



# Clarifying

**Level 6**

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***

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# Clarifying Sticky Situations with the Strategy Spies

## Summary

The Chocolate Underground team has something the Techno-Geeks team needs: clarifying strategies. The Techno-Geeks devise a high-tech solution. They send their teammates Kate and Fred to spy on the Chocolate Underground and take notes about the way they clarify words, sentences, and passages. Will the Techno-Geeks' plan work? Can Kate and Fred successfully learn how to clarify? Your students will have fun finding out and practicing clarifying too!

## Instructional Objectives

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

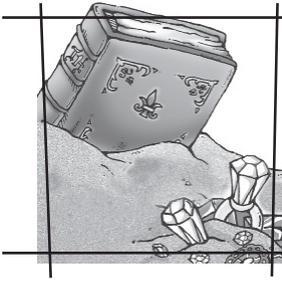
### Teacher's Note:

- 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 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" (6 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 are reading a book about spies and the high-tech equipment that they use. The students will come across some tricky words that they can't pronounce. What do you think would happen if they just skipped over these words and kept reading? Think about it.** Give students a minute to think. **Now tell your partner what you think would happen.** Give students a minute to pair. **OK. Now I'll choose a few students to answer.** Randomly select a number, or use the spinner to select a number. **Number**

**Xs, get ready to tell me what you and your partners shared.** *They won't understand what they're reading.*

- Use **Think-Pair-Share** to have students tell what they do when they can't pronounce a word. Randomly select a few students to share.

**What do you do when you are reading and you come to a word you can't pronounce? Think about it.** Give students a minute to think. **Now tell your partner.** Give students a minute to pair. *We stop and try to figure it out.* **But what do you do if you can't figure out the word on your own? Think about that question.** Give students a minute to think. **Now tell your partner.** Give students a minute to pair. *I should put a sticky note on the word and ask my partner for help with strategies.*

- Introduce the video.

**Today we're going to meet the Chocolate Underground team and two members of the Techno-Geeks team, Kate and Fred. They're all going to come across some words they can't pronounce in the book they're reading, *Spy Cameras*. I wonder if they'll use the Clarifying Strategy Card to find strategies that they can use to figure out the words. Will they ask their partners for help? Let's find out!**



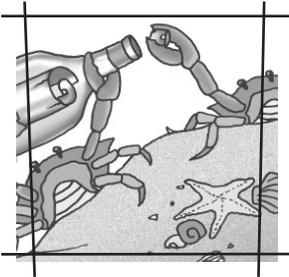
- Ask students to take out their Clarifying Strategy Cards from their team folders.
- **Play** “Part 1: Word Pronunciation Strategies” (12 minutes). During the last segment of part 1, students will be asked to help Kate and Fred clarify two words.
- Model clarifying the first word with student help and telling which strategy you used if necessary.

**Kate's having trouble saying a word. Let me see how I would clarify this word.** Begin reading the sentence. Use base word plus ending to say *concealed*. **The spy camera was *con-kea-led*. This is a tough word. Let's look at our Clarifying Strategy Card. 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 “find a base word.” I do think I see a base word and an ending, or suffix, in this word. *Conceal* plus *-ed*. *Concealed*. *Concealed!* Let me reread the sentence to see if I'm right. “The spy camera was concealed inside an umbrella.” That makes sense. I figured out the word by finding a base word plus ending. Now let's watch to see which strategy Kate uses.**

- Push play to continue watching the video.
- Ask students to clarify the remaining word in teams. Tell them to use their Clarifying Strategy Card as they discuss the word. Prompt them in their discussions as necessary.
- Use **Think-Pair-Share** to have students clarify the word and tell which strategies they used. Randomly select a few students to share.
- Model clarifying any unresolved words.
- After students clarify the word, play the video to see which strategies Kate and Fred used to clarify the word.



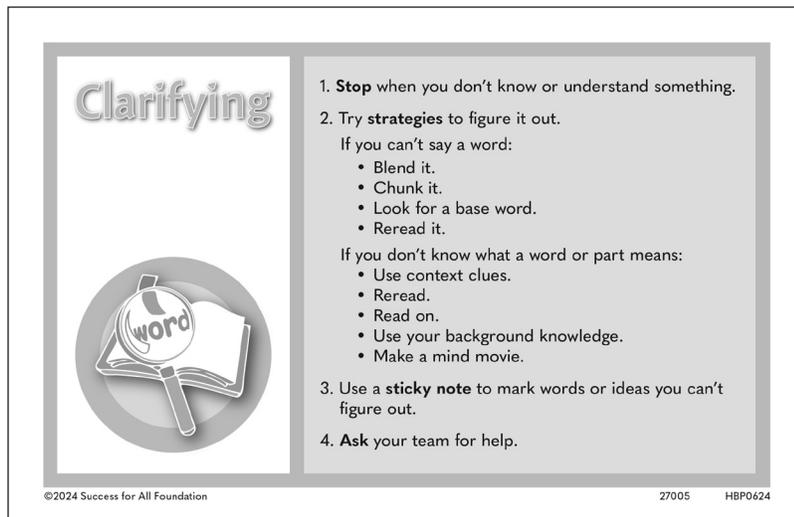
- Emphasize that different strategies can be used to clarify the same word.
- Use **Team Huddle** to have teams discuss why they need to fix sticky situations. Use **Random Reporter** to select a few students to share. *You need to fix sticky situations to understand the reading.*
- Use **Team Huddle** to have teams discuss what the Chocolate Underground team did when they came across a word they couldn't pronounce. Use **Random Reporter** to select students to share. *They stopped reading and used their clarifying strategy cards to find strategies to figure out the word. They reread the sentence to check their thinking. If a teammate couldn't figure out the word, they put a sticky note on it and asked their partner or teammates for help.*
- Use **Team Huddle** to have teams discuss which strategies the Chocolate Underground used to help them pronounce a word. Use **Random Reporter** to select students to share. *Sound blending, chunking, looking for a familiar base word, rereading, and using a dictionary.*
- Use **Team Huddle** to have teams discuss why the Chocolate Underground used different strategies. Use **Random Reporter** to select students to share. *They tried different strategies because the same strategy doesn't always work with every word. Sometimes you may need to use more than one strategy.*
- 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



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

**Kate and Fred want to see if you are good strategy spies, too, so they have a challenge for you. Read it along with me.**

- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-1.

Hi!

Can you and your partner help us figure out how to say the underlined words in the sentences below? You're lucky you have strategy cards to help you. Wish we did! Don't forget to reread the sentences to check your thinking.

The Techno-Geeks,  
Kate and Fred

- 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. Another word for spying is espionage.
2. The spies used an ingenious method of hiding their camera. They painted it green and hid it in a plant!
3. Some spy cameras are as small as a shirt button. Their size makes them inconspicuous.

- 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 the Strategy Spies' 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.

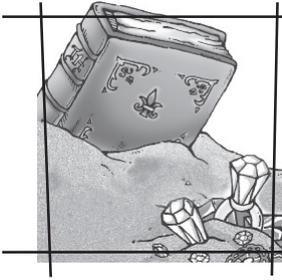
**OK, Number X. Tell me how your team clarified sentence 1.** Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Javier. Kate and Fred challenged us to clarify how to say the underlined word in sentence 1. Can you say the word?** Allow time 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 and 3. 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.

**Kate and Fred are learning a lot of great clarifying strategies by spying on the Chocolate Underground team. Of course if they paid attention in class and remembered their strategy cards, they wouldn't have to spy at all! You helped Kate and Fred clarify words that are very hard to pronounce. You're doing a great job using word-pronunciation strategies!**

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"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>



## 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" (5 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.

**Remember that we're practicing clarifying during this cycle. Today we're going to stop when we don't know the meaning of a word and use clarifying strategies to figure it out.**

## Using the Targeted Strategy

### Introduction and Definition

- Use **Think-Pair-Share** to have students think about what they do when they don't know the meaning of a word.

**The Chocolate Underground did a good job figuring out how to pronounce the tricky words that they had read in the book *Spy Cameras*. Good thing they paid attention in reading class! Too bad the Techno-Geeks didn't! What should both teams do if they figure out how to pronounce a word, but they don't know what it means? What do you do when that happens? Think about it.** Allow students time to think. **Now pair with your partner and tell what you do.** Allow students time to talk to their partner. Randomly select students to share their answers. *They should stop and clarify the meaning of the word; use the strategies on the back of the Clarifying Strategy Card; look it up in a dictionary; or reread to check their thinking.*

- Introduce the video.

**Yesterday we met the Chocolate Underground. Let's find out today if they know to stop when they don't know what a word means and use the strategies on their Clarifying Strategy Card to figure it out. If they don't, I'm afraid they'll have a hard time learning about spy cameras!**



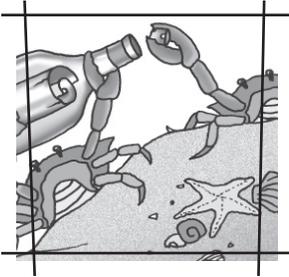
- **Play** "Part 2: Word Meaning Strategies" (6 minutes). During the last segment of part 2, students will be asked to help Fred and Kate figure out the meaning of two words.
- Model clarifying the first word with a student partner if necessary. Choose a student partner randomly.

**I wonder what *develop* means. Can you help me figure it out? What strategies do you think I can use to clarify this word?** Allow your student partner time to answer. Prompt him or her to name different strategies that you could use. **You're right. I think I can use context clues to figure out this word. The sentence says that spies could develop pictures in full daylight using a special box. I remember that if you take pictures with a camera that uses film, the film can't be in light after you take the pictures or the pictures will get ruined. Photographers make their film into pictures in special rooms with a blacklight. So, the spies must make their pictures in a special box when they are in the daylight. Develop means make. What do you think?** Allow your student partner time to answer. **Let's watch to see if Fred and Kate figure out the word and what strategies they use.**

- Push play to continue watching the video.
- Use **Think-Pair-Share** to have students clarify the remaining word with their partners. Tell them to use the Clarifying Strategy Card as they discuss the word. Prompt them in their discussions as necessary. Randomly select a few students to share.
- Ask students to share the word they clarified, which strategies they used, and how their partners helped them.
- Play the video after students clarify the next word to see which strategies Kate and Fred used to clarify the word.



- Use **Team Huddle** to have students discuss when a dictionary gives more than one definition for a word, how they know which definition is right. Use **Random Reporter** to select students to share. *If there are multiple definitions, I pick the definition that makes sense in the sentence and check my thinking by substituting the definition in the sentence for the word that I'm stuck on.*
- Use **Team Huddle** to have students discuss how the Chocolate Underground figured out the meaning of *light meter*. Use **Random Reporter** to select students to share. *The team read on and found information that helped them to define the phrase "light meter."*
- Use **Team Huddle** to have students discuss what the word *magnify* means in the following sentence: "The telescopic lens could magnify people or things from as far as 500 feet away so the spies could study the details." Use **Random Reporter** to select students to share. *Responses will vary.*
- Award team celebration points.



## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion

- Review the Clarifying Strategy Card, as necessary, to prepare students for the Strategy Spies' Challenge.
- Introduce the Strategy Spies' Challenge.  
**Kate and Fred have another challenge for you. Read it with me.**
- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-2.

Hi!

We're really getting into the spy game. We found some very cool information about spies in another book, but we're stuck on the meaning of a few words. Could you and your partner help us out? Take turns reading the sentences below. What do the underlined words mean? What strategies did you use to figure them out?

Thanks!  
Kate and Fred

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

Student Edition, page S-2.

Years ago, before there were computers and other high-tech equipment, spies sent messages in invisible ink. That way, their messages went undetected. Using a toothpick as a pen and lemon juice as ink, a spy could include a secret message in a regular letter. The spy's message was invisible until the letter was subjected to heat. The heat turned the lemon juice brown and revealed the clandestine message. Try it yourself!

It seems that spying has been going on for a very long time. More than 2,000 years ago, the Roman Emperor Julius Caesar invented a code for transmitting secret messages. Caesar's code shifted the alphabet three places to create a new alphabet for covert messages. Using Caesar's alphabet, see if you can decipher the message:

**Message:**

VLR XOB X DLLA PMV! (*You are a good spy!*)

**Standard alphabet:**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**Caesar's alphabet:**

X Y Z A B C D E F G H I J K L M N O P Q R S T U V W

- 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 the Strategy Spies' 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 the Strategy Spies' Challenge.** Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Tyson. 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.



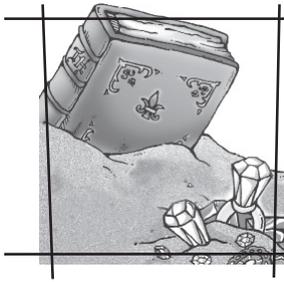
- Use **Random Reporter** to review the rest of the words students clarified. Prompt responses by referencing the Strategy Use rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual strategy-use points on the teacher cycle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

**Looks like the Chocolate Underground team does know that they should clarify the meaning of words that have them stuck. They looked at the back of their strategy cards for strategies they could use to figure out the words. If they hadn't, they would have missed a lot of information. Thanks to those spies, Kate and Fred, the Techno-Geeks will know how to clarify word meanings too. But wouldn't it have been a lot easier if they'd had the strategy cards? You did a great job clarifying the meanings of some tricky words. Some of you used the same strategies as Kate and Fred, and some of you used different strategies. Some of you may have used more than one strategy. But what should you do if you can't figure out the word on your own? Wait for students' responses. Right! Ask your partner or teammates for help.**

### 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" (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 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.

**Remember that we're clarifying during this cycle. Today you're going to learn how to stop when you don't understand sentences and use clarifying strategies to figure them out.**

## Using the Targeted Strategy

### Introduction and Definition

- Use **Think-Pair-Share** to have students think about how to figure out the meaning of a sentence or paragraph.

**Sometimes when I read, I come across a sentence or two—or even a whole paragraph—that I don’t understand. I just don’t get the author’s meaning. Has that happened to you too? Wait for students’ responses. What strategies should or could we use to try to figure out what the sentence or paragraph means?**

**Think. Now pair with your partner and share your ideas.** Allow students time to talk. Randomly select a student to share with the class. *We should clarify any unfamiliar words first, and then we should reread the sentences we don’t understand. We could read on or look for context clues, make a mind movie, and use background knowledge to clarify sentences, and we should always reread to check our thinking.*

- Introduce the video.

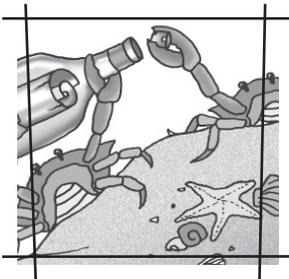
**The Chocolate Underground is going to have the same problem we’ve had. They’re going to get stuck on the meaning of a whole sentence—even though they think they know all the words. Let’s see how they get themselves unstuck.**



- **Play** “Part 3: Sentence/Paragraph Clarifying Strategies” (5 minutes). During the last segment, students will be asked to help Kate and Fred clarify a sentence.
- Have students work with partners to clarify the sentence.
- Have several partners share which strategies they tried and if they were successful.
- Play the video to find out which strategies Kate and Fred used.



- Use **Team Huddle** to have students discuss what the Chocolate Underground figured out about the strategies for clarifying the meaning of a sentence or paragraph. Use **Random Reporter** to select students to share. *That the strategies are the same ones used to clarify word meaning.*
- Use **Team Huddle** to have students discuss how the Chocolate Underground figured out what it means to bug the president’s office. Use **Random Reporter** to select students to share. *The team reread and found another meaning for bug, substituted it in the sentence, and reread the sentence to check their thinking.*
- Award team celebration points.



## TEAMWORK

Timing Goal: 35 minutes

### Team Discussion

- Review the Clarifying Strategy Card, as necessary, to prepare students for the Strategy Spies’ Challenge.

- Introduce the Strategy Spies' Challenge.

**Kate and Fred have one last challenge for us. Let's show them how well you can clarify sticky sentences and paragraphs. Read the challenge with me.**

- Read the Strategy Spies' Challenge aloud.

Student Edition, page S-3.

Hi!

Looks like we all have the word, sentence, and paragraph clarifying strategies now. What a relief—no more skipping over words or sentences in reading class or whenever we read. So cool! Why don't you and your partner put your clarifying skills to the test. Take turns reading the sentences below. Then retell them in your own words, or explain what the sentences mean to show that you understand them. You might have to clarify some of the words so you can figure out the sentences.

Good luck!

Kate and Fred

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

Student Edition, page S-3.

1. The U-2 spy plane can fly up to thirteen miles above the earth and requires a high-resolution camera to photograph images.
2. Years ago, spies used invisible ink to send secret messages. Now they can imbed those messages in e-mails or other data transmitted over the Internet. Of course, they still need to use a code.
3. The spy took a photograph of a train in a tunnel, but the image was dark and hard to see.

- 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.
- Have teammates tell what each sentence means in their own words.
- 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 the Strategy Spies' Challenge.
- Point out the clarifying 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 the Strategy Spies' Challenge.** Allow one student time to respond. Prompt his or her answer using the clarifying rubric. An example follows. **OK, Luca. 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.



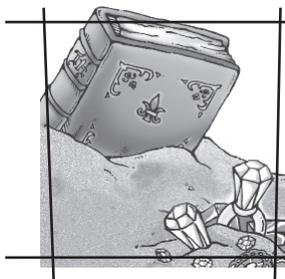
- Use **Random Reporter** to have students share more words they clarified as a team and to tell what each sentence means. Prompt responses by referencing the clarifying rubric.
- Award team celebration points for responses that fit the 100-point criteria on the Strategy Use rubric.
- Record individual 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.

**The Chocolate Underground figured out that they could use the same strategies for figuring out the meanings of sentences and paragraphs that they used for figuring out the meanings of words. And the strategies are right on the strategy card! So now we know the strategies to use for clarifying word pronunciation, word meaning, and sentence or paragraph meaning. Even the Techno-Geeks have the strategies. They just had to work a lot harder to get them! Do you think the Techno-Geeks will pay better attention in reading class from now on? 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.

- 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" (4 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.

**Today we are going to read a passage called *Manhattan*. As we read, we are going to stop when we don't understand a word or sentence. We're also going to use clarifying strategies to fix the problem.**

### Using the Targeted Strategy

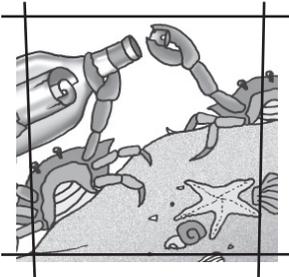
#### Introduction and Definition

- 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

### Partner Reading

- Direct students to their student reading, *Manhattan*, 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 *Manhattan* with a student partner.
- Read aloud the first paragraph of *Manhattan*, stopping to clarify and asking your partner for help.

**I think this paragraph talks mostly about Manhattan being the biggest borough in New York City and how it is divided.** Turn to your student partner. **Do you agree? Do you have anything to add?**

- 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**

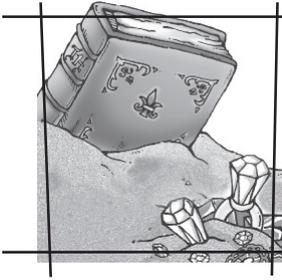
- Introduce the strategy-use discussion by telling students that they will talk about things they clarified during Partner Reading and Team Discussion.
- Point out the Strategy Use rubric on the team folder. Review the rubric by explaining the different responses. Remind students they will earn team 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 his or her answer using the clarifying rubric. An example follows. **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"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>



## 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

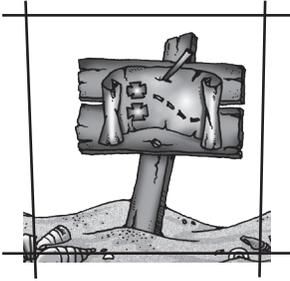
- Tell students that their reading test today includes questions about clarifying.
- Tell students that their scores on this test will contribute to their team scores.
- Introduce the passage that students will read for their test. Tell what it is about, but do not give additional information or details.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

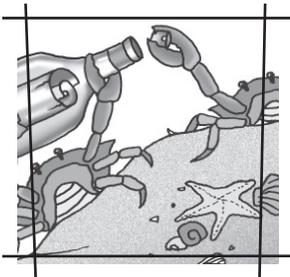


## TEST

Timing Goal: 20 minutes

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- 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

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### 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 #8. 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" (2 minutes).
- Use **Random Reporter** to have students tell how they know their team celebration score.
- Award team celebration points.

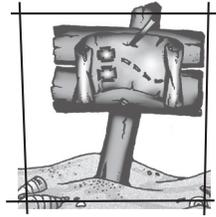
### TEAM CELEBRATION POINTS

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.

- 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

### Comprehension Questions

Answers may vary.  
Accept reasonable  
responses.

Read *Central Park* on page 2 of A Collection of Readings, and answer the following questions. The total score for comprehension questions equals 100 points.

10 points

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

10 points

2. When you chunk a word to pronounce it, you— |CL|
- skip over the word.
  - ask your partner to pronounce it.
  - break the word into parts.
  - put a check on the sticky note.

10 points

3. “Two men named Frederick Law Olmsted and Calvert Vaux designed the park in 1858.”  
The word *designed* means—
- thought of.
  - closed.
  - visited.
  - planned*.

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

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

10 points

4. “But, it’s had mostly good times since the Central Park Conservancy was started in 1980.” *Conservancy* means—
- a park that has a restaurant.
  - an organization that plans.
  - a place that keeps animals.
  - an organization that preserves*.

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

- 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 6 / *Clarifying Sticky Situations with the Strategy Spies***

**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 6 reading and content, choosing flexibly from a range of strategies.

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## LITERATURE (7 DAY)

# Anthony Johnson Leaves the Arcade

Written by Andy Wolinsky

Illustration by Nicole Tadgell

*The Savvy Reader—Clarifying, A Collection of Readings*, pages 3–25  
Success for All Foundation, 2011

## Summary

A new video arcade has come to town. Anthony and his friend Javon are pretty excited about it. But are video games really all they're cracked up to be? Are they worth the money and time they take to play?

## Instructional Objectives

		READING	WRITING
CYCLE 1	<b>Clarifying (CL)</b>		<b>Write a persuasive speech.</b>
		Students will learn how to recognize when they don't understand a word pronunciation or meaning. They will use clarifying strategies to attempt to figure out the unknown words or mark the words with sticky notes and ask their teammates for help.	Students will write a persuasive speech from the point of view of Anthony or Javon about the value of playing video games at the arcade.

*(continued on next page)*

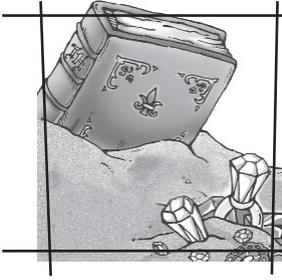
	READING	WORD POWER	WRITING
<b>CYCLE 2</b>	<b>Clarifying (CL)</b>	<b>Compound Words</b>	<b>Write a new story ending.</b>
	Students will learn and practice how to clarify more than just words by using fix it strategies, marking the confusing word or part with sticky notes, and seeking assistance from teammates. They will explain their use of the teamwork process to figure out unclear ideas in sentence, paragraphs, and larger parts of the passage.	Students will pronounce and determine the meaning of compound words by separating each word and thinking about their meanings.	Students will write a new story ending in the form of chapter 19 of <i>Anthony Johnson Leaves the Arcade</i> . Students will tell what happens after the softball game.

# Cycle 1

## Instructional Objectives

		READING	WRITING
<b>CYCLE 1</b>	<b>Clarifying (CL)</b>		<b>Write a persuasive speech.</b>
	Students will learn how to recognize when they don't understand a word pronunciation or meaning. They will use clarifying strategies to attempt to figure out the unknown words or mark the words with sticky notes and ask their teammates for help.		Students will write a persuasive speech from the point of view of Anthony or Javon about the value of playing video games at the arcade.





## 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

Would you rather play video games in an arcade or at home? Why?



- 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" (3 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.

**For the next two cycles, we will read *Anthony Johnson Leaves the Arcade* by Andy Wolinsky. 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 what kinds of games they might expect to find in an arcade. Tell students to think about what attracts people to arcades. Use **Random Reporter** to select students to share responses.
  - Point out to students that many video game systems today simulate playing sports very well. Use **Think-Pair-Share** to have students discuss whether they think it would be more fun to play sports in a video game or outside with other people. Randomly select a few students to share responses.
  - Use **Team Huddle** to have students think about the advantages and disadvantages of playing sports outside with friends or inside on a video game system. Tell students to think about the supplies, equipment, cost, or safety involved in either situation. 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.
- 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	
<b>SAY</b>	Say the word.	<b>AGREE</b>	Agree if your partner is correct.
<b>TELL</b>	Tell what it means.		
<b>USE</b>	Use it in a sentence.	<b>ADD</b>	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"> <li>• Find a vocabulary word in your reading.</li> <li>• Write the word and the page number where you found it in your journal.</li> <li>• Share with your team during vocabulary practice or on test day.</li> </ul>

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

Student Edition, page S-5.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>amassed</b> page 6	base word + ending: amass + ed	stored up	The chipmunk <i>amassed</i> a huge pile of acorns to get him through the winter.
<b>permission</b> page 6	chunk: per-mis-sion	freedom to do something	You should get <i>permission</i> from your brother before you go into his room.
<b>technology</b> page 8	ch = /k/ chunk: tech-no-lo-gy	advances in science and machines	The Internet is one of the best parts of twentieth-century <i>technology</i> .

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>press</b> page 8	blend	magazines, newspapers, and other things people read for news; media	Some folks read the newspaper and other written <i>press</i> for news, but I prefer to watch television.
<b>intact</b> page 10	chunk: in-tact	in one piece	After Bill crashed his bike, he checked to make sure all of his bones were <i>intact</i> before he got up and rode away.
<b>awesome</b> page 10	chunk: awe-some	amazing, stunning	The <i>awesome</i> light show shocked us all into silence.
<b>jovial</b> page 12	chunk: jo-vi-al	happy, easy to get along with	Charlie was so <i>jovial</i> that he had friends all over the place.
<b>indignation</b> page 12	chunk: in-dig-na-tion	anger	Joe felt a lot of <i>indignation</i> at the way he was mistreated by others.

### Using the Targeted Strategy

Introduction and Definition  
Blackline master provided.

- Display the following sentences to demonstrate clarifying.

#### Sentence 1

Dwayne was late for school because the chain on his cruper kept falling off when he pedaled fast.

#### Sentence 2

It was so torrid on Monday that you could fry an egg on the sidewalk.



- Use **Think-Pair-Share** to have students identify what the nonsense (underlined) word in sentence 1 means and how they figured out the meaning. Randomly select a few students to share.

**This word is made up.** Point to *cruper*. **Read the sentence, and try to figure out what the word means. Now tell your partners your ideas. What did you think the word means? A bicycle. How did you figure that out? What other words in the sentence helped you figure that out?**

- Use **Think-Pair-Share** to have students identify what the underlined word in sentence 2 means and how they figured out the meaning. Randomly select a few students to share.

**Here's a sentence with a real word that you may not know.** Point to *torrid*. **Read the sentence, and try to figure out what the underlined word means. Tell your**

partners your ideas. What does this word mean? *Hot, scorching*. How did you figure that out?

- 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 *Anthony Johnson Leaves the Arcade*.**

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

### Listening Comprehension

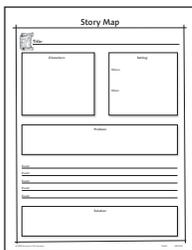
- Read page 5 of the text aloud, stopping to ask questions, clarify confusing words or ideas, or focus students' attention as necessary.



- 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 I read. I read, ". . . the noisy pedals squeaking in a desperate plea for grease." What does "a desperate plea" mean? I reread the paragraph to see if that would give me some clues, and I found out that the bike that Javon is riding is very old. I know that old things sometimes need a little repair. I thought about the word *plea*. It reminded me of the word *please*. When you ask for something, especially if it's something you really want, you might ask "please." I think these words are related. It sounds like the bike is asking for grease. It's old and needs some grease to help it run better. I reread the paragraph and thought about similar words to clarify the sentence.**

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:** Anthony Johnson, Javon Walker, Terrell Johnson

**Setting:** Where: Anthony's backyard

**Event:** Javon tells Anthony about the new arcade.

- Remind students that they will continue clarifying as they read *Anthony Johnson Leaves the Arcade* this cycle.

## Preview Team Talk

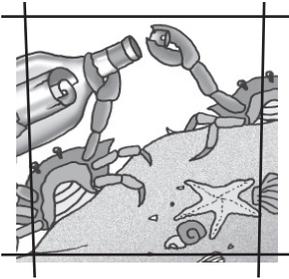
- Preview the Team Talk questions with the class.

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 does Anthony's dad think about Anthony taking all of his coins to the video arcade? |CE| (Team Talk rubric)
3. Which definition best fits the word *totaling* in the third paragraph? |CL|
  - a. dividing
  - b. subtracting
  - c. adding
  - d. following

Explain how you figured that out. (Team Talk rubric)



## TEAMWORK

Timing Goal: 35 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 *bananas*, *mango*, and *kumquats*.

Blackline master provided.

Sue went to the grocery store and picked out some long, yellow bananas. She also picked up a large, round mango to see if it was ripe. Then Sue saw some nice looking kumquats at the other end of the aisle. As she put the bright orange kumquats in her cart, Sue thought, "These will make a nice fruit salad."

- 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.

**Teacher (T):** ". . . some long, yellow, ba-ban-bana . . ." I don't know this word. I'm having trouble sounding it out, too, so I'll mark it with a sticky note. Carlos, can you help me with it?

**Student (S):** *It's bananas.*

**T:** **How did you know that?**

**S:** *I just knew it.*

**T:** **Good for you! Some words you'll know already. You can help your partner with those words. I'll put a check on my sticky note since Carlos clarified it for me.**

- Continue to read through the word *mango*. Read as if you are having difficulty sounding out this word. Ask the student to help you identify the word. An example follows.

**T:** **Man . . . mane . . . mane-goo. Let me put a sticky note next to this word. Carlos, what is this word? I don't know it, and I can't figure it out.**

**S:** *Let me try to chunk it. Man-go. Mango. I have heard that word before. It is a fruit.*

**T:** **Great. Let me put a check on my sticky note since you helped me clarify it.**

- Read through the rest of the paragraph. Ask the student if they can help you with the meaning of the word *kumquats*. An example follows.

**T:** **"As she put the bright orange kumquats in her cart . . ." I think that this word is *kumquats*, but I don't know what it means, so I'll mark it with a sticky note.**

**S:** *I've never heard that word before.*

**T:** **Since we can't clarify it, we'll leave it for 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 the Strategy Spies 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.

Students read and restate aloud.

- Tell students that they have 15 minutes for this activity. Have students read and restate:

page 6 (paragraphs 1–4) aloud with partners.

pages 6 (paragraphs 5–13) 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.

**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

### Team Discussion **TP**

- 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 (John), (Brian), and (Amelia), and it’s my turn to talk about clarifying. I’m going to use the word I struggled with earlier (kumquats). First I’ll read the passage again.**

- Display and read aloud the entire paragraph.
- Review the meaning of *kumquats* with your student team. Prompt the use of the Clarifying Strategy Card and the clarifying rubric. Use the example that follows if necessary.

**T:** I have an unchecked sticky note beside the word *kumquats*. I think that's how you say it, but I don't know what it is. Do you know what it is?

**S1:** No, I don't know that word. Maybe I've heard it before, but I don't know what it is.

**T:** Could we figure it out? Maybe if we read ahead?

**S2:** Yes! The last sentence says, "These will make a nice fruit salad." Therefore, Sue is making a fruit salad. We know that bananas and mangos are fruits. That must mean that kumquats are fruits too.

**T:** Good! So we can say the word—kumquat—and we know what it means: it's a kind of fruit. We can say that we know that because it makes sense in the paragraph. Those are our checks. We can say it, we know what it means, and we know how we know. So we have now clarified a word we didn't know at first. Good job, team.

- 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" (4 minutes).
- 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 their team, what it means, and what strategy the team used.*



Remind students to use the Strategy Use rubric.



- 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

- 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 Anthony's dad think about Anthony taking all of his coins to the video arcade? |CE| (Team Talk rubric)

**100 points** = *Anthony's dad thinks it's a bad idea for Anthony to take all of his coins to the video arcade. He doesn't want Anthony to spend all of his money.*

**90 points** = *Anthony's dad thinks it's a bad idea for Anthony to take all of his coins to the video arcade.*

**80 points** = *It's a bad idea.*

3. Which definition best fits the word *totaling* in the third paragraph? |CL|

- a. dividing
- b. subtracting
- c. *adding*
- d. following

Explain how you figured that out. (Team Talk rubric)

**100 points** = *I figured that out by reading ahead. After he finishes totaling his coins, Anthony knows how much money he has. That means he must have been adding the coins together to get a total amount.*

**90 points** = *I figured that out by reading ahead.*

**80 points** = *I read ahead.*

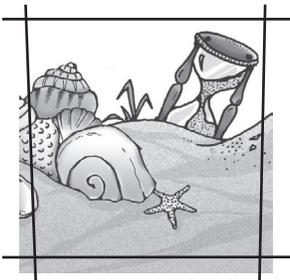
## TEAM TALK EXTENSION

4. After Anthony talks to his dad, what is his plan? What does this tell you about Anthony? |CH| (Team Talk rubric)

**100 points** = *After he talks to his dad, Anthony's plan is to take just a little money to the arcade. This tells me that Anthony wants to have fun, but also save his money. If he only takes about a dollar in coins, he can't accidentally spend all his money. He also listens to his dad's advice.*

**90 points** = *After he talks to his dad, Anthony's plan is to take just a little money to the arcade. This tells me that Anthony wants to have fun, but also save his money.*

**80 points** = *He plans to take just a little money to the arcade. He wants to have fun, but also save his money.*



## 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 choppily, and finally without expression to show a lack of fluency skills.

