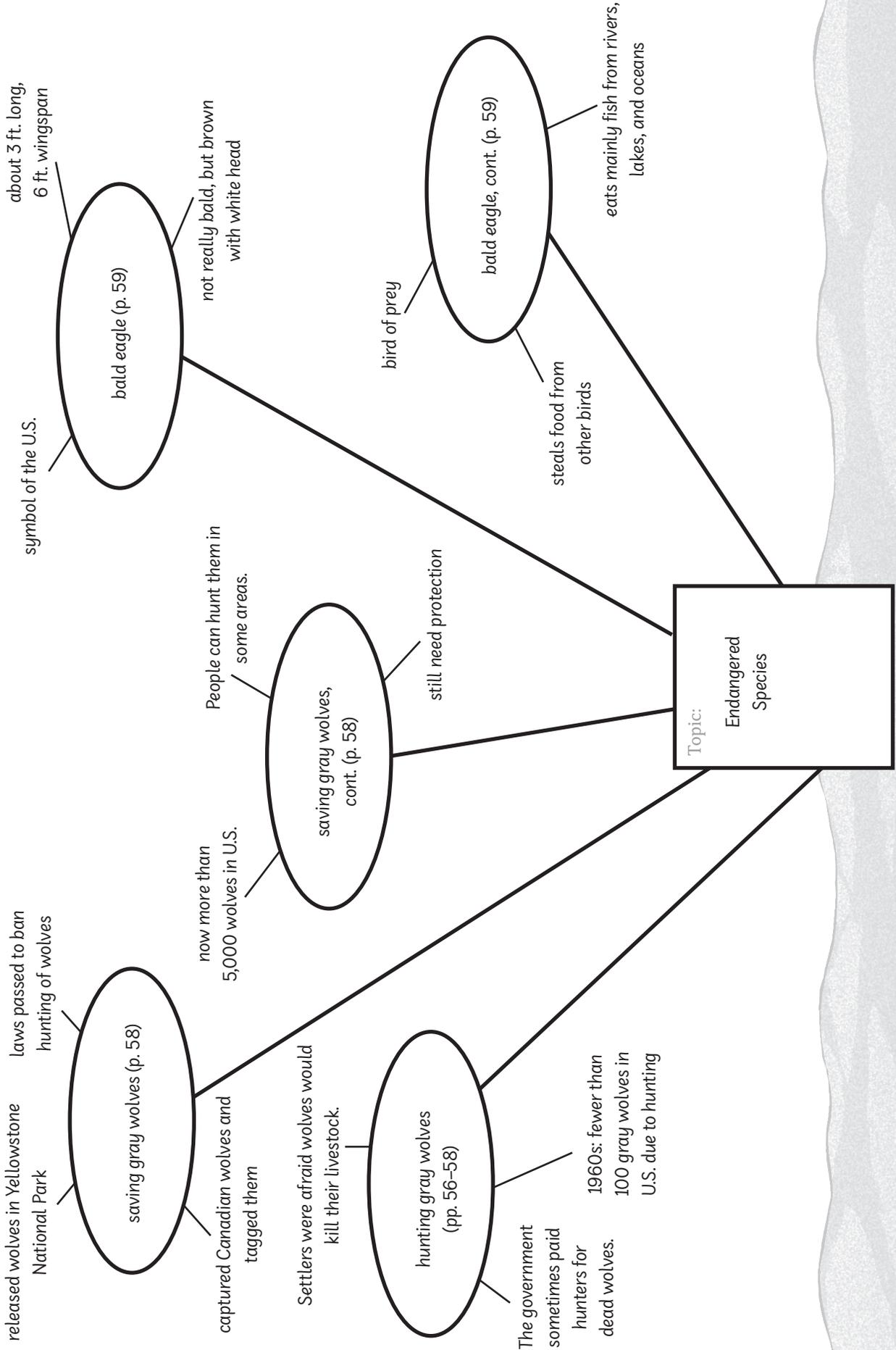


Idea Tree



Animals in Trouble: Endangered Species and How to Help Them, cont'd (cycle 1)

Title:

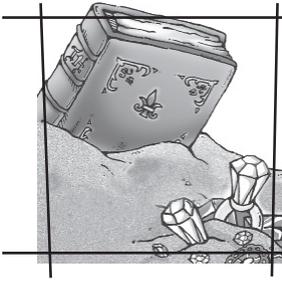


Cycle 2

Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	Clarifying (CL)	Chunking	Write a persuasive letter.
	Students will clarify confusing ideas in sentences and larger sections of an informational text. They will use text features to help them figure out unfamiliar ideas.	Students will chunk words into word parts (syllables) to help them read words.	Students will write a letter to persuade a friend or family member to support the protection of one of the endangered animals in the text.

Teacher’s Note: On Day 7 during Adventures in Writing, students have an option to address envelopes for their persuasive letters. Provide envelopes for students, or have students bring in their own envelope.



DAY 1

ACTIVE INSTRUCTION

Timing Goal: 30 minutes

Students discuss responses to the Big Question.

Big Question

- Display the Big Question. Have students answer the Big Question orally with partners and teams.

THE BIG QUESTION

What animal would you miss the most if it became extinct? Why?



- Use **Random Reporter** to select a few students to share their team's response.

Team Cooperation and Achievement Goal

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

Set the Stage

- Introduce the text, author, and reading objective.

This cycle we will continue reading *Animals in Trouble: Endangered Species and How to Help Them* by Tanya Jackson. As we read, we'll clarify ideas in sentences and larger passages of text. Good readers clarify ideas to better understand what they read.

- Point out this lesson's strategy target, **clarifying**.
- Point out that the text is informational, or have students explore the text to figure out that it is informational. Review how informational text differs from literature.
- Tell students they will use the TIGRRS process as they read, or ask them what process they use when they read informational text. Review the steps of the TIGRRS process: Topic, Intent of author, Graphic organizer, Read, Reread, and Summarize.



- Use a **Think Aloud** to model identifying the topic for the first step of TIGRRS by paging through the text. Point to various text features and note the text structure.

Let me think about the first step of TIGRRS. I know the first step is to find the topic of the book. We already identified the topic of this text in cycle 1. The topic of this text is endangered species. We have already read about a few

animals that live in the United States and are endangered. We learned about why these animals are in trouble and how people have worked to help them.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

Now that we have reminded ourselves of the topic of the text, we need to think about the intent of the author. Why did the author write this text? Last cycle, we decided that the author’s intent was to inform us about endangered species. I think that is still the intent.

- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the graphic organizer they will use to record information from the text. Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

Our next step in TIGRRS is to choose a graphic organizer to help us record important ideas from the text. In the last cycle, we used an idea tree. The author gives us a lot of ideas and details that support them. When I flip through the second half of the text, I see that it is still arranged in the same way. There are more ideas and supporting details. We’ll keep using an idea tree to record important information.

- Establish the purpose for reading by telling students that they will learn more about the topic as they read.

Vocabulary **TP**

- Display the vocabulary words.
- Have students rate their knowledge of each word. Remind students that they can say they know a word when they can read it, define it, and use it in a meaningful sentence.
 - + Think they know the word
 - ? Not sure if they know the word
- Ask teams to have teammates make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
- Use **Random Reporter** to have teams share one word they know and one word they need to study further. Award team celebration points.
- Introduce the vocabulary words by modeling the identification strategy and then completing a “My Turn, Your Turn,” modeling the use of the pronunciation strategies and correcting pronunciations when necessary.
- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
 - Assign partners as either speaker or coach to review the vocabulary words.
 - Teach or model this student routine as necessary. Remind students that only the coach should look at the vocabulary chart.

- Have students begin.

SPEAKER		COACH	
SAY	Say the word.	AGREE	Agree if your partner is right.
TELL	Tell what it means.		
USE	Use it in a sentence.	ADD	Add ideas to help your partner.



- Review the procedures for students finding words in their daily reading and for adding words to the **Vocabulary Vault**. **SR**

Finding Your Words
<ul style="list-style-type: none"> • Find a vocabulary word in your reading. • Write the word and the page number where you found it in your journal. • Share with your team during vocabulary practice or on test day.
Vocabulary Vault
<ul style="list-style-type: none"> • Listen for your vocabulary words. • Write down the word and the sentence you read or heard it in. • Put the voucher in the Vocabulary Vault in class. • Successfully explain the word to earn team celebration points. • Write the word on your team score sheet.

