

# Jamaica's Find

Written by Juanita Havill

Houghton Mifflin, 1986 ISBN 9780395453575

 Reading  
Wings **5**

## TARGETED Treasure Hunt



Listening Comprehension Text

### Jamaica and Brianna

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

## **Targeted Treasure Hunt:**

### ***Jamaica's Find***

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## LITERATURE (7 DAY)

1.4.b. Location of materials that include a daily schedule of activities and lessons, including suggestions for the length of lessons and units.

# Jamaica's Find

Written by Juanita Havill

## Listening Comprehension Text

### Jamaica and Brianna

Written by Juanita Havill

## Summary

Jamaica finds an old stuffed dog in the park. Should she keep it? Should she turn it in to the Lost and Found? This is the problem Jamaica faces. Jamaica learns that making the right decision can be difficult but rewarding.

## Instructional Objectives

	READING	WORD POWER	WRITING
CYCLE 1	<b>Drawing Conclusions (DC)</b>		<b>Write a thank-you note.</b>
	Students will draw conclusions about the story and give evidence to support their conclusions.	Use <i>Word Power Teacher's Manual Volume A, B, or C</i> to complete a Word Power lesson with your students.	Students will pretend they are Kristin in the story <i>Jamaica's Find</i> . They will write a thank-you note to Jamaica for returning Edgar the dog.

## DAY 1

## ACTIVE INSTRUCTION

Timing Goal: 30 minutes

1.4.b. Location of materials that include a daily schedule of activities and lessons, including suggestions for the length of lessons and units.

...and 5.1.a...

## Big Question

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

## THE BIG QUESTION

Why is honesty important?

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

3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.

## 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.

1.2.b. Location of materials that include consistent routines that include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to apply new skills.

1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.

## Set the Stage

- Introduce the text, author, and reading objective.

**Today we will begin reading *Jamaica's Find* by Juanita Havill. As we read, we will draw conclusions about the story. Good readers use evidence from the story to draw conclusions.**

- 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 a **Think Aloud** to model comparing and contrasting an object that is new and an object that has been used. Tell students that both stories this cycle include new and used objects.
  - Brainstorm a list of stories in which two friends have a disagreement. Use **Think-Pair-Share** to have students identify the problems in the stories they listed. Tell them to also think about how the friends solved their problems. Randomly select a few students to share.

1.2.b. Location of materials that include consistent routines that include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to apply new skills.

1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.

3.3.c. Evidence that materials guide teachers to explicitly model using student-friendly definitions, provide multiple examples and non-examples, and engage students in multiple opportunities to learn, practice, and apply learned vocabulary with immediate corrective feedback.

3.3.d. Evidence that materials provide opportunities for students to apply and transfer new words within spoken or written sentences.

3.3.f. Evidence that materials provide cumulative review and practice of previously learned words.

3.3.g. Evidence that materials expose students to a rich vocabulary by including texts read by students and texts to be read aloud from a variety of genres and topics.

3.3.h. Evidence that materials support explicit and systematic instruction in morphemic analysis to bolster the development of word meaning through knowledge of root words, prefixes, and suffixes.

3.3.k. Evidence that materials include guidance on how to support data-driven, differentiated vocabulary instruction.

## 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 right.
<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. **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.

3.3.c. Evidence that materials guide teachers to explicitly model using student-friendly definitions, provide multiple examples and non-examples, and engage students in multiple opportunities to learn, practice, and apply learned vocabulary with immediate corrective feedback.

3.3.d. Evidence that materials provide opportunities for students to apply and transfer new words within spoken or written sentences.

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### Vocabulary Vault

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

WORD AND PAGE NUMBER	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
<b>climbed</b> page 8	base word + ending: climb + ed	went up	Juan <i>climbed</i> the stairs to get to the second floor.
<b>returned</b> page 15	base word + ending: return + ed	brought back	Josef <i>returned</i> the shirt to the store because it was the wrong size.
<b>quietly</b> page 18	base word + ending: quiet + ly	with little or no noise	Harry sat <i>quietly</i> at his desk and read a book.
<b>tossed</b> page 18	base word + ending: toss + ed	threw	Ming <i>tossed</i> the broken toy into the trash can.
<b>forgotten</b> page 21	chunk: for-got-ten	not remembered	Winnie had <i>forgotten</i> to do her homework.
<b>squeezed</b> page 23	base word + ending: squeeze(e) + ed	held tight, hugged	The scared little boy <i>squeezed</i> his mother's hand.

### Using the Targeted Skill

- Introduce the skill and its importance in reading and comprehending texts. Connect the skill to students' reading.

**Our skill for this cycle is drawing conclusions. It's important to draw conclusions when you read. Drawing conclusions can help you to know more about the characters and the story.**

1.2.b. Location of materials that include consistent routines that include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to apply new skills.

1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.

Introduction and Definition


Blackline master provided.

1.2.b. Location of materials that include consistent routines that include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to apply new skills.

1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.


- Display or create a drawing conclusions anchor chart.

## Drawing Conclusions & Inference



Text Evidence

+



Background Knowledge

Making an educated guess based off of the text evidence and what you already know about the topic.

### Compare

- Review all the information you know about a character, person, setting, or event.
- Look for any facts or details that are not stated directly in the text, but that are inferred or suggested.
- Read the information and decide the next logical step or assumption about it.
- Draw a conclusion based on all the information and the situation.

- The anchor chart can be posted for students to refer to throughout the cycle. Additionally, the sample can be accessed via the anchor chart icon when using the technology.
- Tell students that you will act out a certain feeling, but you will not tell them what the feeling is. Model a feeling such as anger or sadness. Use **Think-Pair-Share** to have students identify the feeling. Randomly select a few students to share.
- Use a **Think Aloud** to model identifying what it means to draw conclusions.

**You just drew conclusions about my feelings. I did not tell you how I felt, but you used clues to figure it out.** Point out the clues students used. **We also use clues to draw conclusions as we read. I know that authors don't always tell me everything about a story. I also know that authors give me clues about characters and events in the story. I can use the clues, along with what I might already know, to guess what the author is trying to tell me.**

- Tell students that they will draw conclusions about the story as they read *Jamaica's Find*.
- Award team celebration points for good discussions that demonstrate effective teamwork.

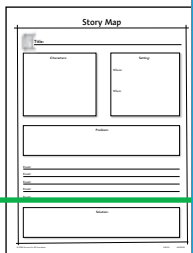
3.1.f. Evidence that materials are available for teachers to read aloud to students, exposing students to text more complex than students could read independently. This is for the purpose of building vocabulary and background knowledge, as well as modeling fluency for students.

### Listening Comprehension

- Introduce the Listening Comprehension text, *Jamaica and Brianna*, by previewing the title and author.