### Page 6

- Randomly choose a student partner. Reread the passage, first incorrectly, then choppily, 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

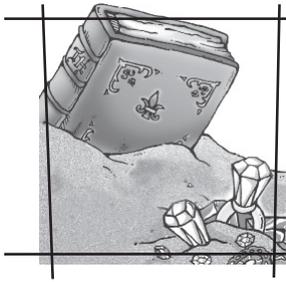


- Tell students that you want them to listen carefully as you read aloud and to count how many words you miss.
- Demonstrate timing yourself as you read the passage again, applying the skills of the rubric, but missing one or two words. Mark where you stop reading. Count the total number of words in 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: *technology* page 8 and *press* page 8.



- 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

- Read the first two paragraphs on page 7 aloud. Begin reading the third paragraph, but stop on the word *sheepishly*. Use **Think Aloud** to model clarifying this word by reading the rest of the paragraph.

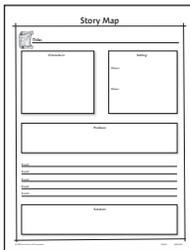
“. . . he said sheepishly . . .” Wait a minute. I don’t know that word. I think I’ve heard it before, and I can pronounce it, but I don’t know what it means. Maybe I can figure it out if I read ahead. Continue reading ahead. “. . . as his face turned red. He was embarrassed. He should have known better.” So Terrell feels like he’s said something wrong. He’s sort of ashamed. So acting sheepishly is how you act when you know you’ve done something wrong. OK, so I’ve clarified the word, I can pronounce it, I know what it means now, and I know that I figured it out by reading ahead.

- Read the rest of page 7 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students’ attention as necessary.
- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

**Event:** Anthony takes the bus to meet Javon at the new arcade.

- Remind students that they will continue clarifying as they read *Anthony Johnson Leaves the Arcade* this cycle.

Blackline master provided.



## Preview Team Talk

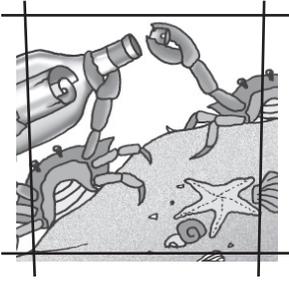
- Preview the Team Talk questions with the class.

Student Edition, page S-6.

### TEAM TALK

- What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)
- Which of the following describes how Javon and Anthony feel when they walk into the arcade? |CH|
  - awed
  - bored
  - frightened
  - confused
- Which of the following definitions fits the word *miniature* in the second paragraph? |CL|
  - huge
  - tiny
  - loud
  - quiet

Explain how you figured that out. (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 8 (paragraphs 1–3) aloud with partners.

page 8 (paragraphs 4–10) 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. Which of the following describes how Javon and Anthony feel when they walk into the arcade? |CH|
  - a. awed
  - b. bored
  - c. frightened
  - d. confused
3. Which of the following definitions fits the word *miniature* in the second paragraph? |CL|
  - a. huge
  - b. tiny
  - c. loud
  - d. quiet

Explain how you figured that out. (Team Talk rubric)

**100 points** = *I figured that out by sounding the word out and noticed the word mini inside the word miniature. I know that things that are mini are tiny, so something that is a miniature must also be tiny.*

**90 points** = *I figured that out by sounding the word out and noticed the word mini, which means tiny, inside the word miniature.*

**80 points** = *I sounded it out and noticed the word mini, which means tiny.*

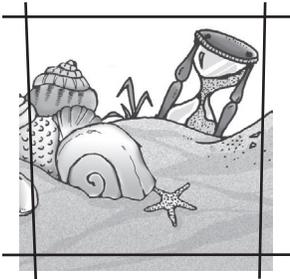
## TEAM TALK EXTENSION

4. Explain Anthony's reaction when he sees how much the baseball game costs to play. Why does he play anyway? |CE| (Team Talk rubric)

**100 points** = *Anthony is disappointed when he sees how much the baseball game costs to play. He says it is a scam. He plays it anyway because Javon really wants to play it. Javon says it is the best game in the world.*

**90 points** = *Anthony is disappointed when he sees how much the baseball game costs to play. He plays it anyway because Javon really wants to play it.*

**80 points** = *He is disappointed. Javon really wants to play it.*



## 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" (5 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.

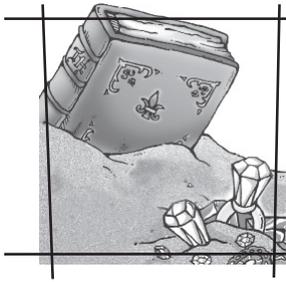
### Page 8

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores 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 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: *intact* page 10 and *awesome* 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.



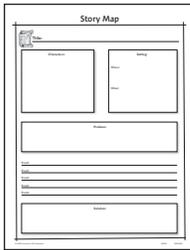
## Listening Comprehension

- Read the first paragraph on page 9. Model clarifying the word *computerized* by sounding it out in a **Think Aloud**.

**Computerized.** I'm not sure I know that word. Let me sound it out. **Com-puter-ized.** OK, so the word *computer* is in there. And I've heard the ending *-ized* before. I've heard it before in the word *energized*, for example. That word means to make more energetic. So *computerized* probably means to make like a computer. Now that makes sense because Javon and Anthony aren't playing against real batters. They're playing against batters that are from a computer. So sounding it out helped me clarify that word. Now I can say the word. I know what it means, and I know that sounding it out helped.

- Read the rest of page 9 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary.
- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Blackline master provided.



**Problem:** Anthony is excited when the new arcade opens, but he doesn't like how much money it costs or how quickly the games end.

**Event:** Anthony and Javon quickly spend all of their money on one game.

- Remind students that they will continue clarifying as they read *Anthony Johnson Leaves the Arcade* this cycle.

## Preview Team Talk

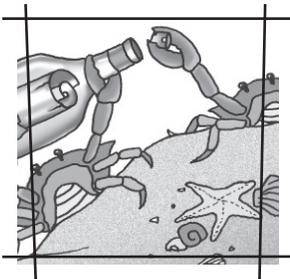
- Preview the Team Talk questions with the class.

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. How do Anthony's feelings about the arcade change from the time he goes inside until the time he comes back out? |CC|
3. Which of the following definitions best fits the word *pursuit* in paragraph 10? |CL|
  - a. act of jumping
  - b. act of chasing
  - c. act of sleeping
  - d. act of shouting

Explain how you figured that out. (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 10 (paragraphs 1–8) aloud with partners.**

**page 10 (paragraphs 9–11) silently.**

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

### After Reading

- 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.
- Add key understandings to your story maps or graphic organizers.
- Reread the text by alternating who begins reading first.
- Reread the pages in unison for fluency practice.

**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.

## Team Discussion **TP**

- 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: How do Anthony’s feelings about the arcade change from the time he goes inside until the time he comes back out? Did everyone hear the question? I think a key phrase in the question is *change*. 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 me how Anthony's feelings change about the arcade. My answer is that Anthony likes it at first, but then isn't sure about it after playing the baseball game. 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 Anthony likes the arcade at first, but then isn't sure about it after playing the baseball game. I agree, but I would add that Anthony thinks the arcade is a little unfair, since he spent all of his money playing a game he couldn't beat. So my answer is Anthony likes the arcade at first, but thinks it is unfair after he spends all of his money playing the baseball game he couldn't beat. They only got to play twice. 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 Anthony's feelings about the arcade change from the time he goes inside until the time he comes back out because at first he thinks it is fun, but then thinks it is unfair. He spends all of his money playing the baseball game he couldn't beat, and they only got to play twice. 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 Anthony thinks the arcade is fun at first, but then thinks it's unfair after he spends his money playing one game. 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) (3 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

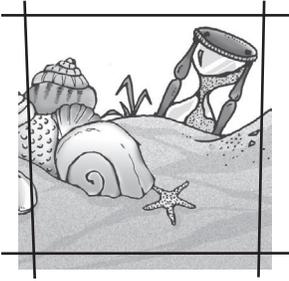
1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)  
**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and explains how the strategy helped to understand the text.*  
**90 points** = *Uses a sticky note and tells what strategy was used to discuss it.*  
**80 points** = *Uses a sticky note to mark a thought.*
2. How do Anthony's feelings about the arcade change from the time he goes inside until the time he comes back out? |CC|  
**100 points** = *Anthony's feelings about the arcade change from the time he goes inside until the time he comes back out because at first he thinks it is fun, but then thinks it is unfair. He spends all of his money playing the baseball game he couldn't beat, and they only got to play twice.*  
**90 points** = *Anthony's feelings about the arcade change from the time he goes inside until the time he comes back out because at first he thinks it is fun, but then thinks it is unfair.*  
**80 points** = *At first he thinks it is fun, but then thinks it is unfair.*
3. Which of the following definitions best fits the word *pursuit* in paragraph 10? |CL|
  - a. act of jumping
  - b. act of chasing
  - c. act of sleeping
  - d. act of shouting

Explain how you figured that out. (Team Talk rubric)

- 100 points** = *I figured that out by rereading the paragraph. Anthony is trying to catch the bus, so he must be chasing it. He has to chase it to try and catch it.*  
**90 points** = *I figured that out by rereading the paragraph.*  
**80 points** = *I reread.*

## TEAM TALK EXTENSION

4. How would this chapter be different if Anthony had caught the bus in time? |DC • CE| (Team Talk rubric)  
**100 points** = *This chapter would be different if Anthony had caught the bus in time because he wouldn't have walked by the softball park. He wouldn't have caught the ball Terrell hit and thought about how fun it would be to play.*  
**90 points** = *This chapter would be different if Anthony had caught the bus in time because he wouldn't have walked by the softball park.*  
**80 points** = *He wouldn't have walked by the softball park.*



# 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.

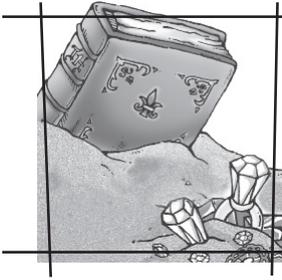
## Page 8 or 10

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles, and repeat the process.
- Assign individual fluency goals as needed, monitor practice, and assign scores 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 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: *joyful* page 12 and *indignation* page 12.



- 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

- Read the first three paragraphs on page 11. In the third paragraph, deliberately misread *quarters* as *quaters* (omitting the first *r*), and model how to clarify that word with a **Think Aloud**.

**" . . . he'd only take three qua-ters . . ." Quaters? What's that? Let me try to sound that out. Qu-quar-ters. Oh, there's an r in there. The word is quarters, like the coins. So sounding out a word helped me clarify it. Now I can say the word, I know what it means, and I can explain how I know.**

- Read the rest of page 11 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary
- Display or create a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Blackline master provided.

**Characters:** Franco, Tyrone

**Event:** Anthony only brings three more quarters back to the arcade. He thinks playing real sports would be more fun than the arcade games.

- Remind students that they will continue clarifying as they read *Anthony Johnson Leaves the Arcade* this cycle.

## Preview Team Talk

- Preview the Team Talk questions with the class. Point out that students will individually write the answer to the Write-On question, #3, after they 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.

**OK. The Write-On question says, "Which definition best fits the word *vacant* in the sixth paragraph? Explain how you figured that out." I'm going to underline "best fits" and *explain*. These words help me know that the question means to tell which answer choice means almost the same as *vacant*, and then I need to tell why that's the correct choice.**

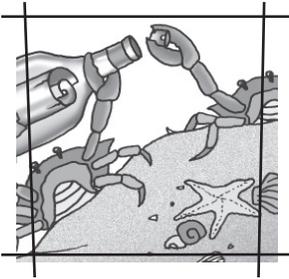
- Ask students to tell what key words or phrases they underlined and to state the question in their own words.

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. Explain what causes Javon and Anthony to argue. |CE|
3. Which definition best fits the word *vacant* in the sixth paragraph? |CL|
  - a. not working well
  - b. very clean
  - c. highly popular
  - d. not in use

Explain how you figured 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 before having students read and restate: **SR**

**page 12 (paragraphs 1–6) aloud with partners.**

**page 12 (paragraphs 7–12) 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.

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

**Team Discussion TP**

- 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" (4 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

#### 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. Explain what causes Javon and Anthony to argue. |CE|

**100 points** = *Javon and Anthony argue because Anthony says he is done playing the game. Anthony only brought enough quarters to play once. He does not want Javon to waste his money on it either. Anthony tells Javon it is a stupid game, and Javon calls him a quitter.*

**90 points** = *Javon and Anthony argue because Anthony says he is done playing the game.*

**80 points** = *Anthony says he is done playing the game.*

3. Which definition best fits the word *vacant* in the sixth paragraph? |CL|

- not working well
- very clean
- highly popular
- not in use

Explain how you figured that out. **(Write-On)** (Team Talk rubric)

**100 points** = *I figured that out by rereading the sentence. The boys run over to the machine and play it right away. That must mean that no one else is using the machine.*

**90 points** = *I figured that out by rereading the sentence.*

**80 points** = *I reread.*

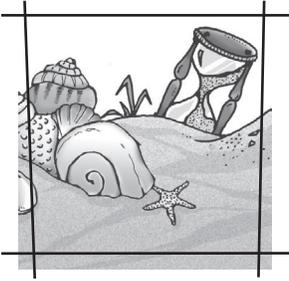
## TEAM TALK EXTENSION

4. What do you think the author means when he says that the sign above the arcade went from “jovial and inviting” to “dull and silly”? |DC| (Team Talk rubric)

**100 points** = *When the author says the sign above the arcade went from “jovial and inviting” to “dull and silly,” I think he means that Anthony was excited to go inside the arcade when he first saw the sign, but now it’s not as fun. The arcade seemed like a fun place at first. Now Anthony is not excited, and he knows there isn’t much to do inside the arcade after all.*

**90 points** = *When the author says the sign above the arcade went from “jovial and inviting” to “dull and silly,” I think he means that Anthony was excited to go inside the arcade when he first saw the sign, but now it’s not as fun.*

**80 points** = *Anthony was excited to go inside the arcade, but now it’s not as fun.*



# 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.

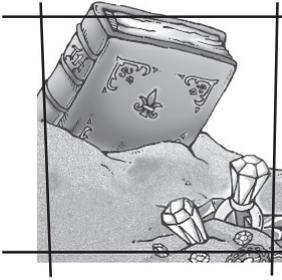
**Page 8, 10, or 12**

- 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 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.



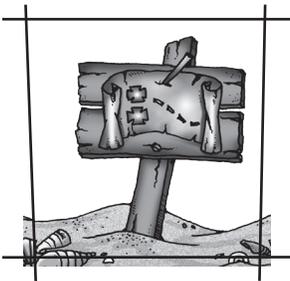
**In yesterday's reading, Anthony told Javon that he was done playing the difficult baseball game. Today we will find out whether Anthony can find a better way to spend his time than playing video games.**

### 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.

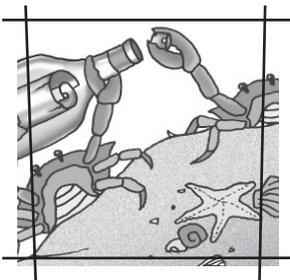


## TEST

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

- 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.

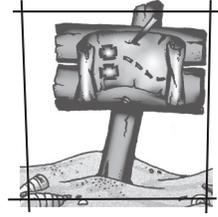


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills 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 page 13 of *Anthony Johnson Leaves the Arcade*, and answer the following questions. The total score for comprehension questions equals 100 points.

**30 points**

1. What is the cause of Anthony and Javon's argument? |CE| (Team Talk rubric)

**30 points** = *The cause of Anthony and Javon's argument is that Anthony doesn't want to play the baseball game anymore. He thinks it is stupid and a waste of money. Javon wants to keep playing it.*

**25 points** = *The cause of Anthony and Javon's argument is that Anthony doesn't want to play the baseball game anymore.*

**20 points** = *Anthony doesn't want to play the baseball game anymore.*

**30 points**

2. If Anthony had the opportunity to choose a real softball game or a video game, which do you think he would choose? Why? |DC| (Team Talk rubric)

**30 points** = *If Anthony had the opportunity to choose a real softball game or a video game, I think he would choose a real softball game. He remembers how much fun his brother Terrell seemed to be having. He thinks playing the video game is silly.*

**25 points** = *If Anthony had the opportunity to choose a real softball game or a video game, I think he would choose a real softball game.*

**20 points** = *A real softball game.*

**10 points**

3. Why is Anthony surprised at the end of this section? |CE|

- He sees Terrell playing Mega-Baseball 2006.
- Javon says the arcade is boring.
- He sees Terrell at the arcade.
- Javon tells him he beat Mega-Baseball 2006.

30 points

4. Which of the following definitions best fits the word *appealing* in the first paragraph?

|CL|

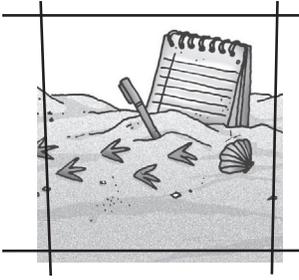
- a. attractive
- b. ugly
- c. difficult
- d. easy

Explain how you figured that out. **(Write-On)** (Team Talk rubric)

**30 points** = *I figured that out by rereading the text. Anthony sees a lot of kids playing the games. He wonders what makes them come back to the arcade to waste their money. I know that when a person keeps wanting to go somewhere or do something, it attracts that person. He wants to know why the kids are attracted to the arcade.*

**25 points** = *I figured that out by rereading the text.*

**20 points** = *I reread.*



## 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 pretend that you are either Anthony or Javon and will write a persuasive speech about playing video games at the video arcade. Both boys are excited about the arcade at first, but Anthony soon sees it as a waste of money. Javon disagrees with Anthony. You will imagine that they have decided to have a class debate about the value of the video arcade.**



- 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

Anthony and Javon have different opinions about the new video arcade. Choose one of the characters, and write a persuasive speech from his point of view. Your persuasive speech should provide at least three reasons in support of your character's position.

Student Edition Writing Guide contains no point values.

## WRITING GUIDE

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

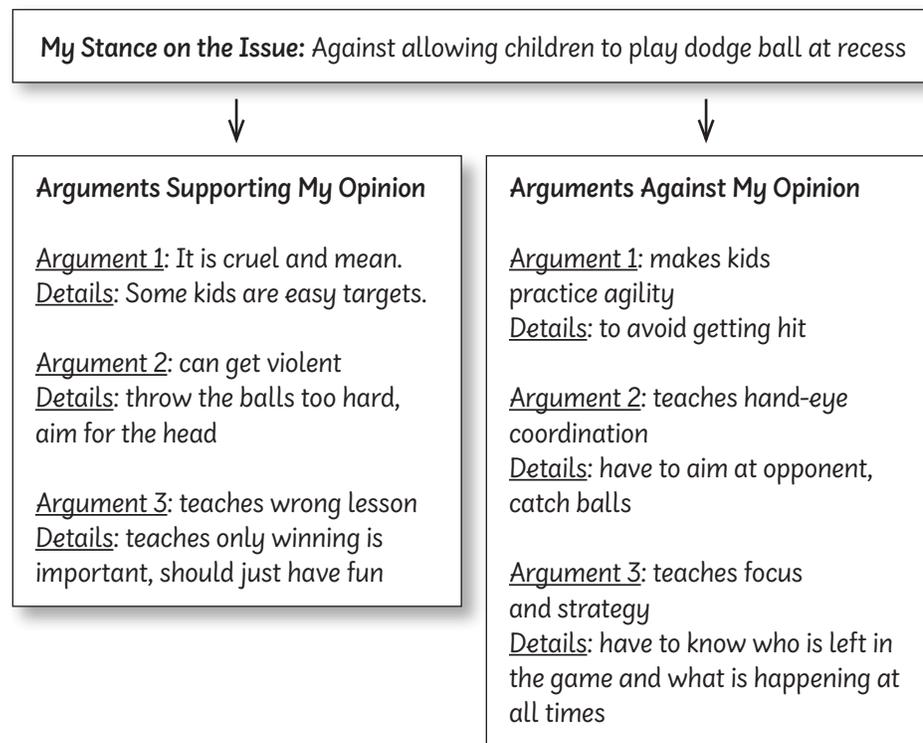
- Remind students of the importance of planning their writing before they begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

**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 an argument chart. This will help us organize the arguments for and against our position.

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

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

- Tell students that they can help their partners determine whether they have written to the appropriate audience.

**Remember that you are writing your speech as if you are Anthony or Javon and giving it to your classmates. You should write them to be appealing and persuasive to other students your age. You can help your partner identify whether his or her reasons and arguments are persuasive to students your age.**

- Blackline master provided. • Display the following passage. Have a volunteer read the passage aloud to the class.

One reason a video arcade serves no purpose is that people go in them and play virtual sports games, when they could play the same games outside in the fresh air and sunlight. Playing real football, baseball, or golf is more exciting than playing a video game, and it helps children to really learn how to play a sport or game. Another reason is that video games are expensive. We should be saving our money for retirement or to buy important things like a car or a home when we are older, not wasting it on games we can play for nearly free.



- Use **Team Huddle** to ask students whether the argument targets the correct audience. Use **Random Reporter** to select students to share.

**First, which character write this passage? Who is making the argument?**

*Anthony is making the argument. He thinks the video arcade is boring. **Good.** What is the first reason he gives to support his opinion? Children can play the real games outside in the fresh air. Playing real games of football, baseball, or golf is more exciting than playing virtual games. **Good.** Do you think this is a good argument to make to students your age? Why or why not? Yes. Kids want to do exciting things. A lot of kids might agree that it is silly to play arcade sports games when they can play the real thing. **Great!** Now let's look at the second reason in Anthony's argument. What does Anthony say? It is a waste of money. Students should be saving their money to buy homes or cars when they are older. **Yes.** Is this a good argument for the audience? Why or why not? Yes and no. Anthony does think playing video games is a waste of money. The games are expensive, but I don't think students my age are worried about homes or cars. **Good!** Telling students that they need to save money for a car or home is probably not a very strong argument. It is true that they should learn to save money, but most sixth graders are not really worried about a car or a home. A better argument might be that it is important to save money for shopping, special trips, or items they want to buy that will last longer than a few minutes at the arcade.*

- Tell students to help their partners identify places where their reasons or supporting arguments do not target the correct audience.
- 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?

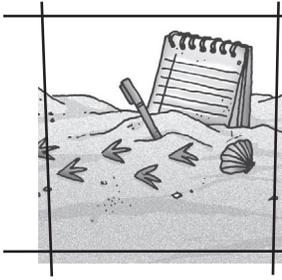


- Use **Random Reporter** to select a few students to share responses.
- Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

### 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?



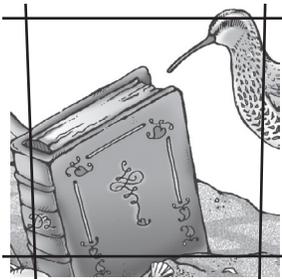
## DAY 7

# 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.
- 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.

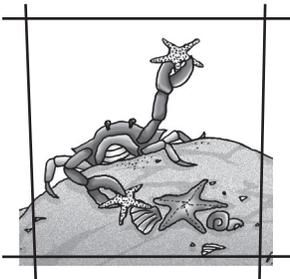


### Class Discussion

- 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

### 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.

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

### 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?

**Sentence 1**

Dwayne was late for school because the chain on his cruper kept falling off when he pedaled fast.

**Sentence 2**

It was so torrid on Monday that you could fry an egg on the sidewalk.

Sue went to the grocery store and picked out some long, yellow bananas. She also picked up a large, round mango to see if it was ripe. Then Sue saw some nice-looking kumquats at the other end of the aisle. As she put the bright-orange kumquats in her cart, Sue thought, “These will make a nice fruit salad.”

One reason a video arcade serves no purpose is that people go in them and play virtual sports games, when they could play the same games outside in the fresh air and sunlight. Playing real football, baseball, or golf is more exciting than playing a video game, and it helps children to really learn how to play a sport or game. Another reason is that video games are expensive. We should be saving our money for retirement or to buy important things like a car or a home when we are older, not wasting it on games we can play for nearly free.

# Story Map



**Title:** *Anthony Johnson Leaves the Arcade, cycle 1*

**Characters:**

Anthony Johnson  
Javon Walker  
Terrell Johnson  
Dad  
Mom

**Setting:**

**Where:** Lightsmith's Funhouse and Palace of Games; the softball field  
  
**When:** weekend, after-school hours

**Problem:**

Anthony is excited when the new arcade opens, but he doesn't like how much money it costs or how quickly the games end.

Event: Javon tells Anthony about the new arcade. Anthony takes money out of his piggy bank, and the boys play a video baseball game.

Event: Anthony misses the bus and has to walk home. On his way, he passes his brother playing a softball game and stops to watch.

Event: Anthony and Javon play the video game again, but Anthony decides he doesn't like it. He sees his brother at the arcade and is curious.

Event: \_\_\_\_\_

Event: \_\_\_\_\_

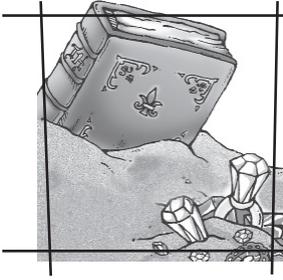
**Solution:**

# Cycle 2

## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 2</b>	<b>Clarifying (CL)</b>	<b>Compound words</b>	<b>Write a new story ending.</b>
	Students will learn and practice how to clarify more than just words by using fix it strategies, marking the confusing word or part with sticky notes, and seeking assistance from teammates. They will explain their use of the teamwork process to figure out unclear ideas in sentence, paragraphs, and larger parts of the passage.	Students will pronounce and determine the meaning of compound words by separating each word and thinking about their meanings.	Students will write a new story ending in the form of chapter 19 of <i>Anthony Johnson Leaves the Arcade</i> . Students will tell what happens after the softball game.





## 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 you can learn skills from a video game? How do they compare to skills you learn from a real-life activity?



- 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 we'll continue reading *Anthony Johnson Leaves the Arcade* this cycle. We'll also continue to practice clarifying, but now we'll work on figuring out more than just words we don't understand. Readers may understand words but still be confused by sentences, paragraphs, or larger parts of the story. To clarify, you must figure out what confuses you and 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.

### 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	
<b>SAY</b>	Say the word.	<b>AGREE</b>	Agree if your partner is correct.
<b>TELL</b>	Tell what it means.		
<b>USE</b>	Use it in a sentence.		
		<b>ADD</b>	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"> <li>• Find a vocabulary word in your reading.</li> <li>• Write the word and the page number where you found it in your journal.</li> <li>• Share with your team during vocabulary practice or on test day.</li> </ul>
Vocabulary Vault
<ul style="list-style-type: none"> <li>• Listen for your vocabulary words.</li> <li>• Write down the word and the sentence you read or heard it in.</li> <li>• Put the voucher in the Vocabulary Vault in class.</li> <li>• Successfully explain the word to earn team celebration points.</li> <li>• Write the word on your team score sheet.</li> </ul>

Student Edition, page S-9.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>frail</b> page 15	blend	weak	The <i>frail</i> baby lamb didn't quite have enough strength to stand on its own yet.
<b>routinely</b> page 15	base word + ending: routine + ly	normally, usually	It rains so seldom in our town that our grass <i>routinely</i> goes brown the day after we water it.
<b>tolerable</b> page 15	chunk: tol-er-a-ble	decent, acceptable	Chocolate is a <i>tolerable</i> flavor, but I really love vanilla.
<b>eventually</b> page 16	base word + ending: eventual + ly	guaranteed to happen, after some time	Dad kept driving, knowing that <i>eventually</i> we'd find the street address we were looking for.
<b>wasteland</b> page 17	compound word: waste + land	place where nothing lives or grows	The empty town became a <i>wasteland</i> when all the people moved away.
<b>asserted</b> page 18	base word + ending: assert + ed	promised, claimed	Gigi <i>asserted</i> that she hadn't stolen the cookie, but nobody believed her.
<b>determination</b> page 19	base word +ending: determin(e) + ation	willpower	If you have enough <i>determination</i> to succeed, you can do anything.
<b>conquer</b> page 20	qu = /k/ chunk: con-quer	beat, top, overcome, outdo	The knight knew he had to <i>conquer</i> the evil king to earn the maiden's respect.

### Using the Targeted Strategy

Introduction and Definition

- Use the following examples to demonstrate how the ideas in sentences and larger parts of text can confuse readers.

Blackline master provided.

- Display example 1. Ask students to identify what is confusing and why.

#### Example 1

Mark looked out the window and watched the snow pile into drifts. He shivered as the cold wind blew through cracks in the walls of the old cabin. Just then, Mark saw his little brother walking through the front gate in his bathing suit.

**Listen as I read this paragraph.** Read the paragraph. **Are any of the ideas confusing? Which ones?** Wait for students' responses. **Right! It doesn't make sense that Mark's little brother would be wearing a bathing suit when it's so cold.**

- 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 belong in 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 that readers get confused, though, is that they don't make sure that 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

Charles held Michelle in his arms as the tears poured down her face. "I can't believe Boomer is gone," she said. "I just left the door open for a second and he ran out. He could be out there somewhere hurt or worse. Maybe he was hit by a car or attacked by another dog. Boomer has always been an inside dog. He doesn't know how to protect himself." Charles smiled and then started laughing uncontrollably.

"Cut!" the director screamed. "Charles, why are you laughing? This is the fourth time we've had to do this scene."

Charles said, "I'm sorry, Tony. It's all Michelle's fault. She told me this hilarious joke right before we started filming, and I can't get it out of my head."

**I'm going to read another story to you.** Read the first paragraph and then stop. **Wait. I'm confused, so I need to stop and clarify something. What is confusing me? Charles is comforting Michelle because her dog ran away. She's upset and crying. Suddenly, Charles starts laughing. What is going on? Why would Charles laugh at a time like this? Maybe if I read on, I'll figure it out.**

Finish reading example 2. **OK. Now I get it. They're filming a scene for a movie or a TV show or something. Michelle isn't really upset about losing her dog. She's just acting. Also, Charles is laughing because he heard a funny joke earlier.**



- 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 as they continue to read *Anthony Johnson Leaves the Arcade*, you want them to notice and try to clarify any words, sentences, paragraphs, or passages that confuse them.
- Award team celebration points for good discussions that demonstrate effective teamwork.

## Listening Comprehension

- Use **Think-Pair-Share** to have students list the story’s important points from the reading last cycle. Randomly select a few students to share. *A new video arcade came to town. Javon and Anthony go to play the baseball game. They waste their money. Anthony watches his brother play real softball. Javon and Anthony get in a fight about the video game.*
- Read the first three paragraphs on page 14 of the text aloud. As you read the next paragraph, deliberately skip a line of text. Use a **Think Aloud** to show confusion, and model rereading the paragraph to clarify.

**“ . . . And they’re not good for you either. They hurt your eyes . . . much time playing some fake football games, staring at a screen . . . ”**

**Wait a minute. I’m confused. That doesn’t make any sense to me. I’m going to reread that section to see if I can clarify.**

**“ . . . And they’re not good for you. They hurt your eyes. They even rot your brain. I heard of this one kid, about your age, who spent so much time playing some fake football game, staring at a screen . . . ”**

**Oh. Okay, I get it. I just misread the passage. But I was monitoring my comprehension, and when I didn’t understand something, I figured out how to clarify it.**

- Read the rest of page 14 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students’ attention as necessary.
- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

**Event:** Anthony learns his brother comes to the batting cages at the arcade.

- Remind students that they will continue clarifying as they read *Anthony Johnson Leaves the Arcade* this cycle.

Blackline master provided.

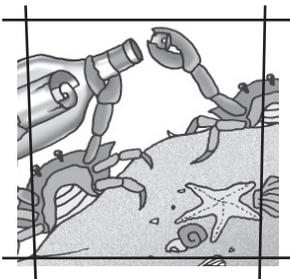
## Preview Team Talk

- 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. Is Anthony surprised at how well Maggie can hit the ball? Support your answer.  DC
3. On page 15, Terrell says that the field his team plays on is “often booked.” What does that phrase mean, and how do you know? <b>(Write On)</b>  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 15 (paragraphs 9–18) aloud with partners.**

**pages 15 (paragraph 19) and 16 (ending at chapter 12) 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 <b>Random Reporter</b> .

- 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"> <li>• resolve a sticky note</li> <li>• describe team strategy use</li> </ul>

Write-On Discussion
<ul style="list-style-type: none"> <li>• read written answers</li> <li>• create a class answer and discuss what makes it good or how to improve it</li> </ul>

TEAM TALK
<p>1. What word, phrase, or passage did you clarify? How did you clarify it?  CL  (Strategy Use rubric)</p> <p><b>100 points</b> = <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><b>90 points</b> = <i>Uses a sticky note, and tells what strategy was used to discuss it.</i></p> <p><b>80 points</b> = <i>Uses a sticky note to mark a thought.</i></p> <p>2. Is Anthony surprised at how well Maggie can hit the ball? Support your answer.  DC </p> <p><b>100 points</b> = <i>Yes. Anthony is surprised by how well Maggie can hit the ball. When she hits the ball, Anthony yells, "Holy cow!" This shows that he was not expecting her to hit so hard.</i></p> <p><b>90 points</b> = <i>Yes. Anthony is surprised by how well Maggie can hit the ball.</i></p> <p><b>80 points</b> = <i>Yes, he's surprised.</i></p> <p>3. On page 15, Terrell says that the field his team plays on is "often booked." What does that phrase mean, and how do you know? <b>(Write On)</b>  CL  (Team Talk rubric)</p> <p><b>100 points</b> = <i>When Terrell says that the field his team plays on is "often booked" on page 15, he means that people often sign up to play on the field before Terrell's team can. I've heard that phrase before. When I read on, Terrell says the field is often overscheduled. I know this means there is too much happening on it. So the field must already be in use by other people.</i></p> <p><b>90 points</b> = <i>When Terrell says that the field his team plays on is "often booked" on page 15, he means that people often sign up to play on the field before Terrell's team can. I've heard that phrase before.</i></p> <p><b>80 points</b> = <i>People often sign up to play on the field. I've heard it before.</i></p>

**Team Talk Discussion**

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

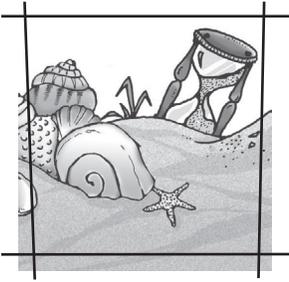
**TEAM TALK EXTENSION**

4. Terrell misses his first pitch in the cage. Anthony says, “Nice work, bro!” Do you think Anthony is trying to be mean? Were Terrell’s feelings hurt? Support your answer. |DC| (Team Talk rubric)

**100 points** = *When Anthony says, “Nice work, bro!” after Terrell misses his first pitch, I don’t think Anthony is trying to be mean. I think he is teasing his brother. Terrell just told him to watch a master at work, and then he missed the ball. I also don’t think Terrell’s feelings are hurt. He smiles at Anthony and says that is why he is practicing.*

**90 points** = *When Anthony says, “Nice work, bro!” after Terrell misses his first pitch, I don’t think Anthony is trying to be mean. I also don’t think Terrell’s feelings are hurt.*

**80 points** = *I don’t think he’s being mean. His feelings aren’t hurt.*

**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.

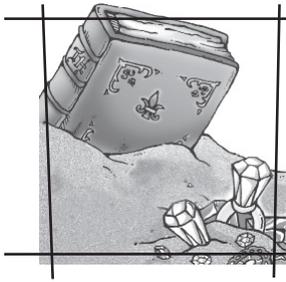
**Page 15 and 16 (chapter 11)**

- 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: *wasteland* page 17.