Student Edition, page S-27.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
banned page 61	base word + ending: ban + n + ed	made illegal	Jack's mom <i>banned</i> pets from the house, so he couldn't have a dog.
preserved page 61	base word + ending: preserv(e) + ed	protected	I <i>preserved</i> my good grades by making sure I studied hard.
power page 63	chunk: pow-er	give energy to	Eating an apple will help <i>power</i> you through your day.
awful page 63	chunk: aw-ful	terrible	The flood caused <i>awful</i> problems for people because it ruined their crops.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
coasts page 63	base word + ending: coast + s	areas of land bordering oceans	With oceans on both sides, the United States has east and west coasts.
major page 65	chunk: ma-jor	very important	Exercise is a <i>major</i> part of staying in good health.
experts page 65	base word + ending: expert + s	people with special knowledge about something	Millie's parents studied for years to become <i>experts</i> in plant science.
pairs page 67	base word + ending: pair + s	groups of two	I have three <i>pairs</i> of shoes, and they're all black.

Using the Targeted Skill

Introduction and Definition



- Review the skill—clarifying. Use **Think-Pair-Share** to have students identify the new strategy they learned to help them clarify words they do not understand in an informational text. *Think about the big topic.*

- Remind students that words are not the only thing in texts that can confuse readers. Point out that ideas in sentences and larger parts of text can also confuse readers.



- Have students work in **Team Huddle** to review reasons that readers might become confused about ideas as they read. Use **Random Reporter** to share responses. List the responses on the board. *Readers might misread words or sentences; they might skip over sentences or lines of text; they might not pay attention as they read; they might read about an idea that is unfamiliar; and they might not make sure they understand what they read as they read.*
- Explain to students that the most common reason readers become confused about ideas as they read informational texts is that they read about ideas that are unfamiliar to them.
- Point out that informational texts often have features that can help readers understand unfamiliar ideas. Explain how pictures are features that can help readers understand new ideas in informational texts.

When we read informational texts, we often read to learn something new. Because these ideas are new, we might easily become confused. However, informational texts often have features that help us understand these new ideas. Pictures are one type of feature that can help us understand new ideas. If I'm reading a text that describes an insect I've never heard of before, I might have trouble understanding what I'm reading. However, the text might have a picture of that insect. That picture might help me better understand the description of the insect in the text.

- Have students work in **Team Huddle** to identify other possible features of informational texts that can help readers understand new ideas. Use **Random Reporter** to share responses. List the responses on the board. *Captions, maps, headings, charts, text boxes, and diagrams.*

Blackline master provided.

- Display the following passage. Tell students that it came from a chapter in a book about animals near the South Pole.

Chapter 6: Birds

Penguins

There are two types of penguins near the South Pole: the smaller Adelie penguin and the larger emperor penguin. Both penguins live in rookeries, or the places where flocks of penguins gather. The Adelie penguin is small and meek. The emperor penguin is strong and brave. It also has a black and white coat. Some think the emperor penguin looks like an emperor. In fact, that's how the emperor penguin got its name.

- Read the passage aloud, showing confusion about the idea of an “emperor penguin.” Use a **Think Aloud** to model using the heading to help you clarify the idea.

I don't understand the idea of an emperor penguin. I know what a penguin is. I know what an emperor is. Do penguins have emperors? I need to clarify this. OK. This is from a book about animals near the South Pole. The chapter heading tells me that chapter 6 is about birds. And the other heading tells me that this section is about penguins. I know that there are two types of penguins. There's the Adelie penguin and the emperor penguin. The Adelie is small and meek, but the emperor is strong and brave, like an emperor. Oh, I see. It's not an *actual* emperor; it's just *like* an emperor. In fact, the passage says that's how the emperor penguin got its name, so I used a text feature, the heading, to help me clarify an idea I didn't understand.

- Tell students that they will clarify confusing ideas as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

Listening Comprehension

- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Read the first two paragraphs on page 60 aloud. Use a **Think Aloud** to model having trouble with the idea of a “#1 enemy.” Model using the page's heading and reading ahead to clarify this.

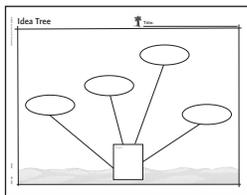
“...[number] 1 enemy”? What does that mean? I know what the number 1 is, and I know what an enemy is, but I don't know what a “number 1 enemy” is.

I need to clarify this. OK, the page’s heading is “Hurting the Bald Eagle,” so I know this page should be about things that hurt bald eagles. And it says that people are eagles’ enemies. That may mean that people are the enemies who hurt eagles most. Maybe if I read ahead it will help.

- Read the rest of page 60 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students’ attention as necessary. When finished, model using what you’ve read to help clarify the idea of “#1 enemy.”

OK. This page explains the ways that people hurt eagles. They take eagles’ land, and they use a poison that hurts the eagles. People must be the worst enemies eagles have. That would explain why the author calls people the eagles’ “[number] 1 enemy,” so reading ahead did help me clarify this idea.

Blackline master provided.



- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Main idea: Hurting the Bald Eagle

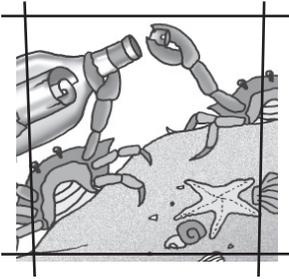
- Remind students that they will continue clarifying as they read *Animals in Trouble: Endangered Species and How to Help Them* this cycle.

Preview Team Talk

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

Student Edition, page S-28.

TEAM TALK	
	1. What word, phrase, or passage did you clarify? How did you clarify it? CL (Strategy Use rubric)
	2. Which of the following has helped both eagles and whales? CC <ul style="list-style-type: none"> a. banning DDT. b. oil spills. c. passing laws. d. protecting nests.
	3. On page 61, the author writes, “The bald eagle is rebounding.” What does that mean? How did you figure that out? (Write-On) CL (Team Talk rubric)



TEAMWORK

Timing Goal: 35 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**

pages 61–63 aloud with partners.

INFORMATIONAL

Read Aloud

1. Take turns reading or rereading the paragraphs aloud with your partner.
2. Use strategies, as necessary, as you read.
3. Add information to your graphic organizer after each page.

- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion **TP**

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

Team Discussion	
1.	Have a strategy discussion about sticky notes.
2.	Pass out role cards.
3.	Have a discussion about the Team Talk questions using the rubrics.
4.	Discuss story maps or graphic organizers.
5.	Prepare for Class Discussion and Random Reporter .

- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion
<ul style="list-style-type: none"> • resolve a sticky note • describe team strategy use

TEAM TALK
<p>1. What word, phrase, or passage did you clarify? How did you clarify it? CL (Strategy Use rubric)</p> <p>100 points = <i>Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.</i></p> <p>90 points = <i>Uses a sticky note and tells what strategy was used to discuss it.</i></p> <p>80 points = <i>Uses a sticky note to mark a thought.</i></p> <p>2. Which of the following has helped both eagles and whales? CC </p> <ol style="list-style-type: none"> banning DDT oil spills passing laws protecting nests

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK CONTINUED

3. On page 61, the author writes, “The bald eagle is rebounding.” What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

100 points = *The statement “The bald eagle is rebounding,” on page 61 means that the eagle is doing a lot better, and its numbers are growing. I used the heading to figure that out. The heading tells me that this page is about saving the eagle. The author explains that things are getting better for the eagle. That must be what the word rebounding means.*

90 points = *The statement “The bald eagle is rebounding,” on page 61 means that the eagle is doing a lot better, and its numbers are growing. I used the heading to figure that out.*

80 points = *The eagle is doing a lot better. The heading.*

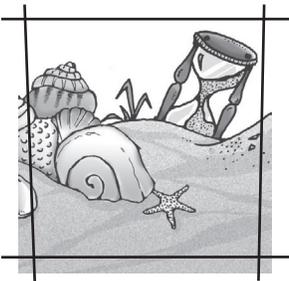
TEAM TALK EXTENSION

4. What is the main idea of page 62? What clues help you figure this out? |MI| (Team Talk rubric)

100 points = *The main idea of page 62 is humpback whales. One clue that helps me figure this out is the photograph and caption on the page. The caption tells me the photo is of a humpback whale. Another clue is the text box on the page. It tells me where I can go to listen to humpback whale songs.*

90 points = *The main idea of page 62 is humpback whales. One clue that helps me figure this out is the photograph and caption on the page. Another clue is the text box on the page.*

80 points = *Humpback whales. The photograph, caption, and text box on the page.*

**FLUENCY IN FIVE**

Timing Goal: 5 minutes

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

Page 61 (paragraphs 1–3)

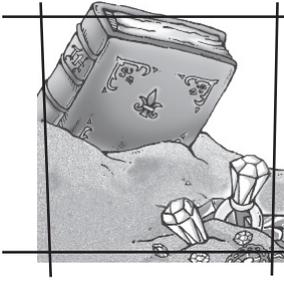
- Ask students to use the Fluency rubric to practice giving you feedback.