3.1.f. Evidence that materials are available for teachers to read aloud to students, exposing students to text more complex than students could read independently. This is for the purpose of building vocabulary and background knowledge, as well as modeling fluency for students.

Blackline master provided.



3.3.g. Evidence that materials expose students to a rich vocabulary by including texts read by students and texts to be read aloud from a variety of genres and topics.

1.2.b. Location of materials that include consistent routines that include language for the teacher to introduce, define, or explain new skills through demonstration and modeling before students are asked to apply new skills.

1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.

This cycle, I will read *Jamaica and Brianna* by Juanita Havill aloud. We will practice our targeted skill, drawing conclusions, while I read aloud.

- Read pages 1–5 of *Jamaica and Brianna* aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model drawing the conclusion that Jamaica does not like her boots.

Let me look for clues that help me tell how Jamaica feels about her boots. Jamaica has to wear an old pair of boots. She tells her mother that they are boy boots. She also says that they are too tight. Jamaica hopes the hole in her boots will get bigger so she can get new boots. From these clues, I can draw the conclusion that Jamaica does not want to wear the old gray boots. The author does not tell us that Jamaica does not like her boots, but she gives us clues so we can figure it out.

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

**Characters:** Jamaica, Jamaica's Mother, Brianna

**Setting:** Jamaica's home, bus stop, in winter

**Problem:** Jamaica doesn't like her brother's old boots.

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

A word I had to clarify in today's reading was the word *don't* on page 2. I remember that contractions are words that are made of a base word and a second word. In this word, I see the apostrophe so I know that when the words were put together, the base word stayed the same, but when the second word was pushed onto the end, one or more letters got squeezed out and replaced with an apostrophe. In this word I see *n't* which means that the small word is *not* and the base word is *do*. I know that Jamaica is saying, "I do not want to wear these boots."

- Remind students that they will continue drawing conclusions as they read *Jamaica's Find* 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 2.

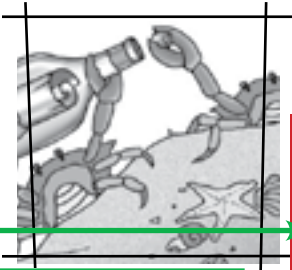
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1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.

## TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Where was Jamaica when she found the stuffed dog and red hat? |ST|
3. On page 8, you can tell that the stuffed dog is— |DC|
  - a. old.
  - b. new.
  - c. purple.
  - d. scratchy.

How do you know? **(Write-On)** |DC| (Team Talk rubric)



1.4.b. Location of materials that include a daily schedule of activities and lessons, including suggestions for the length of lessons and units.

## TEAMWORK

Timing Goal: 35 minutes

### Partner Reading **TP**

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

pages 5–8 aloud with partners.

### 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.
4. Add information from the reading to your story map.

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

1.2.c. Location of materials that include multiple opportunities for students to practice new skills with teacher guidance for immediate corrective feedback within daily lessons.

1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.

1.2.c. Location of materials that include multiple opportunities for students to practice new skills with teacher guidance for immediate corrective feedback within daily lessons.

1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.

### 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.

3.2.a. Evidence that materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g., share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other's ideas, monitor own progress, implement feedback, etc.)

3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.

3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.

3.3.j. Evidence that materials provide activities that elicit high levels of student response and engagement, as well as use of vocabulary within student responses.



### 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.



5.1.b. Evidence that materials provide teacher guidance with useful annotations and suggestions for how to implement the student materials and ancillary materials to support students' literacy development.

Answers may vary. Accept reasonable responses.

**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

1.2.c. Location of materials that include multiple opportunities for students to practice new skills with teacher guidance for immediate corrective feedback within daily lessons.  
..and 1.4.c, 3.2.a, 3.2.b, 3.2.c, 3.3.j...

**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

3.2.d. Evidence that materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

5.3.b. Evidence that materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.

- 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 or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)  
**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and tells 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. Where was Jamaica when she found the stuffed dog and red hat? |ST|  
**100 points** = *Jamaica was on the slide at the park when she found the stuffed dog and red hat.*  
**90 points** = *Jamaica was on the slide at the park.*  
**80 points** = *She was at the park.*

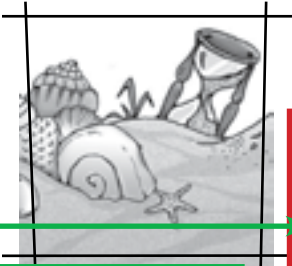
3. On page 8, you can tell that the stuffed dog is— |DC|

- a. old.
- b. new.
- c. purple.
- d. scratchy.

How do you know? **(Write-On)** |DC| (Team Talk rubric)  
**100 points** = *You can tell the stuffed dog is old because the narrator says that it is worn from hugging. It also says that there were faded stains on it, and it was missing a button.*  
**90 points** = *You can tell the stuffed dog is old because it is worn and stained.*  
**80 points** = *It is old because it is worn and has stains.*

**TEAM TALK EXTENSION**

4. Why did Jamaica like swinging more this time? |CE| (Team Talk rubric)  
**100 points** = *Jamaica found swinging more fun because there were no little children running in front of her when she was swinging. She did not have to watch out for them.*  
**90 points** = *Jamaica did not have to look for little children when she was on the swings.*  
**80 points** = *There were no little children.*



## FLUENCY IN FIVE

Timing Goal: 5 minutes

1.4.b. Location of materials that include a daily schedule of activities and lessons, including suggestions for the length of lessons and units.

- 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 8 (ending with “. . . and grass stains.”)

- 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.

3.1.f. Evidence that materials are available for teachers to read aloud to students, exposing students to text more complex than students could read independently. This is for the purpose of building vocabulary and background knowledge, as well as modeling fluency for students.

1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.



## WORD POWER

Timing Goal: 20 minutes

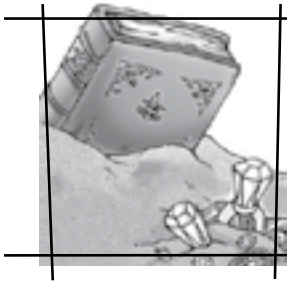
1.4.b. Location of materials that include a daily schedule of activities and lessons, including suggestions for the length of lessons and units.

- Use *Word Power Teacher's Manual Volume A, B, or C* to complete a Word Power lesson with your students.
- Select a lesson to review skills based on your students' needs, or based on this story's vocabulary words. For example:
  - *Volume A*, Lesson 7: R-Controlled Vowel Syllables
  - *Volume B*, Lesson 2: Base Word + Ending: Double Final Consonant

### 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

**3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.**



### 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**.

**3.3.c. Evidence that materials guide teachers to explicitly model using student-friendly definitions, provide multiple examples and non-examples, and engage students in multiple opportunities to learn, practice, and apply learned vocabulary with immediate corrective feedback.**

**3.3.d. Evidence that materials provide opportunities for students to apply and transfer new words within spoken or written sentences.**

**3.3.f. Evidence that materials provide cumulative review and practice of previously learned words.**

**3.3.k. Evidence that materials include guidance on how to support data-driven, differentiated vocabulary instruction.**



### 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: *climbed* 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 to use their story maps to retell what has happened in the story up to this point—the main events in the plot. Use **Random Reporter** to review these ideas with the class. Model this if necessary.