- 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



- Read page 16 aloud, stopping to clarify confusing words or ideas, ask questions, or focus students' attention as necessary.
- Reread the last full paragraph on page 16. Use a **Think Aloud** to indicate having trouble understanding the phrase “You don’t have to be a slugger.” Model reading ahead to clarify the phrases.

“. . . You don’t have to be a slugger.”

**A slugger? What’s a slugger? I’m confused by what Maggie means. I’ll read on to see if I can figure it out.**

“. . . Don’t try to hit a home run.”

**Oh, I get it now. Maggie is telling Anthony not to hit the ball so hard. A slugger must be someone who hits home runs. Reading ahead helped me clarify that.**

Blackline master provided.

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

**Event:** Anthony practices with Terrell and his friends in the batting cages.

- Remind students that they will continue clarifying as they read *Anthony Johnson Leaves the Arcade* this cycle.

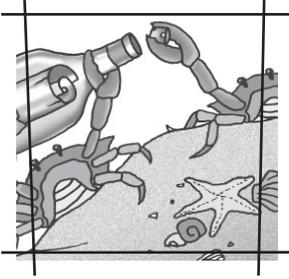
## Preview Team Talk

- 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. Why does Anthony offer to take the bus home? |CE|
  - a. He doesn't want to be a pest.
  - b. He doesn't like Terrell's motorcycle.
  - c. He doesn't want to ride in the car.
  - d. He doesn't like Terrell's friends.
3. What does the term “rearview window” mean on page 17? Tell how you figured 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 before having students read and restate: **SR**

**page 17 (starting at chapter 13) aloud with partners.**

**page 17 (ending at chapter 14) 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. Why does Anthony offer to take the bus home? |CE|

- a. He doesn't want to be a pest.
- b. He doesn't like Terrell's motorcycle.
- c. He doesn't want to ride in the car.
- d. He doesn't like Terrell's friends.

3. What does the term "rearview window" mean on page 17? Tell how you figured that out. (**Write-On**) |CL| (Team Talk rubric)

**100 points** = *The term "rearview window" means the window in the back of the car. I reread the sentence to figure that out. Some evidence or background knowledge that supports the answer.*

**90 points** = *The term "rearview window" means the window in the back of the car. I reread the sentence to figure that out.*

**80 points** = *It means the window in the back of the car. I reread.*

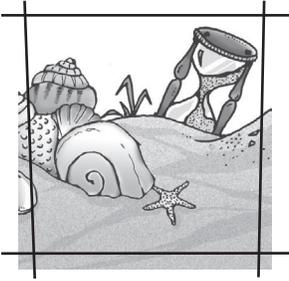
## TEAM TALK EXTENSION

4. On the ride home, Anthony and his brother give each other the thumbs-up sign. What does that tell you about how they feel? |CH| (Team Talk rubric)

**100 points** = *When Anthony and Terrell give each other the thumbs-up sign, I can tell that they are both happy and having a good time hanging out together. I know that the thumbs-up sign is a sign that means everything is OK and going well.*

**90 points** = *When Anthony and Terrell give each other the thumbs-up sign, I can tell that they are both happy and having a good time hanging out together.*

**80 points** = *They are both happy and having a good time.*



# FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

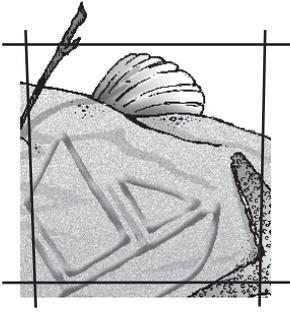
Fluency Routine	
1.	Choose a partner to read first.
2.	Begin reading.
3.	Listening partner: <ul style="list-style-type: none"> <li>• When did the reader stop?</li> <li>• How many words did the reader miss?</li> <li>• Did the reader meet the rate goal?</li> </ul>
4.	Use the Fluency rubric to share feedback with the reader.
5.	Switch roles, and then repeat the routines.
<p><b>Not ready yet?</b> 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 17 and 18 (chapter 13)

- 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

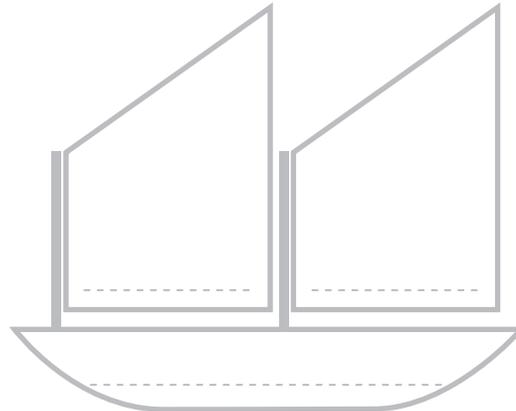
- Introduce Word Power lessons and Captain Read More.

**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.**

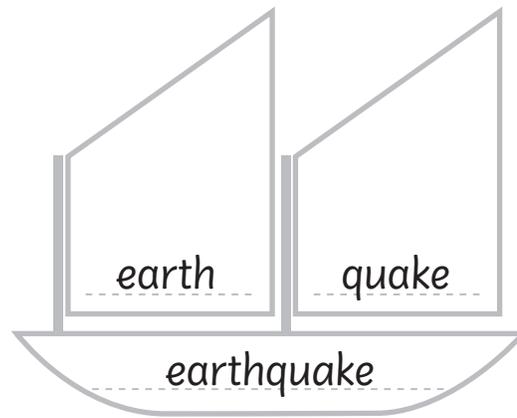
**Captain Read More knows how important it is to figure out words to become a good reader. He believes that every skill that helps you read is a Word Treasure, and he sends us clues to help us figure out the treasure. Captain Read More sends his clues in a bottle.**

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

Blackline master provided.



- Use **Think-Pair-Share** to have students tell what the Word Treasure clue means. Randomly select a few students to share. *Two main or big sails mean there are two whole words.*
- Write the word “earthquake” on the bottom of the boat. Remind students that a word made up of two whole words is called a compound word.
- Use **Think-Pair-Share** to have students identify what words go on each sail. Randomly select a few students to share. Write each word on a sail as they are given. Earth *and* quake.



- Use the sails to read the word, and have students say the word with you. Remind students that thinking about the meaning of each word in a compound word helps to define the compound word.
- Use **Team Huddle** to have students define the meaning of *earthquake*. Use **Random Reporter** to select students to share. *Earth is the planet where we live, and quake means to shake. An earthquake is when the earth shakes.*
- Review the Word Treasure (skill).

Display the Word Treasure.

<b>Word Treasure</b>	<p>Some words are compound words that are made of two words.</p> <p>If you're having trouble reading these words, first separate the parts of the compound word, then read the whole word and figure out its meaning.</p>
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- Tell students that Captain Read More has found a word in their vocabulary list that is a compound word. Remind them to look for this word the next time they review vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- 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" (1 minute)
- 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 compound word in your journal. Write the two words that make up the compound word, and then write a definition for each word.

- popcorn            *pop + corn; corn that pops*
- seaweed            *sea + weed; a weed or plant that grows in the sea*

### BUILDING MEANING

<b>frail</b>	<b>routinely</b>	<b>tolerable</b>	<b>eventually</b>
<b>wasteland</b>	<b>asserted</b>	<b>determination</b>	<b>conquer</b>

- 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.*

- List two things that would be considered frail.

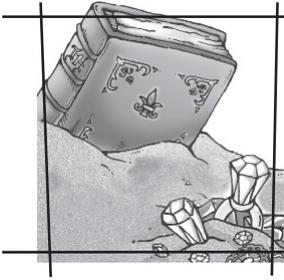
*An old person; a newborn foal; a baby bird; a sick or injured person.*

- 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 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 the review.
  - Focus on words that appear in the reading for the day if applicable: *asserted* page 18, *determination* page 19, and *conquer* page 20.



- 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.

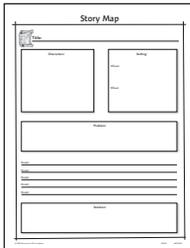


## Listening Comprehension

- Read pages 18 and 19 (stopping at chapter 15) aloud, stopping to clarify confusing words or ideas, ask questions, or focus students’ attention as necessary. On page 19, use a **Think Aloud** to model clarifying the phrase “He was crushed.”

**The story says that Anthony was crushed. What does that mean? I know what *crushed* means, but that’s something you do to things you want to make smaller. Let me think about this paragraph some more to see if I can figure it out. Oh, okay, I get it. He wasn’t actually crushed, he was just really sad. I know that because tears were welling up in his eyes. So being *crushed* must also mean being really sad, disappointed, or let down.**

Blackline master provided.



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

**Event:** Anthony assumes he’s on the softball team, so he’s disappointed when the players tell him he’s not.

- Remind students that they will continue clarifying as they read *Anthony Johnson Leaves the Arcade* this cycle.

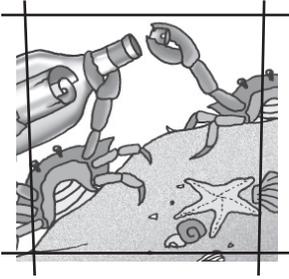
## Preview Team Talk

- 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. What do you think Terrell and his dad talk about on the lawn? Support your answer. |DC|
3. What does the phrase “That would show Terrell” mean on page 20? How did you figure that 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 before having students read and restate: **SR**

**page 19 (starting at chapter 15) aloud with partners.**

**page 20 (ending at chapter 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**

- 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 do you think Terrell and his dad talk about on the lawn? Support your answer. |DC|
  - 100 points** = *I think Terrell and his dad talk about what happened to Anthony. I think their dad asks Terrell what happened to make Anthony so upset. He points up at Anthony's window.*
  - 90 points** = *I think Terrell and his dad talk about what happened to Anthony.*
  - 80 points** = *They talk about what happened.*
3. What does the phrase "That would show Terrell" mean on page 20? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)
  - 100 points** = *The phrase "That would show Terrell" on page 20 means that Anthony is mad at Terrell and wants to get back at him for not letting him play softball. I figured this out by rereading. He thinks spending all of his money at the arcade will somehow get back at Terrell.*
  - 90 points** = *The phrase "That would show Terrell" on page 20 means that Anthony is mad at Terrell and wants to get back at him for not letting him play softball. I figured this out by rereading.*
  - 80 points** = *He wants to get back at him. I reread.*

## Team Talk Discussion

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

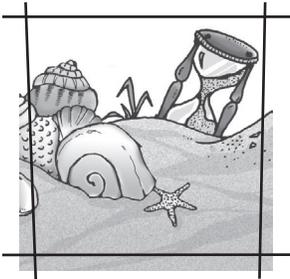
## TEAM TALK EXTENSION

4. Describe how Anthony shows his anger. |CH| (Team Talk rubric)

**100 points** = *Anthony shows his anger by shouting at his dad that he does not want to talk about what is bothering him. He runs through the door and slams it shut. He listens to loud music. He flops down on his bed instead of sitting down calmly.*

**90 points** = *Anthony shows his anger by shouting at his dad that he does not want to talk about what is bothering him.*

**80 points** = *He shouts at his dad.*

FLUENCY IN FIVE **TP**

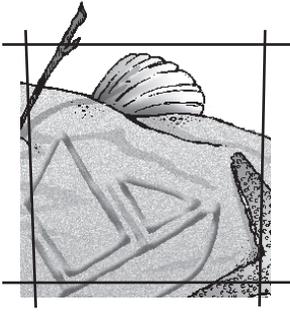
Timing Goal: 5 minutes

- 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.

**Pages 17 and 18 (chapter 13) or 19 and 20 (chapter 15)**

- 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.

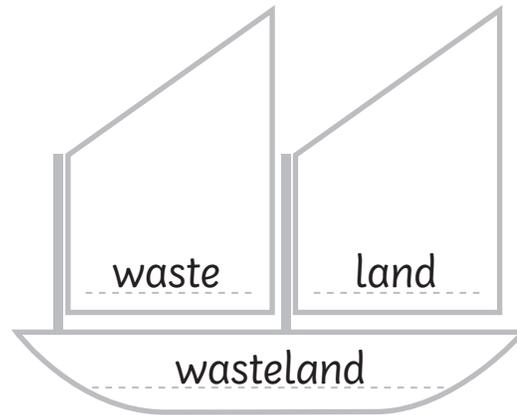


## WORD POWER **TP**

Timing Goal: 10 minutes



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



- Remind students that we can use the meanings of the two words to help us figure out the meaning of the compound word. Use **Think-Pair-Share** to have students discuss the meaning. Randomly select a few students to share. Waste means useless or not needed; land is a region or place. Wasteland must mean a place that is useless or not needed.
- Compare the meaning with the definition provided in the vocabulary chart (a place where nothing lives or grows) to further clarify students' understanding of the word.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

Student Edition, page S-11.

## SKILL PRACTICE

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

1. houseboat      *house + boat; a boat that people live on*
2. flagpole      *flag + pole; a pole that a flag hangs on*

## BUILDING MEANING

<b>frail</b>	<b>routinely</b>	<b>tolerable</b>	<b>eventually</b>
<b>wasteland</b>	<b>asserted</b>	<b>determination</b>	<b>conquer</b>

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

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

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

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

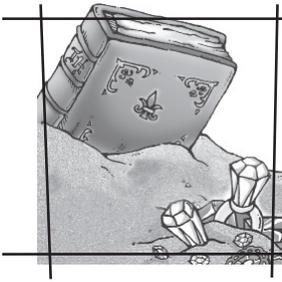
4. List two things that would not be considered frail.  
*A truck; a bull; an athlete; a mighty oak tree*

- 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 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**
- 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.
- 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

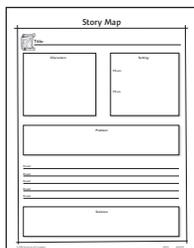
- Have students work in teams and use their story maps to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.



## Listening Comprehension

- Read the first paragraph of chapter 16 on page 20. Use **Think-Pair-Share** to have students clarify the word *psyched*. Randomly select a few student to share. *Excited, looking forward to something.*
- Read the rest of pages 20 and 21 aloud, stopping to clarify confusing words or ideas, ask questions, or focus student’s attention as necessary.
- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

Blackline master provided.



**Event:** Terrell takes Anthony to practice with the team before he spends all his money at the arcade.

- Remind students that they will continue clarifying as they read *Anthony Johnson Leaves the Arcade* this cycle.

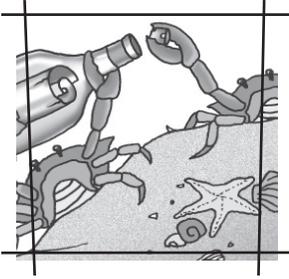
## Preview Team Talk

- 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. Why does Terrell take Anthony to the ballpark? |CE|
  - a. to practice with the team
  - b. to play an actual game
  - c. to act as umpire for the game
  - d. to keep score for the team
3. The author writes that Anthony fired the ball over to Terrell on page 22. What does that mean? (**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 22 (paragraphs 1–7) aloud with partners.**

**page 22 (paragraphs 8–15) 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

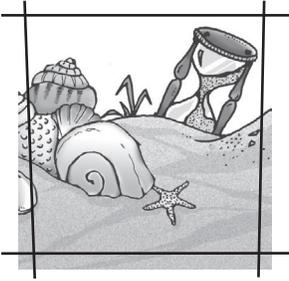
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

## 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. Why does Terrell take Anthony to the ballpark? |CE|
  - a. to practice with the team
  - b. to play an actual game
  - c. to act as umpire for the game
  - d. to keep score for the team
3. The author writes that Anthony fired the ball over to Terrell on page 22. What does that mean? (**Write-On**) |CL| (Team Talk rubric)  
**100 points** = *When the author says Anthony fired the ball to Terrell, he means he threw the ball fast and hard. I figured this out by reading ahead. When there is a fire, it moves quickly. When you fire a weapon, it shoots quickly. Anthony must have thrown the ball quickly.*  
**90 points** = *When the author says Anthony fired the ball to Terrell, he means he threw the ball fast and hard. I figured this out by reading ahead.*  
**80 points** = *He threw the ball fast and hard. I read ahead.*

## TEAM TALK EXTENSION

4. Would Anthony make a good all around softball player? Support your answer. |DC| (Team Talk rubric)  
**100 points** = *Yes. I think Anthony would make a good all around softball player. He is able to grab the ball off the ground. He can catch it in the air. He's good at throwing the ball fast. He can hit the ball. He is good at a lot of things in softball.*  
**90 points** = *Yes. I think Anthony would make a good all around softball player.*  
**80 points** = *Yes, he would make a good player.*



## FLUENCY IN FIVE **TP**

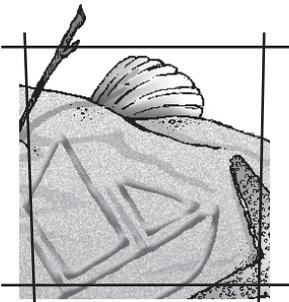
Timing Goal: 5 minutes

- 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.

**Pages 17 and 18 (chapter 13), 19 and 20 (chapter 15), or page 22**

- 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

**tps**

- Remind students of the Word Power skill (compound words).
- Use **Think-Pair-Share** to have students tell why it is useful to learn compound words. Randomly select a few students to share. *Compound words are made up of two different words. Understanding the meaning of each word helps us define the meaning of the compound word.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the words and give a meaning for each word. If necessary, have students use the sail clues and identify the two words in the compound word.

**Preparation:** Display the Word Power Challenge

## Word Power Challenge

seafood  
troublemaker



- Use **Random Reporter** to select students to share. *Seafood = sea + food, food from the sea; troublemaker = trouble + maker, a person who makes trouble.*
- 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-11.

### SKILL PRACTICE

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

1. sunglasses      *sun + glasses; glasses you wear in the sun*
2. watchdog      *watch + dog; a dog that watches or protects*

### BUILDING MEANING

<b>frail</b>	<b>routinely</b>	<b>tolerable</b>	<b>eventually</b>
<b>wasteland</b>	<b>asserted</b>	<b>determination</b>	<b>conquer</b>

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. The dentist complimented Lisa for routinely flossing her teeth every night. *Routinely* means—
  - a. happily.
  - b. hardly.
  - c. seldom.
  - d. usually.

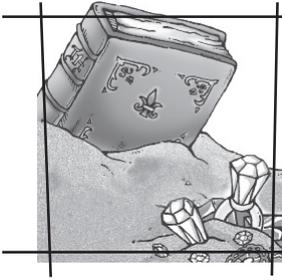
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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 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.



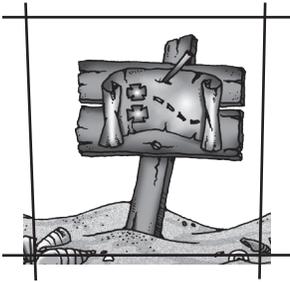
**In yesterday's reading, Anthony had a good time practicing with Terrell's softball team and learning to play in the field. Today we will find out how Terrell enjoys watching the game and supporting his brother.**

### 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.

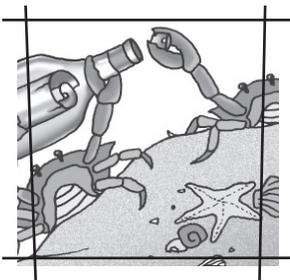


## TEST

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

- 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.

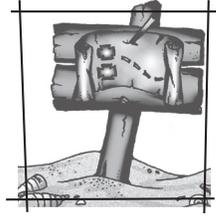


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills 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 24 and 25 of *Anthony Johnson Leaves the Arcade*, and answer the following questions. The total score for comprehension questions equals 100 points.

**30 points**

1. Why does Dad talk to Terrell outside on the lawn? |DC • CE| (Team Talk rubric)
  - 30 points** = *Dad talks to Terrell outside on the lawn because Anthony was upset when he came in the house. Some evidence or background knowledge that supports the answer. Anthony shouts that he doesn't want to talk and slams his door. Anthony had been excited and happy the day before.*
  - 25 points** = *Dad talks to Terrell outside on the lawn because Anthony was upset when he came in the house.*
  - 20 points** = *Anthony was upset when he came in the house.*

**30 points**

2. How has Javon changed since the beginning of this cycle's reading? |CC| (Team Talk rubric)
  - 30 points** = *Since the beginning of this cycle's reading, Javon has changed by realizing that the baseball video game is a waste of time and money. He thought the game was a lot of fun and wanted to keep playing it before.*
  - 25 points** = *Since the beginning of this cycle's reading, Javon has changed by realizing that the baseball video game is a waste of time and money.*
  - 20 points** = *He thinks that the baseball video game is a waste of time and money.*

**10 points**

3. Which of the following is a prediction that makes sense for the end of the story? |PR|
  - a. Terrell will quit softball to play Mega-Baseball 2006.
  - b. Anthony will catch the ball win the game.
  - c. Anthony will beat Mega-Baseball 2006.
  - d. Javon will get a chance to play in the softball game.

30 points

4. The umpire asks Anthony if he’s “up for” playing the game on page 25. What does he mean? Tell how you figured that out. **(Write-On)** |CL| (Team Talk rubric)

**30 points** = *When the umpire asks if Anthony is “up for” playing the game on page 25, he is asking if Anthony is ready and wants to play. I figured this out by reading ahead. Anthony looks to his brother, who nods that Anthony is good to play. Then Anthony agrees and runs out on the field. If Anthony didn’t feel ready or want to play, he wouldn’t agree to do it.*

**25 points** = *When the umpire asks if Anthony is “up for” playing the game on page 25, he is asking if Anthony is ready and wants to play. I figured this out by reading ahead.*

**20 points** = *He is asking if Anthony is ready and wants to play. I read ahead.*

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

- 1. motorboat            *motor + boat; a boat that moves by motor*
- 2. wallpaper           *wall + paper; paper that covers a wall*
- 3. bedtime              *bed + time; the time to go to bed*
- 4. sawdust               *saw + dust; dust from cutting something with a saw*

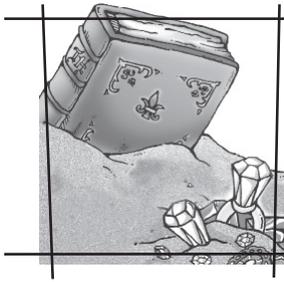
10 points each

**Building Meaning**

frail	routinely	tolerable	eventually
wasteland	asserted	determination	conquer

- 5. Write a meaningful sentence for the word *routinely*.
  - 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 hot weather was tolerable, but Sandy preferred to be outside when it was cooler.
- 7. Sarah’s ankle was very frail after she broke it. *Frail* means—
  - a. tender.
  - b. vital.
  - c. weak.
  - d. solid.

8. The lawyer asserted in court that his client was innocent of all charges.
9. We knew we'd get to the beach eventually if we kept driving toward the ocean.
10. After the earthquake knocked down several buildings, the area looked like a wasteland. *Wasteland* means—
  - a. *place where nothing lives or grows.*
  - b. *place where trucks dump garbage.*
  - c. *place where animals sleep at night.*
  - d. *place where everything will grow.*
11. The hero of the movie had to conquer the space robots that were trying to take over the planet.
12. Though he had limited materials, Lee had the determination to build himself a tree house where he could hang out. *Determination* means—
  - a. *concept.*
  - b. *approval.*
  - c. *assistance.*
  - d. *willpower.*



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

**Two-Minute Edit TP**

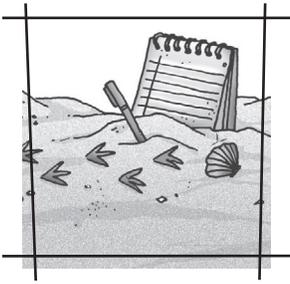
- Display the Two Minute Edit and tell students that it includes common errors. Tell them how many errors the sentence contains.
- Tell students to look for and correct errors in their teams. Tell them they can earn team celebration points for preparing each member of their team to tell the corrections.
- 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



Student Edition, page S-12.

Student Edition Writing Guide contains no point values.

- Introduce the activity.

**Today you will write chapter 19 of the story *Anthony Johnson Leaves the Arcade*. The present story ends with Anthony hoping to catch the ball and make the final out for his brother's softball team. This ending leaves the reader with a mystery. What do you think happens in the next chapter of the story?**

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

## WRITING PROMPT

*Anthony Johnson Leaves the Arcade* leaves us wondering what happens next in the story. Does Anthony catch the ball? What does his softball career look like after this game? What does Javon do? Explain what happens in chapter 19, and create a new ending for the story.

## WRITING GUIDE

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

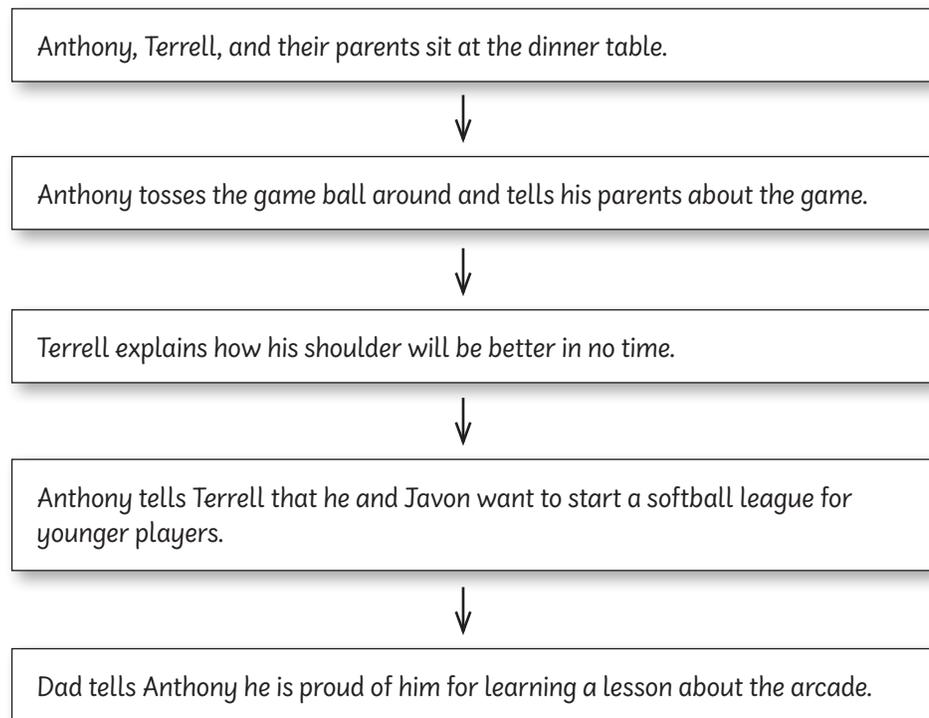
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

**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 sequence chain. This will help us put our thoughts in the right order as we write our new story endings.**

- 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.
- Discuss with students how to format dialogue in their stories.

**Dialogue helps make a story interesting. It needs to be formatted correctly so readers can read it clearly and understand who is saying what in the story.**

- Display the following lines of dialogue from *Anthony Johnson Leaves the Arcade*.

Blackline master provided.

Joe said, "What are you doing here, little man?"

Anthony was confused. He was here to play, of course, so he said so.

Terrell laughed a short laugh. Then he said, "You're not on the team yet, little bro."

Anthony couldn't understand what was happening. "But I did so well in practice! We all had a good time! I thought because I did so well, I'd be on the team!"

- Point out the format for dialogue.

**Let's look at this dialogue for some examples of how you should format your dialogue. Look at the first paragraph. The sentence starts by telling us who will say the quote. Joe will say the quote. This is called *attribution*. There is a comma after the word *said* to separate the dialogue from the rest of the sentence. The actual dialogue begins with a quotation mark, and the sentence begins with a capital letter. Since Joe is asking a question, the sentence ends with a question mark inside the end quotation mark. A quote ending in an exclamation point would be formatted the same way. This is the basic format for dialogue. The attribution can also come at the end of the sentence. Look at the second paragraph. Let's rewrite Terrell's quote to say, "You're not on the team yet, little bro," he said." Write the reworded dialogue on the board or overhead. Now we have moved the attribution to the end. Notice how this line of dialogue differs. It is a statement that should end in a period. If you write dialogue that ends in a period, followed by the attribution, the period should appear as a comma inside the quotation marks. Whenever a new character is going to speak, that character's dialogue should start in a new paragraph. Notice the sample from the text. Joe, Terrell, and Anthony have lines of dialogue. Each of their lines of dialogue appears in a new paragraph.**

- Tell students to use these examples or other examples from the text to write their dialogue.
- 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.
- Tell students it is important to check that their dialogue is formatted correctly.
- Display the following sample passage from a new story ending.

Blackline master provided.

“You should have been there, Dad! You should have seen the winning catch I made for Terrell in today’s softball game!” Anthony exclaimed as he tossed the game softball from hand to hand at the dinner table.

Anthony’s dad smiled and clapped him on the shoulder. “I’m glad you were able to help finish the game after Terrell hurt his shoulder.” he said. “By the way, Terrell, what did the athletic trainer at the game say about your shoulder?” Terrell winced as he shrugged his shoulder. “He said it would be sore for a few days but that no permanent damage was done. He poked and prodded it a lot and determined that nothing was broken or torn. I just have to take it easy and I’ll be good to play in no time”!

“Good!” Dad exclaimed. “Just don’t go catching anymore balls with your shoulder!”



- Use **Team Huddle** to have students identify mistakes in the dialogue format. Use **Random Reporter** to select students to share. *There is a period inside Anthony’s dad’s quote in the second paragraph. The period should be a comma. Terrell speaks some lines of dialogue, but it should appear in a new paragraph instead of with his dad’s dialogue. An exclamation point appears outside the quotation marks in Terrell’s quotes. It should be inside the quotation marks.*
- 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.

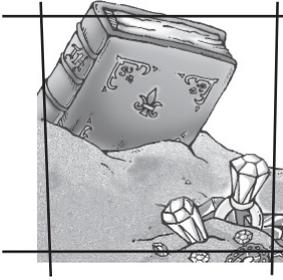
### Class Discussion **TP**

- 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"><li>• How many points did you earn today?</li><li>• How well did you use the team cooperation goal and behavior?</li><li>• What did you do to work toward your achievement goal?</li></ul>



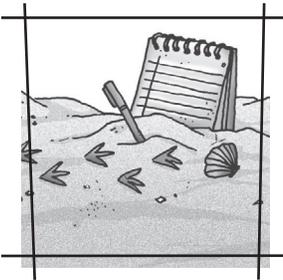
## DAY 7

# 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.

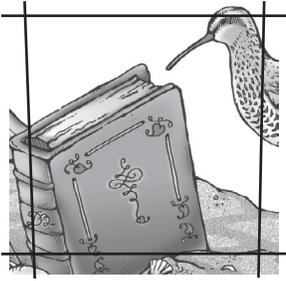


# ADVENTURES IN WRITING

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

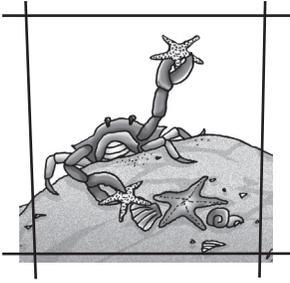
- Is your book literature or informational? Summarize what you read.
  - Why did you choose this book? How did it make you feel while reading it?
  - What is something you liked about the book? Would you recommend it to others?
- As you visit teams, take this opportunity to check students' homework for 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**

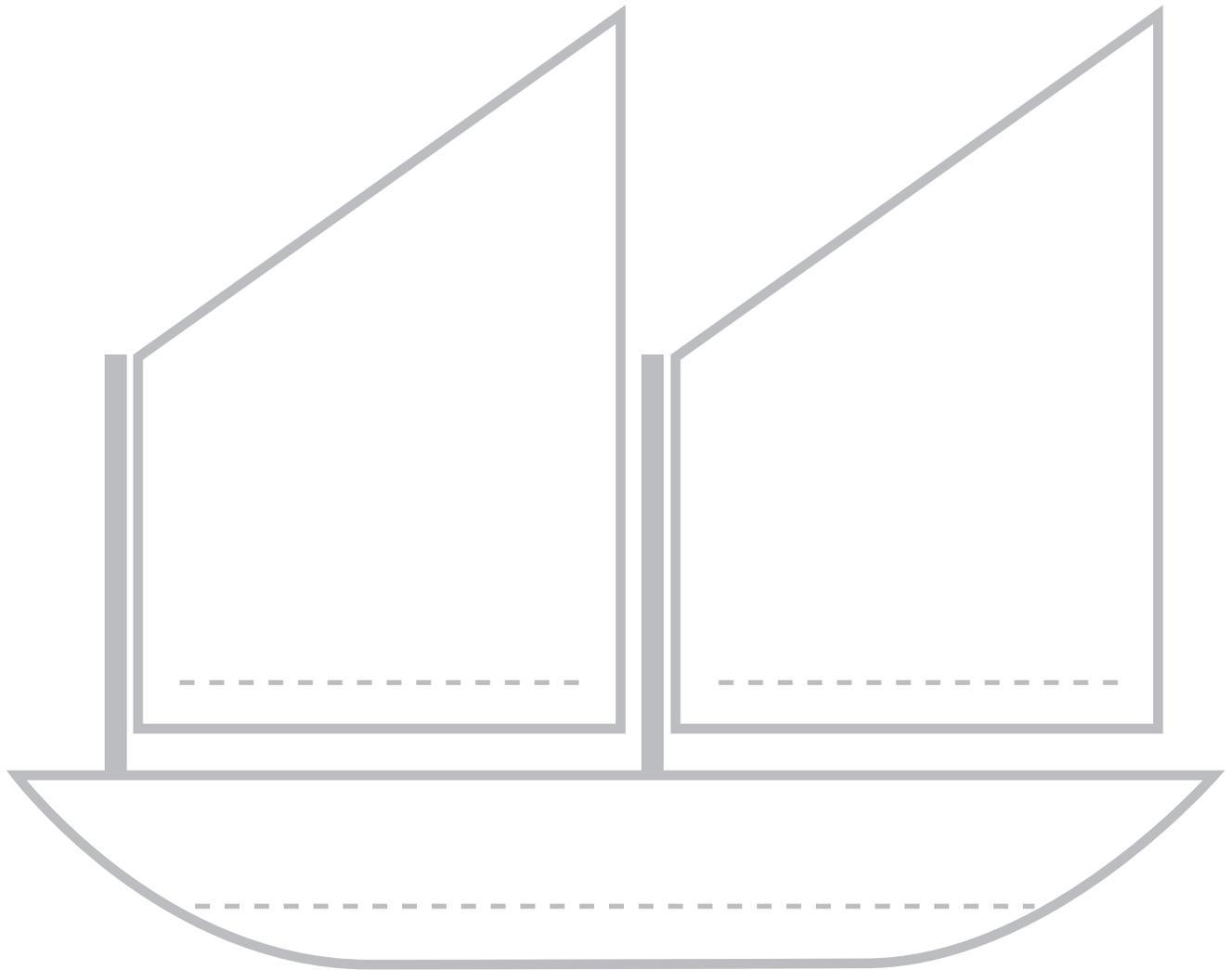
Mark looked out the window and watched the snow pile into drifts. He shivered as the cold wind blew through cracks in the walls of the old cabin. Just then, Mark saw his little brother walking through the front gate in his bathing suit.