- Explain that students will practice reading fluently with partners on days 2–4.
- Tell students that they will receive a fluency score using the rubrics. Tell them they may read aloud to you for their score when they feel ready on days 2–4.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 2

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select students to share.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the text, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have students review the vocabulary words with their partner. Ask them to use the vocabulary words in new, meaningful sentences, if possible, rather than reading the sentences provided. **SR**
- Use **Random Reporter** to check for understanding. Review any words and/or definitions that students need additional support in understanding.
 - Focus on words that appear in the reading for the day if applicable: *major* page 65, *experts* page 65, and *pairs* page 67.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

- Have students work in teams to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we read about bald eagles and humpback whales. We learned what hurts these animals and how people have worked to stop bad things from happening to them.

- Tell students that you will continue to record important ideas on the graphic organizer.

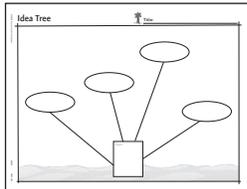


- Read the first two paragraphs on page 64 aloud. Use a **Think Aloud** to model using the heading, and reading ahead, to clarify the idea that rhinos have horns.

“The rhinoceros is best known for its horn.” It’s horn? When I read the word *horn*, I think of an instrument, like a trumpet or a trombone. These are horns. I can’t imagine a rhino playing a horn though, so I need to clarify what that means. If I read on a little, it says that their horns are strong and can grow two feet long. That doesn’t help me figure out that we are not talking about a trumpet. I’ll look at the photographs for more help. I can see that the rhinos in the photos have this big pointy thing coming off the tip of their nose. I think this might what the horn is.

- Read the rest of the passage on page 64 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students’ attention as necessary.

Blackline master provided.



- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

Main idea: Rhinoceros

- Remind students that they will continue clarifying as they read *Animals in Trouble: Endangered Species and How to Help Them* this cycle.

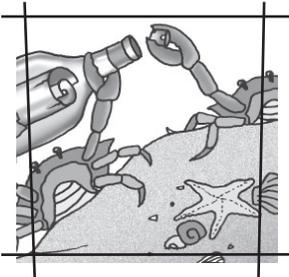
Preview Team Talk

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

Student Edition, page S-29.

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. How is the Javan rhinoceros different from the other types of rhinoceroses? |CC|
 - a. It is the only one with a horn.
 - b. It has thinner skin than the others.
 - c. It is in the biggest trouble.
 - d. It breeds the best in captivity.
3. On page 65, the author says that hopefully experts will soon “figure something out.” What does that mean? How can you tell? **(Write-On)** |CL| (Team Talk rubric)

**TEAMWORK**

Timing Goal: 50 minutes

Partner Reading TP

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students read and restate: **SR**
pages 65–68 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion TP

- Remind teams to discuss any sticky notes that are still unresolved.

- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson’s team cooperation goal.

Class Discussion **TP**



- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- discuss predictions from day 1
- describe team strategy use

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
100 points = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*
90 points = *Uses a sticky note and tells what strategy was used to discuss it.*
80 points = *Uses a sticky note to mark a thought.*
2. How is the Javan rhinoceros different from the other types of rhinoceroses? |CC|
 - a. It is the only one with a horn.
 - b. It has thinner skin than the others.
 - c. *It is in the biggest trouble.*
 - d. It breeds the best in captivity.

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion

- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK CONTINUED

3. On page 65, the author says that hopefully experts will soon “figure something out.” What does that mean? How can you tell? **(Write-On)** | CL | (Team Talk rubric)

100 points = *When the author says she hopes experts will “figure something out” on page 65, the author is saying she hopes experts will be able to solve the rhinoceroses’ problems. I reread the paragraph to figure this out. I learned that nobody can figure out how to keep people from poaching rhinoceroses.*

90 points = *When the author says she hopes experts will “figure something out” on page 65, the author is saying she hopes experts will be able to solve the rhinoceroses’ problems.*

80 points = *She hopes experts will be able to solve the rhinoceroses’ problems.*

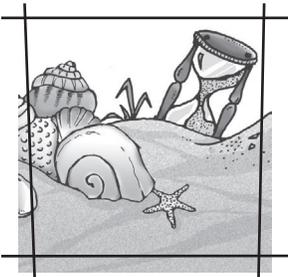
TEAM TALK EXTENSION

4. What is the main idea of page 67? What clues help you figure this out? | MI | (Team Talk rubric)

100 points = *The main idea of page 67 is saving the pandas. One clue that helps me figure this out is the heading. The heading says the page is about saving the pandas. Another clue that helps me is the text box. It says that two baby pandas were sent back to China to help conservation efforts. This means they were sent to help save the pandas there.*

90 points = *The main idea of page 67 is saving the pandas. One clue that helps me figure this out is the heading. Another clue that helps me is the text box.*

80 points = *Saving the pandas. One clue is the heading. Another is the text box.*

**FLUENCY IN FIVE**

Timing Goal: 5 minutes

- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**

Fluency Routine

1. Choose a partner to read first.
2. Begin reading.
3. Listening partner:
 - When did the reader stop?
 - How many words did the reader miss?
 - Did the reader meet the rate goal?
4. Use the Fluency rubric to share feedback with the reader.
5. Switch roles, and then repeat the routines.

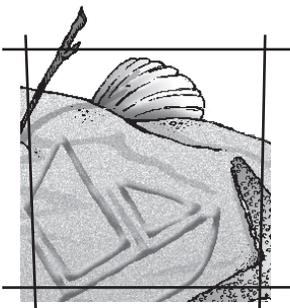
Not ready yet? Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-27.

Page 65 (paragraphs 2 and 3)

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

**WORD POWER TP**

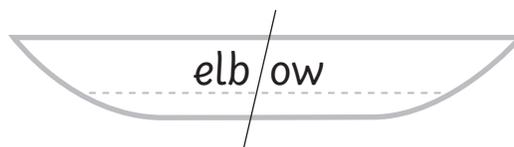
Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to introduce the Word Treasure clue for chunking.
- Display a boat without sails, and write “elbow” on the bottom of the boat.

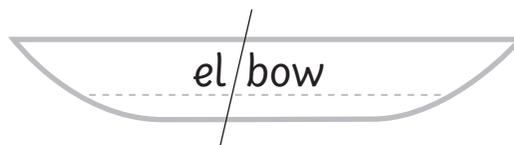
Blackline master provided.



- Use **Think-Pair-Share** to have students tell what is different about the boat. Randomly select a few students to share. *It doesn't have sails.*
- Explain that the boat doesn't have sails because this word doesn't have a base word and ending. When a word is too long to blend and doesn't have a base word and ending, Captain Read More uses paddles to chunk the word into smaller parts, or syllables. It helps to read the smaller parts first and then the whole word.
- Explain that there are many ways to chunk a word, but there are some patterns that appear in a lot of words. Chunk *elbow* after the *b*, and try to read the word parts and then the whole word. Point out that chunking the word this way is awkward.



- Model chunking *elbow* between the *l* and *b*. Read the word parts and then the whole word. Point out that it is easy to recognize the word when you chunk it this way.



- Repeat the activity with the word *orbit*.
- Use **Think-Pair-Share** to have students tell what they notice about where you put the paddle when you chunked each word. Randomly select a few students to share. *You divided two consonants in the middle of each word.*
- Confirm, or explain, that for many words, dividing two consonants in the middle of the word is a good way to chunk it.

Remember, there are patterns you can look for that will help you chunk words. First, count the vowel sounds in the word. That will tell you how many chunks there are. *Elbow* has two vowel sounds, /e/ and /ō/, so there are two chunks. Then, I can break the word apart between two consonants. That's why chunking it between the *l* and *b* works better than chunking it after the *b*. The word *orbit* also has two vowel sounds—/or/ and /i/—and can be chunked between two consonants—*r* and *b*.

- Point out to students that the sample words each begin with a vowel. Explain that when a word begins with a vowel and is followed by two consonants, you can usually chunk it after the first consonant.
- Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share.
- Confirm, or model, by reading Captain Read More's treasure note.

Display the Word Treasure.

Word Treasure

When we come to a word that we can't read, we can break it into smaller chunks, read the small chunks, and then read the whole word.