**3.1.f. Evidence that materials are available for teachers to read aloud to students, exposing students to text more complex than students could read independently. This is for the purpose of building vocabulary and background knowledge, as well as modeling fluency for students.**



## Listening Comprehension

- Read pages 6–13 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model drawing the conclusion that Jamaica liked her new boots.

**What can I learn from the text? The author did not tell us that Jamaica liked her new boots. However, I know that Jamaica liked her new boots by the way she acted. What clues did the author give me to show that Jamaica liked her new boots? Jamaica thought that the boots were beautiful, soft, and warm. They were nothing like Ossie's old gray boots. She wore her new boots home. The author told me that Jamaica ran to the bus stop the next day. She was excited to get to school and show off her new boots. These are all clues that Jamaica liked her new boots. I used the author's clues to figure out how Jamaica felt.**

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

**Setting:** the shoe store

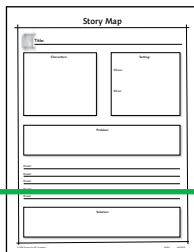
**Event:** Jamaica makes a hole in the boots grow bigger so she can get new cowboy boots.

- 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.

**A word I needed to clarify in this reading was *pointed*. Write the word "pointed" on the board. I decided to use the base word and ending strategy. First, I looked at the base word. Underline "point." I know that /oi/ together makes a vowel team. They will make one sound. I know that /nt/ is a consonant blend which means these letters stick together. Next, I blended the sounds—*p-oi-nt*. This word is *point*. Finally, I added the *-ed* to make *pointed*.**

- Remind students that they will continue drawing conclusions as they read *Jamaica's Find* this cycle.

Blackline master provided.



**3.3.g. Evidence that materials expose students to a rich vocabulary by including texts read by students and texts to be read aloud from a variety of genres and topics.**

## Preview Team Talk

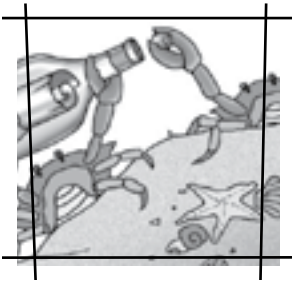
- Preview the Team Talk questions with the class. Point out that the answer to the Write-On question, #3, must be written individually after students discuss it in their teams.
- Ask students to underline key words or phrases in the Write-On question, or model this if necessary. Ask questions to guide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

Student Edition, page 2.

### TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Jamaica put the stuffed dog in— |CL|
  - a. her book bag.
  - b. her pocket.
  - c. the Lost and Found.
  - d. her bicycle basket.
3. How did Jamaica feel about the stuffed dog? |DC|
  - a. Jamaica liked the red hat more.
  - b. Jamaica liked the stuffed dog.
  - c. Jamaica thought the dog was dirty.
  - d. Jamaica hated the stuffed dog.

How do you know? (**Write-On**) |DC| (Team Talk rubric)



## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 11–15 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.

3.2.a. Evidence that materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g., share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other's ideas, monitor own progress, implement feedback, etc.)

3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.

3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.

3.3.j. Evidence that materials provide activities that elicit high levels of student response and engagement, as well as use of vocabulary within student responses.



concept  
ponses.

### 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**.

#### Strategy Use Discussion

- resolve a sticky note
- describe team strategy use

### TEAM TALK

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

**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and tells 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. Jamaica put the stuffed dog in— |CL|

- her book bag.
- her pocket.
- the Lost and Found.
- her bicycle basket.

3.2.a. Evidence that materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g., share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other's ideas, monitor own progress, implement feedback, etc.)

3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.

...and 3.2.c., 3.3.j....

- reinforce use of the skill

5.3.b. Evidence that materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read write, speak, and/or listen above grade level.

3.2.d. Evidence that materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

1.2.c. Location of materials that include multiple opportunities for students to practice new skills with teacher guidance for immediate corrective feedback within daily lessons.

...and 1.4.c, 5.2.b...

### TEAM TALK CONTINUED

3. How did Jamaica feel about the stuffed dog? |DC|

- Jamaica liked the red hat more.
- Jamaica liked the stuffed dog.*
- Jamaica thought the dog was dirty.
- Jamaica hated the stuffed dog.

How do you know? **(Write On)** |DC| (Team Talk Rubric)

**100 points** = *I know that Jamaica liked the stuffed dog more than the red hat because she put the stuffed dog into her bicycle basket. She gave the young man at the park house the red hat, but she kept the stuffed dog.*

**90 points** = *Jamaica gave the young man the red hat that she found, but she put the stuffed dog in her bicycle basket.*

**80 points** = *Jamaica gave the red hat away but kept the stuffed dog.*

### TEAM TALK EXTENSION

4. Did Jamaica's mother think Jamaica should keep the stuffed dog? Support your answer. |DC|

**100 points** = *No. Jamaica's mother thinks that Jamaica should return the dog to the Lost and Found. She tells Jamaica that she should have returned the dog just as she had returned the hat.*

**90 points** = *No. Jamaica's mother tells Jamaica that she should return the stuffed dog.*

**80 points** = *No. She thinks she should return it.*

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

## FLUENCY IN FIVE **TP**

Timing Goal: 5 minutes

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

1.2.c. Location of materials that include multiple opportunities for students to practice new skills with teacher guidance for immediate corrective feedback within daily lessons.

1.4.c. Location of materials that include independent or group practice after teacher-led instruction on essential skills.

...and 5.2.b...

### 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.

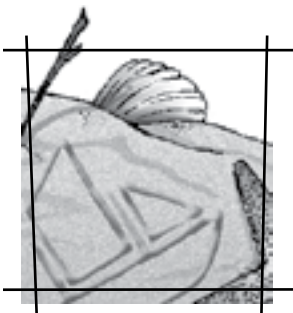
**Not ready yet?** Practice reading the same passage again with your partner. Ask your teacher to hear you read when you are ready.

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

Student Edition, page 1.