## Example 2

Charles held Michelle in his arms as the tears poured down her face. “I can’t believe Boomer is gone,” she said. “I just left the door open for a second and he ran out. He could be out there somewhere hurt or worse. Maybe he was hit by a car or attacked by another dog. Boomer has always been an inside dog. He doesn’t know how to protect himself.” Charles smiled and then started laughing uncontrollably.

“Cut!” the director screamed. “Charles, why are you laughing? This is the fourth time we’ve had to do this scene.”

Charles said, “I’m sorry, Tony. It’s all Michelle’s fault. She told me this hilarious joke right before we started filming, and I can’t get it out of my head.”



Joe said, “What are you doing here, little man?”

Anthony was confused. He was here to play, of course, so he said so.

Terrell laughed a short laugh. Then he said, “You’re not on the team yet, little bro.”

Anthony couldn’t understand what was happening.

“But I did so well in practice! We all had a good time! I thought because I did so well, I’d be on the team!”

“You should have been there, Dad! You should have seen the winning catch I made for Terrell in today’s softball game!” Anthony exclaimed as he tossed the game softball from hand to hand at the dinner table.

Anthony’s dad smiled and clapped him on the shoulder. “I’m glad you were able to help finish the game after Terrell hurt his shoulder.” he said. “By the way, Terrell, what did the athletic trainer at the game say about your shoulder?” Terrell winced as he shrugged his shoulder. “He said it would be sore for a few days but that no permanent damage was done. He poked and prodded it a lot and determined that nothing was broken or torn. I just have to take it easy and I’ll be good to play in no time”!

“Good!” Dad exclaimed. “Just don’t go catching anymore balls with your shoulder!”

# Story Map



**Title:** *Anthony Johnson Leaves the Arcade, cycle 2*

**Characters:**

Anthony Johnson  
 Javon Walker  
 Terrell Johnson  
 Dad  
 Mom  
 Maggie  
 Joe

**Setting:**

**Where:** Lightsmith's Funhouse and Palace of Games; the softball field

**When:** weekend, after-school hours

**Problem:**

Anthony is excited when the new arcade opens, but he doesn't like how much money it costs or how quickly the games end.

**Event:** Javon tells Anthony about the new arcade. Anthony takes money out of his piggy bank, and the boys play a video baseball game.

**Event:** Anthony misses the bus and has to walk home. On his way, he passes his brother playing a softball game and stops to watch.

**Event:** Anthony and Javon play the video game again, but Anthony decides he doesn't like it. He sees his brother at the arcade and is curious.

**Event:** Anthony practices with Terrell and his friends in the batting cages. He has a great time and thinks actually playing ball is much better than playing it on a video game.

**Event:** Anthony assumes he's on the softball team, so he's disappointed when the players tell him he's not. He decides to go back to the arcade, but Terrell takes him to practice with the team instead.

**Solution:**

Terrell hurts his shoulder during a softball game, and he calls Anthony in to take his place. Anthony gets to play a real softball game.

## 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 6 / *Anthony Johnson Leaves the Arcade*

#### **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 arguments to support claims with clear reasons and relevant evidence.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### **Language**

##### **Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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## INFORMATIONAL (7 DAY)

# All That Jazz! American Music, American Musicians

Written by Tanya Jackson

*The Savvy Reader—Clarifying, A Collection of Readings, pages 27–47*

Success for All Foundation, 2011

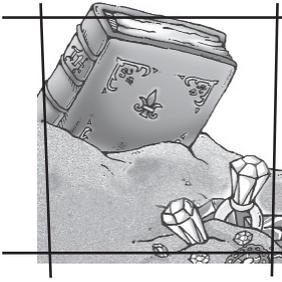
## Summary

Learn all about the most-American art form—jazz music. Take a short trip through the history of jazz, and meet six of the most important jazz musicians of all time.

## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 1</b>	<b>Main idea and supporting details (MI)</b>	<b>Base word + ending</b>	<b>Write an informative paragraph.</b>
	Students will find the main ideas and supporting details of different sections of the text.	Students will break words into base words and endings and use the endings <i>-ment</i> , <i>-ed</i> , <i>-ly</i> , and <i>-ion</i> to increase their understanding of words. Students will recognize that words can have more than one ending and that some words need to be changed to add the ending.	Students will write informative paragraphs about the music they like. They will provide supporting details to inform their classmates why they enjoy a particular song or type of music.





## 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

What is your favorite type of music to listen to?  
What do you like about it?



- 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 *All That Jazz! American Music, American Musicians* by Tanya Jackson. 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 text boxes. **There are also text boxes in this text. I know that boxes are a way to give information about a subject. Literature doesn't have text boxes.**

- 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 text is *All That Jazz! American Music, American Musicians*. There is a picture of an American flag and a man playing trumpet on the cover. As I look through the text, I also see pictures of instruments, people, and people playing instruments. All of these pictures seem to go with the text to help me understand it. I think the topic has to be jazz music and musicians.**



- Use the items below to build or activate background knowledge about the text.
  - Use **Team Huddle** to have students discuss the different types of music they know and the characteristics of those types of music. Use **Random Reporter** to select students to share.
  - Use **Team Huddle** to have students discuss the origins of their favorite types of music. Tell students to think about who started a particular type of music, or when their favorite type of music first became popular. Use **Random Reporter** to select students to share.
  - Share a few important or interesting facts about jazz. For example, jazz is not just one type of music, but many different related kinds of music with distinct sounds. Play examples of different jazz sounds from different composers, such as those found in this text, Billie Holiday, and Glenn Miller. Some audio clips may be found at <http://www.pbs.org/jazz/beat/>.
- Tell students the next step of TIGRRS. Use a **Think Aloud** to model identifying the intent of the author.

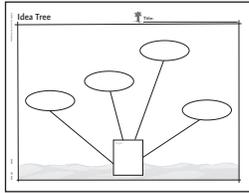
**The next step of TIGRRS is to identify the author's intent. That means telling why the author wrote the text. Knowing that will help me better understand the text. I know the topic is jazz music and musicians. All the pictures and diagrams make me think that the author wants to inform, or teach, me about jazz. So the author's intent for this text is to inform the reader.**

- 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 to write down 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.



- Introduce and display an idea tree. Explain the different parts of the graphic organizer and what will be written in each part.

**OK. 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 reading 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	
<b>SAY</b>	Say the word.	<b>AGREE</b>	Agree if your partner is correct.
<b>TELL</b>	Tell what it means.		
<b>USE</b>	Use it in a sentence.		
		<b>ADD</b>	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"> <li>Find a vocabulary word in your reading.</li> <li>Write the word and the page number where you found it in your journal.</li> <li>Share with your team during vocabulary practice or on test day.</li> </ul>
Vocabulary Vault
<ul style="list-style-type: none"> <li>Listen for your vocabulary words.</li> <li>Write down the word and the sentence you read or heard it in.</li> <li>Put the voucher in the Vocabulary Vault in class.</li> <li>Successfully explain the word to earn team celebration points.</li> <li>Write the word on your team score sheet.</li> </ul>

Student Edition, page S-13.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>cherished</b> page 33	base word + ending: cherish + ed	beloved	The author's wonderful children's books were <i>cherished</i> by children all over the world.
<b>spanned</b> page 33	base word + ending: span + n + ed	crossed	The bridge <i>spanned</i> the river, allowing cars to cross it easily without a ferry.
<b>accompanied</b> page 34	base word + ending: accompan(y) + i + ed	went along with	My teacher <i>accompanied</i> me on piano while I played the flute during my recital.
<b>debut</b> page 36	de = /day/ but = /byew/ chunk: de-but	first time	The pitcher's <i>debut</i> in a major league game occurred when he was only twenty-three years old.
<b>impressed</b> page 36	base word + ending: impress + ed	inspired, thrilled	The professional soccer players <i>impressed</i> Mona, making her want to join a team right away.
<b>achievement</b> page 37	base word + ending: achieve + ment	feat, accomplishment	The mountain climber's best <i>achievement</i> occurred when he climbed the highest mountain in the world.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>imitations</b> page 38	base word + endings: imitat(e) + ion + s	copies, impersonations	Original pieces of art are expensive and rare, but <i>imitations</i> are cheaper and often just as beautiful.
<b>attire</b> page 45	chunk: at-tire	clothing	A policeman's <i>attire</i> is usually made up of a blue uniform and a hat.

### 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 to understand the topic in informational texts. 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 better 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><b>They tell...</b></p> <ul style="list-style-type: none"> <li>■ who</li> <li>■ what</li> <li>■ where</li> <li>■ when</li> <li>■ why</li> <li>■ how</li> </ul>	<p><b>They include...</b></p> <ul style="list-style-type: none"> <li>■ facts</li> <li>■ examples</li> <li>■ steps</li> <li>■ definitions</li> <li>■ reasons</li> <li>■ descriptions</li> </ul>
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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

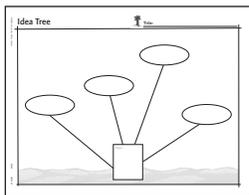
- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you 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 directly state the main idea.

**Sometimes the author does not state the main ideas of a text. But they give us clues. We can look for text features, like 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 31 of the text aloud. Use a **Think Aloud** to model identifying the main idea of the section and the clues that led you to it. Fill in the idea tree accordingly.

**Let’s take a look at the text to see what clues I can identify that will help tell us more about the main idea. I know the main idea is jazz music and musicians. On this page, I think the author is going to talk about the origins of modern music. One clue is the heading. It says “Where Today’s Music Comes From.” That tells me the text is going to explain what led to modern music. Since the text is about jazz, I think jazz might have had a role in creating modern music. There is also a text box that defines the word *contemporary*. I think this also might have something to do with modern music.**

Blackline master provided.



- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

**Main idea:** Origins of Modern Music (p. 31)

- Use a **Think Aloud** to model following the steps on the Clarifying Strategy Card to clarify a word or phrase from the reading.

**Let’s clarify something I read in the text. It is important to clarify as you read informational texts because it helps make sure that you understand everything you read. I read the word *poetic*, and I needed to think about what that meant. When I looked at the word, I recognized a base word, *poet* or *poetry*. I know poetry is a type of literature that often rhymes and uses figurative or descriptive language to make readers or listeners feel a certain way. The author here says that hip-hop is more poetic than rap. They mean it’s more like poetry.**

- Remind students that they will continue identifying main ideas and supporting details as they read *All That Jazz! American Music, American Musicians* this cycle.

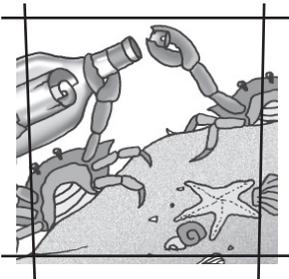
### Preview Team Talk

- 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-14.

## TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  2. What major effect did Louis Armstrong have on jazz music? |CE| (Team Talk rubric)
  3. What are pages 32 and 33 mostly about? |MI|
    - a. African American communities
    - b. jazz instruments
    - c. the history of jazz
    - d. where all music comes from
- 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 32–39 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 <b>Random Reporter</b> .

- 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 major effect did Louis Armstrong have on jazz music? |CE| (Team Talk rubric)
  - 100 points** = *The major effect Louis Armstrong had on jazz music was the improvised solo. He taught other jazz musicians to be bold and expressive while they played alone or accompanied by drums.*
  - 90 points** = *The major effect Louis Armstrong had on jazz music was the improvised solo.*
  - 80 points** = *The improvised solo.*
3. What are pages 32 and 33 mostly about? |MI|
  - a. African American communities
  - b. jazz instruments
  - c. *the history of jazz*
  - d. where all music comes from

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 the heading. The heading is "The History of Jazz." Another clue is a map of the United States that has arrows pointing to different cities. I think it might be showing me where jazz comes from. There is also a text box that says "Know Your Jazz." I think it is telling me something about jazz history.*
- 90 points** = *One clue that led me to this main idea is the heading. Another clue is a map of the United States that has arrows pointing to different cities. There is also a text box that says "Know Your Jazz."*
- 80 points** = *The heading, the map, and the text box.*

**Team Talk Discussion**

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

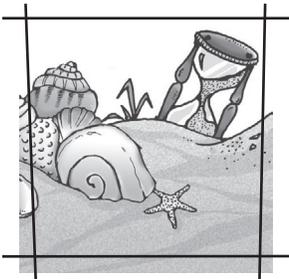
**TEAM TALK EXTENSION**

4. Do you think “First Lady of Song” was a good nickname for Ella Fitzgerald? Why or why not? |DC| (Team Talk rubric)

**100 points** = *I think “First Lady of Song” was a good nickname for Ella Fitzgerald. I think this was a good nickname because she was one of the first popular female musicians. Because she was a woman, it was unexpected for her to be popular. She toured the country, recorded about 200 albums and 2,000 songs.*

**90 points** = *I think “First Lady of Song” was a good nickname for Ella Fitzgerald. I think this was a good nickname because she was one of the first popular female musicians.*

**80 points** = *It was a good nickname. She was one of the first popular female musicians.*



**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.

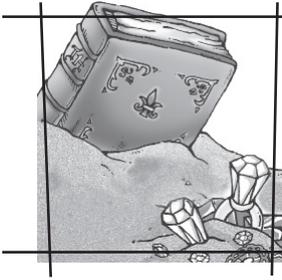
**Pages 32 and 33**

- 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: 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 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: *attire* page 45



- 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 history of jazz and jazz musicians. We learned how different forms of jazz started in the South and East, and how jazz grew in African American communities. We also read about Louis Armstrong, Ella Fitzgerald, and Duke Ellington.**

- Tell students that you will continue to record important ideas on the graphic organizer.



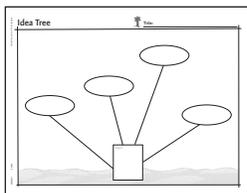
- Use a **Think Aloud** to remind students of the clues they can use to help them find the main idea in a section of text.

**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 pages 40 and 41 (ending at paragraph 1) aloud. Use a **Think Aloud** to model identifying the main idea of these pages and the clues in the text that lead you to the main ideas. Fill in the idea tree accordingly.

**Let's see if I can identify the main idea of this passage. I think the main idea of this passage is Thelonious Monk. The heading on the page tells me this musician's name. I think he must have been a piano player. There is a picture of a piano. He also seems to have the nickname "King of the Ivories." I know that pianos used to have keys made of ivory. I think I will learn about Thelonious Monk and how he played jazz music on the piano.**

Blackline master provided.



- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

**Main idea:** Thelonious Monk (pp. 40–41)

- 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 think of something I needed to clarify as I read. I read the phrase "tinkling the ivories." What does that mean? I needed to reread to see if there were any clues that would help me understand that. When I reread, I noticed it said he found work playing the piano right before that phrase. I think "tinkling the ivories" must mean playing the piano. I know that the word *tink* sounds like the sound that comes out of a piano. It's an example of onomatopoeia. I think *ivories* must refer to piano keys, because that's what you play a piano with.**

- Remind students that they will continue identifying main ideas and supporting details as they read *All That Jazz! American Music, American Musicians* this cycle.

## Preview Team Talk

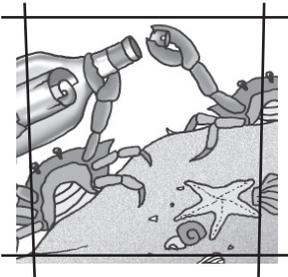
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-14.

## TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. How does a text box on page 41 help you learn more about Thelonious Monk's influence on other jazz musicians? |TF| (Team Talk rubric)
3. What is the main idea of pages 44 and 45? |MI|
  - a. a trumpet playing prince
  - b. wearing suits and ties
  - c. Miles Davis and his trumpet
  - d. composing jazz music

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 41 (paragraph 1)–46 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

#### 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. How does a text box on page 41 help you learn more about Thelonious Monk's influence on other jazz musicians? |TF| (Team Talk rubric)

**100 points** = *A text box on page 41 helps me learn more about Thelonious Monk's influence on other jazz musicians by telling me how Thelonious Monk influenced former president Bill Clinton. I learn that Bill Clinton is also a jazz musician and was influenced by Monk.*

**90 points** = *A text box on page 41 helps me learn more about Thelonious Monk's influence on other jazz musicians by telling me how Thelonious Monk influenced former president Bill Clinton.*

**80 points** = *He influenced former president Bill Clinton.*

3. What is the main idea of pages 44 and 45? |MI|

- a trumpet playing prince
- wearing suits and ties
- Miles Davis and his trumpet*
- composing jazz music

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 the heading tells me a name. It tells me the section is mostly about Miles Davis. Another clue that led me to this main idea is the picture of the trumpet. I think Miles Davis must be a trumpet player.*

**90 points** = *One clue that led me to this main idea is the heading tells me a name. Another clue that led me to this main idea is the picture of the trumpet.*

**80 points** = *The heading and the picture.*

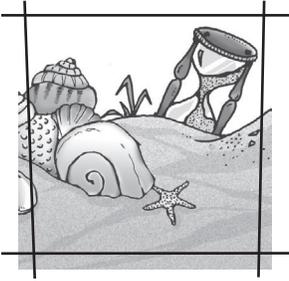
## TEAM TALK EXTENSION

4. How is free jazz different from improvisation? |CC| (Team Talk rubric)

**100 points** = *Free jazz is different from improvisation because free jazz is less structured than improvisation. In free jazz, the musician does not follow any rules, and the songs don't appear to have a structure or form. When a musician improvises, he or she just adds his or her own tricks to a song that was already written.*

**90 points** = *Free jazz is different from improvisation because free jazz is less structured than improvisation.*

**80 points** = *Free jazz is less structured than improvisation.*



# 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.

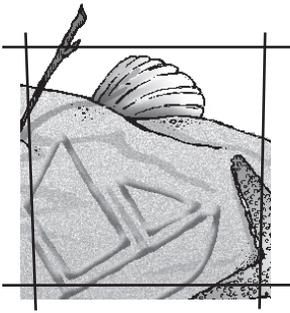
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-13.

## Pages 42 and 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.

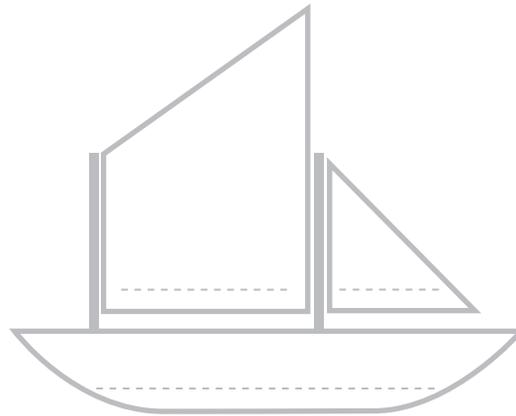


# WORD POWER **TP**

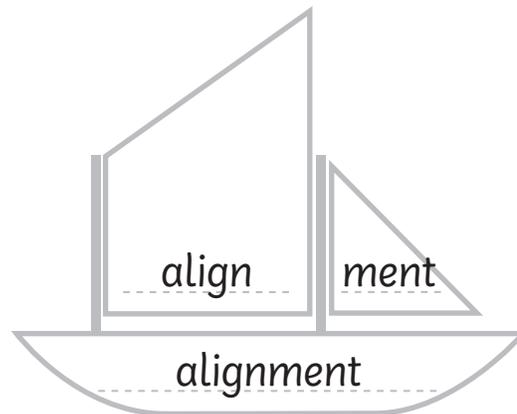
Timing Goal: 10 minutes

- Pretend to take a message from the bottle. Use the message to introduce the Word Treasure clue for reading base words and endings. Display the clue—a sailboat with one main sail and a small sail.

Blackline master provided.



- Write “alignment” on the bottom of the boat, “align” on the big sail, and “ment” on the little sail.



- Reveal the Word Treasure (skill).

Display the Word Treasure.

## Word Treasure

Some base words have additional endings.

If you’re having trouble reading these words, read the base word first. Read the ending next, and then read the whole word to figure out its meaning.

- Remind students that many words have endings that add meaning to the base word.
- Review the endings *-ed*, *-ion*, and *-ly*, and point out what the endings mean *-ed* shows that the action happened in the past or is in a state due to that action; *-ion*

makes a noun that expresses an action or state of being; *-ly* means in the manner of).

- Introduce the ending *-ment* and give its meaning (showing an action, the resulting state from that action, or a process). Give an example of this ending (*disagreement*—the act of not getting along or a state of arguing). Show the division of the base word and ending (*disagreement = disagree + ment*).
- Remind students that when a base word ends in *y*, it must be scrubbed off and an *i* patched in when adding the endings *-ed* and *-ly*. Use the word *certified* as an example (*certify* + *i* + *ed*).
- Point out that other letters may need to be patched in as well when endings are added to words.
- Remind students that when a base word ends in *e*, it is often scrubbed off before the ending is added. Use the word *desolation* as an example (*desolat* + *ion*).
- Remind students that some words can have more than one ending. Use *lubrications* as an example (*lubricat* + *ion* + *s*).
- Tell students that Captain Read More has found words with endings in the vocabulary list. Tell students to be on the lookout for these words the next time they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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-14.

SKILL PRACTICE	
Write each word in your journal. Then write the base word and ending. Write a definition for each word.	
1. government	<i>govern + ment; the result of being led by officials</i>
2. endangerment	<i>endanger + ment; the state of being in harm's way</i>

BUILDING MEANING			
<b>cherished</b>	<b>spanned</b>	<b>accompanied</b>	<b>debut</b>
<b>impressed</b>	<b>achievement</b>	<b>imitations</b>	<b>attire</b>

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

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

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

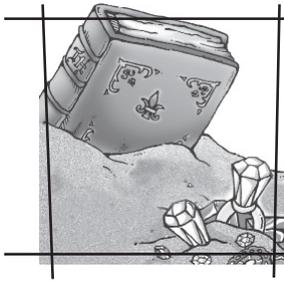
**80 points** = *The sentence uses the word correctly.*

4. List two things that might be considered attire.

*Blue jeans, a t-shirt*

- 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	
<p>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.</p>	<ul style="list-style-type: none"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>



## 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: *cherished* page 33, *spanned* page 33, *accompanied* page 34, *debut* page 36, *impressed* page 36, *achievement* page 37, and *imitations* page 38.



- 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.

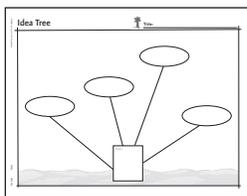
**Yesterday we read about more famous jazz musicians. We read about Thelonious Monk, John Coltrane, and Miles Davis. We also read about how jazz music is still alive and popular today.**

- Tell students that today you will begin rereading the text you have already read. Explain that rereading helps you look for details that support the main ideas you found when you read the text the first time.
- 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 31 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 I said that the main idea of this section is the origins of modern music. Now I can identify more details about this main idea. The text says that people like a lot of different kinds of contemporary, or modern, music. It mentions rock and roll, rhythm and blues, country and western, and rap and hip hop. The text says that all these types of music are born from something that came before them. They are heavily influenced by older forms of music. Jazz is one type of music that has influenced many different kinds of music. These are details I can add 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:** Origins of Modern Music (p. 31)

- new music influenced by music that came before
  - rock, rap, hip hop, country all born from other types of music
  - Jazz influenced many different types of music.
- 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. When we reread informational text, we might realize that we didn’t fully understand a word or phrase we read the first time. I read the phrase “lasting musical force” in the passage. When I read it again, I wasn’t sure what it meant. I reread the paragraph, and saw that it refers to jazz as one of the more popular and long-lasting musical styles of the last century. I think this is talking about jazz continuing to exist. What about “musical force?” When I think of the word force, I think of power. Is jazz a lasting musical power? For some people it is! We read about people who played, developed, and who are currently influenced by jazz.**

- Remind students that they will continue identifying main ideas and supporting details as they read *All That Jazz! American Music, American Musicians* this cycle.

### Preview Team Talk

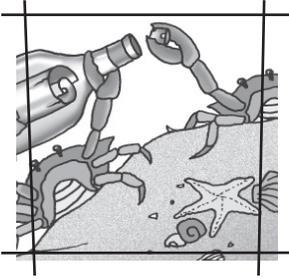
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-15.

### TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)
2. Why did President Richard Nixon award Duke Ellington the Presidential Medal of Freedom? |CE|
  - a. He played piano in the house band for the Cotton Club.
  - b. Ellington was one of the best American music composers.
  - c. Ellington played the piano in the White House every year.
  - d. He was the most famous African American in the world.
3. Pages 32 and 33 are mainly about the history of jazz. Which of the following is a detail that tells more about this main idea? |MI|
  - a. People listened to jazz on the radio.
  - b. Jazz music sounds different in every American city.
  - c. Jazz is the ultimate American creation.
  - d. Spirituals sung by enslaved people are one origin of jazz.

Tell two more details that support this main idea. **(Write-On)** (Team Talk rubric)



# TEAMWORK

Timing Goal: 50 minutes

Students read and restate aloud.

## Partner Reading **TP**

- 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 32–39 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"> <li>• resolve a sticky note</li> <li>• describe team strategy use</li> </ul>

Write-On Discussion
<ul style="list-style-type: none"> <li>• read written answers</li> <li>• create a class answer and discuss what makes it good or how to improve it</li> </ul>

## 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. Why did President Richard Nixon award Duke Ellington the Presidential Medal of Freedom? |CE|
  - a. He played piano in the house band for the Cotton Club.
  - b. *Ellington was one of the best American music composers.*
  - c. Ellington played the piano in the White House every year.
  - d. He was the most famous African American in the world.
3. Pages 32 and 33 are mainly about the history of jazz. Which of the following is a detail that tells more about this main idea? |MI|
  - a. People listened to jazz on the radio.
  - b. Jazz music sounds different in every American city.
  - c. Jazz is the ultimate American creation.
  - d. *Spirituals sung by enslaved people are one origin of jazz.*

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 African Americans began adding instruments to their music. They added instruments to their hymns and blues songs in churches. Another detail that supports the main idea is that ragtime developed in the Midwest. Formerly enslaved people settled in new towns. Another detail that supports the main idea is that groups of people got together to perform. Dance halls and music clubs opened where they could perform their new songs.*

**90 points** = *One detail that supports this main idea is that African Americans began adding instruments to their music. Another detail that supports the main idea is that ragtime developed in the Midwest. Another detail that supports the main idea is that groups of people got together to perform.*

**80 points** = *African Americans began adding instruments to their music. Ragtime developed in the Midwest. Groups of people got together to perform.*

**Team Talk Discussion**

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

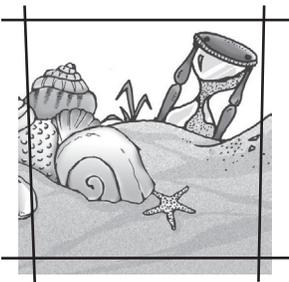
**TEAM TALK EXTENSION**

4. Is it a fact or an opinion that Ella Fitzgerald was one of the most popular female jazz musicians in the twentieth century? Support your answer. |FO| (Team Talk rubric)

**100 points** = *It is a fact that Ella Fitzgerald was one of the most popular female jazz musicians in the twentieth century. I can tell because her career was very successful. She toured the United States and Europe to perform. The Society of Singers Lifetime Achievement Award was renamed the Ella in her honor.*

**90 points** = *It is a fact that Ella Fitzgerald was one of the most popular female jazz musicians in the twentieth century.*

**80 points** = *It is a fact.*

**FLUENCY IN FIVE**

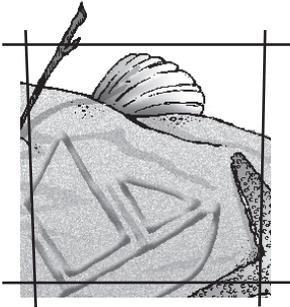
Timing Goal: 5 minutes

- 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-13.

**Pages 42 and 43 or 36 and 37**

- 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

th



- Remind students of the Word Power skill (base word and ending) and, if necessary, the Word Treasure clue Captain Read More uses (big sail and little sail). Use **Team Huddle** to have students identify the suffixes they are working with in this cycle. Use **Random Reporter** to select students to share. *The suffixes are -ment, -ed, -ly, -ion.*

tps

- Use **Think-Pair-Share** to have students look at their vocabulary words and find words that have these endings. Randomly select a few students to share responses. *The words are cherished, spanned, accompanied, impressed, achievement, imitations.*
- Have students divide the ending from the base word, reminding them to use the scrubber and patch as necessary. *Cherished = cherish + ed; spanned = span + n + ed; accompanied = accompany + i + ed; impressed = impress + ed; achievement = achieve + ment; imitations = imitate + ion + s.*
- Point out that the patch was used in the word *spanned* to patch in the second *n* when the ending was added, and in the word *accompanied* to patch in the *i*. Point out where the *e* was scrubbed in the word *imitations*.
- 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-15.

## SKILL PRACTICE

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

1. thriftily                      *thrifty + i + ly; in a frugal manner*
2. involvement                *involve + ment; the state of being included*

BUILDING MEANING			
<b>cherished</b>	<b>spanned</b>	<b>accompanied</b>	<b>debut</b>
<b>impressed</b>	<b>achievement</b>	<b>imitations</b>	<b>attire</b>

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

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

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

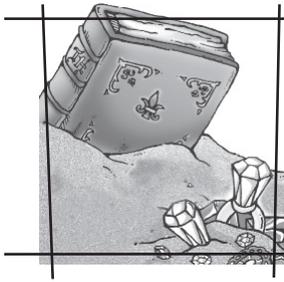
**80 points** = *The sentence uses the word correctly.*

4. List two things that are not attire.

*Hair, fingernails.*

- 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.	<ul style="list-style-type: none"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>



## 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 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: *attire* page 45.
- 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.

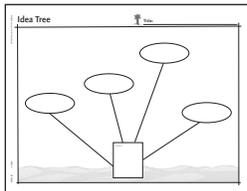
**Yesterday I added some more details about jazz music and musicians. Jazz music was born from the spirituals slaves sang on plantations. As former slaves moved into cities, they changed their music. Louis Armstrong learned to play cornet because it kept him from getting in trouble. He is one of the best known jazz musicians in the world and is known for his raspy singing voice and his trumpet playing. Ella Fitzgerald was one of the most popular female jazz musicians in the twentieth century. She is known for her scat singing and imitations of other artists. Duke Ellington learned to play piano at a young age and devoted his life to music. He is one of America’s best musical composers and won the Presidential Medal of Freedom for his work.**



- 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 40 and 41 (ending at paragraph 1) 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 talked about Thelonious Monk. He is an important jazz pianist. He taught himself how to play piano when he was six years old. He had a special style of improvisation. He improvised while playing songs written by other famous musicians, such as Duke Ellington. 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:** Thelonious Monk (pp. 40–41)

- jazz pianist, added his own tricks to famous jazz songs while playing
  - born in 1917 in North Carolina
  - part of a famous quartet, inspired former president Bill Clinton
- 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 new from the reading. I read the phrase “then-legendary jazz club.” What does “then-legendary” mean? I thought about the word *legendary* and realized it was a base word and ending—*legend + ary*. A legend can be someone or something that is popular and has stories told about them, like legendary baseball player Babe Ruth. So, I reread the paragraph and saw that it was talking about a jazz club. The word then makes it seem like the jazz club might not exist anymore. It was legendary in the past.

- Remind students that they will continue identifying main ideas and supporting details as they read *All That Jazz! American Music, American Musicians* this cycle.