- Tell students to look out for some words from this cycle's vocabulary list that they can chunk by splitting them between the consonants that follow each word's first vowel.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

STUDENTS		TEAMS	
1.	Number your papers.	4.	Share the practice item answers. If you disagree on an answer, tell why.
2.	Complete the practice items.	5.	Be prepared to share your answers with the class.
3.	Write your answers.		

Student Edition, page S-28.

SKILL PRACTICE

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

- | | |
|-----------|------------------|
| 1. except | <i>ex / cept</i> |
| 2. appear | <i>ap / pear</i> |
| 3. indeed | <i>in / deed</i> |
| 4. enter | <i>en / ter</i> |

BUILDING MEANING

banned	preserved	power	awful
coasts	major	experts	pairs

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
- 100 points** = *The sentence uses the word correctly and includes details to create a mind movie.*
- 90 points** = *The sentence uses the word correctly and includes one detail.*
- 80 points** = *The sentence uses the word correctly.*
6. Choose the word that best completes the sentence.
- Hattie preserved her stash of chocolate by hiding it in a place her sister could not reach.

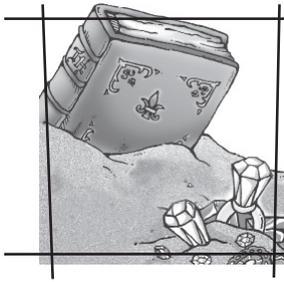
- Use **Random Reporter** to check responses on the skill-practice items.

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 3

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Big Question



- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select students to share.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the text, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *banned* page 61, *preserved* page 61, *power* page 63, *awful* page 63, and *coasts* page 63.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

- Have students work in teams to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we read about two animals that are not native to the United States. We read about rhinoceroses and pandas. These are animals that are in trouble in Africa and Asia. Some of their problems are different from those of the animals in the United States, and some of their problems are the same.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.

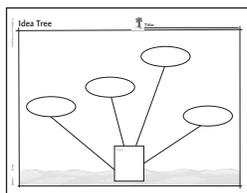


- Reread the first two paragraphs of page 60 aloud. Use a **Think Aloud** to model having trouble with the idea that baby eagles were poisoned by DDT. Model rereading to clarify this.

I’m having a little trouble understanding what happened to the baby eagles. They didn’t eat fish that had DDT in them. In fact, they weren’t even hatched yet. So how did they get poisoned? If I reread it, I see that their parents may have eaten fish that were poisoned with DDT, and that made the parents sick. Sometimes the adult eagles laid eggs before they died from being poisoned. I see. I think the baby eagles became poisoned just because the poison was in their parents. It’s like giving someone a cold, but a lot worse. Now I understand how baby eagles were affected by DDT.

- Reread the rest of page 60 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.
- Display a sample idea tree. Model adding supporting details from the Listening Comprehension selection to the graphic organizer.

Blackline master provided.



Main idea: Hurting the Bald Eagle

- People are the #1 enemy of eagles.
 - DDT was used to kill bugs but also killed eagles and chicks.
 - People built on land that eagles need for nesting.
- Remind students that they will continue clarifying as they read *Animals in Trouble: Endangered Species and How to Help Them* this cycle.

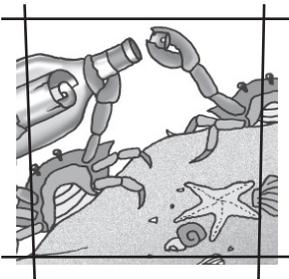
Preview Team Talk

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

Student Edition, page S-30.

TEAM TALK

1. What word, phrase, passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Which of the following is a detail that supports the main idea of humpback whales on page 62? |MI|
 - a. Whales need to breathe air to live.
 - b. Humpback whales sing beautiful songs.
 - c. Whales breaking the surface to breathe are a sight.
 - d. People enjoy hearing humpback songs.
3. On page 63, the author writes, "Things are looking up for the whales." What does that mean? How did you figure that out? **(Write-On)** |CL|



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGGRS before having students reread and restate: **SR**

pages 61–63 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion TP

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion
<ul style="list-style-type: none"> • resolve a sticky note • describe team strategy use

Write-On Discussion
<ul style="list-style-type: none"> • read written answers • create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion
<ul style="list-style-type: none"> • ask students if they understood or enjoyed the reading • reinforce use of the skill

TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)

100 points = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*

90 points = *Uses a sticky note and tells what strategy was used to discuss it.*

80 points = *Uses a sticky note to mark a thought.*
2. Which of the following is a detail that supports the main idea of humpback whales on page 62? |MI|

 - Whales need to breathe air to live.
 - Humpback whales sing beautiful songs.*
 - Whales breaking the surface to breathe are a sight.
 - People enjoy hearing humpback songs.
3. On page 63, the author writes, “Things are looking up for the whales.” What does that mean? How did you figure that out? **(Write-On)** |CL|

100 points = *The sentence “Things are looking up for the whales,” on page 63 means that whales are doing better and their numbers are growing. I used the heading to figure this out. The heading tells me that this page is about saving the whales. The author explains ways people have tried to help the whales, so if things are looking up, that means they are getting better.*

90 points = *The sentence “Things are looking up for the whales,” on page 63 means that whales are doing better and their numbers are growing. I used the heading to figure this out.*

80 points = *It means that whales are doing better. The heading.*

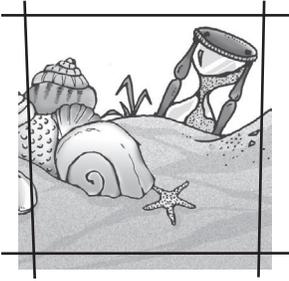
TEAM TALK EXTENSION

4. How do you think people find out if there are eagles living in the forest that they want to cut down? Support your answer. |DC| (Team Talk rubric)

100 points = *I think people find out if there are eagles living in the forest that they want to cut down by studying the forest. I think people might watch the forest for signs of eagles. They might look for eagles’ nests in the trees.*

90 points = *I think people find out if there are eagles living in the forest that they want to cut down by studying the forest.*

80 points = *They study the forest.*



FLUENCY IN FIVE

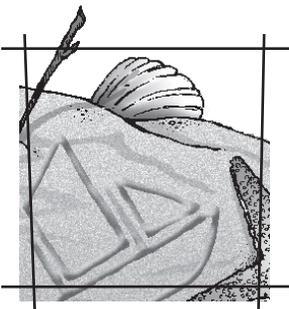
Timing Goal: 5 minutes

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

Student Edition, page S-27.

Page 65 (paragraphs 2 and 3) or 63 (paragraphs 3–5)

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



WORD POWER **TP**

Timing Goal: 10 minutes

- Pretend to take a message from Captain Read More out of the bottle. Use the message to remind students of the skill they are working on (chunking).
- Point out that there is a word from this cycle's vocabulary list that they can chunk by splitting it between two consonants that follow the first vowel. Display a boat without sails, and write the word "awful" on the bottom of the boat.

Blackline master provided.





- Use **Think-Pair-Share** to have students tell where you should place the paddle to chunk awful. Randomly select a few students to share.
- Confirm, or model, by chunking *awful* between the *w* and *f*. Use **Think-Pair-Share** to have students read the word parts and then the whole word. Randomly select a few students to share. Point out that it was easy to recognize the word when you chunked it between two consonants that follow the first vowel of the word.
- Repeat this activity with the word *experts*, pointing out to students that this is another vocabulary word from their list.
- Use **Think-Pair-Share** to have students tell whether anyone chunked either word differently, and, if so, to explain his or her thinking. Randomly select a few students to share, and write responses on the board.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

STUDENTS		TEAMS	
1.	Number your papers.	4.	Share the practice item answers. If you disagree on an answer, tell why.
2.	Complete the practice items.	5.	Be prepared to share your answers with the class.
3.	Write your answers.		

Student Edition, page S-29.

SKILL PRACTICE	
Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.	
1. oppose	<i>op / pose</i>
2. although	<i>al / though</i>
3. escape	<i>es / cape</i>
4. invite	<i>in / vite</i>

BUILDING MEANING

banned	preserved	power	awful
coasts	major	experts	pairs

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

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

90 points = *The sentence uses the word correctly and includes one detail.*

80 points = *The sentence uses the word correctly.*

6. Choose the word that best completes the sentence.

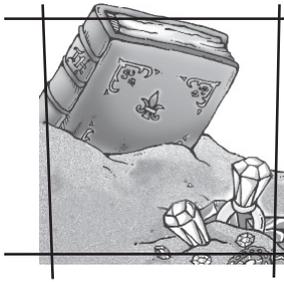
Wilfred's mom always buys him several pairs of gloves at the beginning of winter because she knows he will lose them.

