Unit 1.1

Teacher Lesson Plans

Stand Up for Yourself
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Stand Up for Yourself

Literature and Materials Used in Unit 1.1:

- *The Skin I’m In* by Sharon Flake
- *Middle School Confidential: Be Confident in Who You Are* by Annie Fox
- *Local News* by Gary Soto
- 1.1 slides
- Fluency audio files
# Table of Contents

**Teacher Lesson Plans**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>1</td>
</tr>
<tr>
<td>Day 1</td>
<td>3</td>
</tr>
<tr>
<td>Day 2</td>
<td>7</td>
</tr>
<tr>
<td>Day 3</td>
<td>10</td>
</tr>
<tr>
<td>Fluency Levels in STARI</td>
<td>15</td>
</tr>
<tr>
<td>Day 4</td>
<td>16</td>
</tr>
<tr>
<td>Day 5</td>
<td>20</td>
</tr>
<tr>
<td>Day 6</td>
<td>24</td>
</tr>
<tr>
<td>Day 7</td>
<td>28</td>
</tr>
<tr>
<td>Day 8</td>
<td>32</td>
</tr>
<tr>
<td>Day 9</td>
<td>36</td>
</tr>
<tr>
<td>Day 10</td>
<td>39</td>
</tr>
<tr>
<td>Day 11</td>
<td>43</td>
</tr>
<tr>
<td>Day 12</td>
<td>47</td>
</tr>
<tr>
<td>Day 13</td>
<td>51</td>
</tr>
<tr>
<td>Day 14</td>
<td>54</td>
</tr>
<tr>
<td>Day 15</td>
<td>57</td>
</tr>
<tr>
<td>Day 16</td>
<td>60</td>
</tr>
<tr>
<td>STARI Reading Guide</td>
<td>63</td>
</tr>
<tr>
<td>Guided Reading Guide</td>
<td>64</td>
</tr>
<tr>
<td>Partner Reading Guide</td>
<td>66</td>
</tr>
<tr>
<td>The Skin I’m In Themes</td>
<td>68</td>
</tr>
<tr>
<td>Day 17</td>
<td>69</td>
</tr>
<tr>
<td>Day 18</td>
<td>73</td>
</tr>
<tr>
<td>Day 19</td>
<td>79</td>
</tr>
<tr>
<td>Day 20</td>
<td>83</td>
</tr>
<tr>
<td>Day 21</td>
<td>87</td>
</tr>
<tr>
<td>Day 22</td>
<td>90</td>
</tr>
<tr>
<td>Day 23</td>
<td>93</td>
</tr>
<tr>
<td>Day 24</td>
<td>99</td>
</tr>
<tr>
<td>Day 25</td>
<td>103</td>
</tr>
<tr>
<td>Day 26</td>
<td>107</td>
</tr>
<tr>
<td>Day 27</td>
<td>111</td>
</tr>
<tr>
<td>Day 28</td>
<td>115</td>
</tr>
<tr>
<td>Day 29</td>
<td>119</td>
</tr>
<tr>
<td>Day 30</td>
<td>123</td>
</tr>
<tr>
<td>Day 31</td>
<td>129</td>
</tr>
<tr>
<td>Day 32</td>
<td>132</td>
</tr>
<tr>
<td>Day 33</td>
<td>137</td>
</tr>
<tr>
<td>Day 34</td>
<td>142</td>
</tr>
<tr>
<td>Day 35</td>
<td>146</td>
</tr>
<tr>
<td>Debate Guide</td>
<td>150</td>
</tr>
<tr>
<td>Day 36</td>
<td>152</td>
</tr>
<tr>
<td>Day 37</td>
<td>157</td>
</tr>
<tr>
<td>Day 38</td>
<td>160</td>
</tr>
<tr>
<td>Day 39</td>
<td>165</td>
</tr>
<tr>
<td>Day 40</td>
<td>168</td>
</tr>
<tr>
<td>Fluency Check-in</td>
<td>171</td>
</tr>
<tr>
<td>Scope and Sequence</td>
<td>172</td>
</tr>
</tbody>
</table>
Overview

Stand Up for Yourself

Bullying and self-confidence are themes that link the vivid Sharon Flake novel, *The Skin I’m In*, with short fiction and the highly engaging nonfiction book, *Middle School Confidential: Be Confident in Who You Are*. Students learn the partner fluency routines that will carry them through all four units and begin to practice strategies for recognizing base words. Reciprocal Teaching strategies, specifically clarifying and summarizing, are introduced as a framework for comprehension. Literary analysis tools introduced in the unit include the narrative arc and characterization. Students learn to use persuasive phrases for participating in the unit debate.

**LITERATURE**

*The Skin I’m In* (Flake) - Gripping first person novel about a dark-skinned African American girl who over time stands up to a “frenemy”

*Middle School Confidential: Be Confident in Who You Are* (Fox) - Nonfiction book with graphic novel text features on standing up to bullies and developing personal confidence

*Local News* (Soto) - Collection of humorous short stories set in the Latino community of Fresno, California

**FLUENCY TOPICS**

identity, self-esteem, bullying, peer pressure, stereotypes, skin color, “drama,” social dynamics, role models, Together for Latinas, poverty and other stressors, “snitching,” the “It Gets Better” project

**FOCUS**

Literary analysis
- Narrative arc in fiction
- Characterization
- Using and citing evidence from a text

Reading comprehension
- Summarizing and clarifying as components of Reciprocal Teaching
- Using 5Ws (who, did what, when, etc.) as a scaffold for summarizing
- Previewing nonfiction using table of contents, index, and illustrations

Decoding
- Identifying base words and chunking compound words
- Pronouncing consonant blends

Debate
- In *The Skin I’m In*, who has the power—Maleeka or Charlese?
Day 1

Objectives
▶ Introduce Unit 1.1: Stand Up for Yourself
▶ Introduce materials and themes

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Materials
- Workbook pp. 3-5
- Local News
- Middle School Confidential
- The Skin I’m In
- Slide 1
Day 1 Activities

1. Unit launch: Whole class

Introduce the unit and the Day 1 activities.