### Page 15 (paragraphs 1–3)

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



## WORD POWER

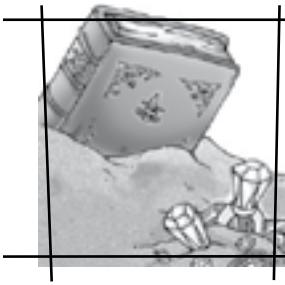
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

## 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

**3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.**

**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**.

**3.3.c. Evidence that materials guide teachers to explicitly model using student-friendly definitions, provide multiple examples and non-examples, and engage students in multiple opportunities to learn, practice, and apply learned vocabulary with immediate corrective feedback.**

**3.3.d. Evidence that materials provide opportunities for students to apply and transfer new words within spoken or written sentences.**

**3.3.f. Evidence that materials provide cumulative review and practice of previously learned words.**

**3.3.k. Evidence that materials include guidance on how to support data-driven, differentiated vocabulary instruction.**

**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: *quietly* page 18 and *forgotten* page 21.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

**Text Review**

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

3.1.f. Evidence that materials are available for teachers to read aloud to students, exposing students to text more complex than students could read independently. This is for the purpose of building vocabulary and background knowledge, as well as modeling fluency for students.



### Listening Comprehension

- Read page 15 aloud, stopping to ask questions, make points or focus students' attention as needed. Use a **Think Aloud** to model drawing the conclusion that Jamaica was upset because Brianna did not like her boots.

**What can I learn from the text? The author said that Jamaica was surprised when Brianna told her that cowboy boots weren't in. Jamaica thought that Brianna would like her boots. What clues did the author give me to show that Jamaica was upset with Brianna? Jamaica thought that her boots felt heavy when she walked by Brianna. I know that Jamaica and Brianna are friends, but Jamaica told Brianna that Brianna's boots were ugly. These are clues from the author that helped me to draw the conclusion that Brianna upset Jamaica when she said that cowboy boots weren't in. The author didn't tell me that Jamaica was upset, but she showed me through Jamaica's actions.**

- Continue reading pages 16–21 aloud, stopping to ask questions, make points, or focus students' attention as needed.
- Display a sample story map. Model adding a key point from the Listening Comprehension selection to the story map.

**Character:** Mrs. Wirth

**Setting:** School

**Event:** Brianna tells Jamaica that her new boots are not popular.

**Event:** Jamaica says Brianna's boots are not pretty.

Blackline master provided.



3.3.g. Evidence that materials expose students to a rich vocabulary by including texts read by students and texts to be read aloud from a variety of genres and topics.

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

**A word I needed to clarify in today's reading was *tramped* on page 15. I reread the page and used context clues to clarify the meaning of this word. I learned that Jamaica's feet felt heavy as she was going past Brianna. Based on that information, I think that *tramped* means stomping or walking heavily.**

- Remind students that they will continue to draw conclusions about the story as they read *Jamaica's Find* this cycle.

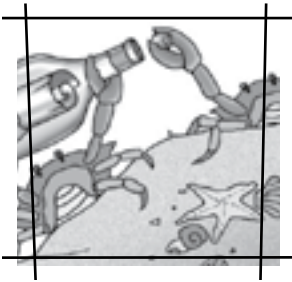
### Preview Team Talk

- 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 3.

## TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
2. Jamaica liked the stuffed dog, but her father thought the stuffed dog was— |CC|
  - a. strange.
  - b. nice.
  - c. dirty.
  - d. clean.
3. Why do you think Jamaica tossed the stuffed dog onto the chair? |DC|
  - a. She thought it was dirty like her brother said.
  - b. She was only pretending to like it for her mother.
  - c. She was bored with it and wanted a new toy.
  - d. She heard her mother talking about the dog.
 How can you tell? (**Write-On**) |DC| (Team Talk rubric)



## TEAMWORK

Timing Goal: 45 minutes

Partner Reading **TP**

Students read and restate aloud.

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
**pages 16–21 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.

3.2.a. Evidence that materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g., share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other's ideas, monitor own progress, implement feedback, etc.)

3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.

3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.

3.3.j. Evidence that materials provide activities that elicit high levels of student response and engagement, as well as use of vocabulary within student responses.



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**Strategy Use Discussion**

- resolve a sticky note
- describe team strategy use

**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**.

**TEAM TALK**

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

**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and tells 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. Jamaica liked the stuffed dog, but her father thought the stuffed dog was— |CC|

- strange.
- nice.
- dirty.
- clean.

3.2.a. Evidence that materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g., share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other's ideas, monitor own progress, implement feedback, etc.)

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...and 3.2.c., 3.3.j...

- reinforce use of the skill

5.3.b. Evidence that materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.



3.2.d. Evidence that materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

Page 1.

### TEAM TALK CONTINUED

3. Why do you think Jamaica tossed the stuffed dog onto the chair? |DC|
- She thought it was dirty like her brother said.
  - She was only pretending to like it for her mother.
  - She was bored with it and wanted a new toy.
  - She heard her mother talking about the dog.

How can you tell? (**Write-On**) |DC| (Team Talk rubric)

**100 points** = *Jamaica tossed the stuffed dog onto the chair because she heard her mother say that the dog probably belonged to a girl like Jamaica. I think Jamaica was beginning to feel that she should return the dog to the Lost and Found.*

**90 points** = *Jamaica heard her mother say that the dog probably belonged to a girl like Jamaica. I think she feels that she should return the dog.*

**80 points** = *Jamaica thought that she should return the dog.*

### TEAM TALK EXTENSION

4. Why did Jamaica go to her room so quietly? |CE| (Team Talk rubric)

**100 points** = *Jamaica went to her room quietly because she did not want to dry the dishes. She was getting out of doing her chores.*

**90 points** = *Jamaica was trying to get out of drying the dishes.*

**80 points** = *She didn't want to dry the dishes.*

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

## FLUENCY IN FIVE TP

Timing Goal: 5 minutes

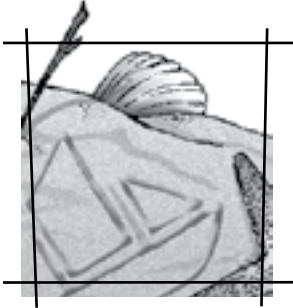
- Explain, or have team leaders review, if necessary, the routine and rubric for fluency. **SR**
- Tell students the page numbers and the paragraphs of the fluency passage. Write these on the board.

**Page 15 (paragraphs 1–3) or pages 18–21**

- Remind students that partners should use the rubric to provide feedback during fluency practice. Model this with a student if necessary.
- Tell the reading students when they should begin reading, and then time them for one minute. Have the listening students identify where the readers stopped, how

many words they missed, and if they met their reading goal. Also have partners share their feedback using the Fluency rubric. Have partners switch roles and repeat the process.

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



## WORD POWER

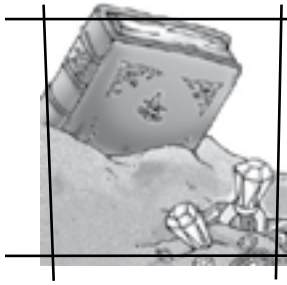
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

### 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

**3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.**

**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**.

**3.3.c. Evidence that materials guide teachers to explicitly model using student-friendly definitions, provide multiple examples and non-examples, and engage students in multiple opportunities to learn, practice, and apply learned vocabulary with immediate corrective feedback.**

**3.3.d. Evidence that materials provide opportunities for students to apply and transfer new words within spoken or written sentences.**

**3.3.f. Evidence that materials provide cumulative review and practice of previously learned words.**

**3.3.k. Evidence that materials include guidance on how to support data-driven, differentiated vocabulary instruction.**

**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: *squeezed* page 23 and *stayed* page 24.
- Open the **Vocabulary Vault**, and celebrate students' words. Have each team record their **Vocabulary Vault** words on the team score sheet.
- Award team celebration points.