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 4

ACTIVE INSTRUCTION

Timing Goal: 20 minutes



Big Question

- Refer back to the Big Question. Use **Team Huddle** to have students discuss their answers to the question. Ask whether students have additions or changes to make after reading.



- Use **Random Reporter** to select students to share.

Team Cooperation and Achievement Goal

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

Set the Stage

- Remind students of the story, author, and reading objective.
- Point out this lesson's strategy target, **clarifying**.

Vocabulary **TP**

- Have the teams review the vocabulary words using one of the following choices: **SR**
 - Concept Maps
 - Draw It Out
 - Act It Out
 - Examples/Non-Examples
 - Other interactive activity
- Use **Random Reporter** to check the review.
 - Focus on words that appear in the reading for the day if applicable: *major* page 65, *experts* page 65, and *pairs* page 67.



- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

Text Review

- Have students work in teams to summarize the ideas recorded on their graphic organizers from the passage they read the previous day. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

Listening Comprehension

- Review the topic and the author’s intent with students.
- Remind students of the graphic organizer you are using to help you remember the text.
- Review the important ideas from yesterday’s reading.

Yesterday we learned some more details about eagles and whales by rereading. Eagles are protected by several laws. You can’t use DDT to kill pests. You can’t cut down a forest that eagles are using for a home. You can’t kill eagles. Humpback whales are interesting because they sing songs, and no one knows why. They are also protected by laws that make the people who sail ships be more careful and that keep people from hunting the whales.

- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.

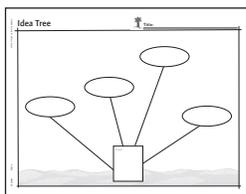


- Reread the first paragraph of page 64 aloud. Use a **Think Aloud** to model rereading to clarify the idea that despite the large size of rhinoceroses, they are not slow or clumsy.

I see a phrase that I don’t quite understand. The author says, “do not let its size fool you.” What does she mean? I’ll reread the passage to help me clarify what the author means. I read that rhinoceroses are pretty big animals. They are six feet tall and can weigh 3,000 pounds. I also read that they can run up to forty miles per hour. That’s fast! After rereading, I think the author doesn’t want me to be fooled that an animal as big as a rhinoceros would be slow or clumsy. Despite its size, the rhinoceros can really move.

- Finish rereading the page, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.

Blackline master provided.



- Display a sample idea tree. Model adding supporting details from the Listening Comprehension selection to the graphic organizer.

Main idea: Rhinoceros

- lives in Africa and Asia
- nearly 6 ft. tall and almost 3,000 pounds
- run up to 40 mph
- All rhinoceroses are in trouble
- have horns than can grow 2 ft. long
- thick brown, gray, or black skin

- Remind students that they will continue clarifying as they read *Animals in Trouble: Endangered Species and How to Help Them* this cycle.

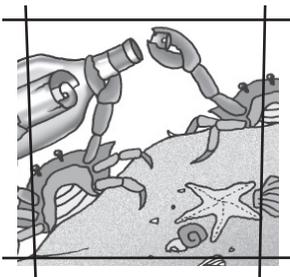
Preview Team Talk

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

Student Edition, page S-31.

TEAM TALK

1. Use information from your graphic organizer to write a summary of this cycle of *Animals in Trouble: Endangered Species and How to Help Them*. |SU| (Summarizing rubric)
2. Why do zoos want to have pairs of pandas? |CE|
 - a. They don’t want the pandas to get lonely.
 - b. They want the pandas to breed and have babies.
 - c. Pandas always live in pairs in the wild.
 - d. It is easier to count the pandas if there are two.
3. On page 68, the author says, “There are many things you can do to lend a hand.” What does this mean? How did you figure it out? **(Write-On)** |CL| (Team Talk rubric)



TEAMWORK

Timing Goal: 50 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes and TIGRRS before having students reread and restate: **SR**
pages 65–68 aloud with partners.
- If some teams finish ahead of others, have them begin working on the following activities: **SR**

After Reading

1. Discuss your sticky notes with your partner. Use the Clarifying Strategy Card to help each other determine how to say a word and/or its meaning.
2. Add key understandings to your story maps or graphic organizers.
3. Reread the text by alternating who begins reading first.
4. Reread the pages in unison for fluency practice.

Team Discussion TP

- Remind teams to discuss any sticky notes that are still unresolved.
- Ensure that students discuss the Team Talk questions thoroughly before having students individually write answers to the Write-On question. Have students revise their answers after discussion if necessary.
- Explain, or have team leaders review, if necessary, how to use role cards during Team Discussion. **SR**
- Remind students that they will need to prepare each team member to report on Strategy Use, Write-On, and Team Talk discussions to earn challenge scores from the rubrics during Class Discussion.
- Award team celebration points for good discussions that demonstrate effective teamwork and that use this lesson's team cooperation goal.

Class Discussion TP

- Use **Random Reporter** to select a team to share responses to each question.
- Students should listen to the team selected and provide feedback based on the rubric.
- Award team celebration points.
- Add individual rubric scores to the teacher cycle record form.
- Students record their rubric scores on the team score sheet.



- **Optional:** If you have time or your students would benefit from an additional question, ask the Team Talk Extension question. Allow students time for a quick **Team Huddle** before **Random Reporter**.

Answers may vary. Accept reasonable responses.

Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

Write-On Discussion

- read written answers
- create a class answer and discuss what makes it good or how to improve it

Team Talk Discussion

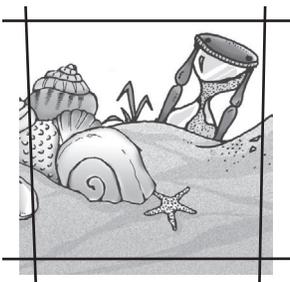
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

TEAM TALK

1. Use information from your graphic organizer to write a summary of this cycle of *Animals in Trouble: Endangered Species and How to Help Them*. |SU| (Summarizing rubric)
 - 100 points** = *Restates the main ideas and gives important details that support them.*
 - 90 points** = *Restates the main ideas.*
 - 80 points** = *Restates some important ideas but includes less important details.*
2. Why do zoos want to have pairs of pandas? |CE|
 - a. They don't want the pandas to get lonely.
 - b. *They want the pandas to breed and have babies.*
 - c. Pandas always live in pairs in the wild.
 - d. It is easier to count the pandas if there are two.
3. On page 68, the author says, "There are many things you can do to lend a hand." What does this mean? How did you figure it out? **(Write-On)** |CL| (Team Talk rubric)
 - 100 points** = *The phrase "lend a hand" on page 68 means things you can do to help out. I used the heading and read ahead to figure this out. The heading tells me that this page is about things I can do to help. Then I read ahead and learned all the things that I can do to help. That tells me that lending a hand is helping.*
 - 90 points** = *The phrase "lend a hand" on page 68 means things you can do to help out. I used the heading and read ahead to figure this out.*
 - 80 points** = *Things you can do to help out. The heading and read ahead.*

TEAM TALK EXTENSION

4. Who are Tai Shan and Mei Lan? How do you know? |TF| (Team Talk rubric)
 - 100 points** = *Tai Shan and Mei Lan are two famous pandas that were born in the United States. I know because the text box on page 65 tells me this information.*
 - 90 points** = *Tai Shan and Mei Lan are two famous pandas that were born in the United States.*
 - 80 points** = *They are famous pandas.*



FLUENCY IN FIVE

Timing Goal: 5 minutes

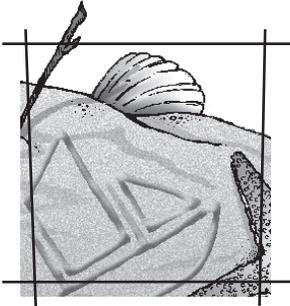
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**

- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-27.

Page 65 (paragraphs 2 and 3), 63 (paragraphs 3–5), or 68 (paragraphs 1–3)

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



WORD POWER

Timing Goal: 10 minutes

Preparation: Display the Word Power Challenge

- Remind students of the Word Power skill (chunking) and the Word Treasure clue that Captain Read More uses for chunking (a boat without sails and paddles).
- Display the Word Power Challenge. Tell students that they will work in teams to read the sentences, concentrating on the underlined words.

Word Power Challenge

Marty felt nothing but anger when he found out someone broke his favorite airplane model.