1. Introduce the unit title, Stand Up for Yourself, and the key questions:
   a. How do you find out who you really are?
   b. How do you and other people accept you for who you are?
2. List the day’s activities:
   a. Who am I? will get us thinking about identity in different contexts.
   b. Interviews & introductions will prepare us to work well in partners.
   c. Book preview will give us a taste of this unit’s books.

2. Who am I? Concentric circle chart: Individual work

Students write about who they are in their families, in their school, in their communities, and in the world on workbook p. 3, Who am I?

1. Frame the activity. We all belong to many different groups. How do our identities shift in the context of each group?
2. Model filling in the chart:

   For “family,” I’m a brother and a dad, so I’ll write “brother” and “dad.”

   For “school,” I’ll write “STARI teacher.”

   For “community,” I love to chat with neighbors, so I’ll write, “social, chatty.”

   For “the world,” I’m from Puerto Rico and I love to visit, so I’ll write, “love to visit Puerto Rico.” I’m interested in Egypt, so I’ll write, “want to learn more about Egypt.”

3. Students work independently to fill out their own charts. Circulate to offer help.
4. Share out examples.

TIP

Post students’ finished charts around the room for a “gallery walk.” Give students time to browse, and then invite comments and questions.
Day 1 Activities, continued

3. Interviews & introductions: Partner work

Partners interview each other and introduce each other to the class using workbook p. 4, Partner interview.

1. Frame the activity. Learning about each other and practicing speaking and listening will help partners work well together.

2. Review instructions on workbook p. 4 and preview the questions. Students should try to complete at least three sections.

3. Break students into partners.

4. First partner interviews. Set a time limit.

5. Second partner interviews. Set a time limit.

6. Allow a minute or two for students to select important, interesting details and plan their introductions.

   For example, I might say, “I’d like to introduce Shawn, he loves hockey, he has three sisters, and he won a skating trophy last summer.”

7. Students introduce their partners to the class.

8. Debrief.

   Who learned something new about their partner?

4. Book preview: Small group work

In groups of three, students preview the three unit books and respond to prompts on workbook p. 5, Book preview. Then, the class comes together to brainstorm ideas about the unit focus and unit themes.

1. Frame the activity.

   Previewing books is an important skill. It helps us get ready to read and understand.

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STARI Unit 1.1
Day 1 Activities, continued

4. Book preview: Small group work, continued

2. Model how to “taste” or preview a book by looking at the front and back covers, looking at pictures, and leafing through the book.

   *I notice…*
   *I wonder…*

3. Review procedure (see tip) and instructions on workbook p. 5.

4. Small groups preview and respond to prompts. Circulate.

5. As groups finish, ask them to discuss this question: What ideas do you think we’ll explore in this unit?

6. Share out ideas about unit focus and themes and write these ideas on chart paper. Discuss the ideas and ask follow-up questions to understand student thinking.

5. Daily wrap-up

Tomorrow, we’ll talk about an important component of the STARI curriculum: fluency.
Day 2

Objectives

▶ Learn about reading fluency and its components: rate, accuracy, and phrasing
▶ Evaluate different readings for rate, accuracy, and phrasing

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.

Materials

☐ Workbook pp. 6-10
☐ Fluency audio files (available via the STARI Download Center)
☐ Speakers
☐ Slide 2

Planning Note

Today’s activities include students listening to audio tracks to learn about fluency. Here is a “key” for reference:

01 Speed Reader 1 (Too Fast)
02 Speed Reader 2 (Good Speed)
03 Speed Reader 3 (Too Slow)
04 Accuracy Reader 1 (Mediocre)
05 Accuracy Reader 2 (Inaccurate)
06 Accuracy Reader 3 (Accurate)
07 Expression Reader 1 (Good)
08 Expression Reader 2 (Poor)
09 Expression Reader 3 (Mediocre)
10 Whole Passage Reader A (Mediocre)
11 Whole Passage Reader B (Good)

1. What is fluency?
2. How does fluency connect to meaning?
3. Daily wrap-up
Day 2 Activities

1. What is fluency? Whole class work

Students learn about fluent reading. They listen to readings of short passages on audio tracks 1-9 (available via the STARI Download Center) and use workbook pp. 6-8 (What is fluent reading?) and 9-10 (Fluency and getting the meaning) to follow along and rate the readers on their speed, accuracy, and phrasing.

1. Explain fluent reading using workbook p. 6 and slide 2.

2. Students rate speed. Play audio track 1 as students follow the text in the middle of workbook p. 6 (“Erica started at a new school . . .”) and then rate Reader 1 below the text. Repeat for audio tracks 2 and 3.

Fluent reading means reading at a good pace—not too slow, and not too fast.

3. Students rate accuracy. Repeat the procedure on workbook p. 7 with audio tracks 4, 5, and 6.

4. Students rate expression and meaning (phrasing). Repeat the procedure on workbook p. 8 with audio tracks 7, 8, and 9.

The last part of reading fluently is using expression, not a flat tone of voice, and using phrasing that shows meaning, not reading word by word.

5. Debrief. What goes into fluent reading?

2. How does fluency connect to meaning? Whole class work

Students listen to Reader A and Reader B read a passage about Erica, a bullying victim, on audio tracks 10 and 11. Students offer Erica advice, and compare how the readers helped convey meaning.

1. Explain how fluent reading helps convey meaning.

When a passage is read fluently, the reader shows good understanding. As we listen to fluent reading, we get the meaning, too.