### Text Review

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

**3.1.f. Evidence that materials are available for teachers to read aloud to students, exposing students to text more complex than students could read independently. This is for the purpose of building vocabulary and background knowledge, as well as modeling fluency for students.**



### Listening Comprehension

- Read pages 22–27 aloud, stopping to ask questions, make points, or focus students' attention as needed. Use a **Think Aloud** to model drawing the conclusion that Jamaica and Brianna are not angry with each other anymore.

**What can I learn from the text? I can tell that Jamaica and Brianna are not angry with each other anymore. I see that Jamaica and Brianna are laughing together. I know that people who are angry do not laugh. They also say that they like each other's boots. If they were still angry with each other, they wouldn't say nice things about the other person's boots. The author doesn't tell me that they are not angry with each other, but I can tell from clues the author gives me.**

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

**Event:** Brianna wishes she had new boots too.

**Event:** Jamaica says she like's Brianna's boots.

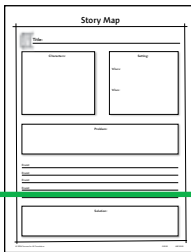
**Solution:** Jamaica and Brianna tell each other they like each other's boots.

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

**A word I had to clarify in today's reading was *against* on page 24. First, I tried to chunk the word. I recognized the word *again*. Then I noticed that /st/ is a consonant blend where you hear both sounds. Finally, I blended the word parts together—*again/st*. *Against*.**

- Remind students that they will continue draw conclusions as they read *Jamaica's Find* this cycle.

Blackline master provided.



**3.3.g. Evidence that materials expose students to a rich vocabulary by including texts read by students and texts to be read aloud from a variety of genres and topics.**

### 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 3.

### TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL| (Strategy Use rubric)
  2. Why do you think Jamaica stayed to watch the man put the dog on the top shelf? |DC|
  3. After talking with her mom, Jamaica knew she should— |DC|
    - a. return the stuffed dog.
    - b. keep the stuffed dog.
    - c. lie to her mom about the stuffed dog.
    - d. give the stuffed dog to another little girl.
- How do you know? (**Write-On**) |DC| (Team Talk rubric)

3.2.a. Evidence that materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g., share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other's ideas, monitor own progress, implement feedback, etc.)

3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.

3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.

3.3.j. Evidence that materials provide activities that elicit high levels of student response and engagement, as well as use of vocabulary within student responses.

and aloud.

## TEAMWORK

Timing Goal: 45 minutes

### Partner Reading **TP**

- Explain, or review, if necessary, the Partner Reading routines for strategy use with sticky notes before having students read and restate: **SR**  
 pages 23–27 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.

3.2.a. Evidence that materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g., share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other's ideas, monitor own progress, implement feedback, etc.)

3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.

3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.

3.3.j. Evidence that materials provide activities that elicit high levels of student response and engagement, as well as use of vocabulary within student responses.

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- 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**.

### TEAM TALK

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

**100 points** = *Uses a sticky note, tells what strategy was used to discuss it, and tells 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 do you think Jamaica stayed to watch the man put the dog on the top shelf? |DC|

**100 points** = *I think Jamaica stayed to watch because she really liked the stuffed dog, and she missed it after returning it.*

**90 points** = *I think Jamaica stayed to watch because she really missed the stuffed dog.*

**80 points** = *She missed it.*

**3.2.a. Evidence that materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g., share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other's ideas, monitor own progress, implement feedback, etc.)**

**3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.**

...and 3.2.c., 3.3.j....

### TEAM TALK CONTINUED

3. After talking with her mom, Jamaica knew she should— |DC|

- a. return the stuffed dog.
- b. keep the stuffed dog.
- c. lie to her mom about the stuffed dog.
- d. give the stuffed dog to another little girl.

How do you know? **(Write-On)** |DC| (Team Talk rubric)

**100 points** = *I can tell that Jamaica knew she should return the dog because she said that she wanted to take the stuffed dog back to the park.*

**90 points** = *She said she wanted to take the dog back to the park.*

**80 points** = *She said she wanted to take the dog back.*

### TEAM TALK EXTENSION

4. Why did Jamaica go up to the girl and ask her name? |CE|

**100 points** = *Jamaica asked the girl her name because there was no one else at the park, and Jamaica did not want to play alone.*

**90 points** = *There was no one else, and Jamaica did not want to play alone.*

**80 points** = *She didn't want to play alone.*

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

**5.3.b. Evidence that materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read write, speak, and/or listen above grade level.**



## FLUENCY IN FIVE TP

Timing Goal: 5 minutes

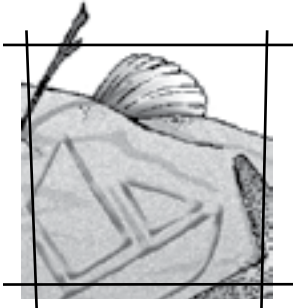
**3.2.d. Evidence that materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.**

- 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.

**Page 15 (paragraphs 1–3), pages 18–21, or page 24 (paragraphs 1–6)**

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

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



## WORD POWER

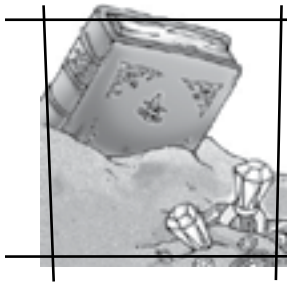
Timing Goal: 20 minutes

- Use *Word Power Teacher's Manual A, B, or C* to continue the Word Power lesson you selected on Day 1 with your students.

### 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

**3.3.f. Evidence that materials provide cumulative review and practice of previously learned words.**

**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, Jamaica returned the stuffed dog to the park office and met a girl her age. Today, we will find out if Jamaica finds the owner of the stuffed dog.**

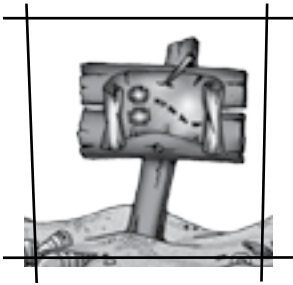
**3.3.f. Evidence that materials provide cumulative review and practice of previously learned words.**

**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 drawing conclusions.
- 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.