### Preview Team Talk

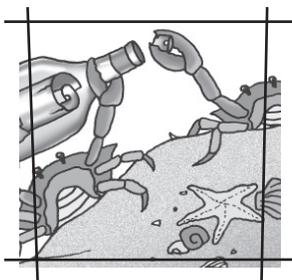
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Use information from your graphic organizer to write a summary of *All That Jazz! American Music, American Musicians*. |SU| (Summarizing rubric)
2. Why does the author tell readers that libraries often have books about jazz or records you can borrow? |AP|
  - a. to inform the reader about how to locate jazz history books there
  - b. to show the reader how to play jazz records
  - c. to explain how to read jazz sheet music
  - d. to persuade the reader to visit the library to learn more about jazz
3. Pages 44 and 45 are mainly about Miles Davis, a trumpet player. Which of the following is a detail that tells more about this main idea? |MI|
  - a. A side man is a musician who plays in another person’s band.
  - b. He learned the tricks to play jazz trumpet when he was sixteen.
  - c. Tubas and French horns were unusual instruments in jazz bands.
  - d. He preferred dressing well in suits and ties during music gigs.

Tell two more details that support this main idea. **(Write-On)** (Team Talk rubric)



# TEAMWORK

Timing Goal: 50 minutes

Students read and restate aloud.

## Partner Reading **TP**

- 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 41 (paragraph 1)–46 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 *All That Jazz! American Music, American Musicians*. |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 does the author tell readers that libraries often have books about jazz or records you can borrow? |AP|
  - a. to inform the reader about how to locate jazz history books there
  - b. to show the reader how to play jazz records
  - c. to explain how to read jazz sheet music
  - d. to persuade the reader to visit the library to learn more about jazz
3. Pages 44 and 45 are mainly about Miles Davis, a trumpet player. Which of the following is a detail that tells more about this main idea? |MI|
  - a. A side man is a musician who plays in another person’s band.
  - b. He learned the tricks to play jazz trumpet when he was sixteen.
  - c. Tubas and French horns were unusual instruments in jazz bands.
  - d. He preferred dressing well in suits and ties during music gigs.

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 Miles Davis went to New York with the intention of going to music school. He met jazz band leader Charlie Parker instead. Parker hired Davis to play trumpet in his band. Another clue that supports this main idea is that Miles Davis was such an excellent trumpet player and composer that some believe he was a better musician than other jazz greats. Some thought he was better than Duke Ellington or Louis Armstrong. Another clue is that Miles Davis had a long career. He composed and recorded music until late in his life.*

**90 points** = *One detail that supports this main idea is that Miles Davis went to New York with the intention of going to music school. Another clue that supports this main idea is that Miles Davis was such an excellent trumpet player and composer that some believe he was a better musician than other jazz greats. Another clue is that Miles Davis had a long career.*

**80 points** = *Miles Davis went to New York with the intention of going to music school. He was a better musician than other jazz greats. He had a long career.*

**Team Talk Discussion**

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

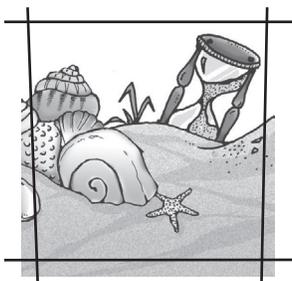
**TEAM TALK EXTENSION**

4. Why did John Coltrane turn to music and learn to play clarinet and saxophone?  
|CE| (Team Talk rubric)

**100 points** = *John Coltrane turned to music and learned to play clarinet and saxophone because he suffered a lot of losses in his life. He lost three of his family members in one year. He played music as a way to deal with his grief and sadness.*

**90 points** = *John Coltrane turned to music and learned to play clarinet and saxophone because he suffered a lot of losses in his life.*

**80 points** = *He suffered a lot of losses in his life.*

**FLUENCY IN FIVE**

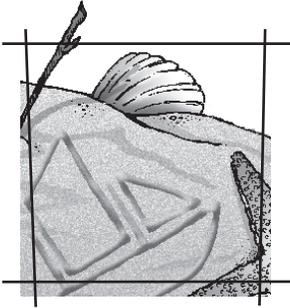
Timing Goal: 5 minutes

- 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-13.

**Pages 42 and 43, 36 and 37, or 44 and 45**

- 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 (base word and endings).
- Use **Think-Pair-Share** to have students tell why it is useful to learn different endings for base words and give an example. *Different endings change word meanings slightly. For example, adding -ed to an action word means the action took place in the past.*
- Display the Word Power Challenge. Tell students that they will work in teams to read the words and give a meaning for each word.

**Preparation:** Display the Word Power Challenge.

Word Power Challenge	scorched
	inspection



- Use **Random Reporter** to select students to share responses. *Scorched = burned in the past; inspection = the act of examining.*
- If necessary, have students use the sail clues and identify the base word and ending. *Scorch + ed; inspect + ion.*
- 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-16.

SKILL PRACTICE	
Write each word in your journal. Then write the base word and ending. Write a definition for each word.	
1. modified	<i>modify + i + ed; fixed or changed in the past</i>
2. containment	<i>contain + ment; the state of being locked up</i>

BUILDING MEANING			
<b>cherished</b>	<b>spanned</b>	<b>accompanied</b>	<b>debut</b>
<b>impressed</b>	<b>achievement</b>	<b>imitations</b>	<b>attire</b>

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.*

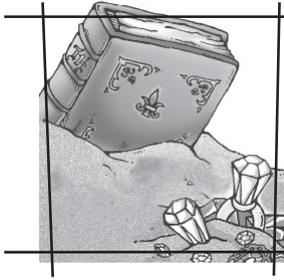
**80 points** = *The sentence uses the word correctly.*

4. Choose the word that best completes the sentence.

I was really impressed with Miki’s homemade brownies, so I asked her for the recipe.

- 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.	<ul style="list-style-type: none"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>



## 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 Glenn Miller. Glenn Miller made a type of jazz called swing very popular in the 1940s.**

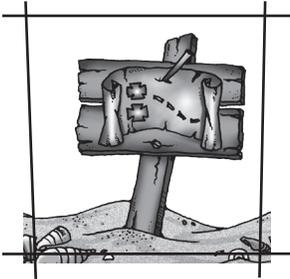
### Vocabulary **TP**

- 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.

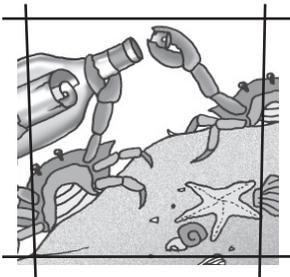


## TEST

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

- 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.

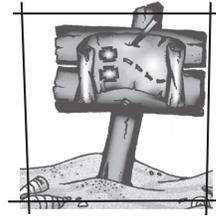


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills 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.

### Glenn Miller

One of the most recognizable forms of jazz music is swing. Trombonist and band leader Glenn Miller helped it become one of America's favorite types of music. It was different from other types of jazz. Miller did not like a lot of improvisation. His music was well planned, including the solos. Some critics said Miller's music wasn't true jazz because of this. People loved the sound of the big bands anyway.

Miller was a member of several bands until he started the Glenn Miller Orchestra in 1938. His band became very popular and recorded several hit songs. Live broadcasts of the orchestra's music played over the radio three times a week. Miller's music was lively and fun to dance to. It gave birth to swing dancing.

In 1942, Miller broke up his band to join the United States Army Air Force during World War II. He was made a captain and had permission to create a band. Their job was to boost the mood of troops in Europe. The Army Air Force band performed for troops live and over the radio. Unfortunately Miller was on a plane that disappeared over the English Channel in 1944. The Army Air Force Band continued playing in his honor until the end of the war.

Source: [www.glenmiller.com/about/bio.htm](http://www.glenmiller.com/about/bio.htm)

## 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. Glenn Miller
  - b. military bands
  - c. swing dancing
  - d. true jazz

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 jazz musician Glenn Miller. I know this is the intent of the author because I learned a lot of information about Glenn Miller. I learned that he played the trombone. He started*

*an orchestra. He had many hit songs. He played music for the United States Army Air Force.*

**25 points** = *The intent of the author is to inform the reader about jazz musician Glenn Miller. I know this is the intent of the author because I learned a lot of information about Glenn Miller.*

**20 points** = *To inform the reader about jazz musician Glenn Miller. I learned a lot of information about Glenn Miller.*

30 points

2. What is the main idea of the third paragraph in the passage? What details support this main idea? **(Write-On)** |MI| (Team Talk rubric)

**30 points** = *The main idea of the third paragraph in the passage is Glenn Miller's work for the U.S. Army Air Force. One detail that supports this main idea is that Miller broke up his orchestra to join the Army Air Force. He was a captain and led the Army Air Force Band. They played for the troops. He died while flying over the English Channel. His band continued to play in his honor.*

**25 points** = *The main idea of the third paragraph in the passage is Glenn Miller's work for the U.S. Army Air Force. One detail that supports this main idea is that Miller broke up his orchestra to join the Army Air Force.*

**20 points** = *Glenn Miller's work for the U.S. Army Air Force. Miller broke up his orchestra to join the Army Air Force.*

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

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

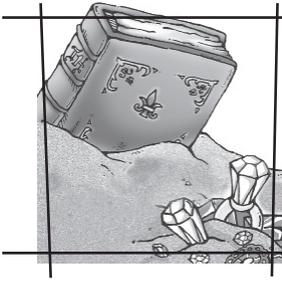
1. promotion      *promote* + *ion*; the act of being moved forward or up
2. judgement      *judge* + *ment*; an act of stating one's opinion
3. identified      *identify* + *i* + *ed*; recognized someone in the past
4. typically      *typical* + *ly*; in a normal manner

10 points each

**Building Meaning**

cherished	spanned	accompanied	debut
impressed	achievement	imitations	attire

5. Write a meaningful sentence for the word *achievement*.  
**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. Jonah’s bird *imitations* were so good that people thought they were hearing the real thing inside the classroom.
  
7. The students at Wilson High were sad to see their *cherished* Ms. Jackson retire after fifty years of teaching. *Cherished* means—
  - a. hated.
  - b. beloved.
  - c. greeted.
  - d. missed.
  
8. Ansel was *impressed* by the photographs he saw in the nature magazine and decided he wanted to be a nature photographer as well.
  
9. Lisa’s *debut* on the stage was just the beginning of a long, great career as a singer. *Debut* means—
  - a. last time.
  - b. only.
  - c. middle.
  - d. first time.
  
10. My older brother *accompanied* me on a tour of my new school so I wouldn’t feel lost or alone.
  
11. The roof of the dome *spanned* the entire length of the football field, providing shelter for all the fans. *Spanned* means—
  - a. followed.
  - b. crossed.
  - c. moved.
  - d. answered.
  
12. For our school’s Revisit the Past party, we all dressed up in *attire* from the 1930s and 1940s.



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

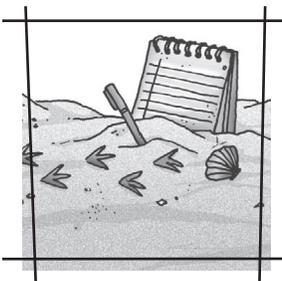
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 an informative paragraph about a song or a type of music that you enjoy. You learned about jazz music this cycle, which may or may not be a type of music you have listened to in the past. Everyone has different tastes in music, so at the end of the lesson, you will create a book of favorite songs and types of music to show the variety of music your class enjoys.**



- 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-17.

WRITING PROMPT	
<p>You have been learning about jazz music and musicians. Write an informative paragraph about your favorite song or type of music. Provide four reasons, with supporting details, that explain why you like this song or type of music. You will share your paragraph with your classmates to make a book that shows the variety of music your class enjoys.</p>	

Student Edition Writing Guide contains no point values.

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

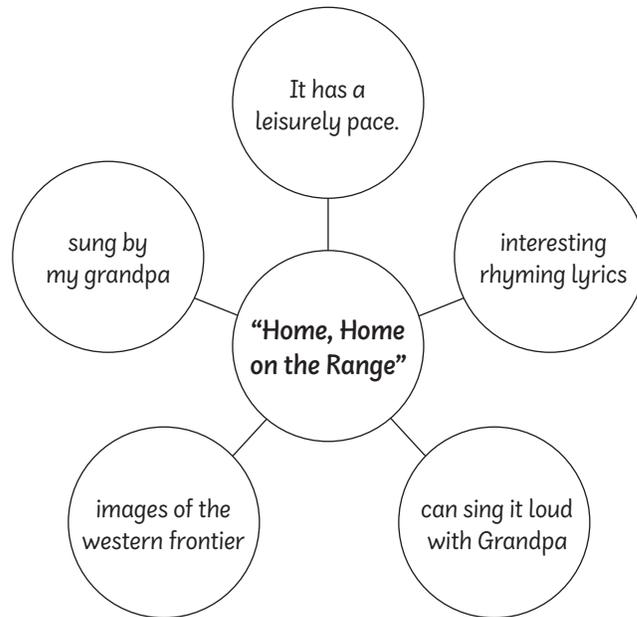
- Remind students of the importance of planning their writing before they actually begin to write. Introduce the graphic organizer—the type of organizer and how it is used.

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

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

- 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.
- Tell students that song titles and album names should be formatted correctly.

**Titles are treated a special way in writing to offset published works from the rest of the text. Books, poems, songs, and albums are all things you format to show that they are published works. A large published work, such as a book or a music album, should be italicized if you are typing or underlined if you are writing by hand. A poem, a song, or a story within a larger book should be put inside quotation marks.**

- Blackline master provided.
- Display the following sample list.

Titles in "Quotation Marks"	Titles <i>Italicized</i> or <u>Underlined</u>
<p style="text-align: center;"><b>Short story</b> "The Hare and the Tortoise"</p>	<p style="text-align: center;"><b>Book</b> <i>Aesop's Fables</i></p>
<p style="text-align: center;"><b>Poem</b> "The Raven"</p>	<p style="text-align: center;"><b>Book of poetry</b> <i>Edgar Allan Poe: The Complete Tales &amp; Poems</i></p>
<p style="text-align: center;"><b>Song</b> "Dance of the Sugar Plum Fairy"</p>	<p style="text-align: center;"><b>Album or complete musical work</b> <i>The Nutcracker</i></p>

- Point out to students that they may have used the name of a song or an album in their paragraphs. Tell students to check their paragraphs for proper punctuation and formatting of songs or albums.
- 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**

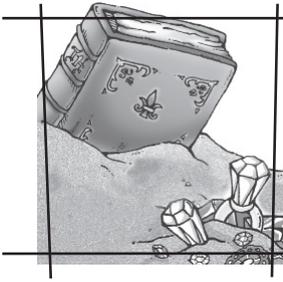
- Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.
- Refer students to the writing guide and the writing objective.
- Using the writing guide, discuss and evaluate the selected writing project(s) with the class. 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?



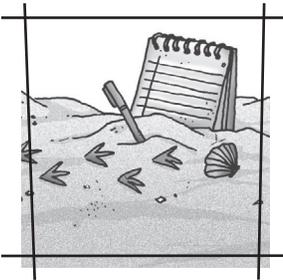
## DAY 7

# 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.

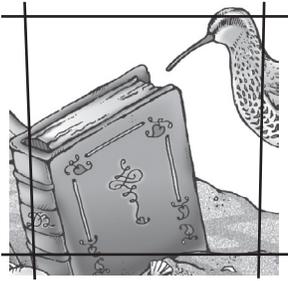


# ADVENTURES IN WRITING

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.

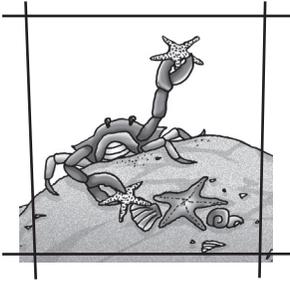
## Class Discussion



- 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

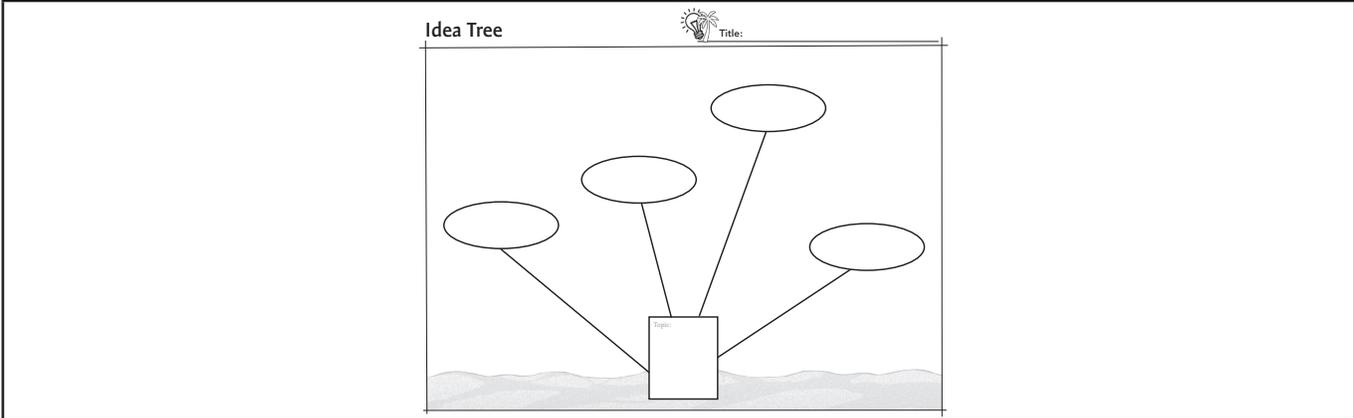
**MAIN IDEA:** The most important idea about a topic. The BIG idea.

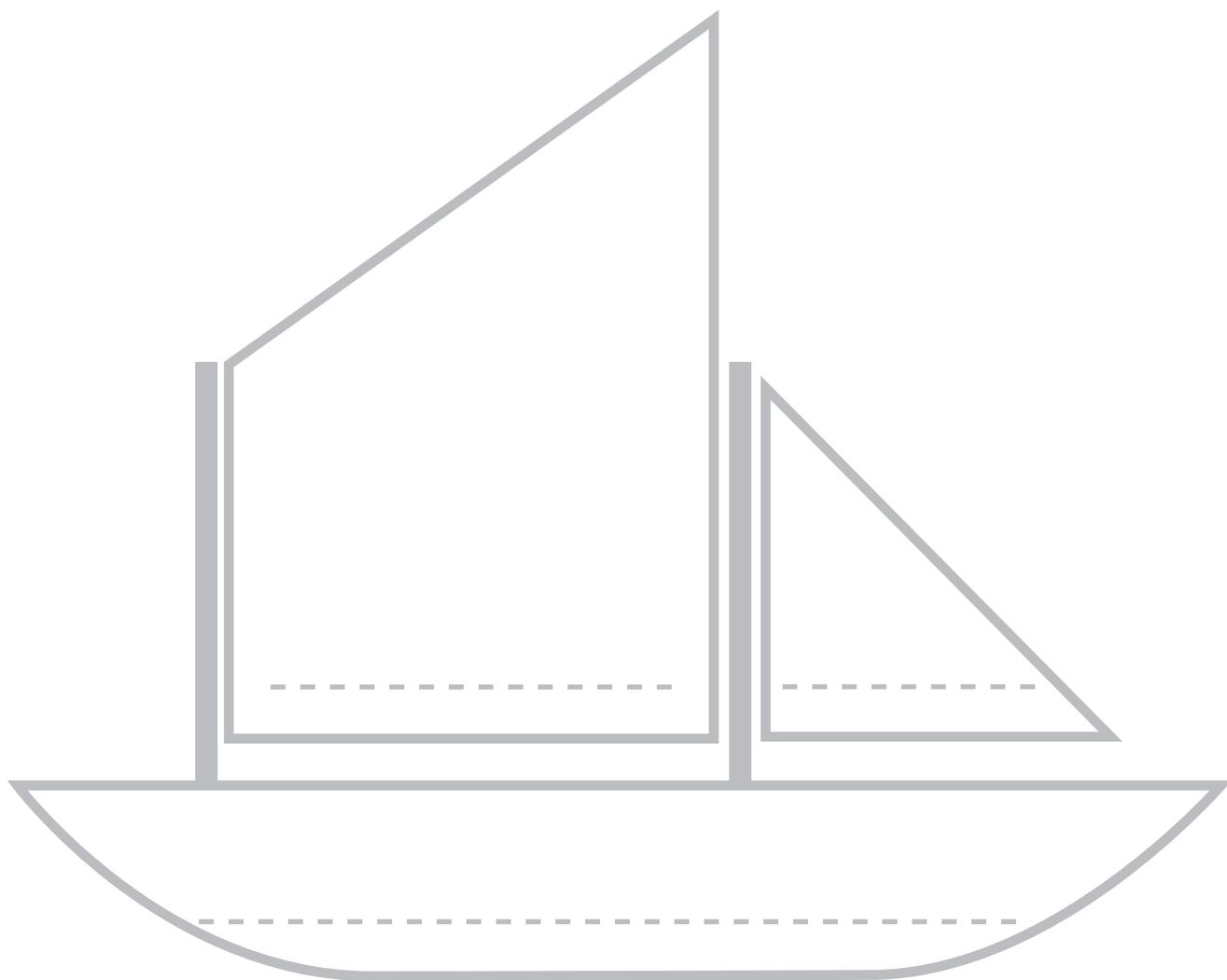
- Tips to finding the main idea:**
- Read the title.
  - Read the subheadings.
  - Look at the first or last sentence.
  - Ask yourself, "What is the text about?"

**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



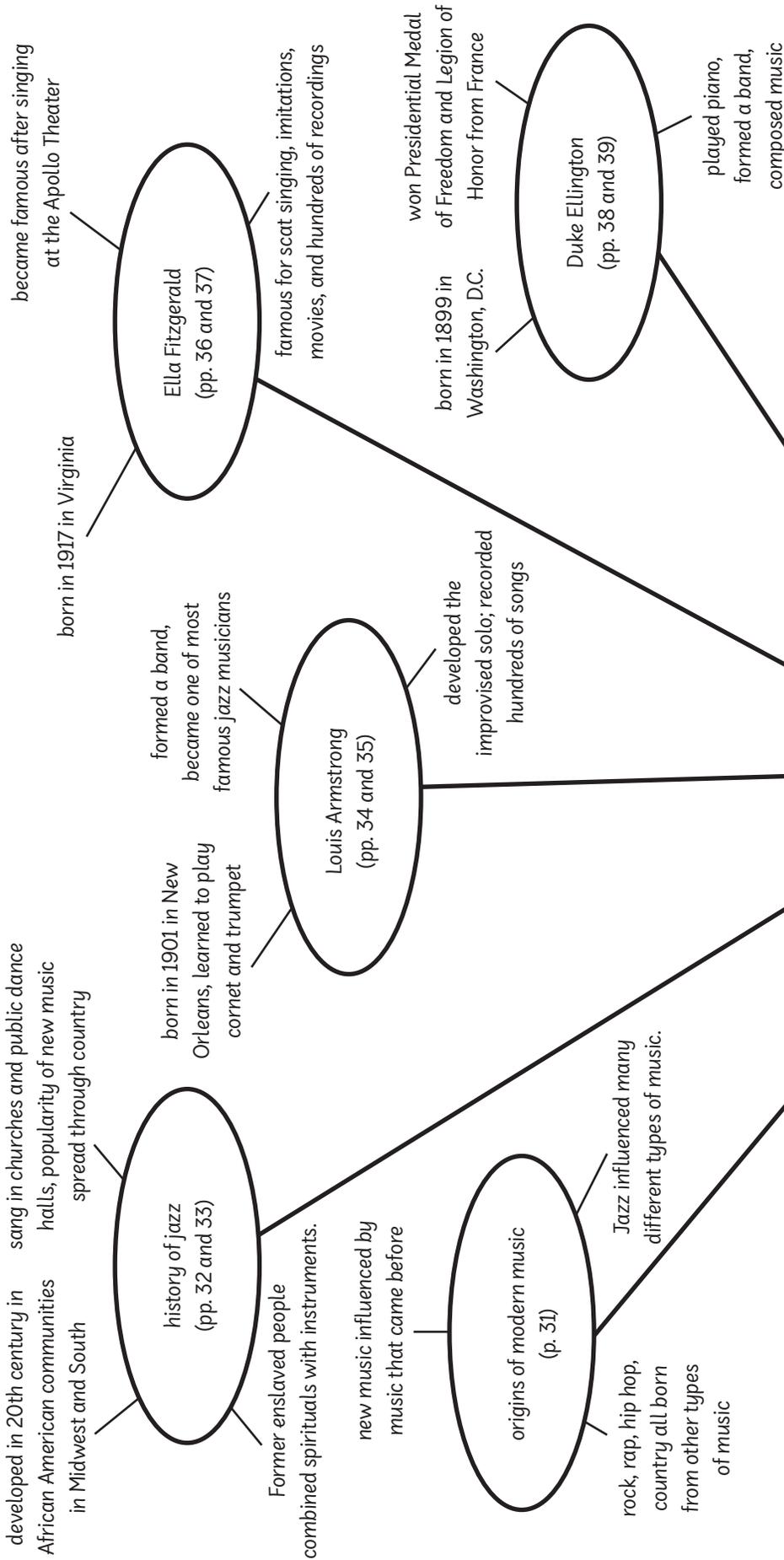


Titles in "Quotation Marks"	Titles <i>Italicized</i> or <u>Underlined</u>
<p style="text-align: center;"><b>Short story</b> "The Hare and the Tortoise"</p>	<p style="text-align: center;"><b>Book</b> <i>Aesop's Fables</i></p>
<p style="text-align: center;"><b>Poem</b> "The Raven"</p>	<p style="text-align: center;"><b>Book of poetry</b> <i>Edgar Allan Poe: The Complete Tales &amp; Poems</i></p>
<p style="text-align: center;"><b>Song</b> "Dance of the Sugar Plum Fairy"</p>	<p style="text-align: center;"><b>Album or complete musical work</b> <i>The Nutcracker</i></p>



Title: All That Jazz! American Music, American Musicians

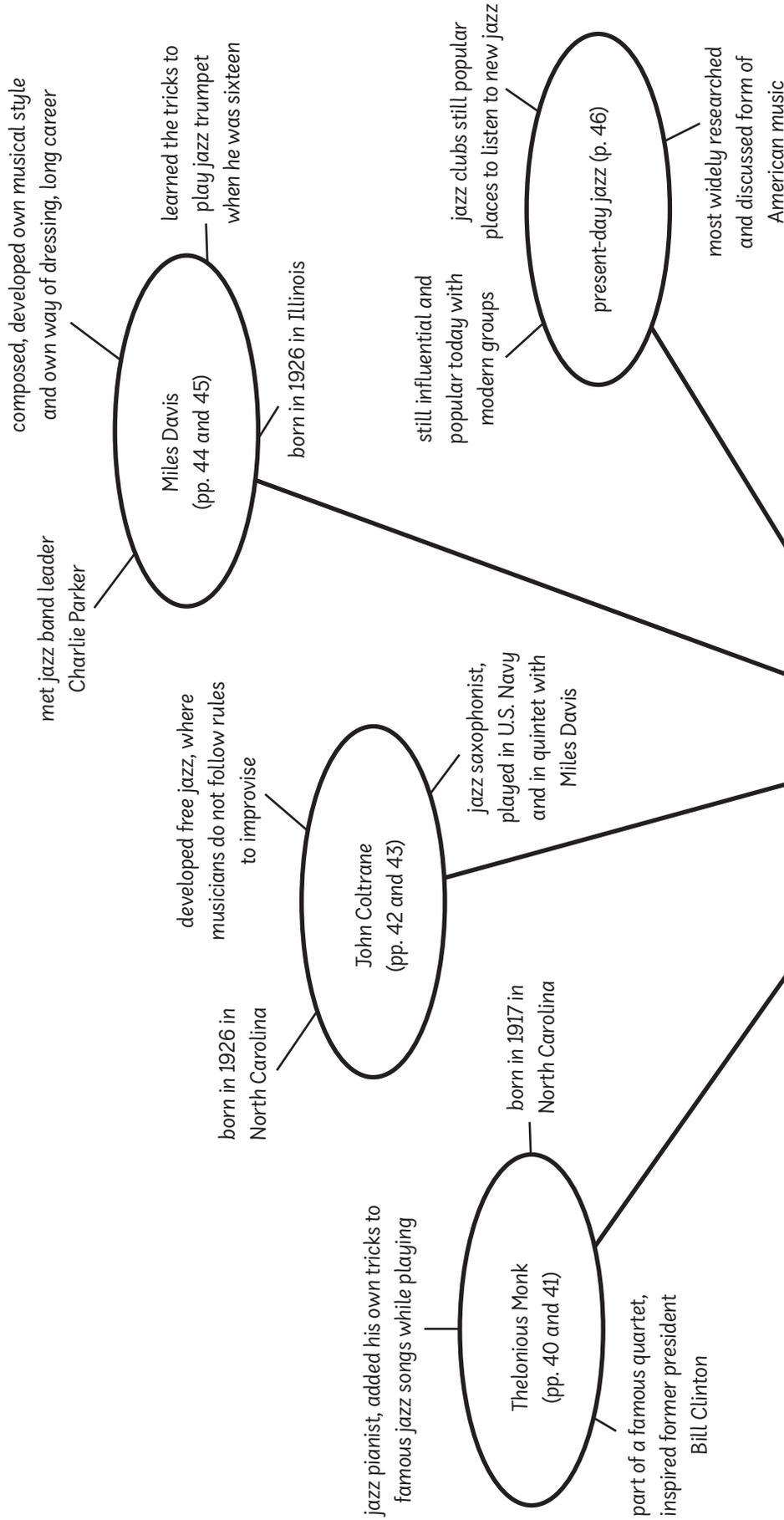
# Idea Tree





# Idea Tree

Title: All That Jazz! American Music, American Musicians (cont'd)



## 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 6 / *All The Jazz! American Music, American Musicians*

#### **Reading:** *Informational Text*

##### **Key Ideas and Details**

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

#### **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 and information.

#### **Language**

##### **Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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## INFORMATIONAL (7 DAY)

# Australia and New Zealand: The Crowns of Oceania

Written by Adrian Mathenia

*The Savvy Reader—Clarifying, A Collection of Readings*, pages 49–68

Success for All Foundation, 2011

## Summary

Australia and New Zealand are the two biggest islands in the collection of islands known as Oceania. Learn about these two islands, which have interesting native cultures, environments, and animals, thanks to thousands of years of isolation in the Pacific Ocean.

## Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	<b>Clarifying (CL)</b> 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.	<b>Synonyms</b> Students will use synonyms to improve their understanding of words.	<b>Write a business letter.</b> Students will write business letters to the director of Parks Australia asking for more information about either the Daintree Rainforest or Great Barrier Reef.
	<b>Clarifying (CL)</b> 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.	<b>Latin Roots</b> Students will use the Latin roots <i>de-</i> , <i>dis-</i> , and <i>ex-</i> to increase their understanding of words.	<b>Write an argument.</b> Students will write an argument sharing their opinion about whether it is important to protect natural areas.

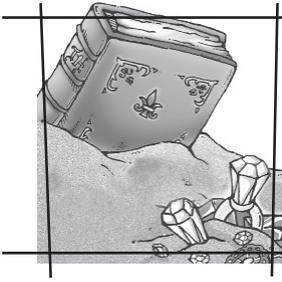


# Cycle 1

## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 1</b>	<b>Clarifying (CL)</b>	<b>Synonyms</b>	<b>Write a business letter.</b>
	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 use synonyms to improve their understanding of words.	Students will write business letters to the director of Parks Australia asking for more information about either the Daintree Rainforest or Great Barrier Reef.





## 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

Australia and New Zealand separated from a mainland millions of years ago. What affect do you think that might have on plants and animals that live there?



- 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 *Australia and New Zealand: The Crowns of Oceania* by Adrian Mathenia. As we read, we'll clarify words we don't understand. We already know some clarifying strategies. We'll also learn a new strategy for clarifying words in informational texts. 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.



**When I read, I use TIGRRS to make sure that I understand all the important information an author has to share with me. The first step of TIGRRS is to tell the topic of the text. The title of this book tells me I am probably going to read about Australia and New Zealand. When I page through the text, I see pictures of landscapes, maps, animals, and people. The pictures show me things about Australia and New Zealand. I think these countries are the topic of this text.**



- Use the items below to build or activate background knowledge about the text.
  - Use **Team Huddle** to have students discuss what they already know about Australia and New Zealand. Tell students to think about the environment, landscape, culture, or animals that live in these countries. Use **Random Reporter** to share responses.
  - Share a few interesting or important facts about Australia and New Zealand with students. For example, 99 percent of the people in Australia live on just 1 percent of the land. New Zealand used to be home to moa, giant birds that stood more than twelve feet tall. Monotremes are mammals that lay eggs, and Australia is one of the two places they call home.
- 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 to identify the intent of the author, or the reason why the author wrote the book. When I looked through the pages of *Australia and New Zealand: The Crowns of Oceania*, I saw pictures of different people and places in Australia and New Zealand. I think the author's intent is to inform readers about these countries.**

- 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.

**The third step of TIGRRS is to choose which organizer we should use to record the important ideas we hear in the text. Let me take a look at the text to see if I can find any clues. I see the text is divided into sections. Sections are usually groups of similar main ideas. It looks like each section is about one big idea. The pictures and other text features on the pages give additional details about these ideas. I think the best organizer to use is an idea tree. Display an idea tree. The topic of the text is the first thing I should record on the idea tree in the section called "Topic." I know I will write main ideas in the circles at the end of the longer branches. I will then 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	
<b>SAY</b>	Say the word.	<b>AGREE</b>	Agree if your partner is correct.
<b>TELL</b>	Tell what it means.		
<b>USE</b>	Use it in a sentence.		
		<b>ADD</b>	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**

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

Student Edition, page S-19.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>arid</b> page 52	chunk: a-rid	dry	A few hours in the <i>arid</i> desert without shade or a source of water could put your life in danger.
<b>tolerating</b> page 52	base word + ending: tolerat(e) + ing	enduring	My dog is very good at <i>tolerating</i> my cats, which enjoy pouncing on his tail and swatting his nose.
<b>array</b> page 52	chunk: ar-ray	collection	I love playing dress up at my aunt’s house because she has a wide <i>array</i> of hats and shoes to wear.
<b>exotic</b> page 53	chunk: ex-ot-ic	strange, unusual	The flower looked similar to a lily, but it had an <i>exotic</i> smell that made Zena think of the jungle.
<b>prohibits</b> page 54	base word + ending: prohibit + s	stops, prevents	The movie theater <i>prohibits</i> customers from sneaking their own snacks into their shows.
<b>ingenious</b> page 57	chunk: in-gen-i-ous	very clever	Carlos’s <i>ingenious</i> invention cracked eggs without making a mess or getting eggshells in the food.
<b>resilient</b> page 57	chunk: re-sil-i-ent	flexible	Palm trees are made to be <i>resilient</i> so they survive the strong winds of hurricanes.
<b>vaulted</b> page 58	base word + ending: vault + ed	arched	The <i>vaulted</i> ceiling in the castle was so high, there was just darkness above Kylie’s head.