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Day 2 Activities, continued

2. How does fluency connect to meaning? Whole class work, continued

2. Review instructions and preview questions on workbook pp. 9-10.

3. Play track 10, Reader A, and track 11, Reader B. Ask students to follow along with the passage on workbook p. 9.

4. Students answer the passage comprehension question at the top of workbook p. 10: What advice would you give Erica?

5. Turn and talk: Which reader made it easier to understand the passage, Reader A or Reader B?

6. Students answer the question, “How did one reader make the passage easier to understand?” on workbook p. 10.

7. Students share out answers from workbook p. 10 and their own thoughts about how fluency can help with comprehension.

3. Daily wrap-up

Ask students to think about Erica, the bullying victim, from the fluency passage. Explain that bullies will be a focus for much of this unit. Have a short discussion using one of these prompts or a prompt of your own:

- Can adults stop bullying at school? Why or why not?

- If you were Erica’s friend, what would you say to her?

- If you were friends with one of the bullies, what would you say to your friend?

TIP

Encourage students to respond to each other. Can you add something to what Lukas said? Do you agree with Alanna, or do you have a different idea?

END OF DAY 2 LESSON PLAN
Day 3

Objectives
▶ Learn the steps in the Day One fluency routine
▶ Practice the first two parts of the Day One fluency routine

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.

Materials
☐ Timers
☐ Workbook pp. 11-16
☐ Slides 3-5
☐ Post-its, one per student

Planning Note
Today, you’ll collect workbook pp. 15-16—the fluency chart (with First read WPM recorded today) and fluency reflections. These pages will help you determine each student’s fluency level.
You will return workbook pp. 15-16 on Day 5.
You’ll assign each student a beginning fluency level on Day 8.

1. Introduce Day One fluency routine
2. Model Day One fluency routine, Part 1
3. Model Day One fluency routine, Part 2
4. Practice Day One fluency routine, Part 1
5. Practice Day One fluency routine, Part 2
6. Set fluency goals
7. Daily wrap-up
Day 3 Activities

1. Introduce Day One fluency routine: Whole class

Introduce fluency workbooks and Day One procedures, Part 1 and Part 2 with workbook p. 11, Working with the fluency workbook.

1. Ask students to think about becoming faster, more accurate, more expressive readers (in other words, more fluent). How will this help them in school, and outside of school?

2. Connect fluency practice to improved fluency. Introduce the fluency workbooks and the key features of STARI fluency work:
   a. fun and interesting passages
   b. fluency topics connect to unit themes
   c. two-day procedure where partners work together and help each other
   d. fluency improves over time

3. Use workbook p. 11 and slides 3, 4 and 5 to introduce the three parts of the Day One fluency routine. Today, we’ll talk about Part 1 (First read) and Part 2 (Comprehension and discussion).

2. Model Day One fluency routine, Part 1: First read

Students do the silent read with the “What’s Your Birth Order?” fluency passage on workbook p. 13. Then watch the teacher demonstrate the First read with the same passage, count WPM, and finish reading the passage aloud on workbook p. 14. The teacher selects one student to play the partner role by keeping time.

1. Show the silent read, which gets us ready for the First read. Ask students to turn to workbook p. 13 and read, “What’s Your Birth Order?” silently.

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STARI Unit 1.1
Day 3 Activities, continued

2. Model Day One fluency routine, Part 1: First read, continued

2. Show the First read. Give a timer to one student. Explain that fluency work happens in partners, and that this student will be your partner for the First read. Show how the timer works.

   a. Use slide 9 to show workbook p. 14. Explain that you will read out loud for one minute, and then put a double slash // after the last word you read.

   b. Have the student partner set the timer for one minute, start the timer, and say, "go." Read out loud. When the timer sounds, make a double slash // after the last word you read.

3. Count your words per minute using slide 9. Write your WPM in the top right corner of the page.

4. Finish reading the passage out loud.

5. Remind students that when they do this, the partners would then switch and repeat the steps. Show slide 3 again to show the steps.

3. Model Day One fluency routine, Part 2: Comprehension and discussion

Answer the comprehension and discussion questions at the bottom of workbook p. 14 as a class, and introduce the fluency chart for recording WPM.

1. Answer the questions on the bottom of workbook p. 14 as a group. Model looking back in the text to find answers.

   Why do we do this step? What would happen if we skipped this step?

2. Use slide 10, Fluency chart, to model transferring the WPM recorded on the top right corner of workbook p. 14 to the Fluency chart.

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Day 3 Activities, continued

4. Practice Day One fluency routine, Part 1: First read

In partners, students practice Parts 1 and 2 of the Day One fluency routine using “What’s Your Birth Order?” on workbook pp. 13-14. The WPMs students record today will help you assign each student a fluency level—A, B, C, or D.

1. Assign partners and spread the pairs throughout the room. All students should open to workbook p. 14. Have each pair pick which partner will read first.

2. Remind students that both partners read the passage silently before the First read.

3. Teacher times the First read. Have each pair pick which partner will read first. Set your timer to 1 minute. Remind students to be ready to mark the passage with a double slash // when the timer sounds.

4. Start timer. When the timer sounds, remind students to stop reading and mark a double slash // after last word they read.

5. Partners help each other calculate WPM. Circulate to check for accuracy. Have students record WPM on the upper right corner of their copy of “What’s your Birth Order?” on workbook p. 14.

6. Have the first reader finish reading the passage out loud to their partner.

7. Students switch roles and repeat. Continue to time the whole class, or have partners time each other. If partners time each other, remind them to turn timers off as soon as they sound.

TIP
Assign each pair a permanent spot in the room for fluency work.

TIP
Have partners sit close so voices can be low.

TIP
Remind students to finish reading the passage after recording WPM.
Day 3 Activities, continued

5. Practice Day One fluency routine, Part 2: Comprehension and discussion

Students focus briefly on questions and record WPM.