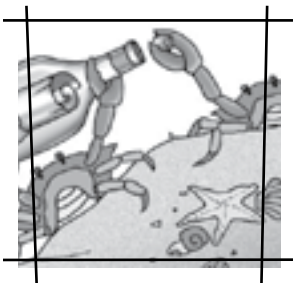


# TEST

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.

**3.3.d. Evidence that materials provide opportunities for students to apply and transfer new words within spoken or written sentences.**



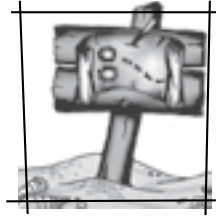
**3.3.f. Evidence that materials provide cumulative review and practice of previously learned words.**

- 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

Read pages 28–32 of *Jamaica's Find*, and answer the following questions. The total score for comprehension questions equals 100 points.

1. On page 8, you can tell that the stuffed dog is not— |DC|
  - a. dirty.
  - b. alive.
  - c. old.
  - d. new.

How do you know? |DC| (Team Talk Rubric)

**30 points** = *I know that the stuffed dog is not new because it has stains on it. It is worn from hugging, and the nose has fallen off its face.*

**25 points** = *It is stained, and the fur is worn from hugging. It is missing its nose too.*

**20 points** = *It is dirty, worn, and missing its nose.*

2. Why was Jamaica smiling when she walked into the park house? |CE| (Team Talk Rubric)
 

**30 points** = *Jamaica was smiling when she walked into the park house because she was happy. She was happy because she was helping Kristin find her stuffed dog.*

**25 points** = *Jamaica was happy that she was helping Kristin.*

**10 points** = *She was happy.*

3. Jamaica saw Kristin with the stuffed dog and felt— |CH|
  - a. sad.
  - b. angry.
  - c. scared.
  - d. happy.

3.2.a. Evidence that materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g., share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other's ideas, monitor own progress, implement feedback, etc.)

3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.

3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.

...and 5.2.b...

**30 points**

**10 points**

**30 points**

3.2.a. Evidence that materials provide varied approaches to learning tasks over time and in how students are expected to demonstrate their learning with opportunities for students to monitor their learning while providing supporting text evidence (e.g., share thinking, ask questions, research & investigate, problem solve, present, write, discuss, self-reflect, evaluate other's ideas, monitor own progress, implement feedback, etc.)

3.2.b. Evidence that materials provide frequent opportunities for responses that are text-specific and/or text-dependent, requiring students to use the text (whether read or read-aloud) to respond to and make text-to-self and text-to-text connections and comparisons.

3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.

...and 5.2.b...

3.3.c. Evidence that materials guide teachers to explicitly model using student-friendly definitions, provide multiple examples and non-examples, and engage students in multiple opportunities to learn, practice, and apply learned vocabulary with immediate corrective feedback.

3.3.d. Evidence that materials provide opportunities for students to apply and transfer new words within spoken or written sentences.

3.3.f. Evidence that materials provide cumulative review and practice of previously learned words.

...and 5.2.b...

4. On page 29, Jamaica wants to— |DC|
- laugh at Kristin.
  - play with Kristin.
  - help Kristin.
  - hurt Kristin.

How do you know? (Write-On) |DC| (Team Talk Rubric)

**30 points** = *I can tell that Jamaica wants to help Kristin find her lost toy because Jamaica asks Kristin questions about the toy. Jamaica then tells Kristin to come with her. She takes Kristin to the park house.*

**25 points** = *Jamaica asks Kristin questions and then takes her to the park house.*

**20 points** = *Jamaica takes Kristin to the park house.*

**Word Power  
Building Meaning**

Number your paper from 1 to 6. Write your answers next to the matching numbers on your paper. The total possible score for Vocabulary and Word Power questions equals 100 points.

climbed	returned	quietly
tossed	forgotten	squeezed

- Write a meaningful sentence for the word *squeezed*.  
**10 points** = *The sentence uses the word correctly and includes details to create a mind movie.*  
**5 points** = *The sentence uses the word correctly and includes one detail.*  
**1 point** = *The sentence uses the word correctly.*
- Ashley returned the book she borrowed from her friend Emily.
- We would have been on time to see the play if Dad had not forgotten to bring the tickets to the theater. *Forgotten* means—
  - most likely.
  - not remembered.
  - not allowed.
  - would not.
- Josh climbed over the fence to get his baseball out of the garden.
- Leroy tossed the trash bag into the can outside. *Tossed* means—
  - threw.
  - thinks.
  - leaves.
  - tired.

6. The students sat in their seats very *quietly* and waited for the teacher's directions.

10 points each

3.3.c. Evidence that materials guide teachers to explicitly model using student-friendly definitions, provide multiple examples and non-examples, and engage students in multiple opportunities to learn, practice, and apply learned vocabulary with immediate corrective feedback.

3.3.d. Evidence that materials provide opportunities for students to apply and transfer new words within spoken or written sentences.

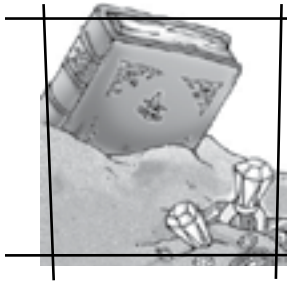
3.3.f. Evidence that materials provide cumulative review and practice of previously learned words.

...and 5.2.b...

### Skill Questions

**Teacher's Note:** Use *Word Power Teacher's Manual A, B, or C* to use the assessment items from the Word Power lesson you selected on Day 1.

**Number your paper from 7 to 10 and complete the Word Power items as directed.**



# DAY 6

## ACTIVE INSTRUCTION

Timing Goal: 20 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.

**3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.**



**3.2.d. Evidence that materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.**

## ADVENTURES IN WRITING

Timing Goal: 85 minutes

### Planning

- Introduce the activity.
- **Today you will pretend you are Kristin in the story *Jamaica's Find*. You will write a thank-you note to Jamaica for returning Edgar the dog to you. In your note, you will tell Jamaica two reasons why Edgar is special to you and use two words to describe how you felt when you realized you had left him behind at the playground.**

Suggested timing:

Planning: 20 minutes

Drafting: 20 minutes

Team Discussion: 20 minutes

Class Discussion: 25 minutes



Student Edition, page 4.

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

### WRITING PROMPT

Pretend you are Kristin from the story *Jamaica's Find*. Write a thank-you note to Jamaica, and thank her for returning Edgar the dog to you. In your note, tell Jamaica two reasons why Edgar is special to you and use two words to describe how you felt when you realized you had left him behind at the playground. Make sure you include all the parts of a thank-you note (the date, greeting, body, closing, and signature).