## Using the Targeted Strategy

### Introduction and Definition



- Introduce clarifying words in informational texts by using **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. Write their responses on the board. *They can reread, read on, sound it out, think about it, use context clues, use picture clues, or ask someone for help.*
- 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 mountain climbing.

Blackline master provided.

Climbing on ice can be difficult, slippery . . . and dangerous! Before you start climbing on ice, check all of your equipment. Make sure your crampons are tightly lashed to your boots. These spikes will help keep you from slipping as you climb.

- Read the passage aloud, showing confusion about the word *frets*. Use a **Think Aloud** to model using the big topic to help you clarify the word.
 

**“Make sure your crampons are tightly lashed to your boots.” Crampons? That word doesn't make any sense to me. What are *crampons*? I need to clarify this word. Let me think about what this text is about. I know the big topic is mountain climbing, and this particular section is about the equipment you use when you're ice climbing. So, maybe *crampons* are part of the equipment you would need. Let me read on to see if that makes sense. Read the rest of the passage aloud. Okay. I clarified the word. Crampons are part of the equipment you'd need. They are spikes that you lash to your boots. They help keep you from slipping. That makes sense. The big topic helped me, and after reading ahead, I was sure.**
- Award team celebration points for good discussions that demonstrate effective teamwork.

## Listening Comprehension

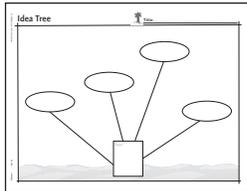


- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.
- Remind students of the topic, intent of the author, and the graphic organizer.
- Tell students that you will start reading the text and applying the skill. Tell them that you will also record the important ideas on the graphic organizer.
- Begin reading page 51 aloud, stopping to show confusion over the word *remote*. Use a **Think Aloud** to model using strategies to clarify this word.

**“It is a group of remote islands . . .” Wait a minute. What is the word *remote* doing here? I thought I was reading about Oceania, not the device I use to change the channel on the television. I think I need to clarify this word. I’ll reread and use clues from the text to help me figure this out.** Quickly reread the text. **When I reread, I see that I am reading about islands that are in the Pacific Ocean. I know the Pacific Ocean is really big. Most of the islands in it are small, and some are really far away from one another. There is a clue on the page that also helps me figure out what *remote* means. The map shows me the islands that are a part of Oceania. A lot of them are really far away from anything big. I think I’ve figured out what the word *remote* means. It means something is far away or distant. Rereading and using clues from the text helped me figure that out.**

- Finish reading page 51 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.



**Topic:** Oceania (p. 51)

- Remind students that they will continue clarifying as they read *Australia and New Zealand: The Crowns of Oceania* this cycle.

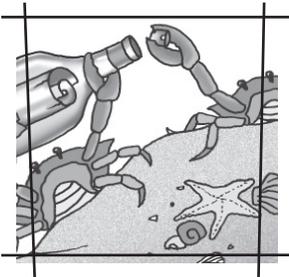
## Preview Team Talk

- 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-20.

**TEAM TALK**

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)
2. A growing coral reef is a sign of— |CE|
  - a. pollution and waste.
  - b. too many creatures.
  - c. a healthy habitat.
  - d. too little sunlight.
3. Which of the following means about the same as the word *marine* on page 53? |CL|
  - a. mountain
  - b. desert
  - c. cave
  - d. ocean

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 TIGRRS before having students read and restate: **SR**

**pages 52–54 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 <b>Random Reporter</b> .

- 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. A growing coral reef is a sign of— |CE|

- pollution and waste.
- too many creatures.
- a healthy habitat.
- too little sunlight.

3. Which of the following means about the same as the word *marine* on page 53? |CL|

- mountain
- desert
- cave
- ocean

How did you figure that out? (**Write-On**) (Team Talk rubric)

**100 points** = *I figured this out by thinking about the big topic and rereading the text. I know the big topic of the text is Australia and New Zealand. These are both islands. They are surrounded by water. When I reread the page, I see that I am reading about waters off the coast of Australia. The ocean is made of water. The word marine must mean ocean.*

**90 points** = *I figured this out by thinking about the big topic and rereading the text.*

**80 points** = *I thought about the big topic and reread.*

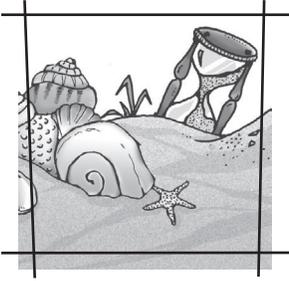
## TEAM TALK EXTENSION

4. How does the Great Barrier Reef Marine Park Authority plan to preserve the Great Barrier Reef? |PS| (Team Talk rubric)

**100 points** = *The Great Barrier Reef Marine Park Authority plans to preserve the Great Barrier Reef with a twenty five year strategic plan. They want to better educate people about the reef. They want to monitor the reef carefully. They want to prevent people from mining the area and disturbing the reef.*

**90 points** = *The Great Barrier Reef Marine Park Authority plans to preserve the Great Barrier Reef with a twenty five year strategic plan.*

**80 points** = *They have a twenty-five-year strategic plan.*



# 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.

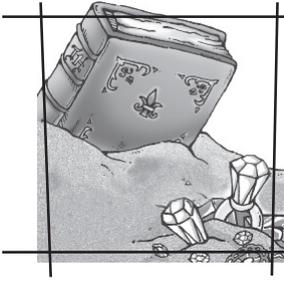
## Page 52

- 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: *ingenious* page 57, *resilient* page 57, and *vaulted* 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 began reading about Australia. We learned some important ideas about this country. We learned that when it was discovered, the British used it for their prisoners before other settlers traveled there. We learned that Australia is home to the Great Barrier Reef, a giant coral reef that is home to many different species of animals. There are organizations that want to protect the reef from harm.**



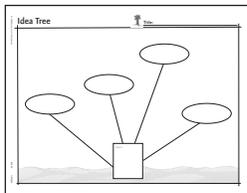
- Tell students that you will continue to record important ideas on the graphic organizer.

- Read page 55 aloud, stopping to show confusion at the word *vital*. Use a **Think Aloud** to model clarifying the word *vital* by reading ahead.

**“The rare animals that call the Daintree home are vital to the survival . . .” Hold on. I’m not sure I understand what the word *vital* means there. I’m not sure what it means to be *vital* to something. Maybe if I read ahead, I’ll figure the word out. Finish reading the sentence. I see that the rare animals spread seeds in the forest. This keeps plants growing in the forest. I think I figured out what the word *vital* means. It must mean important. The animals are important in keeping the forest alive. I read ahead to clarify a word.**

- Continue reading the rest of pages 55 and 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:** Daintree Rainforest (p. 55)

- Remind students that they will continue clarifying as they read *Australia and New Zealand: The Crowns of Oceania* this cycle.

## Preview Team Talk

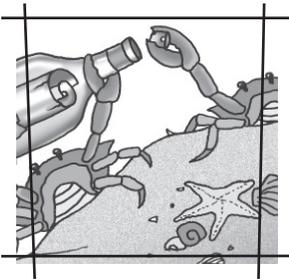
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-20.

**TEAM TALK**

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. What effect has being a group of hunter-gatherers had on the Aboriginal people in Australia? |CE| (Team Talk rubric)
3. Which of the following means about the same as the word *midflight* on page 57? |CL|
  - a. start of a sea voyage
  - b. halfway through a journey
  - c. beginning of a vacation
  - d. end of a trip

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 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 effect has being a group of hunter-gatherers had on the Aboriginal people in Australia? |CE| (Team Talk rubric)
  - 100 points** = *Being a group of hunter-gatherers has made the Aboriginal people in Australia very good land navigators. They wrote songs that served as maps to different kinds of hunting grounds. They are also used to the different weather conditions around Australia.*
  - 90 points** = *Being a group of hunter-gatherers has made the Aboriginal people in Australia very good land navigators.*
  - 80 points** = *They are very good land navigators.*

**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 about the same as the word *midflight* on page 57?

|CL|

- start of a sea voyage
- halfway through a journey*
- beginning of a vacation
- end of a trip

How did you figure that out? **(Write-On)** (Team Talk rubric)

**100 points** = *I figured this out by rereading. The text is talking about boomerangs. These are things you throw in the air, so they fly. Flying is a journey. The returning boomerang turns around during its flight to return to where it started. I know that mid reminds me of the word middle, which makes me think of halves. The boomerang must return after half of its journey in the air.*

**90 points** = *I figured this out by rereading.*

**80 points** = *I reread.*

**TEAM TALK EXTENSION**

4. The text says Bondi Beach has reliable waves. What does this mean? Why do you think this makes it popular for surfers? |DC| (Team Talk rubric)

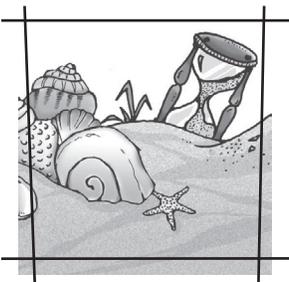
**100 points** = *Bondi Beach having reliable waves means that it always has big waves. I think this makes it popular for surfers because they know they can practice surfing there. Surfers need good waves to learn how to surf. They will go to beaches where they know they can catch a lot of good waves.*

**90 points** = *Bondi Beach having reliable waves means that it always has big waves. I think this makes it popular for surfers because they know they can practice surfing there.*

**80 points** = *It always has big waves. Surfers know they can practice surfing there.*

**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.

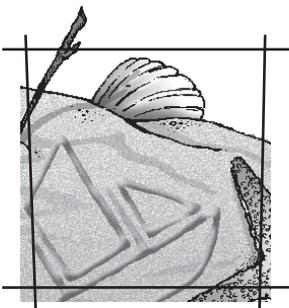
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page S-19.

### Page 57

- 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.



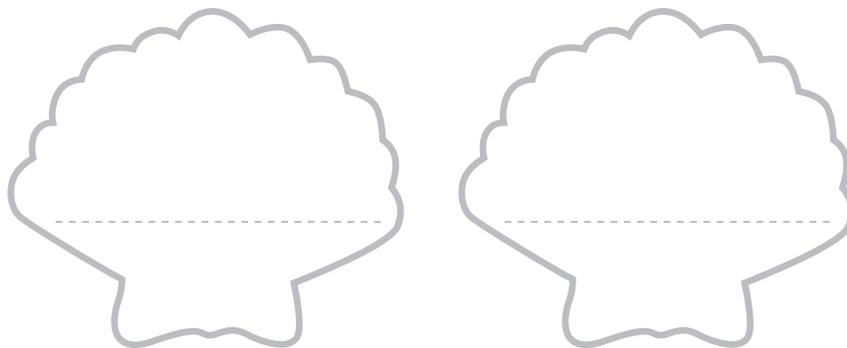
## WORD POWER **TP**

Timing Goal: 10 minutes



- Display the Word Treasure clue, two shells that look the same. Use **Think-Pair-Share** to have students identify the treasure (skill). Randomly select a few students to share. *Synonyms; two words that mean the same thing.*

Blackline master provided.



- Write the word “damage” in one shell. Use **Think-Pair-Share** to have students think of a word that means the same or almost the same as *damage*. Randomly select a few students to share. Write the synonym on the matching shell. *Damage: destroy or ruin.*
- Repeat the activity with the words *enormous* and *polish*. Use **Think-Pair-Share** to have students think of a word that means the same or almost the same for each word you displayed. Randomly select a few students to share. Write the synonym on the matching shell for each word. *Enormous: large or huge; polish: shine.*
- Remind students that words that mean the same or almost the same are called *synonyms*. Refer to the Word Treasure clue for synonyms: two shells that look alike.
- Reveal the Word Treasure (skill).

Display the Word Treasure.

<b>Word Treasure</b>	<p><b>Synonyms are words that mean the same.</b>                  If you're having trouble understanding a word meaning, look for a synonym with a similar meaning and make connections between the words.</p>
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- Use **Think-Pair-Share** to have students explain why it is helpful to know synonyms. Randomly select a few students to share. Synonyms help us define words and make connections between words.
- Tell students that some of the words in their vocabulary list have synonyms. Remind students to look for these words the next time they review their vocabulary.
- Tell students that they will practice knowing the meanings of the vocabulary words and the Word Power skill in preparation for the test.
- Explain, or have the team leaders review, as necessary, the Word Power activity before having students begin. **SR**

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-20.

### SKILL PRACTICE

Write the two words in each list that are synonyms.

1. collect, give, gather, lose                      *collect, gather*
2. gain, defeat, beat, collect                      *defeat, beat*
3. wilt, strong, simple, hardy                      *strong, hardy*
4. persuade, inform, bargain, convince                      *persuade, convince*

### BUILDING MEANING

<b>arid</b>	<b>tolerating</b>	<b>array</b>	<b>exotic</b>
<b>prohibits</b>	<b>ingenious</b>	<b>resilient</b>	<b>vaulted</b>

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

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

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

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

6. List two things that might be resilient.

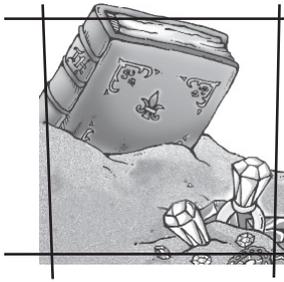
*A rubber band; a strong person recovering from an injury; trees that bend with the wind.*

- 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: *arid* page 52, *tolerating* page 52, *array* page 52, *exotic* page 53, and *prohibits* page 54.



- 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 some more important ideas about Australia. We learned about the Aboriginal people, Australia’s indigenous groups. We also learned about Sydney, the biggest city in Australia.**



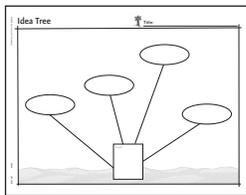
- Tell students that as you reread you will look for details about the important ideas and add them to the graphic organizer. Tell students that you will also add any important information you missed the first time you read.

- Reread page 51 aloud, stopping at the word *surf*. Use a **Think Aloud** to model thinking about the big topic and rereading to clarify the word *surf*.

**“. . . surf and sun.” *Surf?* I’m not sure if that word makes sense to me. I know I read about surfing yesterday, but what is *surf*? Let me think about the big topic and reread the sentence to figure this out. I know this section of the text is talking about Australia, which is a big island. It’s surrounded by water. When I reread the sentence, I see that it mentions beaches. This makes sense, since islands usually have beaches. People go surfing at beaches because there are waves. I think I figured out what the word *surf* means. It means *waves*. This must be where the word *surfing* comes from, since you ride waves when you go surfing. I used strategies to figure out a word I didn’t understand.**

- Finish rereading the rest of page 51 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:** Oceania (p. 51)

- deep in southern hemisphere, in Indian and Pacific oceans
  - Oceania is a group of remote islands with a variety of landscapes and cultures.
  - Australia and New Zealand are biggest islands in group
- Remind students that they will continue clarifying as they read *Australia and New Zealand: The Crowns of Oceania* this cycle.

## Preview Team Talk

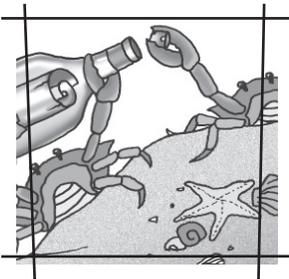
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-21.

### TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  2. How does Australia's climate change as you travel around the island? |CC|
  3. Which of the following means about the same as the word *immune* on page 54? |CL|
    - a. in danger
    - b. vulnerable
    - c. in question
    - d. protected
- How did you figure that 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 TIGGRS before having students reread and restate: **SR** pages 52–54 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

**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 does Australia's climate change as you travel around the island? |CC|

**100 points** = *Australia's climate changes from tropical to dry to rainy as you travel around the island. In the north, the island has a tropical climate and rainforests. The middle of Australia is mostly grasslands and dry deserts, called the Outback. In the southeast, the climate is mostly temperate and the ocean brings rain to this area.*

**90 points** = *Australia's climate changes from tropical to dry to rainy as you travel around the island.*

**80 points** = *It goes from tropical to dry to rainy.*

**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. Which of the following means about the same as the word *immune* on page 54?  
|CL|

- a. in danger
- b. vulnerable
- c. in question
- d. protected

How did you figure that out? (**Write-On**) (Team Talk rubric)

**100 points** = *I figured this out by reading ahead. I read that the anemone has a poisonous sting, so it must be dangerous. But the clownfish can live in an anemone without being hurt. The anemone protects it by keeping away other fish that must get hurt by the poison. Being immune to something must mean you are protected from it.*

**90 points** = *I figured this out by reading ahead.*

**80 points** = *I reread.*

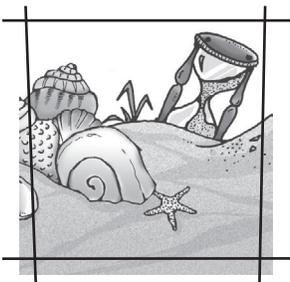
**TEAM TALK EXTENSION**

4. Do you think the ecosystem of the Great Barrier Reef exists only under water? Why or why not? Support your response. |DC| (Team Talk rubric)

**100 points** = *No. The ecosystem of the Great Barrier Reef exists both under and above water. I read that the ecosystem also includes birds and reptiles. Birds and reptiles do not live under water. They might swim in the water, but they need to live out of the water. They must come to the Great Barrier Reef to eat other creatures living in the sea.*

**90 points** = *No. The ecosystem of the Great Barrier Reef exists both under and above water. I read that the ecosystem also includes birds and reptiles.*

**80 points** = *No, it includes birds and reptiles.*



**FLUENCY IN FIVE**

Timing Goal: 5 minutes

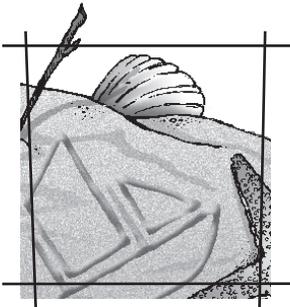
- Explain, or have team leaders review if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-19.

**Page 57 or 53**

- 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

**tps**

**Preparation:** Display the shells on the board.

- Remind students of the Word Power skill (synonyms) and, if necessary, the Word Treasure clue Captain Read More uses (two shells that are alike).
- Have students look at their vocabulary words. Point out that the Definition column contains words that are synonyms for the vocabulary words. Use **Think-Pair-Share** to have students find words on the vocabulary list that have synonyms. Randomly select a few students to share. *Arid and dry, tolerating and enduring, array and collection, exotic and strange, prohibits and stops, resilient and flexible, vaulted and arched.*
- Display the shells on the board. Write “naughty” on one shell. Use **Think-Pair-Share** to have students identify a synonym for *naughty*. Randomly select a few students to share. As students share, write the synonym on the matching shell. *Naughty and bad.*
- Repeat the activity with the words *scrape, shove, and jagged*. Use **Think-Pair-Share** to have students identify a synonym for each word. Randomly select a few students to share. As students share, write the synonym on the matching shell. *Scrape and scratch, shove and push, jagged and rough or sharp.*
- 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-21.

SKILL PRACTICE			
Write the two words in each list that are synonyms.			
1.	laughter, concern, tired, worry	<b>concern, worry</b>	
2.	hush, noise, table, quiet	<b>hush, quiet</b>	
3.	answer, correct, right, write	<b>correct, right</b>	
4.	grab, tight, grasp, loose	<b>grab, grasp</b>	
BUILDING MEANING			
<b>arid</b>	<b>tolerating</b>	<b>array</b>	<b>exotic</b>
<b>prohibits</b>	<b>ingenious</b>	<b>resilient</b>	<b>vaulted</b>
5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday. <b>100 points</b> = <i>The sentence uses the word correctly and includes details to create a mind movie.</i> <b>90 points</b> = <i>The sentence uses the word correctly and includes one detail.</i> <b>80 points</b> = <i>The sentence uses the word correctly.</i>			
6. List two things that might not be <u>resilient</u> . <i>A rock; a bone; brick buildings.</i>			

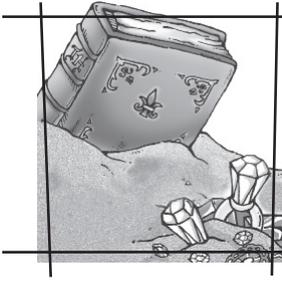
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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 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: *ingenious* page 57, *resilient* page 57, and *vaulted* 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.

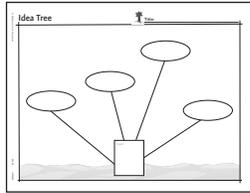
**Yesterday we identified some more details about Australia that we could add to our idea trees. In 1770, Captain James Cook was the first European to explore Australia. After that, it was settled by criminals in penal colonies and other Europeans. Australia is very large and has a variety of climates and terrains. There are rainforests and tropics, grasslands and deserts, and a temperate climate in the southeast. The Great Barrier Reef is a natural wonder in the world. It covers 133,000 square miles and is visible from space. Nine hundred islands and 2,900 separate reefs make up the Great Barrier Reef. Australia works hard to preserve the reef.**

- 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 55 aloud, stopping to clarify confusing words or ideas, ask questions, make points, or focus students’ attention as needed.
- Continue rereading page 56, stopping with the word *heeding*. Use a **Think Aloud** to model clarifying this word by rereading.



**“Australia works to protect their culture by heeding their direction . . .”**  
***Heeding*. I’m not sure I understand this word. Maybe if I reread, I’ll figure it out. Reread the section. I see. The text is talking about the Daintree Rainforest and the Wujal Wujal tribe that lives in it. This tribe helps people learn more about the rainforest by taking people on tours of it. They have lived in the rainforest for thousands of years and know a lot about the plants and animals in it. I see that the text says Australia works to protect the rainforest and the tribe by heeding their directions. I think I’ve figured out what *heeding* means. It means listening to or following their directions. The Australian government knows the Wujal Wujal know how to take care of the forest. They know if they listen to the Wujal Wujal, the rainforest will be around for a long time.**

Blackline master provided.



- Display a sample idea tree. Model adding a key point from the Listening Comprehension selection to the graphic organizer.

**Main idea:** Daintree Rainforest (pp. 55 and 56)

- oldest rainforest in the world
  - home to rare animals and plants seen nowhere else in world
  - Wujal Wujal Aboriginal people
  - Wujal Wujal take tourists through the rainforest.
  - educate visitors on keeping rainforest healthy, and about culture
  - government works with Wujal Wujal to protect rainforest and their culture
- Remind students that they will continue clarifying as they read *Australia and New Zealand: The Crowns of Oceania* this cycle.

### Preview Team Talk

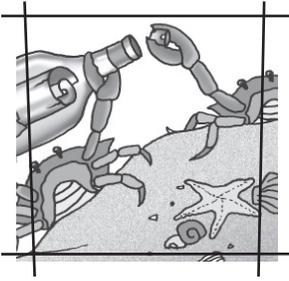
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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. Use information from your graphic organizer to write a summary of *Australia and New Zealand: The Crowns of Oceania* so far. |SU| (Summarizing rubric)
2. What fact does the text box on page 59 teach you about Bondi Beach? |TF • FO|
3. Which of the following means about the same as the word *cater* on page 59? |CL|
  - a. take away
  - b. provide
  - c. exclude
  - d. move apart

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 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**

1. Use information from your graphic organizer to write a summary of *Australia and New Zealand: The Crowns of Oceania* so far. |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 idea, but includes less important details.*
2. What fact does the text box on page 59 teach you about Bondi Beach? |TF • FO|  
**100 points** = *The text box on page 59 teaches me that Bondi Beach was part of the 2000 Summer Olympics. Beach volleyball was played at Bondi Beach.*  
**90 points** = *The text box on page 59 teaches me that Bondi Beach was part of the 2000 Summer Olympics.*  
**80 points** = *Bondi Beach was part of the 2000 Summer Olympics.*
3. Which of the following means about the same as the word *cater* on page 59?  
|CL|
  - a. take away
  - b. provide
  - c. exclude
  - d. move apart

How did you figure that out? (**Write-On**) (Team Talk rubric)

- 100 points** = *I figured this out by rereading the sentence. The passage is talking about surfing at Bondi Beach. The sentence says there are shops that cater to everyone. I've heard the word cater before. A caterer provides food for parties, so if you cater something, you must provide something. The surf shops at Bondi Beach provide service to everyone.*
- 90 points** = *I figured this out by rereading the sentence.*
- 80 points** = *I reread.*

**Team Talk Discussion**

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

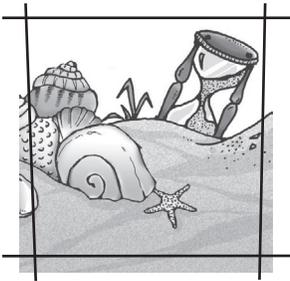
**TEAM TALK EXTENSION**

4. How has the Aboriginal people's culture remained strong over thousands of years? |CE| (Team Talk rubric)

**100 points** = *The Aboriginal people's has remained strong over thousands of years because they pass information down through generations. They share stories and songs in each generation. The stories and songs tell about their culture.*

**90 points** = *The Aboriginal people's has remained strong over thousands of years because they pass information down through generations.*

**80 points** = *They pass information down through generations.*

**FLUENCY IN FIVE**

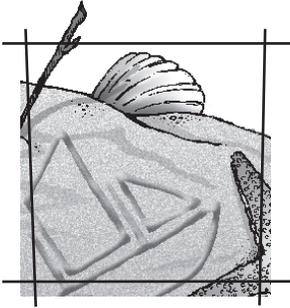
Timing Goal: 5 minutes

- 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-19.

**Page 57, 53, or pages 58 and 59**

- 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 (synonyms).
- Use **Think-Pair-Share** to have students tell why it is useful to learn synonyms for words. Randomly select a few students to share. *Knowing synonyms allows us to choose different words when speaking and writing.*
- Display the Word Power Challenge. Tell students that they will work in teams to identify the two words in each list that are synonyms.

<b>Word Power Challenge</b>	careful, boast, solid, brag
	shake, feeling, cold, quiver



- Use **Random Reporter** to select students to share responses. *Boast and brag; shake and quiver.*
- 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-22.

<b>SKILL PRACTICE</b>	
Write the two words in each list that are synonyms.	
1. yell, discuss, blank, talk	<i>discuss, talk</i>
2. turn, still, spin, move	<i>turn, spin</i>
3. work, story, tale, relax	<i>story, tale</i>
4. pile, trash, heap, glide	<i>pile, heap</i>

BUILDING MEANING			
arid	tolerating	array	exotic
prohibits	ingenious	resilient	vaulted

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.*

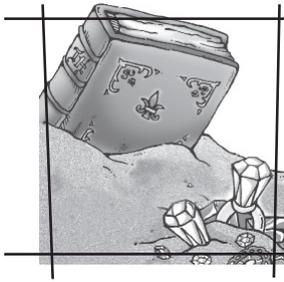
**80 points** = *The sentence uses the word correctly.*

6. Choose the word that best completes the sentence.

I never knew how many different kinds of cars there were until I saw my cousin's array of models lining the shelves in his room.

- 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"> <li>• How many points did you earn today?</li> <li>• How well did you use the team cooperation goal and behavior?</li> <li>• What did you do to work toward your achievement goal?</li> </ul>



## 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 Uluru. Formerly known as Ayer's Rock, this huge rock is an important and sacred location for Aboriginal people in Australia.**

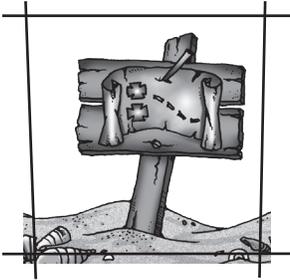
### Vocabulary **TP**

- 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.

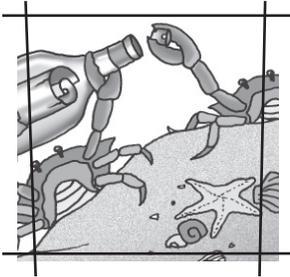


## TEST

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

- 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.

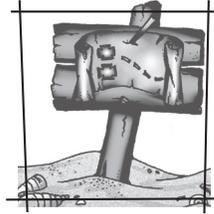


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills 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.

Uluru is one of the largest pieces of exposed rock on Earth. It is the remains of a mountain range that stood in central Australia millions of years ago. At one time, the mountains were covered by a large body of water. As water disappeared from the inland ocean, the rock was exposed. It is 1,141 feet high and almost six miles around its base. Uluru is known to change colors in different kinds of light. When it rains on Uluru, the rock appears gray. When it is dry, the iron in the rock rusts, giving the rock a red color. It looks very red at sunrise and sunset.

The Anangu have lived near Uluru for 10,000 years. It is a sacred place for this tribe. Their paintings still appear in caves and on Uluru. Different areas of Uluru are important for traditions and ceremonies. Some traditions keep certain people from seeing specific parts of Uluru. The Anangu like tourists coming to see and learn about Uluru. They give tours around Uluru and explain its history. They do ask that visitors respect their traditions by not climbing the giant rock.

Source: [www.environment.gov.au/parks/uluru/index.html](http://www.environment.gov.au/parks/uluru/index.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. The Anangu, an Aboriginal group in Australia
  - b. Australian mountain ranges
  - c. *Uluru, a giant rock in Australia*
  - d. Tourists visiting the Outback in Australia

What is the intent of the author in writing about this topic? How do you know?

**30 points** = *I know the intent of the author is to give the reader information about Uluru. I know the intent is to give the reader information because I learned many things about Uluru. I learned that it is one of the largest pieces of exposed rock on Earth. I learned about the Anangu and how it is sacred to them. They have many traditions surrounding the rock.*

**25 points** = *I know the intent of the author is to give the reader information about Uluru. I know the intent is to give the reader information because I learned many things about Uluru.*

**20 points** = To give the reader information about Uluru. I learned many things about Uluru.

**30 points**

2. What does the word *inland* mean in the first paragraph of the passage? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

**30 points** = *The word inland means inside or toward the middle of a landmass. I figured that out by rereading. (Some evidence or background knowledge that supports the answer.)*

**25 points** = *The word inland means inside or toward the middle of a landmass. I figured that out by rereading.*

**20 points** = *Inside or toward the middle of a landmass. 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

### Skill Questions

Write the two words in each list that are synonyms.

- |                                       |                         |
|---------------------------------------|-------------------------|
| 1. unwind, connect, attach, store     | <b>connect, attach</b>  |
| 2. repair, break, drill, fix          | <b>repair, fix</b>      |
| 3. never, daily, sometimes, every day | <b>daily, every day</b> |
| 4. switch, cover, change, view        | <b>switch, change</b>   |

10 points each

### Building Meaning

arid	tolerating	array	exotic
prohibits	ingenious	resilient	vaulted

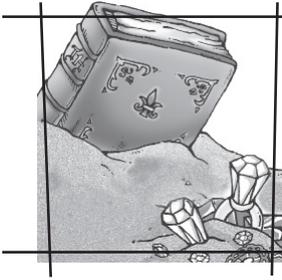
5. Write a meaningful sentence for the word *exotic*.

**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 vaulted bridge is tall enough that sailboats can pass under it without lowering their masts.
7. Our teacher is good at tolerating silly behavior before class, but he wants us to be quiet and respectful once the bell rings. *Tolerating* means—
  - a. demanding.
  - b. removing.
  - c. enjoying.
  - d. enduring.
8. Human muscles are resilient, so even though they may be sore after a hard workout, they will feel fine in a day or so.
9. The shopping mall prohibits people from riding skateboards in the parking lot because someone could get hurt. *Prohibits* means—
  - a. allows.
  - b. stops.
  - c. encourages.
  - d. deploys.
10. Week after week of hot weather and sunny skies left the town looking like a(n) arid desert instead of a lush, inviting place to live.
11. I own a(n) array of jackets so I can be prepared for any weather condition, such as cool and dry or freezing and snowing. *Array* means—
  - a. collection.
  - b. small amount.
  - c. drawer full.
  - d. basket.
12. The ingenious Romans created a form of cement that allowed them to build strong bridges, buildings, and roads that still exist today.



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

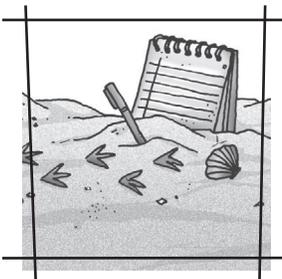
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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 business letter to the director of Parks Australia, the department that takes care of national parks and world heritage sites in Australia, to ask him or her for more information about one of the protected areas you read about this cycle. This text can only offer a brief overview of the wide variety of sights, activities, and experiences available to you in Australia's national parks.**



- 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-22.

WRITING PROMPT	
Write a business letter to the director of Parks Australia to request more information about one of the national parks you read about. In your letter, explain something that you have learned about one of these parks. Ask four questions you still have about the park. Provide reasons why you are curious to know the answers to these questions	

Student Edition Writing Guide contains no point values.

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

- 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 business 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.
- Remind students that their business letters should be written in a formal voice.

**When you write a business letter, it should be written in a formal voice. You are writing to an important person who is in charge of a department within Australia's government. Your letter should not contain slang or other casual language.**

Blackline master provided.

- Display the following excerpt.

I recently read about Daintree National Park in a book and think it is totally awesome! I thought it was cool how Aboriginal people have lived in the forests forever! I'd love to hang out with the Wujal Wujal tribe!

th



- Use **Team Huddle** to ask students whether this excerpt is written in a formal or informal voice and why. Use **Random Reporter** to select students to share. *Informal. The author uses words such as awesome, cool, and forever, and says he or she would love to hang out. The author also uses too many exclamation points.*
- Point out to students that there are usually more formal ways to express the same feelings that are expressed by slang words.
- Explain that using too many exclamation points makes their writing seem excitable and silly.