1. Direct students’ attention to the comprehension and discussion questions they already answered on **workbook p. 14**. During regular fluency work, this would be the next step.

2. Students write their names and First read WPM on **workbook p. 15**, **Developing fluency**, Fluency chart. Circulate to offer help.

3. Congratulate your students! They have now practiced Part 1 and Part 2 of the fluency routine. Use **slides 3 and 4** to recap.

6. Set fluency goals

Students summarize what they’ve learned about fluency, then use **workbook p. 16**, **Fluency: How am I doing right now?** to set goals.

1. Review fluency. Ask students to talk about what it means. Use **slide 2** to remind students of the component elements (speed, accuracy, phrasing, expression, and emphasis).

2. Review the Day One fluency routine, Parts 1 and 2. Use **workbook p. 11**.

3. Students complete **workbook p. 16**.

4. Collect **workbook pp. 15-16**. You will use each student’s WPM from p. 15 to assign a leveled fluency workbook.

7. Daily wrap-up

Share trends from students’ reflections on the collected **workbook p. 16**.

*I see that many people want to improve their reading rate, and that's great—we’ll all become faster readers during this unit.*

Tomorrow, students learn Part 3 of the Day One fluency routine.

END OF DAY 3 LESSON PLAN

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STARI Unit 1.1
Fluency Levels in STARI

What are the levels in the fluency materials?

Level A is third grade reading level, lexile 500-590, Level B is fourth grade, lexile 600-690, Level C is fifth grade, lexile 700-790, and Level D is sixth grade, lexile 800-890. Within each level, passages start at the easier end of the lexile range and gradually become more challenging.

How should I assign students to levels?

Students should work at a comfortable level of difficulty—their independent reading level. This will vary for individuals in your STARI class. In introducing fluency, students worked on a B passage. Students’ performance on “What’s Your Birth Order?” can help in level placement. Also consider test scores and other information on students’ reading levels.

**Fluency A:** Students who read the practice B passage slowly (below 100 WPM) and with frequent word reading errors can be assigned to the A level. You can count word reading errors on the fingers of one hand while the student is reading out loud for a minute. More than 5-7 suggests the B passage is too hard. If the student is comprehending poorly with level B, that is another sign it is best to assign a student to A.

**Fluency B:** Students who read the practice B passage in the 100-110 WPM+ range with only a couple of word reading errors can work with the B level passages. Check that comprehension is good, too.

**Fluency C or D:** Students who read the practice B passage at 120 WPM or greater and with almost no errors, can be assigned to the C or D fluency passages. Check if the students can also answer the comprehension questions correctly.

If appropriate placement initially is not clear, assign a student to a lower fluency level and then listen and observe.
Day 4

Objectives
▶ Finish learning and practicing the Day One fluency routine
▶ Discuss the importance of partner work

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Materials
☐ Timers
☐ Workbook pp. 17-20
☐ Slides 3-5 or the fluency anchor chart (available via the STARI Download Center), Slide 11
☐ Chart paper and markers (optional)
Day 4 Activities

1. Getting fluent: Whole class

Students learn how fluency routines will help improve fluency.

1. Use slide 11 to introduce workbook p. 17, Getting fluent. Yesterday’s read was a “cold read.” To get faster, we’ll practice reading in different ways:
   a. we’ll read in phrases
   b. we’ll focus on tricky phrases
   c. we’ll focus on tricky words
   d. we’ll look for word study patterns

2. Read workbook p. 17 as a class.

2. Day One fluency routine, Part 3: Phrase-cued reading

Students learn how phrase-cued reading improves fluency and practice in partners or groups of three using workbook pp. 11 (Day One anchor chart) and 18-19 (Reading in phrases and Phrase-cued version of “What’s Your Birth Order?”).

Part 3: Phrase-cued reading

Introduce Part 3 of the Day One fluency routines.

1. Show phrase-cued reading in the Day One routine using slide 5 and workbook p. 11.
   
   Phrase-cued reading is one of the “different ways” we practice reading to get more fluent. This is Part 3; the last thing we do on Day One.

2. Explain phrase-cued reading with workbook p. 18. Model reading word-by-word.
   
   “Different [pause] from [pause] first [pause] borns . . .” How does this sound? Is it hard or easy to understand?

3. Model reading in phrases, as though you were speaking. Explain that a phrase is a group of words that make sense together.
   
   “Different from first-borns…” How does this sound?

TIP

Reading in phrases should sound like speaking naturally.
Day 4 Activities, continued

2. Day One fluency routine, Part 3: Phrase-cued reading, continued

4. Model reading a whole paragraph of the phrase-cued version of “What’s Your Birth Order?” on workbook p. 19, pausing briefly at slash marks.

5. Break into partners. Have students take turns doing the phrase-cued reading on workbook p. 19 out loud to each other.

6. Recap. Students have now completed all three parts of the Day One fluency routine, which they will use throughout the year.

3. Partner commitments: Partner work

Partner pairs reflect on what makes a good partner using workbook p. 20, What makes a good partner?

1. Talk with students about partner work. Being a good partner will be essential in this class. What does it mean to be a good partner?

2. Partner pairs write two things a good partner is and two things a good partner is not at the top of workbook p. 20.

3. Students share out while you record answers on the board. Some examples of what students might come up with:

<table>
<thead>
<tr>
<th>A good partner:</th>
<th>A not good partner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens attentively</td>
<td>Gets off task</td>
</tr>
<tr>
<td>Is willing to do the work</td>
<td>Jokes about pronunciation</td>
</tr>
<tr>
<td>Is patient</td>
<td>Doesn't share answers</td>
</tr>
<tr>
<td>Doesn’t make fun of mistakes</td>
<td>Doesn’t want to listen</td>
</tr>
</tbody>
</table>
Day 4 Activities, continued

3. Partner commitments: Partner work, continued

4. Students add one good partner and one bad partner idea that they learned from the discussion on **workbook p. 20**.

   *What ideas did you pick up from your classmates? In this class, listening to others’ ideas is important—in partner work AND in class discussions.*

5. Students write a partner commitment at the bottom of **workbook p. 20**.

4. Daily wrap-up

What will we do to be good partners? How will we help each other be good partners?