Yolanda always brakes at stop signs because she knows it is illegal to ride through one, even on a bike.



- Use **Random Reporter** to select students to read and chunk the underlined words. *An/ger; il/le/gal.*
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-30.
Accept reasonable alternate answers as correct.

SKILL PRACTICE

Write the words in your journal. Then chunk each word by drawing a paddle between the word parts.

1. extra *ex / tra*
2. carrot *car / rot*
3. merchant *mer / chant*
4. apply *ap / ply*

BUILDING MEANING

banned	preserved	power	awful
coasts	major	experts	pairs

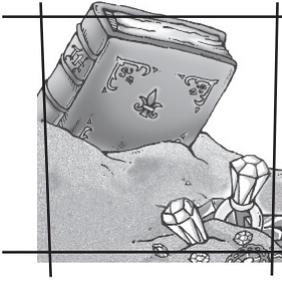
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
100 points = *The sentence uses the word correctly and includes details to create a mind movie.*
90 points = *The sentence uses the word correctly and includes one detail.*
80 points = *The sentence uses the word correctly.*
6. Choose the word that best completes the sentence.
A major part of learning to play baseball is always keeping your eye on the ball.

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



DAY 5

ACTIVE INSTRUCTION

Timing Goal: 20 minutes

Rate Vocabulary Words

- Have students rerate the vocabulary words individually as they arrive for class.
 - + Think they know the word
 - ? Not sure if they know the word

Team Cooperation and Achievement Goal

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

Set the Stage

- Tell students that their reading test today includes comprehension questions, vocabulary, and Word Power items.
- Remind students that their scores on this test will contribute to their team scores.
- Use **Random Reporter** to review these elements with the class.
- Introduce the passage students will read for their test. Tell what it is about, but do not give additional information or details.



Today you will read about the endangered species list. This list was made after the Endangered Species Act was passed in 1973.

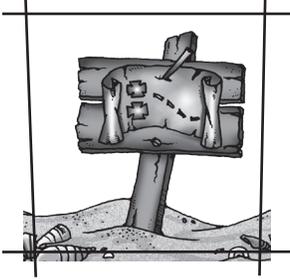
Vocabulary TP

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

Prepare Students for the Test

- Distribute the test, and preview it with students without providing information about the answers. Point out that question #2 asks about clarifying.

- Ask students to underline key words or phrases in question #2.
- Make sure students understand that the test is independent work and that they should continue to use their strategies with sticky notes as they read without their partners' assistance.
- Tell students to add any relevant ideas from this reading to their graphic organizers and to do so without assistance.
- Remind students that they have 40 minutes for the test.

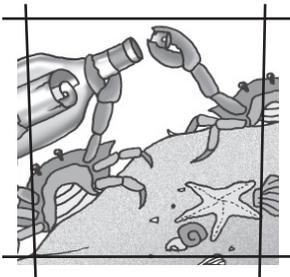


TEST

Timing Goal: 40 minutes

Suggested timing:
 Reading/comprehension
 questions: 30 minutes
 Vocabulary/Word Power:
 10 minutes

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



TEAMWORK

Timing Goal: 30 minutes

Teacher procedures for
 Teamwork vary with
 strategy instruction.

- Team Discussion TP**
- Students discuss independent strategy use and answers to the test. **SR**

After the Test	
INDEPENDENT STRATEGY USE	<ul style="list-style-type: none"> • How did you resolve a sticky note? • Describe your strategy use with the team.
SKILL-QUESTION DISCUSSION	<ul style="list-style-type: none"> • Discuss the skill question in teams. • Say the question in your own words, and tell what key words or phrases you underlined. • Read your answer to your team. • Think about what you like about your answer and what you could have said differently. • Use your colored pen to add comments to your answer.

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



Class Discussion **TP**

- Collect the test answers.
- Use **Random Reporter** to have students share a word or phrase that needed clarification.
- Award team celebration points.
- Use **Random Reporter** to review assessment answers as time permits.
- Award team celebration points.
- Have students share with their teammates which vocabulary words they found in the text and on what page. Use **Random Reporter** to select a few students to share with the class.

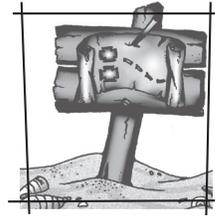


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills students need. If necessary, add or modify questions on the next student test to address a particular skill, quality of expression, or question format.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



TEST

Test Passage

Read the test passage, and complete a graphic organizer. Then reread the passage, and add more ideas to your organizer.

The Endangered Species List

People living in the United States wanted to help animals. They got the government to pass a law. This helped scientists make a list of animals in trouble. These animals get special help. People cannot hunt these animals. They cannot hurt the homes of the animals. There are more than 500 animals from the United States on the list.

Scientists make programs to help these animals live. They make sure the animals have good food. They make sure their homes are safe. Animals can get off the list. When this happens, it means they are in good shape. They are safe from disappearing. Then we can help the next animal on the list.

Source: www.fws.gov

Comprehension Questions

Answers may vary.
Accept reasonable responses.

Use your graphic organizer to answer the following questions. The score for comprehension questions equals 90 points. The graphic organizer is worth 10 points. The total possible score equals 100 points.

30 points

1. What is the topic of this text? |MI • AP|
 - a. making animal homes safe
 - b. helping the next animal in danger
 - c. *the endangered species list*
 - d. how to pass laws to help animals

What is the intent of the author in writing about this topic? How do you know? (Team Talk rubric)

30 points = *The intent of the author is to inform me about the endangered species list. I know the because the author tells me what happens to animals on the list. The author explains how they are helped. I learn how animals get removed from the list.*

25 points = *The intent of the author is to inform me about the endangered species list. I know the because the author tells me what happens to animals on the list.*

20 points = *To inform about the endangered species list. The author tells what happens to animals on the list.*

30 points

2. The passage says that when an animal is removed from the list, it means it is in “good shape.” What does this mean? How did you figure this out? **(Write-On)**
|CL| (Team Talk rubric)
- 30 points = *When the passage says that the animals are in “good shape,” it means that the animals are doing well. I figured this out by rereading the passage. It says the animals are not in danger of disappearing. This means that they aren’t in trouble anymore. If the animals aren’t in trouble, they must be doing well.*
- 25 points = *When the passage says that the animals are in “good shape,” it means that the animals are doing well. I figured this out by rereading the passage.*
- 20 points = *The animals are doing well. I reread.*

30 points

3. Use information from your graphic organizer to write a summary of the passage.
|SU| (Summarizing rubric)
- 30 points** = *Restates the main ideas and gives important details that support them.*
- 25 points** = *Restates the main ideas.*
- 20 points** = *Restates some important ideas but includes less important details.*

Word Power

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

5 points each

Accept reasonable alternate responses as correct.

Skill Questions

Write the words. Then chunk each word by drawing a paddle between the word parts.

1. tender *ten / der*
2. object *ob / ject*
3. ostrich *os / trich*
4. upset *up / set*

10 points each

Building Meaning

banned	preserved	power	awful
coasts	major	experts	pairs

5. Write a meaningful sentence for the word *coasts*.
- 10 points** = *Uses the word correctly and includes details to create a mind movie.*
- 5 points** = *Uses the word correctly and includes one detail in the sentence.*
- 1 point** = *Uses the word correctly.*

6. Alexi was banned from bringing animals to show and tell after he brought in his pet snake and scared all the girls.

7. Cornelia felt awful after she knocked over the city her brother made with building blocks. *Awful* means—
 - a. *terrible.*
 - b. *wonderful.*
 - c. *amazing.*
 - d. *content.*

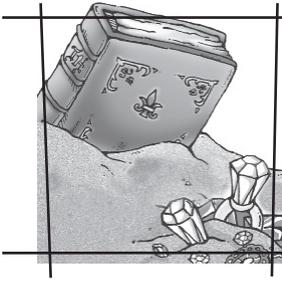
8. Vickie knew that eating a pasta dinner and salad would power her legs for the race the next day.

9. Listening to your voice and correcting notes is a major part of singing well. *Major* means—
 - a. *minor.*
 - b. *least important.*
 - c. *very important.*
 - d. *little.*

10. Lamont owns three pairs of shoes, but the blue ones are his favorite, and he wears them every day.

11. Jodie preserved his crop of tomatoes by putting netting around the plants so the deer couldn't eat them. *Preserved* means—
 - a. *exposed.*
 - b. *protected.*
 - c. *lost.*
 - d. *sold.*

12. Leading dental experts believe that people should brush their teeth twice a day.



DAY 6

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

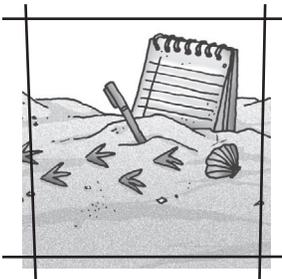
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
 - Teach or model this student routine as necessary.