**Think about the emotion and feeling that an exclamation point expresses. It shows excitement, energy, happiness, and sometimes even anger or shouting. The exclamation point is a useful punctuation mark, but it should be used sparingly, especially in formal writing. Too many exclamation points make your writing seem excitable, like you are speaking to the recipient excitedly and loudly. The recipient of a letter full of exclamation points will feel exhausted by the time he or she finishes the letter.**

tps

- Use **Think-Pair-Share** to have students discuss how they might write this excerpt in a more formal voice. Randomly select a few students to share. *I recently read about Daintree National Park in a book and think it would be a very interesting place to visit. I learned that the Wujal Wujal tribe has lived in the rainforest for thousands of years. I think they must know everything about the forest, and it would be interesting to learn from them.*
- 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.

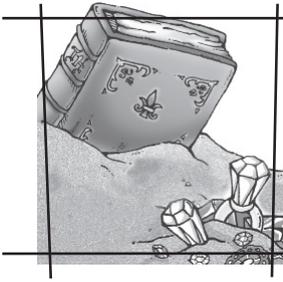
### Class Discussion **TP**

- 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?



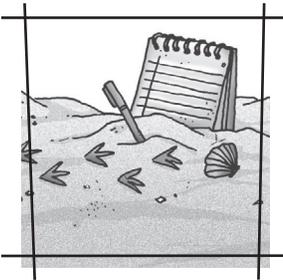
## DAY 7

# 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.

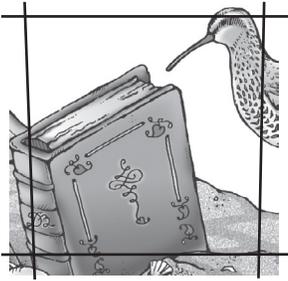


# ADVENTURES IN WRITING

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.
- 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.

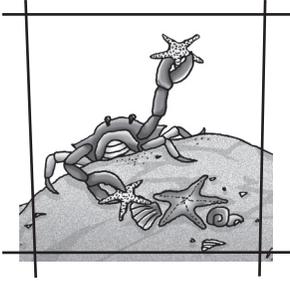


## Class Discussion

- 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

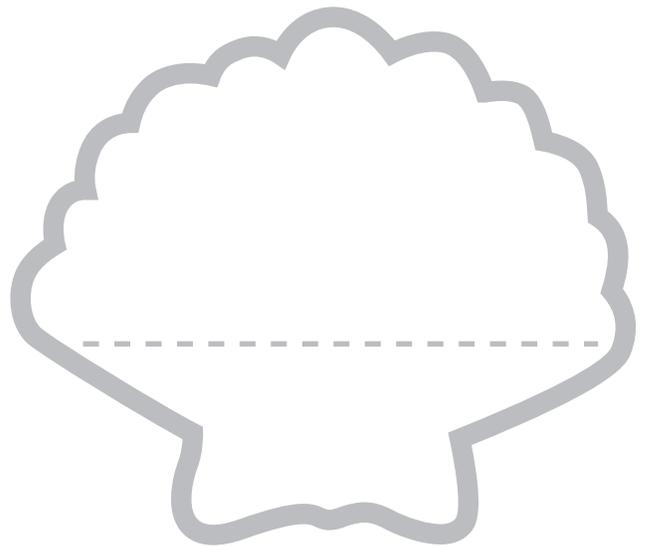
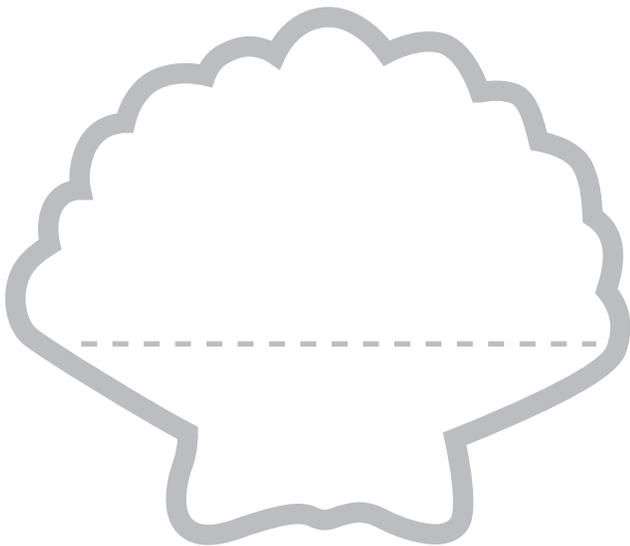
- Set the team cooperation goal for the next cycle based on your class's needs or use **explain your ideas/tell why**. Point out the related behavior on the team score sheet. Explain, or model, as necessary.
- Tell students that you will award team celebration points to teams whose members practice the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

Climbing on ice can be difficult, slippery . . . and dangerous! Before you start climbing on ice, check all of your equipment. Make sure your crampons are tightly lashed to your boots. These spikes will help keep you from slipping as you climb.

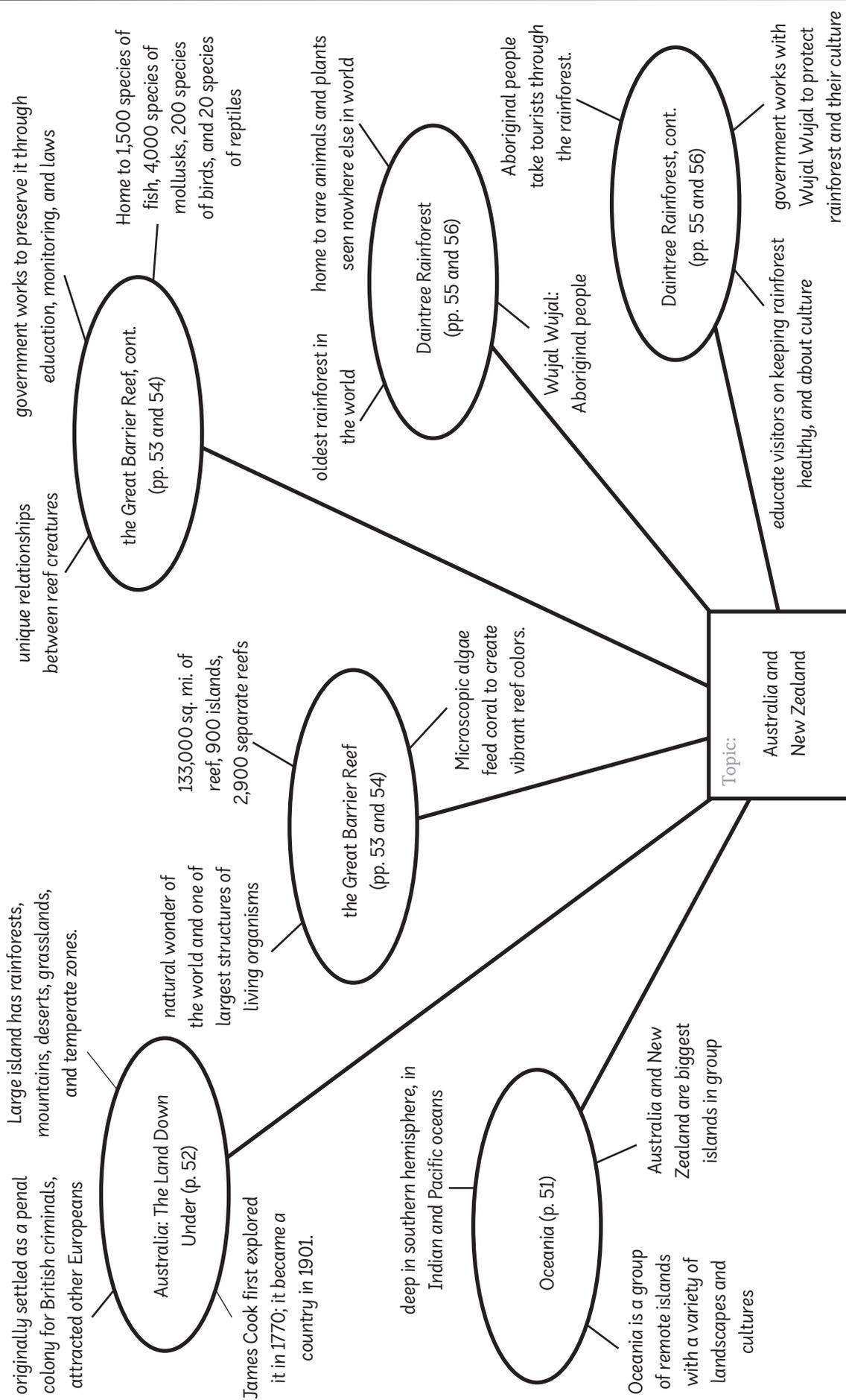


I recently read about Daintree National Park in a book and think it is totally awesome! I thought it was cool how Aboriginal people have lived in the forests forever! I'd love to hang out with the Wujal Wujal tribe!



# Idea Tree

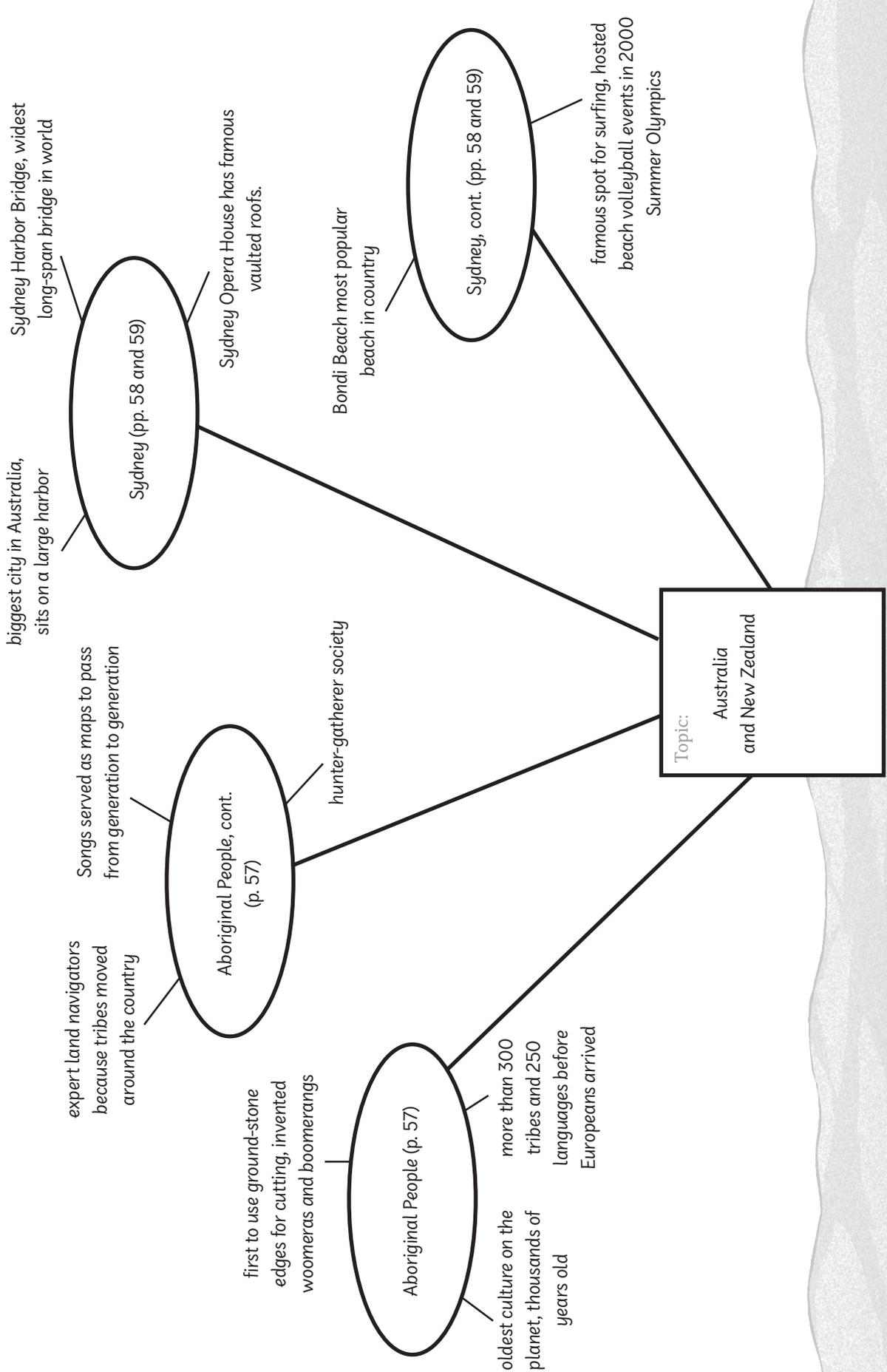
**Title:** Australia and New Zealand: The Crowns of Oceania (cycle 1)





Title: Australia and New Zealand: The Crowns of Oceania, (cycle 1), cont'd

# Idea Tree

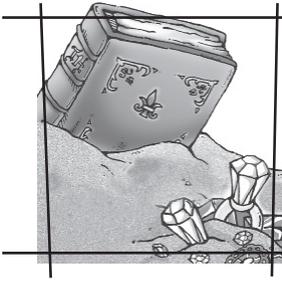


# Cycle 2

## Instructional Objectives

	READING	WORD POWER	WRITING
<b>CYCLE 2</b>	<b>Clarifying (CL)</b>	<b>Latin Roots</b>	<b>Write an argument.</b>
	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 use the Latin roots <i>de-</i> , <i>dis-</i> , and <i>ex-</i> to increase their understanding of words.	Students will write an argument sharing their opinion about whether it is important to protect natural areas.





## 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

Australia and New Zealand weren't explored by Europeans until the late 1700s. How do you think these countries changed when Europeans arrived?



- 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 *Australia and New Zealand: The Crowns of Oceania* by Adrian Mathenia. As we read, we'll continue working on clarifying in informational texts. This cycle, we will concentrate on clarifying when we become confused about ideas in sentences and larger passages of text. Good readers clarify when they become confused about ideas to make sure that they 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.

**The first step of TIGRRS is to identify the topic of the text. Remember that when we began reading *Australia and New Zealand: The Crowns of Oceania* last time, we said it was about Australia and New Zealand. The first cycle was about Australia. If I flip through the pages of the text, I see pictures, headings, and text features about New Zealand. I think our topic is still these countries.**

- 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 to identify the author’s intent. Earlier we said the author wanted to inform us about Australia and New Zealand. I think this is still true. I see a lot of information about New Zealand in the 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. Introduce and display a Venn diagram. Explain the different parts of the graphic organizer and what will be written in each part.

**Next, we should identify the graphic organizer. We used an idea tree before because the text mostly talked about main ideas and supporting details. I think the second half of the text will use an idea tree. However, I do notice some compare and contrast words in one part of the text. I see the words unlike, like, but, and all. I think we will be comparing and contrasting some information and will use the Venn diagram for this part. Display a Venn diagram. I don’t see any clue words that show that this text would use a T chart or sequence chain.**

- 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	
<b>SAY</b>	Say the word.	<b>AGREE</b>	Agree if your partner is correct.
<b>TELL</b>	Tell what it means.		
<b>USE</b>	Use it in a sentence.	<b>ADD</b>	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"> <li>• Find a vocabulary word in your reading.</li> <li>• Write the word and the page number where you found it in your journal.</li> <li>• Share with your team during vocabulary practice or on test day.</li> </ul>
Vocabulary Vault
<ul style="list-style-type: none"> <li>• Listen for your vocabulary words.</li> <li>• Write down the word and the sentence you read or heard it in.</li> <li>• Put the voucher in the Vocabulary Vault in class.</li> <li>• Successfully explain the word to earn team celebration points.</li> <li>• Write the word on your team score sheet.</li> </ul>

Student Edition, page S-25.

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>embark</b> page 61	chunk: em-bark	begin, especially a journey	"As soon as everything is packed in the car, we'll <i>embark</i> on our drive to Grandma's house," Julius's dad said.
<b>deforestation</b> page 61	prefix + base word + ending: de + forest + ation	removal of trees	Because of <i>deforestation</i> , deer and other creatures have fewer places to live and wander into our backyards for food instead.

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>durability</b> page 61	chunk: dur-a-bil-i-ty	sturdiness, ability to last	Karl's dad always says that modern bikes have no <i>durability</i> and are more likely to fall apart than older ones.
<b>intimidating</b> page 63	base word + ending: intimidat(e) + ing	frightening	Uncle Gino looks <i>intimidating</i> because of his great size, but in reality he is very gentle and kind.
<b>expertise</b> page 64	base word + ending: expert + ise	special skill or knowledge	Gloria's father is a doctor, and his <i>expertise</i> is in eyes and vision problems.
<b>hub</b> page 65	blend	center, focal point	The school's cafeteria is the <i>hub</i> of activity at the beginning, middle, and end of each day.
<b>staple</b> page 65	chunk: sta-ple	important or principal item	Pasta is a <i>staple</i> of meals all across Italy.
<b>exhilarating</b> page 66	base word + ending: exhilarat(e) + ing	thrilling	The ride on the roller coaster was <i>exhilarating</i> , and Jody couldn't wait to go on it again.

## Using the Targeted Strategy

### Introduction and Definition



- Review the targeted 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 why 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; 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 because they read 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 showing 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.*
- Display the following passage. Tell students that it came from a book about mountain climbing.

Blackline master provided.

### **The Highest Peak**

On the morning of May 29, 1953, Edmund Hillary and his guide, Tenzing Norgay, made their final assault. No one had ever done what they were about to do. They climbed and climbed. Then, around noon that day, they made it. Hillary and Norgay reached the peak of Mount Everest, the highest mountain in the whole world.

- Read the passage aloud, showing confusion about the idea of the “final assault.” Use a **Think Aloud** to model using the heading to help you clarify the idea.
 

**“ . . . made their final assault.” “Final assault,” what does that mean? I know that the word *final* means last, and *assault* usually means attack. Is that what this means in this context? From the heading, I see that I'm reading about the highest peak. A peak is the top of a mountain. So, I wonder if “final assault” means the last attack to reach the top of the mountain. I can read on to see if that makes sense. Continue reading the paragraph. Yes, this about climbing Mount Everest, the tallest mountain in the world. It is about the last amount that Edmund Hillary and Tenzing Norgay needed to climb to reach the top. I used the heading and reading on to help me clarify the phrase “final assault.”**
- Tell students that they will clarify confusing ideas using text features and other strategies as they read the text.
- Award team celebration points for good discussions that demonstrate effective teamwork.

### **Listening Comprehension**

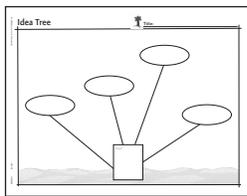
- Introduce the text, and remind students that it is informational. Remind them you will use the TIGRRS process as you read.

- 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 page 60 aloud, stopping at the sentence “Whalers and traders from Europe settled around the coastal regions shortly after.” Use a **Think Aloud** to model clarifying the phrase “whalers and traders.”

**“Whalers and traders from Europe . . .” Wait a minute. I’m not sure I understand what *whalers* and *traders* are. Let me think about these words individually, and maybe I’ll figure out what they are. The word *whaler* has a word I recognize in it: *whale*. Now that I’ve thought of that, I think I recall what a *whaler* might be. It is someone who hunts whales. Okay, this makes sense. Now I can think of what a *trader* is. It is someone who trades things. Whalers and traders are people who traveled from Europe to New Zealand.**

- Read page 60 aloud, 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 a key point from the Listening Comprehension selection to the graphic organizer.

**Main idea:** New Zealand: Home of the Kiwis (p. 60)

- Remind students that they will continue clarifying as they read *Australia and New Zealand: The Crowns of Oceania* this cycle.

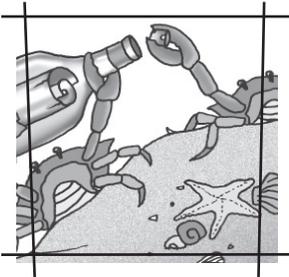
### Preview Team Talk

- 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-26.

**TEAM TALK**

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. The fish at the Poor Knights Marine Reserve do not fear humans because— |CE|
  - a. they are bigger than any human.
  - b. no one has fished there in thirty years.
  - c. they can defend themselves well.
  - d. no one ever visits the marine reserve.
3. On page 61, the author writes that the top of Mount Tongariro has a “dizzying height.” What does that mean? How did you figure that 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 read and restate: **SR**

pages 61 and 62 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 Discussion

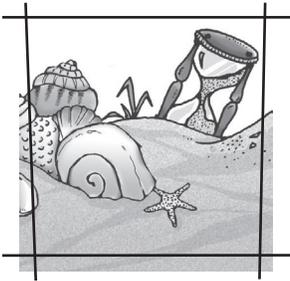
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

## 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. The fish at the Poor Knights Marine Reserve do not fear humans because— |CE|
  - a. they are bigger than any human.
  - b. no one has fished there in thirty years.
  - c. they can defend themselves well.
  - d. no one ever visits the marine reserve.
3. On page 61, the author writes that the top of Mount Tongariro has a “dizzying height.” What does that mean? How did you figure that out? (**Write-On**) |CL| (Team Talk rubric)
  - 100 points** = *When the author writes that the top of Mount Tongariro has a “dizzying height,” he means that the mountain is very tall and can make people dizzy. I figured this out by using my background knowledge. I know that sometimes people feel dizzy when they are really high up. They might feel dizzy when they look down from tall places.*
  - 90 points** = *When the author writes that the top of Mount Tongariro has a “dizzying height,” he means that the mountain is very tall and can make people dizzy. I figured this out by using my background knowledge.*
  - 80 points** = *The mountain is very tall and can make people dizzy. I used my background knowledge.*

## TEAM TALK EXTENSION

4. Why is the Katetahi Hut Track one of the most popular attractions at Tongariro National Park? |CE| (Team Talk rubric)
  - 100 points** = *The Katetahi Hut Track is one of the most popular attractions at Tongariro National Park because it is the more accessible path on Mount Tongariro. Hikers of all ages can walk on this path easily and still see the beautiful scenery of the mountain.*
  - 90 points** = *The Katetahi Hut Track is one of the most popular attractions at Tongariro National Park because it is the more accessible path on Mount Tongariro.*
  - 80 points** = *It is the more accessible path on Mount Tongariro.*



# 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.

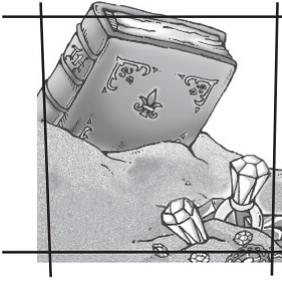
## Page 61

- 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: *intimidating* page 63, *expertise* page 64, *hub* page 65, *staple* page 65, and *exhilarating* page 66.



- 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.

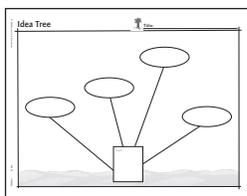
**Yesterday we read some important ideas about New Zealand. We read about two popular tourist destinations in New Zealand. People enjoy hiking on Mount Tongariro, an active volcano. People also enjoy going to the Poor Knights Marine Reserve to swim with beautiful tropical fish.**

- Tell students that you will continue to record important ideas on the graphic organizer.
- Read the first paragraph of page 63 aloud, stopping at the phrase “toting several fish.” Use a **Think Aloud** to model clarifying this phrase by making a mind movie.
 

**“ . . . toting several fish . . . ” Wait a minute. I’m not sure I understand what this phrase means. Maybe if I read ahead, I can figure out what it means. Read the rest of the sentence aloud. OK, I think I have it figured out now. The person seems to have the fish stuck on the end of his spear. This must be how he is carrying the fish back to his village. I see what the phrase means now. The person is carrying a lot of fish.**
- Read the rest of page 63 (ending at paragraph 3) aloud, stopping to clarify confusing words and ideas, 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:** The Maori (pp. 63 and 64)

- Point out to students that you have identified another graphic organizer they should use with this text.

**Most of this text tells me main ideas and supporting details, but I noticed something about this section of the text about the Maori. It compares and contrasts some aspects of Maori life with the lives of Aboriginal people in Australia. When we compare and contrast information, we should use a Venn diagram. This will help us understand how the Aboriginal people and Maori are similar and different. We will take a closer look at the similarities and differences between these groups of people when we reread the section on day 4.**

- Remind students that they will continue clarifying as they read *Australia and New Zealand: The Crowns of Oceania* this cycle.

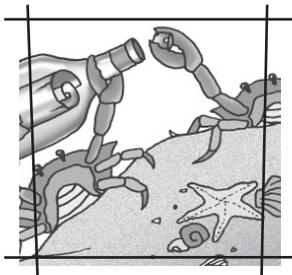
## Preview Team Talk

- 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-26.

### TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Why are the Maori expert wood carvers? |CE| (Team Talk rubric)
3. On page 64, the author uses the phrase “aggressive display.” What does that mean? How did you figure that 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 read and restate: **SR**  
**pages 63 (paragraph 3)–66 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

#### 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. Why are the Maori expert wood carvers? |CE| (Team Talk rubric)

**100 points** = *The Maori are expert wood carvers because they use their carvings to tell stories and trace genealogies. Their carvings are important to their culture.*

**90 points** = *The Maori are expert wood carvers because they use their carvings to tell stories and trace genealogies.*

**80 points** = *They use their carvings to tell stories and trace genealogies.*

3. On page 64, the author uses the phrase “aggressive display.” What does that mean? How did you figure that out? **(Write-On)** |CL| (Team Talk rubric)

**100 points** = *When the author writes the phrase “aggressive display” on page 64, he means the Maori made forceful or warlike showings to their enemies. I figured this out by reading ahead. The Maori tried to show that they were not afraid to fight or go into battle. They tried to frighten enemies by showing them how tough and warlike they could be with their war cries and Hakas.*

**90 points** = *When the author writes the phrase “aggressive display” on page 64, he means the Maori made forceful or warlike showings to their enemies. I figured this out by reading ahead.*

**80 points** = *The Maori made forceful or warlike showings to their enemies. I read ahead.*

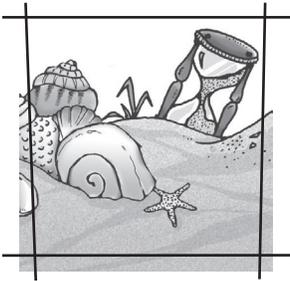
## TEAM TALK EXTENSION

4. How does the text teach you the difference between a Maori taiaha and an Aboriginal spear? |CC|

**100 points** = *The text teaches me the difference between a Maori taiaha and an Aboriginal spear with text features and by describing them. The text says the Maori taiaha is shorter, thicker, and stronger than an Aboriginal spear, and that it is not thrown. It also provides me a picture to compare the weapons. I can see how they are different. The picture has captions, so I know which is which.*

**90 points** = *The text teaches me the difference between a Maori taiaha and an Aboriginal spear with text features and by describing them.*

**80 points** = *It describes them and shows me how they are different.*



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

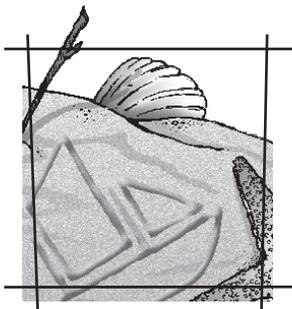
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-25.

## Page 63 (paragraph 3) and 64

- 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.

**Preparation:** Display the following words: *desire, massive, rascal, hoop.*



## WORD POWER **TP**

Timing Goal: 10 minutes

- Introduce the Word Power skill by showing a graphic of the anchor. Remind students that an anchor holds the boat in place, much like the roots of a tree hold the tree in place. Remind students that words also have roots.

Blackline master provided.



- Explain that word roots are used to build other words and that understanding word roots can help us define words.
- Write the word “deactivate” on the board. Tell students that this word has a Latin root, *de-*, that means removal of or from, goes away from, or negates something. Use **Think-Pair-Share** to have students tell you what it means to deactivate something. Randomly select a few students to share. *When you deactivate something, you cause it to not work or you turn it off.*



deactivate

- Tell students that they will learn two other Latin roots in this cycle: *dis-*, which means removal or negation of something, and *ex-*, which means out or away from.
- Reveal the Word Treasure (skill).

Display the Word Treasure.

### Word Treasure

#### Latin roots

If you have trouble reading and understanding words, look for Latin roots to help you figure out words.

- Point out that the roots *de-* and *dis-* mean similar things. Explain that although these roots mean similar things, a word that uses one of the roots will not use the other. For example, *deactivate* is a word, but *disactivate* is not.
- Point out that knowing the word root can help us define the meaning of the word.
- Tell students that Captain Read More has found words with Latin roots in their vocabulary list for this cycle. Tell students to be on the lookout for the words with Latin roots 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-26.

### SKILL PRACTICE

Choose the answer that means the closest to the underlined word in the sentence.

1. Make sure you debone the fish before you cook it for dinner. *Debone* means—
  - a. break the bones.
  - b. save the bones.
  - c. use the bones.
  - d. *remove the bones.*
2. My dad disapproves of eating too many sweets, so most of my snacks are fruits and vegetables. *Disapproves* means—
  - a. *doesn't think well of something.*
  - b. wants to give more of something.
  - c. doesn't want to deny something.
  - d. wants to agree more about something.

### BUILDING MEANING

<b>embark</b>	<b>deforestation</b>	<b>durability</b>	<b>intimidating</b>
<b>expertise</b>	<b>hub</b>	<b>staple</b>	<b>exhilarating</b>

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.
 

Reggie's expertise is in baking cakes, but he is always willing to cook dinner or bake delicious cookies.

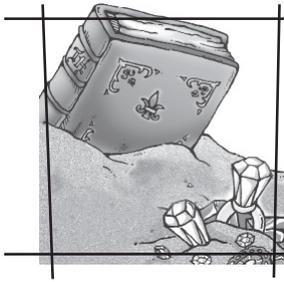
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.

- 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: *embark* page 61, *deforestation* page 61, and *durability* page 61.



- 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 more important ideas about New Zealand. The Maori are the indigenous people of New Zealand. They lived there several hundred years before European settlers arrived. Auckland is New Zealand’s largest city.**

- 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.

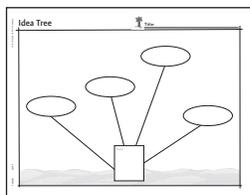


- Reread page 60 aloud, stopping at the phrase “blockbuster movies.” Use a **Think Aloud** to model reading ahead to clarify this phrase.

**“Major blockbuster movies . . .” I’m not sure what this phrase means. What’s a “blockbuster movie?” Maybe if I read ahead, I’ll figure out what it means. Read ahead by finishing the sentence. Oh, now I think I understand it better. Some movies have been filmed in New Zealand because it has great scenery. I bet it costs a lot of money to fly a movie crew to film in New Zealand. I think I also read another clue in the sentence. The word *major* is a clue. Major movies were filmed in New Zealand. That must mean they were important or big films. I think I understand what blockbuster movies might be. They are big, expensive movies that are really popular with moviegoers.**

- Finish reading 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:** New Zealand: Home of the Kiwis (p. 60)

- explored by James Cook on same journey as Australia
- settled by European whalers and traders, became country in 1907
- rugged mountains, rainforests, beaches, volcanoes, grasslands
- Remind students that they will continue clarifying as they read *Australia and New Zealand: The Crowns of Oceania* this cycle.

## Preview Team Talk

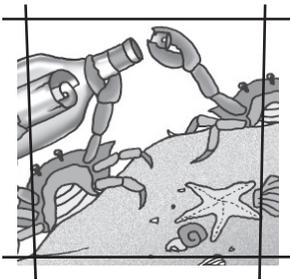
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide 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-27.

### TEAM TALK

1. What word, phrase, or passage did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Swimming in Blue Lake is forbidden because— |CE|
  - a. it is full of deadly minerals.
  - b. it is hot from the volcano.
  - c. it is sacred to the Maori.
  - d. it is freezing cold to touch.
3. On page 62, the author writes that the Poor Knights Marine Reserve gave New Zealanders a new way to experience oceans and “the life they harbor.” What does that mean? How did you figure that 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 TIGGRS before having students reread and restate: **SR**  
**pages 61 and 62 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

**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. Swimming in Blue Lake is forbidden because— |CE|
  - a. it is full of deadly minerals.
  - b. it is hot from the volcano.
  - c. *it is sacred to the Maori.*
  - d. it is freezing cold to touch.

**Write-On Discussion**

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

**Team Talk Discussion**

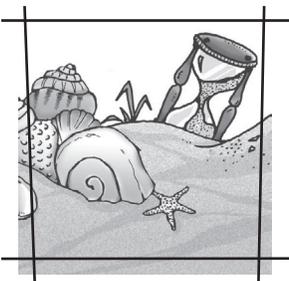
- ask students if they understood or enjoyed the reading
- reinforce use of the skill

**TEAM TALK CONTINUED**

3. On page 62, the author writes that the Poor Knights Marine Reserve gave New Zealanders a new way to experience oceans and “the life they harbor.” What does that mean? How did you figure that out? **(Write-On) |CL|** (Team Talk rubric)
- 100 points** = *When the author writes that the Poor Knights Marine Reserve gave New Zealanders a new way to experience oceans and “the life they harbor,” he means it gave them a way to see the creatures living in the oceans. I figured this out by thinking about the big topic and rereading. The text is about Australia and New Zealand, which are both islands surrounded by ocean. The page talks about a marine reserve where people can swim with fish and see coral reefs.*
- 90 points** = *When the author writes that the Poor Knights Marine Reserve gave New Zealanders a new way to experience oceans and “the life they harbor,” he means it gave them a way to see the creatures living in the oceans. I figured this out by thinking about the big topic and rereading.*
- 80 points** = *It gave New Zealanders a way to see the creatures living in the oceans. I thought about the big topic and reread.*

**TEAM TALK EXTENSION**

4. Is the Poor Knights Marine Reserve the only place in New Zealand where you can swim peacefully with fish? How can you tell? **|DC|** (Team Talk rubric)
- 100 points** = *No. The Poor Knights Marine Reserve is not the only place in New Zealand where you can swim peacefully with fish. The text says there are sixteen other marine reserves around New Zealand. You can probably swim with fish in these places as well. The text says the reserves are a way for New Zealanders to experience life in the oceans.*
- 90 points** = *No. The Poor Knights Marine Reserve is not the only place in New Zealand where you can swim peacefully with fish. The text says there are sixteen other marine reserves around New Zealand.*
- 80 points** = *No, there are sixteen other marine reserves around New Zealand.*



**FLUENCY IN FIVE**

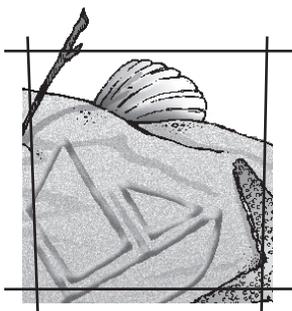
Timing Goal: 5 minutes

- 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-25.