Record some class commitments for good partner work on chart paper and post them in the room.

---

**Planning Note**

Be sure to review collected workbook pp. 15-16 tonight and make a note about each student’s WPM. This data will help you place each student in the appropriate fluency level: A, B, C, or D. See “Fluency Levels in STARI” for placement guidelines.
Day 5

Objectives
▶ Learn steps in the Day Two fluency routine
▶ Practice using pronunciation guide for challenging words
▶ Learn about base words in longer words (as part of fluency Word study)

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.

Materials
◽ Collected fluency charts/reflections on workbook pp. 15-16 to return
◽ Timers
◽ Workbook pp. 21-25
◽ Slides 6-8 (fluency anchor chart), Slides 12-16

Planning Note
Today you’ll return workbook pp. 15-16, the fluency chart and fluency reflections. Students record a Last read WPM on the chart today.
Day 5 Activities

1. Return fluency charts

Return workbook pp. 15-16, Developing fluency and Fluency: How am I doing right now? Students will add to these pages later today.

TIP
Be sure students return workbook pp. 15-16 to the proper place in their workbooks.

2. Model and practice Day Two fluency routine, Part 1: Tricky phrases and words

Students practice harder phrases and tricky words and do a short word study activity. This will help them read more fluently for the second timed reading.

1. Briefly go over Parts 1, 2, and 3 of the Day Two routine using slides 6, 7, 8 and/or workbook p. 12.

2. Turn to workbook p. 22 (Day Two, Part 1 of the fluency routine with “What’s Your Birth Order?”) and introduce the concept of Tricky phrases.

   Once we practice these harder phrases, they won’t trip us up or slow us down.

3. Model reading the tricky phrases on workbook p. 22.

4. Introduce Tricky words by flipping back to workbook p. 21, Tricky words and showing slide 12. Walk through the word “psychologists.”

5. Model reading the tricky words on workbook p. 22, chunk by chunk, with the correct syllable accented.


7. Partners read the tricky phrases and words on workbook p. 22 to each other, checking off each one as they read. Circulate to help with pronunciation.

TIP
The pronunciation guide gives three kinds of information:
- how to pronounce tricky letter combos
- how to chunk syllables
- which syllable is stressed—in capitals and bolded

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Day 5 Activities, continued

2. **Model and practice Day Two fluency routine, Part 1: Tricky phrases and words, continued**

8. Introduce Word study at the bottom of *workbook p. 22*. Recognizing word study patterns will help us read smoothly through the fluency passages.

9. Model finding a base word that shows the core meaning with slide 13.

10. Partners work together to circle base words in the Word study box at the bottom of *workbook p. 22*. (Students will get a full mini-lesson on base words in a few days.)

3. **Model and practice Day Two fluency routine, Part 2: Last read**

Students practice Part 2 of the Day Two routine, the Last read. You can time the class, or, if students seem ready, partners can time each other.

1. Show Part 2 of the Day Two fluency routine using slide 7 or the fluency anchor chart.


3. Partners turn to *workbook p. 23*. If students will time, hand out timers.

4. Remind students to put a double slash // after the last word read when the timer sounds.

5. Have students complete Day Two, Part 2: Last read.
   a. timed read
   b. calculate WPM
   c. finish reading the passage aloud

6. Partners switch and repeat.

7. Circulate, helping students follow the steps.

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Day 5 Activities, continued

3. Model and practice Day Two fluency routine, Part 2: Last read, continued

8. Give feedback. Establishing good routines is essential at this initial stage.

  I saw that most of you followed the silent read and switching partners - very nicely done. We still need to work on turning the timers off quickly....

  What have we done well at so far? What should we still work on?

4. Model and practice Day Two fluency routine, Part 3: Comprehension and discussion

Students practice Part 3 of the Day Two routine.

1. Show Part 3 of the Day Two fluency routine using slide 8 or the fluency anchor chart.

2. Model answering the Day Two Part 3 Comprehension and discussion questions using slide 14. Be sure to model checking in with a partner. Explain that the Day Two comprehension activity always includes a “check in with your partner” step. Talking over an opinion or reaction with a partner will help us understand the fluency passages at a deeper level.

3. Have students record Last read WPM on the fluency chart on workbook p. 15.

▶ CONGRATULATIONS! Students have now practiced all the steps in the Day One and Day Two fluency routine! These routines will help your class run smoothly throughout the unit.

5. Assign homework

Use slides 15-16 (workbook p. 25) to introduce Homework Day 5, Does birth order really explain how we act?
Day 6

Objectives
▶ Use 5 Ws to summarize
▶ Use descriptive adjectives for personality traits

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials
◼ Workbook pp. 27-31
◼ Slides 17-20

1. Review homework
2. Mini-lesson: Summarizing
3. Sibling rivalry quiz
4. Assign homework
Comprehension strand

What do my students learn about comprehension in this unit?

- **Summarizing** and **clarifying** are ways good readers understand what they read. These are the first of four Reciprocal Teaching strategies students will practice in units 1-3.

- We can summarize by answering the 5 Ws about a section of text: who, did what, when, where, and why.

- When summarizing, readers need to decide what information is important to remember.

- Clarifying involves first noticing words or phrases we don’t recognize or understand.

- We can clarify by looking for a familiar smaller base word.

- We can clarify by looking at the context, the meaning of the whole sentence.