**5.2.b. Evidence that materials offer a diverse system of assessments, including formative and summative assessments, that do all of the following: (a) evaluate student progress and mastery of grade-level content standards, as define in Ohio's learning standards for English language arts adopted in 2017; (b) throughout the duration of the course, program, or grade level, consistently evaluate student performance and mastery or determine students' learning; and (c) provide guidance for teachers on interpreting student performance that includes suggestions for follow-up [supports and services for each student based on the assessment results].**

Writing  
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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>

**3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.**

**3.2.d. Evidence that materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.**

- 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 thank-you notes.**

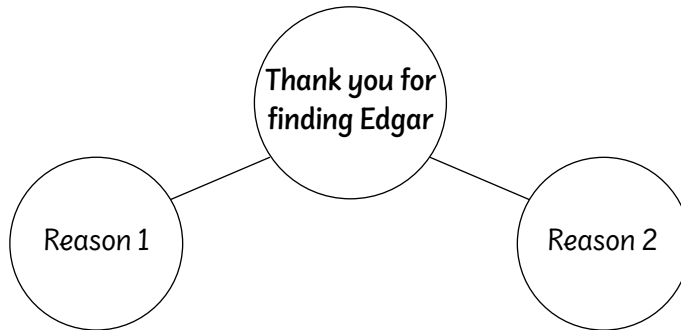
- Demonstrate how to draw the graphic organizer, modeling to the extent necessary.
- Use **Think-Pair-Share** to have students discuss what they will include in their writing. Randomly select a few students to share. Then have students draw their organizers and fill them in with these ideas.

**3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.**

**3.2.d. Evidence that materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.**

- 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.
- Model writing the letter, including the date and greeting. Model writing the first sentence of the thank-you note.

**When I begin my letter, I start by writing the date at the top of the page. Then I'll write a greeting such as "Dear Jamaica." Since I am writing a thank-you note, I'm going to begin the body of my letter with the sentence, "Thank you for finding my dog Edgar and putting him in the Lost and Found at the park."**

- 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.

- Tell students to be sure that their descriptions about how they felt about losing Edgar are specific. Point out in the sample graphic organizer that the descriptive word is followed by more specific information.

**In the story, Kristin must have had some strong feelings when she realized she had lost her dog Edgar. In our sample organizer, the writer used the words *sad* and *worried* to describe how Kristin felt, and then gave examples. For *sad*, the writer added “like I had lost my best friend.” What are some of the words you came up with to describe how she felt?**

- Choose one or two of the words students offer, and ask the class to come up with a detail that supports the word. Possible answers: “angry because I had been forgetful; scared that something bad might happen to Edgar.”
- Ask students to add an example to at least one of the descriptive words to elaborate on how Kristin felt about losing Edgar.
- 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.

**3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.**

**3.2.d. Evidence that materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.**

**3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.**

**3.2.d. Evidence that materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.**



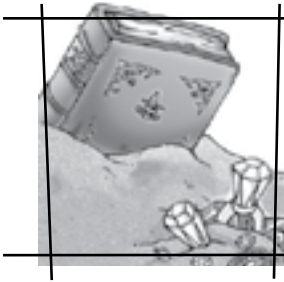
- Develop a checklist with students by asking them what kinds of errors they should look for when they edit. Add to, or modify, students' suggestions with your own list of capitalization, punctuation, grammar, and spelling skills. If necessary, go over a few examples of each kind of error.
- If helpful, 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**

<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>
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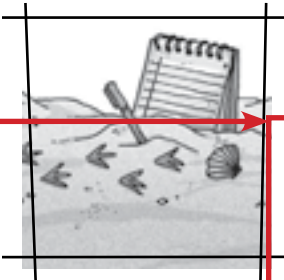
## DAY 7

## 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

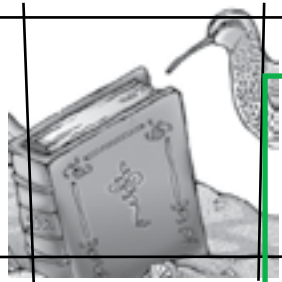
Timing Goal: 25 minutes

**3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.**

**3.2.d. Evidence that materials include regular opportunities for text-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.**

## 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

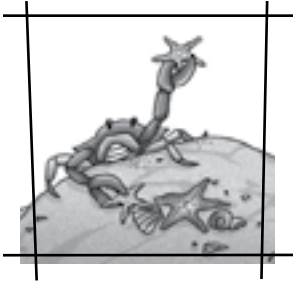
- Use **Random Reporter** to select a student to briefly share about their book.
- Award team celebration points.

## 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.

3.2.c. Evidence that materials support students' listening and speaking about what they are read aloud or reading and researching, including shared research projects and text-based discussions, with relevant follow-up questions and text evidence.

5.3.b. Evidence that materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read write, speak, and/or listen above grade level.



# SUCCESS REVIEW AND KEEPING SCORE

Timing Goal: 20 minutes

## Success Review and Keeping Score

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

- 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

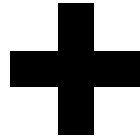
Total any tallies on the team score sheets, and add points to the Team Celebration Points poster. Guide team reflection about the points they earned.

- 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?

# Drawing Conclusions & Inference



Text Evidence



Background Knowledge

Making an educated guess based off of the text evidence and what you already know about the topic.

## Compare

- Review all the information you know about a character, person, setting, or event.
- Look for any facts or details that are not stated directly in the text, but that are inferred or suggested.
- Read the information and decide the next logical step or assumption about it.
- Draw a conclusion based on all the information and the situation.

January 1, 2024 \_\_\_\_\_ | **Date**

Dear Jenny, \_\_\_\_\_ | **Greeting**

Thank you for the book you gave me for my birthday. I can't wait to read it! I've wanted this book for a long time, and I'm excited to have my own copy. I'm also glad you came to my party. I enjoyed playing with you. Would you like to play next weekend?

| **Body**

Your friend, \_\_\_\_\_ | **Closing**

Paula \_\_\_\_\_ | **Signature**

# Story Map



**Title:** Jamaica's Find

**Characters:**

Jamaica  
Jamaica's mother  
Jamaica's father  
Jamaica's brother  
Kristin  
Young man at the Lost and Found

**Setting:**

Where: A park  
Jamaica's house  
  
When:

**Problem:**

Jamaica finds a stuffed dog on the playground. She does not know to whom the dog belongs.

Event: Jamaica finds a hat and a stuffed dog as she is playing in the park.

Event: Jamaica takes the hat to the Lost and Found, but she takes the dog to her home.

Event: Jamaica's mother tells Jamaica that she should take the dog to the Lost and Found.

Event: Jamaica gives the dog to the young man at the Lost and Found.

Event: Jamaica finds Kristin and learns that Kristin owns the stuffed dog.

**Solution:**

Jamaica takes Kristin to the Lost and Found to get Kristin's dog.

# Story Map



**Title:** Jamaica and Brianna

**Characters:**

Jamaica  
 Jamaica's mother  
 Brianna  
 Mrs. Wirth

**Setting:**

Where: Jamaica's home  
 The shoe store  
 The bus stop  
 School  
 When: Winter

**Problem:**

Jamaica does not like her brother's old boots.