Two-Minute Edit

1. Read the sentence with your team.
2. Work together to find errors.
3. Use team consensus to decide how the errors can be corrected.
4. Make sure every team member is prepared to orally correct errors for **Random Reporter**.



- Use **Random Reporter** to check corrections.



ADVENTURES IN WRITING

Timing Goal: 85 minutes

Suggested timing:

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes



- Introduce the activity.

Today you will write a letter to a friend or family member, persuading him or her to help you support protecting one of the endangered animals from the text *Animals in Trouble: Endangered Species and How to Help Them*.

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

Student Edition, page S-30.

WRITING PROMPT	
<p>Choose one of the animals you learned about in <i>Animals in Trouble: Endangered Species and How to Help Them</i>, and write a letter to a friend or family member about this animal. You want to persuade your friend or family member that it is important to protect this animal. Provide three reasons you think this animal should be protected. Remember to include all the parts of a letter (a date, a greeting, the body, a closing, and a signature).</p>	

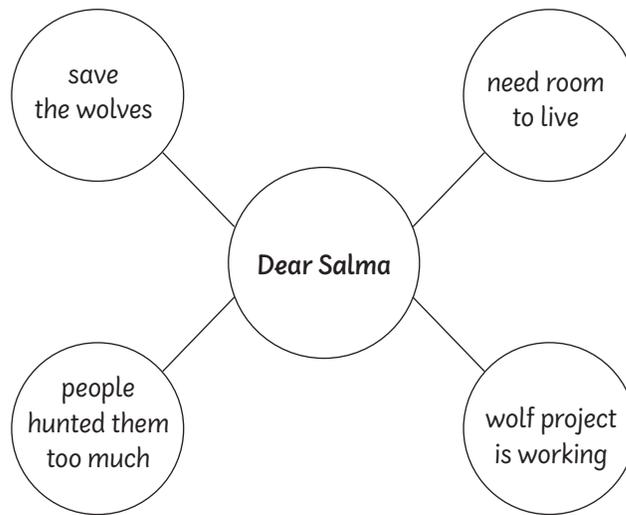
Student Edition Writing Guide contains no point values.

WRITING GUIDE		
IDEAS	<ul style="list-style-type: none"> Clearly introduces ideas, a topic, or a story and supports it with details. 	30 points
ORGANIZATION	<ul style="list-style-type: none"> Has a clear beginning that introduces the topic or story. The middle has details that support the topic or moves the story forward. Ends with a closing statement or solution. 	30 points
STYLE	<ul style="list-style-type: none"> Uses words, phrases, quotes, or dialogue to support their writing or help the reader make a mind movie. 	30 points
MECHANICS	<ul style="list-style-type: none"> Uses correct punctuation, capitalization, spelling, and grammar. 	10 points

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

Before we begin writing, it’s very important that we plan what we are going to write. That way, our thoughts and ideas will be organized when we write them down. The best way to plan for writing is to use a graphic organizer. Today we will use a web. This will help us put our thoughts in the right order as we write our letters.

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

Sample Graphic Organizer**Drafting**

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

Team Discussion**Sharing, Responding, and Revising**

- Tell students that they will work with partners to improve their writing. They will share and respond to provide feedback for each other's drafts.
- Using the chart in the student routines, explain and model, or review, if necessary, how to share and respond with partners. **SR**

Sharing

- Read your writing once to yourself, and then read it aloud with expression to your partner.
- When your partner responds, write suggestions that they make for improving your writing.

Responding

- Listen carefully with your writing guide in front of you as your partner reads their draft.
- When your partner has finished reading, tell what you liked about the writing.
- Then use the writing guide to give the author suggestions for how to make the writing better.

- Ask students to share and respond with their partners.
- Using the chart in the student routines, review how to make revisions. **SR**

Revising

- Look at the suggestions you wrote when your partner responded to your writing.
- Decide which changes you want to make to your draft.
- Draw arrows to show where the new ideas belong in your work.

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

Editing

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

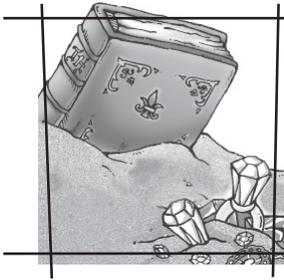
Class Discussion TP

- 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 writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. For example, ask:
 - Does the writer introduce the topic/story clearly?
 - Does the writer include details to help readers understand the information/story?
 - Does the writer end with a closing statement/solve the story problem?
 - Does the writer use language and details to help readers make a mind movie?
- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?



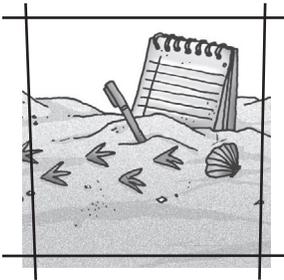
DAY 7

ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number of errors that students should find. **SR**
 - Teach or model this student routine as necessary.
- Use **Random Reporter** to check corrections.



ADVENTURES IN WRITING

Timing Goal: 25 minutes

Rewriting

- Tell students that they will rewrite their drafts to include their revisions and edits from the previous day.
 - Ask students to begin rewriting, and assist them as needed.
 - When they are finished, have students read over their writing and then read it aloud to their partners as a final check.
 - After students have rewritten their work, have them address envelopes, or learn how an envelope should be addressed.
- Once your letter is written, you might want to send it to your friend or family member. You cannot do this without a properly addressed envelope. The post office needs to know where to send the letter!**
- Display the following sample envelope for students.



- Use **Team Huddle** to have students correct mistakes on the envelope. Use **Random Reporter** to select students to share. *The name of the sender's street is not complete. The recipient's last name is not on the envelope. There is no state on the envelope.*
- Celebrate by asking one or two volunteers to share their work with the class.
- Collect and score the completed writing activities.



BOOK CLUB

Timing Goal: 40 minutes

- Have students get out their reading selections and Read and Respond forms.

Team Discussion

- Tell students that they will discuss their reactions to their reading selections with their teammates using the Read and Respond questions as a guide.

READ AND RESPOND QUESTIONS

- Is your book literature or informational? Summarize what you read.
 - Why did you choose this book? How did it make you feel while reading it?
 - What is something you liked about the book? Would you recommend it to others?
- 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.

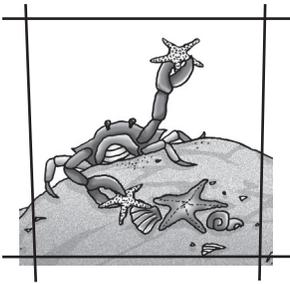
Class Discussion



- Use **Random Reporter** to select a student to briefly share about their book.
- Award team celebration points.

Book Presentation

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



SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

Add Super, Great, or Good Team designations to the poster.

Success Review and Keeping Score

- Hand out team score sheets and team certificates to each team.
- Point to the Team Celebration Points poster, and celebrate super teams from the cycle.
- Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams.
- Have one student from each team write the team achievement goal on the team score sheet. Note each team's achievement goal on the teacher cycle record form.
- If needed, explain the challenge scores using the rubrics on the team folders.
- Students will brainstorm and make notes of the actions they will take to help their team meet the goal on the back of their team score sheet.

Team Cooperation Goal

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

TEAM CELEBRATION POINTS

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

- How many points did you earn today?
- How well did you use the team cooperation goal and behavior?
- What did you do to work toward your achievement goal?

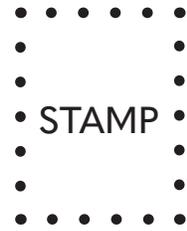
Chapter 6: Birds

Penguins

There are two types of penguins near the South Pole: the smaller Adelie penguin and the larger emperor penguin. Both penguins live in rookeries, or the places where flocks of penguins gather. The Adelie penguin is small and meek. The emperor penguin is strong and brave. It also has a black and white coat. Some think the emperor penguin looks like an emperor. In fact, that's how the emperor penguin got its name.