- We can also clarify by looking ahead at the next sentence or sentences and looking for an explanation of the challenging words or phrases.
Day 6 Activities

1. **Review homework**

Ask students to share responses to Homework Day 5, *workbook p. 25, Does birth order really explain how we act?*

2. **Mini-lesson: Summarizing**

Students learn about summarizing (a Reciprocal Teaching strategy) and use the 5 Ws to scaffold. They read about Yadier Molina on *workbook p. 28, Summarizing with the 5 Ws*, and underline words that answer the 5 W questions.

1. Introduce summarizing with *workbook p. 27* and *slide 17*, the 5 Ws. In STARI, students learn to use the scaffold of the 5 Ws when summarizing.

   *Good readers notice important information when they read. They ask themselves who, did what, when, where, and why? This helps us remember what is important.*

2. Students silently read the passage about catcher Yadier Molina on *workbook p. 28.*

   *As you read, ask yourself the 5 W questions.*

3. Project the Yadier Molina passage on *slide 18* on the board.

4. On the board, students underline text that shows who, did what, etc.

5. Debrief.

   *What is tricky about this? What is confusing? What is easy?*

3. **Sibling rivalry quiz: Whole class and partner work**

Students develop knowledge about sibling rivalry, a unit theme, by reading a short passage, taking a quiz, and recording ideas using *workbook pp. 29-31.*

1. Write “sibling rivalry” on the board. Explain that the class will be reading a short story about sibling rivalry over the next few days.
Day 6 Activities, continued

3. Sibling rivalry quiz: Whole class and partner work, continued

2. Read about sibling rivalry as a group on workbook p. 29 and slide 19.

3. Discuss sibling rivalry.
   
   If you have a sibling or siblings, do you compete with them? In what way? Can we think of any famous siblings? (Solange and Beyoncé Knowles, Eli and Payton Manning, Lonzo and LiAngelo Ball, TJ and JJ Watt, Kate and Pippa Middleton, the Jonas Brothers, etc.) How do we think they might feel?

4. Break into partners.

5. Partners take the sibling rivalry quiz on workbook p. 30.

6. Students share out quiz answers and scores.

7. Discuss reasons why siblings might fight. Record notes on the board.

8. Students write full-sentence responses on workbook p. 31.


4. Assign homework

Use slide 20 (workbook p. 33) to introduce Homework Day 6, What would they say? This is the first of a series of activities on perspective-taking. This is an important skill that helps with reading comprehension.

END OF DAY 6 LESSON PLAN
Day 7

Objectives
▶ Use base words to understand longer words
▶ Recognize character traits in fiction

Common Core Literacy Standards
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials
- Workbook pp. 35-37
- Local News
- Slides 20-23
Decoding strand

What do my students learn about decoding in this unit?

- Longer words are made up of bases plus prefixes and suffixes.
- Bases carry the core meaning of the word.
- We can figure out some of the meaning of a new word by looking for a familiar base.
- Two base words can be combined into a compound word like payback or undercut where both base words contribute to the word’s meaning.
- Adjectives are often formed by adding endings such as -y, -ish, -ic, -ous and others to bases as in rubbery, selfish, heroic, porous.
- In consonant combos like st, sp, cl, dr, gr, tw, str we hear each consonant sound.
- We call these consonant combos “blends.”
Day 7 Activities

1. Review homework

Use slide 20, What would they say? Ask students to share responses to Homework Day 6 from workbook p. 33.

2. Mini-lesson: Base words

Students learn to identify base words and to use base words to decode.

1. Use slide 21 and workbook p. 35 to introduce base words.
   - Base words:
     a. are core units of meaning
     b. can stand on their own, without prefixes or suffixes

2. Ask students to come to the board and circle the base word “self” in selfish, selfless, and selfishness on slide 21.

3. Model building words like “acted” and “payable” using slide 22.

4. Break into partners.

5. Partners work together to build words with the base words “act,” “pay,” and suffixes on workbook p. 35.

3. Characterization in “Blackmail”: Whole class work

The teacher introduces the short story and reads pp. 1-4 aloud, stopping often to check in.

<table>
<thead>
<tr>
<th>Teacher Read-Aloud with “Blackmail,” pp. 1 – 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce author and preview story</strong></td>
</tr>
<tr>
<td>Gary Soto is a Latino writer who grew up in California. Many of his stories are based on his own years in middle school. “Blackmail” focuses on two brothers, Angel (AHN-hel) and Javier (HAH-vee-ay), also called Weasel, who have trouble getting along. They have a cat named Pleitos (PLAY-tohs).</td>
</tr>
</tbody>
</table>
Day 7 Activities, continued

3. Characterization in “Blackmail”: Whole class work, continued

<table>
<thead>
<tr>
<th>Teacher Read-Aloud with “Blackmail,” pp. 1 – 4, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce character chart on workbook</strong></td>
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<tr>
<td><strong>Set a purpose for reading</strong></td>
</tr>
<tr>
<td><strong>Teacher reads aloud</strong></td>
</tr>
<tr>
<td><strong>Stop and Jot</strong></td>
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<td></td>
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<tr>
<td><strong>Teacher reads aloud</strong></td>
</tr>
<tr>
<td><strong>Check in</strong></td>
</tr>
<tr>
<td><strong>Introduce Spanish English glossary</strong></td>
</tr>
<tr>
<td><strong>Glossary activity</strong></td>
</tr>
</tbody>
</table>

4. Daily wrap-up

Tomorrow we’ll read on in “Blackmail.” What do you think of our two main characters so far?
Day 8

Objectives
▶ Learn about clarifying
▶ Practice identifying unknown words

Common Core Literacy Standards
▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.