Event: Jamaica makes a hole in the boots grow bigger so she can get new cowboy boots.

Event: Brianna tells Jamaica that her new boots are not popular.

Event: Jamaica says Brianna's boots are not pretty.

Event: Brianna wishes she had new boots too.

Event: Jamaica says she likes Brianna's boots.

**Solution:**

Jamaica and Brianna tell each other they like each other's boots.

5.1.d. Evidence that materials include standards correlation information that explains the role of the standards in the context of the overall program.

5.2.a. Location of assessment information included in the materials to indicate which standards are assessed.

## 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 2.1 / *Jamaica's Find*

#### Reading: *Literature*

##### Key Ideas and Details

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

#### Reading: *Foundational Skills*

##### Phonics and Word Recognition

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

## Jamaica's Find

WORD	IDENTIFICATION STRATEGY	DEFINITION	SENTENCE
climbed	base word + ending	went up	Juan <i>climbed</i> the stairs to get to the second floor.
returned	base word + ending	brought back	Josef <i>returned</i> the shirt to the store because it was the wrong size.
quietly	base word + ending	with little or no noise	Harry sat <i>quietly</i> at his desk and read a book.
tossed	base word + ending	threw	Ming <i>tossed</i> the broken toy into the trash can.
forgotten	chunk	not remembered	Winnie had <i>forgotten</i> to do her homework.
squeezed	base word + ending	held tight, hugged	The scared little boy <i>squeezed</i> his mother's hand.

FLUENCY IN FIVE	DAY 2	DAY 3	DAY 4
	Page 15 (paragraphs 1-3)	Page 15 (paragraphs 1-3) or pages 18-21	Page 15 (paragraphs 1-3), pages 18-21, or page 24 (paragraphs 1-6)

### DAY 1

TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)
  2. Where was Jamaica when she found the stuffed dog and red hat? |ST|
  3. On page 8, you can tell that the stuffed dog is— |DC|
    - a. old.
    - b. new.
    - c. purple.
    - d. scratchy.
- How do you know? **(Write-On)** |DC| (Team Talk rubric)

### DAY 2

TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)
  2. Jamaica put the stuffed dog in— |CL|
    - a. her book bag.
    - b. her pocket.
    - c. the Lost and Found.
    - d. her bicycle basket.
  3. How did Jamaica feel about the stuffed dog? |DC|
    - a. Jamaica liked the red hat more.
    - b. Jamaica liked the stuffed dog.
    - c. Jamaica thought the dog was dirty.
    - d. Jamaica hated the stuffed dog.
- How do you know? **(Write-On)** |DC| (Team Talk rubric)

## DAY 3

## TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)
2. Jamaica liked the stuffed dog, but her father thought the stuffed dog was— |CC|
  - a. strange.
  - b. nice.
  - c. dirty.
  - d. clean.
3. Why do you think Jamaica tossed the stuffed dog on the chair?
  - a. She thought it was dirty like her brother said.
  - b. She was only pretending to like it for her mother.
  - c. She was bored with it and wanted a new toy.
  - d. She heard her mother talking about the dog.

How do you know? **(Write-On)** |DC| (Team Talk rubric)

## DAY 4

## TEAM TALK

1. What word or phrase did you clarify? How did you clarify it? |CL|  
(Strategy Use rubric)
2. Why do you think Jamaica stayed to watch the man put the dog on the top shelf? |DC|
3. After talking with her mom, Jamaica knew she should— |DC|
  - a. return the stuffed dog.
  - b. keep the stuffed dog.
  - c. lie to her mom about the stuffed dog.
  - d. give the stuffed dog to another little girl

How do you know? **(Write-On)** |DC| (Team Talk rubric)

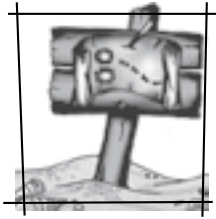
**DAY 6**

**WRITING PROMPT**

Pretend you are Kristin from the story *Jamaica's Find*. Write a thank-you note to Jamaica, and thank her for returning Edgar the dog to you. In your note, tell Jamaica two reasons why Edgar is special to you and use two words to describe how you felt when you realized you had left him behind at the playground. Make sure you include all the parts of a thank-you note (the date, greeting, body, closing, and signature).

**WRITING RUBRIC**

<b>WRITING RUBRIC</b>	
<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>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>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>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar.</li> </ul>



## TEST

### Comprehension Questions

Read pages 28–32 of *Jamaica's Find*, and answer the following questions.

1. On page 8, you can tell that the stuffed dog is not— |DC|
  - a. dirty.
  - b. alive.
  - c. old.
  - d. new.

How do you know? |DC| (Team Talk Rubric)

2. Why was Jamaica smiling when she walked into the park house? |CE| (Team Talk Rubric)
3. Jamaica saw Kristin with the stuffed dog and felt— |CH|
  - a. sad.
  - b. angry.
  - c. scared.
  - d. happy.

4. On page 29, Jamaica wants to— |DC|
  - a. laugh at Kristin.
  - b. play with Kristin.
  - c. help Kristin.
  - d. hurt Kristin.

How do you know? (**Write-On**) |DC| (Team Talk Rubric)

## Word Power Building Meaning

Number your paper from 1 to 6. Write your answers next to the matching numbers on your paper.

climbed	returned	quietly
tossed	forgotten	squeezed

1. Write a meaningful sentence for the word *squeezed*.
  
2. Ashley \_\_\_\_\_ the book she borrowed from her friend Emily.
  
3. We would have been on time to see the play if Dad had not forgotten to bring the tickets to the theater. *Forgotten* means—
  - a. most likely.
  - b. not remembered.
  - c. not allowed.
  - d. would not.
  
4. Josh \_\_\_\_\_ over the fence to get his baseball out of the garden.
  
5. Leroy tossed the trash bag into the can outside. *Tossed* means—
  - a. threw.
  - b. thinks.
  - c. leaves.
  - d. tired.
  
6. The students sat in their seats very \_\_\_\_\_ and waited for the teacher's directions.

### Skill Questions

Number your paper from 7 to 10 and complete the Word Power items as directed.



*An Upper-Elementary Reading Program*

**Reading Wings 5th Edition** is a comprehensive reading program for elementary school students reading at levels 2 through 8. Daily lessons target and instruct on comprehension-monitoring strategies or core reading skills. Scaffolded instruction builds from teacher modeling to introduce skills, to student skill use with prompting and reinforcement, to independent student skill use. In addition, students develop vocabulary, background knowledge, and fluent reading skills as they delve into high-interest literature and informational texts. Using the cycle of effective instruction, students learn the importance of teamwork through discussion and participate in celebration of their successes. These motivators provide what students need to become fluent and avid readers.



The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.

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