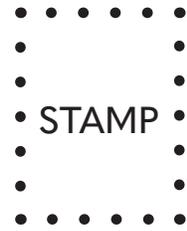


Sender's Full Name
Street Address
City, State and Zip Code



Recipient's Full Name
Street Address
City, State and Zip Code

Lenny Goldman
456 Red Robin
Georgetown, DE 98754



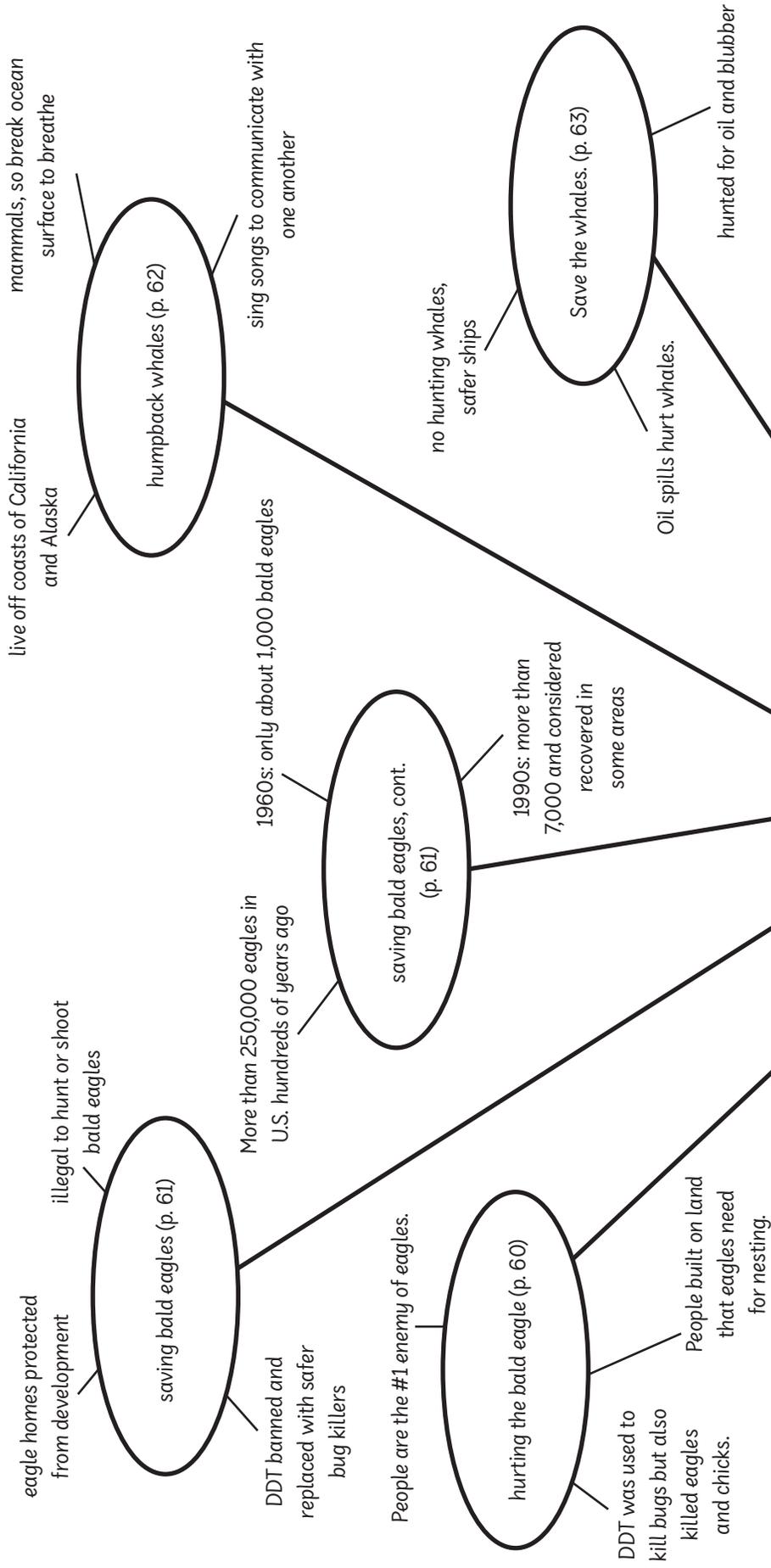
Uncle Paul
123 Maple Street
Middletown, 98754

Animals in Trouble: Endangered Species and How to Help Them (cycle 2)

Title:



Idea Tree

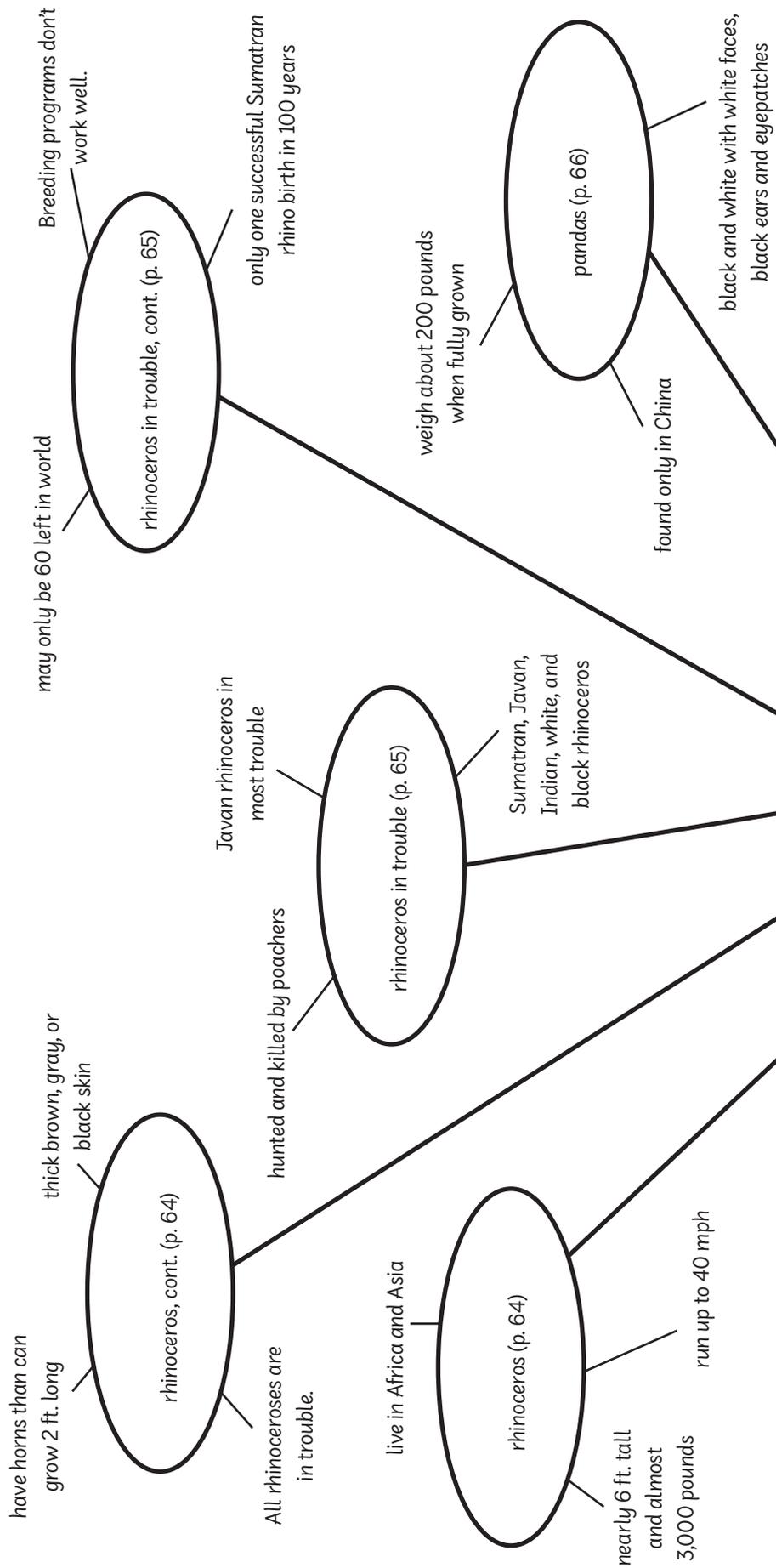




Animals in Trouble: Endangered Species and How to Help Them, cont'd (cycle 2)

Title:

Idea Tree



Topic:
Endangered Species

College and Career Readiness Standards

The following College and Career Readiness Standards are addressed in this unit. Full program alignments can be found in the Reading Wings section of the SFAF Online Resources. Contact your SFAF coach for more information.

LEVEL 3 / *Animals in Trouble: Endangered Species and How to Help Them*

Reading: *Foundational Skills*

Phonics and Word Recognition

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

Writing

Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Language

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.