Materials
☐ Workbook pp. 38-39
☐ Local News
☐ Post-its
☐ Slide 24

1. Mini-lesson: Clarifying
2. Clarifying in “Blackmail”
3. Daily wrap-up
Day 8 Activities

1. Mini-lesson: Clarifying

Students learn about clarifying. Readers clarify when they identify words or phrases they don’t know as they read along, and then work to figure them out. Today’s lesson focuses on just the first step: recognizing that a word or phrase is unfamiliar and unknown.

1. Use **workbook p. 38, Clarifying**, to introduce clarifying.

   *Good readers keep track of words and phrases they don’t understand. They figure out or clarify the meaning of the words and phrases they don’t know.*

2. Students silently read the passage about author Gary Soto on **workbook p. 38**, and underline new words they might need to clarify.

3. Project the Gary Soto passage on **slide 24** onto a whiteboard. Ask students to come to the board and underline those new words they might need to clarify.

4. Discuss possible meanings for “fearless,” “laughable,” and “realistic.” What are the **base words** in each one of these words?

**Optional extension:** To integrate summarizing, our first RT strategy, ask students to come to the board and underline sentences or parts of sentences from **slide 24** that would make a good summary. Prompt students to summarize using the 5 Ws.

2. Clarifying in Gary Soto’s “Blackmail”: Whole class work

The teacher reads pp. 4-8 aloud, stopping to model the clarifying strategy.

---

**TIP**

This symbol flags activities where students will need Post-its, usually to mark words to clarify but sometimes to mark other important places in a text.
### Day 8 Activities, continued

#### 2. Clarifying in Gary Soto’s “Blackmail”: Whole class work, continued

<table>
<thead>
<tr>
<th>Teacher Read-Aloud with “Blackmail,” pp. 4 – 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap</strong></td>
</tr>
<tr>
<td><strong>Frame today’s reading</strong></td>
</tr>
<tr>
<td><strong>Teacher reads aloud</strong></td>
</tr>
<tr>
<td><strong>Model clarifying (use this script OR your own words)</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Distribute Post-its</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Teacher reads and clarifies aloud</strong></td>
</tr>
<tr>
<td><strong>Model clarifying</strong></td>
</tr>
</tbody>
</table>
Day 8 Activities, continued

2. Clarifying in Gary Soto’s “Blackmail”: Whole class work, continued

<table>
<thead>
<tr>
<th>Students clarify</th>
<th>Teacher Read-Aloud with “Blackmail,” pp. 4 – 8, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ask students to record three of the words they found to clarify on <strong>workbook p. 39</strong>. Then have them write what they think each means. Be prepared that some students may have trouble identifying words they don't know. If so, take time to discuss some strategies as a class.</td>
</tr>
</tbody>
</table>

3. Daily wrap-up

How does clarifying help us? Who can share a hard word from the story that they clarified today?

**Planning Note**

For tomorrow's class, you will need to have assigned each student to an appropriate fluency level (A, B, C, D). See “Fluency Levels in STARI” for more information.

You will also assign partners. Think about who might work well together. Many STARI teachers have found it productive to have students work with the same partners throughout the unit.
Day 9

Objectives
▶ Improve reading rate and phrasing

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.

Materials
☐ Fluency workbooks
☐ Timers
☐ Workbook p. 41
☐ Slides 3-5 (fluency anchor chart), Slide 25

Planning Note
Today students start work with the leveled fluency workbooks. Each student must be assigned to level A, B, C, or D, and each student needs an assigned partner. Please see “Fluency Levels in STARI” for guidelines for determining each student’s fluency level.
Day 9 Activities

1. Partner fluency launch: Day One

Partners preview the leveled fluency workbooks and complete the Day One activities with the first set of passages.

1. Assign partners and locations. Space partner pairs throughout the room.
2. Hand out fluency workbooks and invite students to flip through. Explain that the passages all have to do with the unit themes.
3. Review steps in the Day One fluency routine using slides 3, 4 and 5, or the fluency anchor chart.
4. Give one timer to each partner pair. Practice using timers if necessary.
5. Remind students that the Day One fluency routine has three parts: First read, Comprehension and discussion, and Phrase cued reading.
6. Have partner decide who will read first.
7. Partners complete the Day One activities. Circulate to monitor and help.
8. At the end of the fluency routine, give feedback.

   *I saw at least three students help their partner remember the next steps they needed to do. Overall we did all the steps, but next time let’s try to move more quickly from one step to the next.*

2. Fluency debrief

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>1A</th>
<th>1B</th>
<th>1C</th>
<th>1D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are You From?</td>
<td>Baseball Nation</td>
<td>Hero or Traitor?</td>
<td>Judge the Person, Not the Playlist</td>
</tr>
</tbody>
</table>
Day 9 Activities, continued

3. Assign homework

Use slide 25 (workbook p. 41) to introduce Homework Day 9, Base words.
Day 10

Objectives

▶ Improve reading rate and phrasing
▶ Use 5 Ws and select important details to summarize

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials

☐ Fluency workbooks
☐ Timers
☐ Workbook pp. 43-45
☐ Local News
☐ Slides 6-8 (fluency anchor chart), Slides 26-28

LESSON PLAN DAY 10

1. Review homework
2. Partner fluency launch: Day Two
3. Fluency debrief
4. Mini-lesson: What belongs in a summary?
5. Summarizing with “Blackmail”
6. Assign homework
Day 10 Activities

1. **Review homework**

Ask students to share responses to Homework Day 9, *workbook p. 41, Base words*.

2. **Partner fluency launch: Day Two**

Teacher leads partner pairs through the Day Two steps of the fluency routine.

1. Using *slides 6-8*, or the *fluency anchor chart*, review steps in the Day Two fluency routine. Students may also use *workbook p. 12*. Remind students that all three parts are important to the routine.
2. Hand out fluency workbooks, and one timer to each partner pair.
3. Have partners complete the Day Two fluency routine.
4. Circulate, checking that students are completing all steps for the three parts.
5. Give positive feedback and list places for improvement if needed.