**Page 63 (paragraph 3) and 64 or page 61**

- 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

**tps**

- Remind students of the Word Power skill (Latin roots) and the Word Treasure clue Captain Read More uses for them (an anchor).
- Use **Think-Pair-Share** to have students identify the Latin roots and their meanings they are studying in this cycle. Randomly select a few students to share responses. *De-* = removal of or negate; *dis-* = removal of or negate; *ex-* = away or out from.
- Use **Think-Pair-Share** to have students identify vocabulary words that contain the Latin roots and what the words means. Randomly select a few students to share responses. *Deforestation* = removal of trees; *exhilarating* = cheering out.
- Point out to students the meaning of the word *exhilarating*.

**Your vocabulary word *exhilarating* is tricky. It might not be very clear at first how the meaning “cheering out” could be related to something being thrilling. First if we remove the suffix on the word *exhilarating*, we get the word *exhilarate*. This means “make cheerful or merry.” Think about how you feel if you are exhilarated. You feel very happy. You are probably showing your happiness outwardly by smiling, laughing, or cheering. So the prefix *ex-*, which means out or away, makes sense here. Sometimes you have to break words with Latin roots down a little further to better understand what they mean.**

- 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-27.

### SKILL PRACTICE

Choose the answer that means the closest to the underlined word in the sentence.

- As you blow up a balloon, its sides expand until you stop blowing or it pops.  
*Expand* means—
  - shrink up.
  - rub out.
  - stretch out*.
  - fall in.
- Lana’s dog has distaste for turkey and will only eat food and snacks made with beef. *Distaste* means—
  - does not enjoy the flavor*.
  - does not like how it looks.
  - does not love how it feels.
  - does not approve of the smell.

### BUILDING MEANING

<b>embark</b>	<b>deforestation</b>	<b>durability</b>	<b>intimidating</b>
<b>expertise</b>	<b>hub</b>	<b>staple</b>	<b>exhilarating</b>

- 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.  
 Mountains have a certain amount of durability because it takes millions of years to wear them down to rocks.

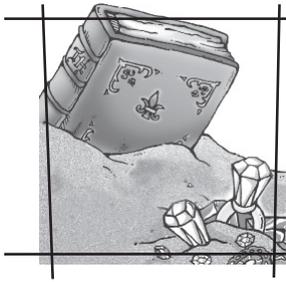
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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 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: *intimidating* page 63, *expertise* page 64, *hub* page 65, *staple* page 65, and *exhilarating* page 66.



- 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 New Zealand as we reread the text. New Zealand has some pretty dramatic landscapes. Tongariro National Park has both harsh and peaceful landscapes. It has active volcanoes and steep cliffs along the Tongariro Alpine Crossing, and an easier going and gently sloping path up the mountain on the Katatahi Hut Track. It has beautiful lakes that are important to Maori culture. The Poor Knights Marine Reserve is a safe place for fish and other sea life. People are not allowed to fish there, but they can dive and study the fish and corals up close. New Zealand has sixteen reserves similar to the Poor Knights Marine Reserve.**

- 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.

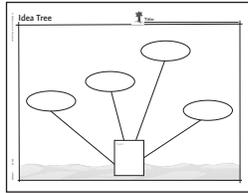


- Reread page 63, stopping with the sentence that ends with the phrase “originated in China and traveled from island to island all the way down to New Zealand.” Use a **Think Aloud** to model clarifying the phrase.

**“ . . . originated in China and traveled from island to island all the way down to New Zealand.” Let’s stop for a minute. I’m not sure what this phrase is saying. Are the Maori considered Chinese? Maybe if I look for clues from the text, I can figure it out. I remember there was a map on page 61 of the text. Let me look at that.** Turn to the map, encouraging students to do so as well. **OK, I see how the Maori could have gotten to New Zealand. Up in the top left corner, I can see part of China. That’s where the Maori people must have started. There are a lot of small islands in this part of the world. I think the original travelers must have just kept sailing to one island, then moving to the next one, and then the next. Eventually they would have made it to New Zealand. I also reread the text. It says the Maori have lived in New Zealand for a few thousand years. That’s a long time. They must have left China a long time ago, so that’s why they are very different from the Chinese. Now I understand how they traveled and arrived in New Zealand.**

- Finish rereading page 63 aloud, 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:** The Maori (p. 63)

- lived in NZ for thousands of years
  - originally from Asia, sailed from island to island
  - speak own language
  - skilled craftsmen and woodcarvers
- Remind students that they should be filling out a Venn diagram for the section of the text about Maori. Use a **Think Aloud** to model adding ideas to the Venn diagram.

**Remember, this section compares and contrasts a lot of information about the Aboriginal people and Maori. Something the Aboriginal people and Maori have in common is that they are both the native inhabitants of their land. Something that is different is that while the Aboriginal people have been in Australia for thousands of years, the Maori have only been in New Zealand for about one thousand years. The text also says the Maori only speak one language. If I recall from last week's reading, the Aboriginal people are actually many different tribes that speak a lot of different languages. Both cultures use stories to tell their history. I've identified some similarities and differences between these groups of people. Remember to add information to your Venn diagrams as you continue reading the section about the Maori.**

- Remind students that they will continue clarifying as they read *Australia and New Zealand: The Crowns of Oceania* this cycle.

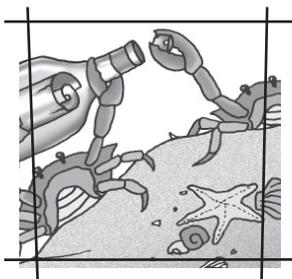
### Preview Team Talk

- 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. Use information from your graphic organizer to write a summary of *Australia and New Zealand: The Crowns of Oceania* from this cycle. |SU| (Summarizing rubric)
2. The New Zealand All Blacks keep Maori traditions by— |CE|
  - a. tattooing their faces to scare other teams.
  - b. performing a Haka before rugby games.
  - c. bringing carved patuas with them on the field.
  - d. having taiaha fights on the field before games.
3. On page 65, the author writes that you can get a “360 degree view” from the top of the Sky Tower in Auckland. What does that mean? How did you figure that 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 63 (paragraph 3)–66 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

## TEAM TALK

1. Use information from your graphic organizer to write a summary of *Australia and New Zealand: The Crowns of Oceania* from this cycle. |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. The New Zealand All Blacks keep Maori traditions by— |CE|
  - a. tattooing their faces to scare other teams.
  - b. performing a Haka before rugby games.
  - c. bringing carved patuas with them on the field.
  - d. having taiaha fights on the field before games.

**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 writes that you can get a “360 degree view” from the top of the Sky Tower in Auckland. What does that mean? How did you figure that out? (**Write-On**) |CL| (Team Talk rubric)

**100 points** = *When the author writes that you can get a “360 degree view” from the Sky Tower in Auckland on page 65, he means that you can see all around the city in a big circle. I figured this out by rereading the text. It says there is a rotating restaurant at the top of the sky tower. That means the restaurant moves in a circle. There must be windows looking out at the city, so people can see the whole city while sitting at a table. I also know that a circle is 360 degrees around.*

**90 points** = *When the author writes that you can get a “360 degree view” from the Sky Tower in Auckland on page 65, he means that you can see all around the city in a big circle. I figured this out by rereading the text.*

**80 points** = *You can see all around the city in a big circle. I reread.*

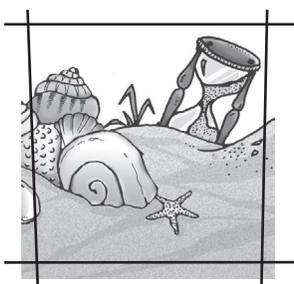
**TEAM TALK EXTENSION**

4. What information do you learn from the text box on page 66? Why do you think the author provides this? |TF • AP| (Team Talk rubric)

**100 points** = *I learn some facts about Australia and New Zealand from the text box on page 66. I learn the populations, sizes, languages, national sports, and national animals of each country. I think the author provides this information so I can compare and contrast Australia and New Zealand.*

**90 points** = *I learn some facts about Australia and New Zealand from the text box on page 66. I think the author provides this information so I can compare and contrast Australia and New Zealand.*

**80 points** = *I learn some facts. So I can compare and contrast Australia and New Zealand.*

**FLUENCY IN FIVE**

Timing Goal: 5 minutes

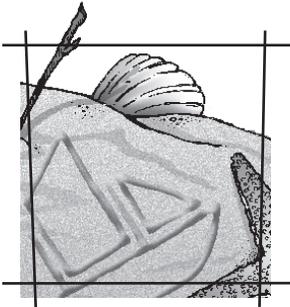
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

Student Edition, page S-25.

**Pages 63 (paragraph 3) and 64, page 61, or pages 65 and 66**

- 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 (Latin roots) and the Word Treasure clue Captain Read More users for them (anchor).
- Use **Think-Pair-Share** to have students tell why Captain Read More wants them to learn Latin roots. Randomly select a few students to share. *Many words contain Latin roots. Knowing the root word can help you figure out what a word means.*
- Display the Word Power Challenge. Tell students that they will work in teams to tell the meanings of the words.

Word Power Challenge	desegregate
	export



- Use **Random Reporter** to select students to share responses. *Desegregate = stop separating two groups; export = send or ship out from a country.*
- 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

Choose the answer that means the closest to the underlined word in the sentence.

- We discouraged the cat from climbing the curtains by squirting him with water whenever we caught him. *Discouraged* means—
  - make bold.
  - stopped bravery.*
  - always allow.
  - encourage freely.
- The young prince dethroned his father and began ruling the country as a fair and just king. *Dethroned* means—
  - threw out a chair.
  - made a king a prince again.
  - made a new throne.
  - removed from power.*

## BUILDING MEANING

embark	deforestation	durability	intimidating
expertise	hub	staple	exhilarating

- 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.
 

Arithmetic is a staple of all grade school class plans, even if it's not the favorite subject of many students.

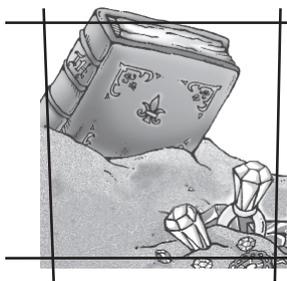
- Use **Random Reporter** to check responses on the skill-practice items.
- Award team celebration points.
- Use **Random Reporter** to share meaningful sentences. Discuss how students can improve sentences to make them more meaningful. Demonstrate with an example if necessary.
- Award team celebration 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 kiwi. New Zealanders are often called kiwis, after the national animal.**

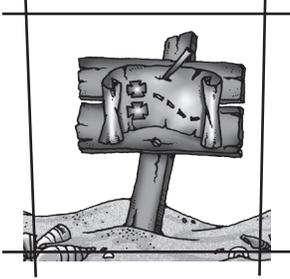
**Vocabulary TP**

- 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.

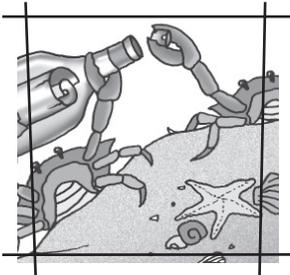


## TEST

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

- 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.

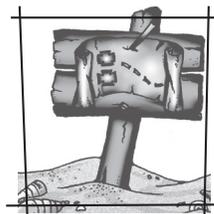


- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.
- Use information from student tests to plan modeling and/or Think Alouds for the next lesson that will build upon the skills 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 kiwi is the national bird of New Zealand, its native habitat. This brown bird is about the size of a chicken, but its closest relatives are Australian emus and cassowaries and African ostriches. The kiwi is a strange looking bird. Its feathers are long and loose and look more like hair. It cannot fly and almost has no wings at all. It makes up for its lack of flight with strong legs and speed. Kiwis usually mate for life. The female lays an egg that is almost as large as she is. After it's laid, the male takes over incubating the egg until it hatches. Baby kiwis look like miniature versions of their parents, and are ready to leave the nest after just twenty days.

For thousands of years, kiwis had no natural enemies in New Zealand. However, when European settlers arrived, they brought predators with them. They brought dogs, cats, weasels, and rats on ships with them, sometimes by accident. Now the kiwi is endangered. New Zealand has stepped up efforts to protect their national bird by caring for eggs and chicks until they are old enough to escape harm. People in New Zealand have also tried to help by controlling their pets and keeping them from attacking these little birds.

Source:  
[www.sandiegozoo.org/animalbytes/t\\_kiwi.html](http://www.sandiegozoo.org/animalbytes/t_kiwi.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. kiwi birds
  - b. African ostriches
  - c. flightless birds
  - d. kiwi fruits

What is the intent of the author in writing about this topic? How do you know?

**30 points** = *I know the intent of the author is to inform the reader about kiwis. I know the intent of the author is to inform because I learn a lot of information about kiwis. Some evidence or background knowledge that supports the answer.*

**25 points** = *I know the intent of the author is to inform the reader about kiwis. I know the intent of the author is to inform because I learn a lot of information about kiwis.*

**20 points** = *To inform the reader about kiwis. I learn a lot of information about kiwis.*

30 points

2. In the first paragraph, the author says male kiwis take over “incubating the egg.” What does this mean? How did you figure this out? (**Write-On**) |CL| (Team Talk rubric)

**30 points** = *When the author says males take over “incubating the egg” he or she means males sit on the egg and keep it warm. I figured this out by reading ahead. It says the male does this until the egg hatches. I know that birds make nests and sit on eggs to hatch them. They have to keep the eggs warm enough until the chick is ready to hatch. When the male is incubating the egg, he must be sitting on it and keeping it warm.*

**25 points** = *When the author says males take over “incubating the egg” he or she means males sit on the egg and keep it warm. I figured this out by reading ahead.*

**20 points** = *Males sit on the egg and keep it warm. I read ahead.*

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

Choose the answer that means the closest to the underlined word in the sentence.

- If you make a pile of old leaves, grass clippings, and vegetable peels in your backyard, it will decompose into rich dirt for your garden. *Decompose* means—
  - come together in its original form.
  - break down into smaller pieces.
  - make into a newer and cleaner product.
  - remove itself from your sight.
- We painted the exterior of our house blue so it would look different from all the other homes on the street. *Exterior* means—
  - window.
  - outside.
  - inside.
  - garage.

3. A magician can only make it seem like objects disappear with clever tricks and illusions. *Disappear* means—
  - a. show to everyone.
  - b. take away.
  - c. give back.
  - d. *make not seen.*
  
4. One of my brothers distracted me while the other stole my cookies off my lunch plate. *Distracted* means—
  - a. removed me from my seat.
  - b. picked a fight.
  - c. *made not pay attention.*
  - d. told me a story.

10 points each

**Building Meaning**

embark	deforestation	durability	intimidating
expertise	hub	staple	exhilarating

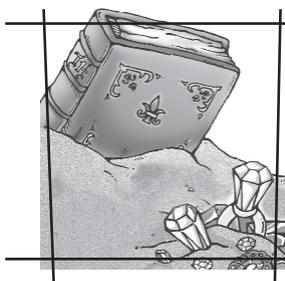
5. Write a meaningful sentence for the word *exhilarating*.
 

**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. I think I’m a good all-around football player, but my expertise is in playing quarterback and throwing the ball.
  
7. The kitchen is the hub of activity in our house, and everyone gathers there to relax and talk. *Hub* means—
  - a. corner.
  - b. *center.*
  - c. platform.
  - d. separation.
  
8. Many states declare certain places nature preserves so animals are protected from deforestation and the destruction of their homes.

9. As the prince was about to embark on his dangerous quest, the princess blew him a kiss for good luck. *Embark* means—
- retreat.
  - complete.
  - begin*.
  - skip.
10. A good woodworker makes sure there is durability to his furniture by using high quality woods that are hard and strong.
11. The new neighbor's dog looked intimidating at first, but proved to be very sweet once he met you. *Intimidating* means—
- frightening*.
  - sickening.
  - encouraging.
  - comforting.
12. Teamwork is the staple of a good basketball team because all the players need to work together to successfully move the ball down the court.



## DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 5 minutes

Two-Minute Edit **TP**

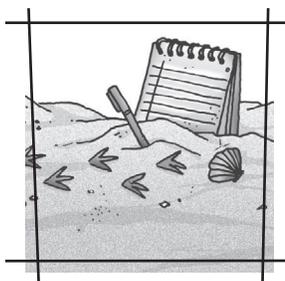
- Display and have students complete the Two-Minute Edit to start the class.
- Identify a frequently occurring grammatical or mechanical problem from the students' writing.
- Prepare a sentence that illustrates the problem (with no more than four errors).
- Display the sentence, and indicate the number 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.

**In *Australia and New Zealand: The Crowns of Oceania*, you read about the Great Barrier Reef, Daintree Rainforest, and Poor Knights Marine Reserve, ecosystems that the governments of Australia and New Zealand are interested in preserving. Write a persuasive essay explaining why you think it is, or is not, important to preserve natural habitats.**



- 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-29.

WRITING PROMPT	
Do you think it is important to preserve natural habitats? Why or why not? Write a persuasive argument to explain your opinion. Support your argument with details, including information from <i>Australia and New Zealand: The Crowns of Oceania</i> .	

Student Edition Writing Guide contains no point values.

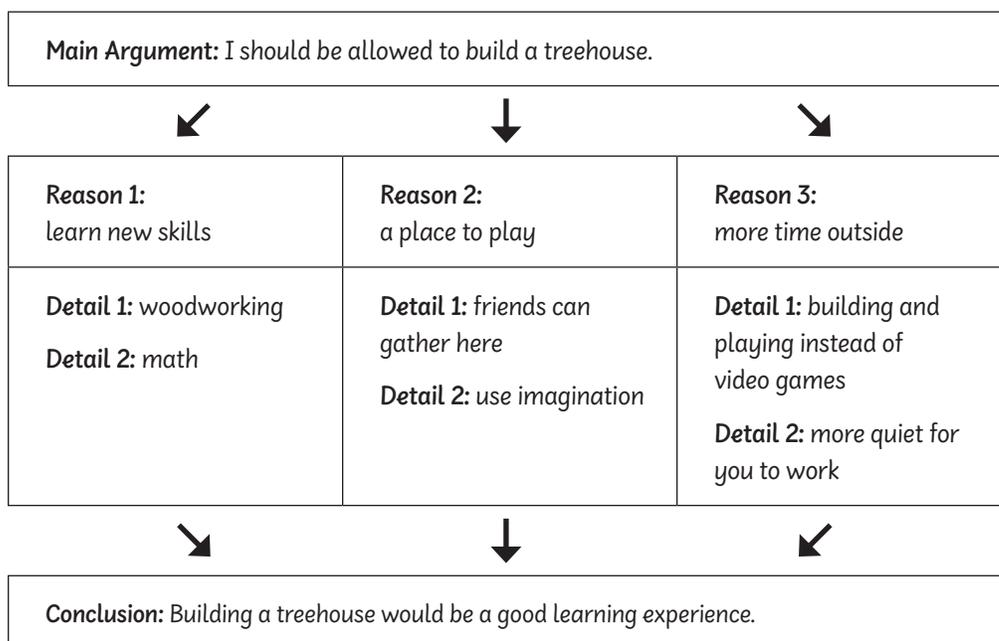
WRITING GUIDE		
<b>IDEAS</b>	<ul style="list-style-type: none"> <li>• Clearly introduces ideas, a topic, or a story and supports it with details.</li> </ul>	<b>30 points</b>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• Has a clear beginning that introduces the topic or story.</li> <li>•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

- 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 an argument organizer. This will help us put our thoughts in the right order as we write our persuasive arguments.**

- 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.

- Remind students that their arguments should be well organized.

**Remember that an argument is a form of persuasive writing that should lay out your opinions and ideas in an organized way. Your ideas might not seem clear to the audience of your argument if they are not organized well.**



- Use **Team Huddle** to have students discuss how effective their arguments might be if they are not well organized. Use **Random Reporter** to select students to share. *Arguments would be less effective. Someone might not think you are serious if your ideas are all over the place. People won't agree with you.*
- 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.

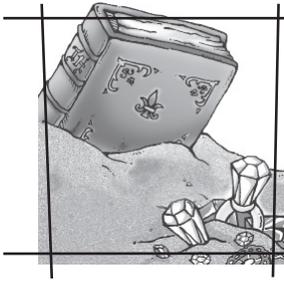
### Class Discussion **TP**

- 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?



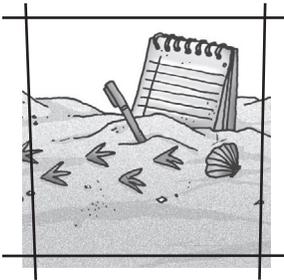
## DAY 7

# 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.

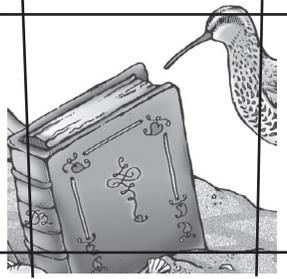


# ADVENTURES IN WRITING

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.

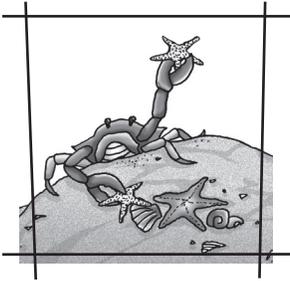


## Class Discussion

- 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 **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?

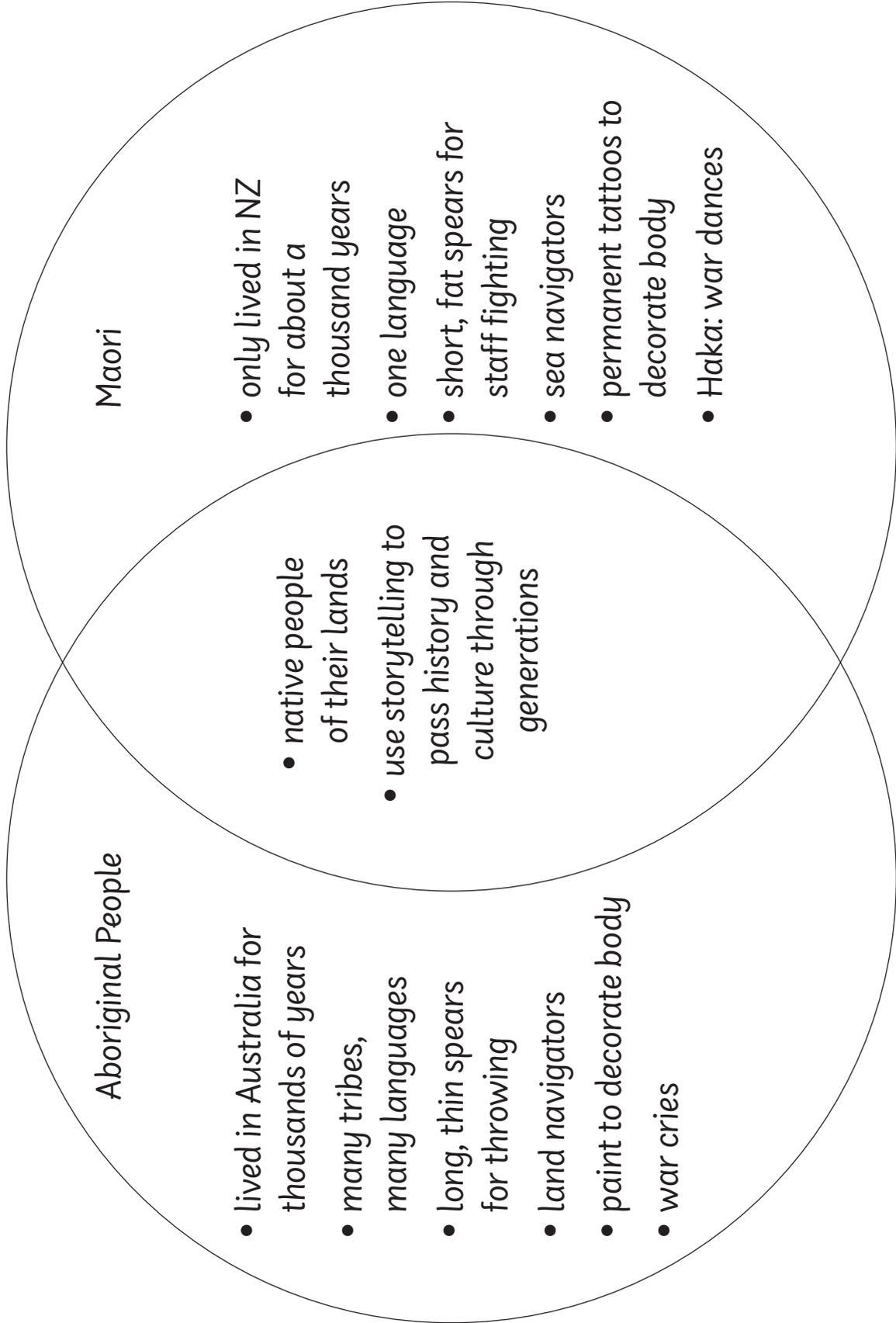
## The Highest Peak

On the morning of May 29, 1953, Edmund Hillary and his guide, Tenzing Norgay, made their final assault. No one had ever done what they were about to do. They climbed and climbed. Then, around noon that day, they made it. Hillary and Norgay reached the peak of Mount Everest, the highest mountain in the whole world.



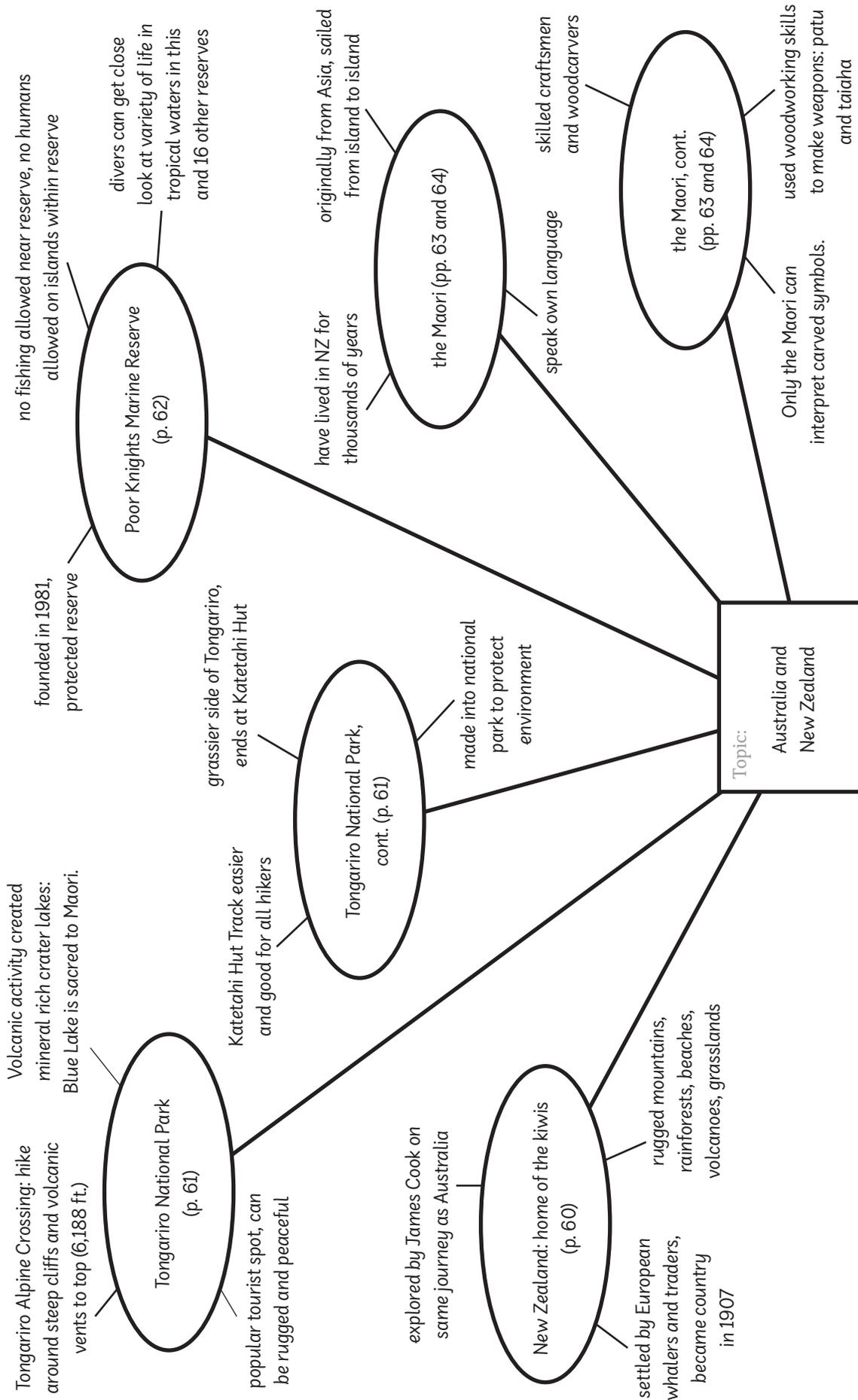
# Venn Diagram

*Australia and New Zealand: The Crowns of Oceania, cycle 2*  
Title: (pp. 57, 63, and 64)



# Idea Tree

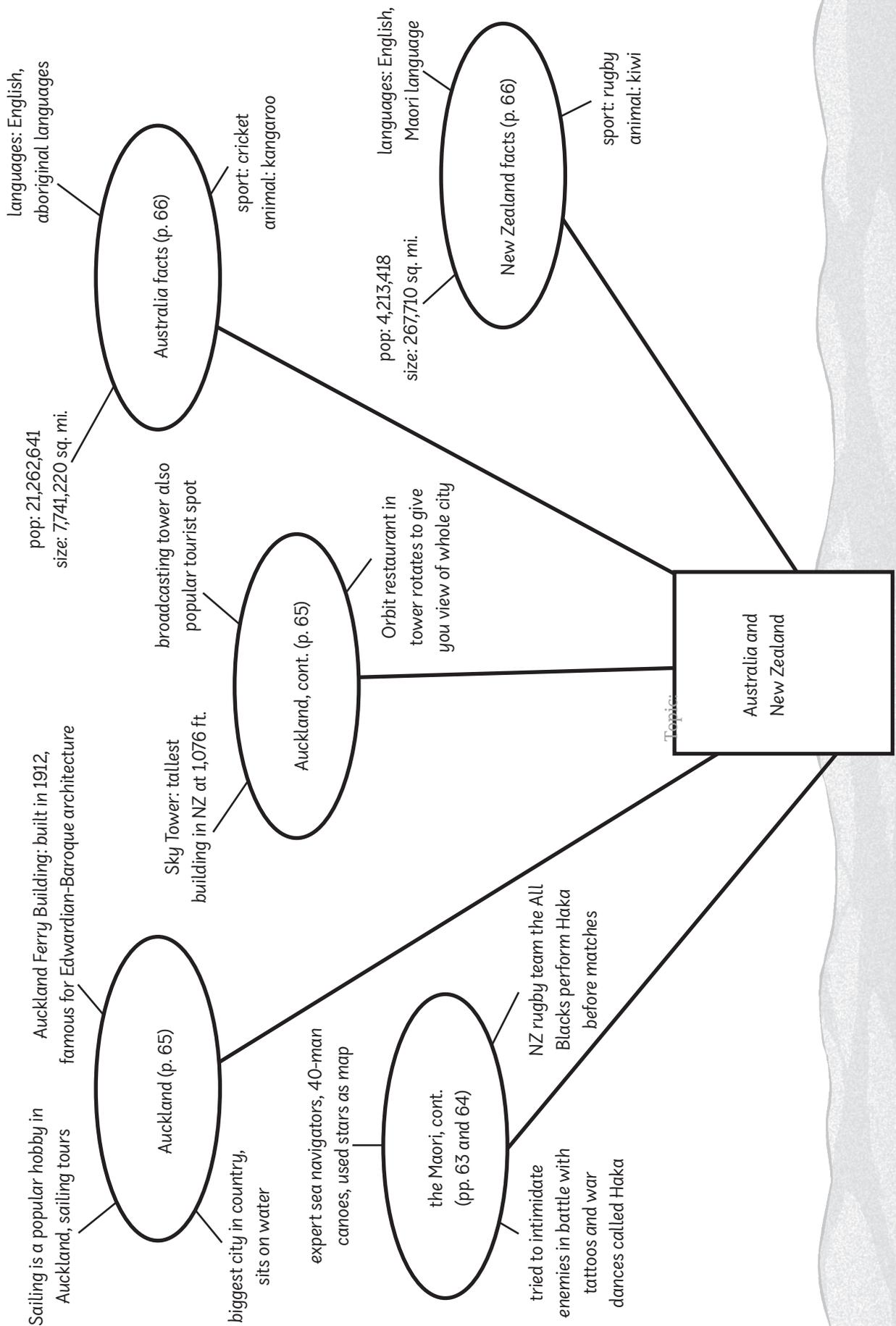
Title: Australia and New Zealand: The Crowns of Oceania (cycle 2)





# Idea Tree

Title: Australia and New Zealand: The Crowns of Oceania (cycle 2), cont.



## 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 6 / *Australia and New Zealand: The Crowns of Oceania*

#### **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 arguments to support claims with clear reasons and relevant evidence.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### **Language**

##### **Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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