3. **Fluency Debrief**

Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

4. **Mini-lesson: What belongs in a summary?**

Students learn to ask themselves questions about the main point to select important details to summarize. They practice with a short piece on Serena Williams.

1. Introduce the mini-lesson using *workbook p. 43* and *slide 26*, “Happy to Be Herself.”

   *Good readers ask themselves, “What’s the most important thing to remember here?”*

2. Prepare students to ask themselves the three listed questions from *workbook p. 43* as they read:
   a. What’s new that I’m learning here?
   b. How does this connect to the main idea?
   c. Do I need to remember all of this to get the point?
3. Students silently read the passage.

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STARI Unit 1.1
Day 10 Activities, continued


4. Students record their idea of the main point and check off facts from the article that support the main point on workbook p. 43.

5. Debrief and discuss the best choices.

5. Summarizing with “Blackmail”: Whole class work

Students return to “Blackmail” and use summarizing as a comprehension tool. Refresh their memories about why we summarize (to understand and remember) and about the 5 Ws.

<table>
<thead>
<tr>
<th>Teacher Read-Aloud with “Blackmail,” pp. 8-13</th>
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</thead>
<tbody>
<tr>
<td>Recap</td>
</tr>
<tr>
<td>Frame today’s reading</td>
</tr>
<tr>
<td>Teacher reads aloud</td>
</tr>
<tr>
<td>Model summarizing</td>
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<td>Teacher reads aloud</td>
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<td>Model summarizing</td>
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</tbody>
</table>
Day 10 Activities, continued

5. Summarizing with “Blackmail”: Whole class work, continued

<table>
<thead>
<tr>
<th>Teacher Read-Aloud with “Blackmail,” pp. 8-13, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce workbook p. 44</strong></td>
</tr>
<tr>
<td>Prepare students to finish the story independently by reviewing workbook p. 44, Summarizing with “Blackmail.” Students will illustrate and then use the 5 Ws to summarize the last key event.</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Students finish reading the story, alone or with a partner, from “under the orange glare” to the end.</td>
</tr>
<tr>
<td><strong>Share out</strong></td>
</tr>
<tr>
<td>Using slide 27, Summarizing with “Blackmail”, have students share what they concluded about the last key happening:</td>
</tr>
<tr>
<td><strong>Who:</strong> Pleitos the cat</td>
</tr>
<tr>
<td><strong>Did what:</strong> batted at the picture of Angel</td>
</tr>
<tr>
<td><strong>When:</strong> after dinner</td>
</tr>
<tr>
<td><strong>Where:</strong> on the porch</td>
</tr>
<tr>
<td><strong>Why:</strong> he recognized Angel in the picture</td>
</tr>
<tr>
<td><strong>Debrief</strong></td>
</tr>
<tr>
<td>What was challenging or easy about summarizing this story?</td>
</tr>
</tbody>
</table>

6. Assign homework

Use slide 28 (workbook p. 45) to introduce Homework Day 10, Angel and Weasel speak! (another perspective-taking activity). What were Angel and Weasel thinking at the end of “Blackmail”? What might they say?

**TIP**
Reflect on the book. Did Angel change at all during the story? Will Weasel go on bullying him?
Day 11

Objectives
▶ Improve reading rate and phrasing
▶ Preview using nonfiction text features: table of contents, pictures, author/illustrator bios

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Materials
- Fluency workbooks
- Timers
- Workbook pp. 47-51
- Middle School Confidential
- Slides 28, 29, 30

1. Review homework
2. Partner fluency work
3. Fluency debrief
4. Previewing Middle School Confidential
5. Assign homework
Day 11 Activities

1. Review homework

Use slide 28, to review Homework Day 10 on workbook p. 45. Ask volunteers to share Angel’s and Weasel’s perspectives at the end of “Blackmail.”

2. Partner fluency work

Partners complete the Day One activities (all three parts) with the second set of fluency passages.

3. Fluency debrief

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>2A</th>
<th>2B</th>
<th>2C</th>
<th>2D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Raising</td>
<td>Dealing with Stereotypes</td>
<td>The King of Pop</td>
<td>Are You Multicultural?</td>
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<tr>
<td>Children</td>
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</tr>
</tbody>
</table>

4. Previewing Middle School Confidential: Whole class and partner work

Students prepare to read Middle School Confidential by anticipating themes, previewing the text using the table of contents and pictures, and evaluating the author’s expertise. These activities are found on workbook pp. 47-49.

1. Introduce previewing as a tool for understanding what we read.

When we preview, we anticipate—think ahead—about the information we will read about. We don’t always read a nonfiction book all the way through from cover to cover, and previewing helps us pick out the information that’s most relevant or interesting.
Day 11 Activities, continued

4. Previewing Middle School Confidential: Whole class and partner work, continued

2. Anticipate topics in *Middle School Confidential* using *workbook p. 47, What to expect.*
4. Introduce the previewing activity. We’ll preview using:
   a. table of contents
   b. pictures
   c. author bio
4. Explain a table of contents.
   a. found in informational nonfiction books
   b. helps us see the topics we can learn about
   c. quick way to locate pages for a particular topic

*Looking through the table of contents is one way to preview a nonfiction book. Who can find the table of contents?*

7. Partner pairs complete the table of contents previewing activity on the bottom of *workbook p. 47.*
9. Partner pairs complete the previewing through pictures activity on *workbook p. 48.*
10. Students share out answers.

---

Tips for working with Middle School Confidential

MSC explores issues about respect and self esteem—important to our unit novel and in students’ lives.

It’s critical to establish norms for discussing these issues.

Norms might include:
- keep comments positive
- no teasing
- no gossiping
- help everyone feel safe
Day 11 Activities, continued

4. Previewing Middle School Confidential: Whole class and partner work, continued

11. Explain checking out the author and illustrator.

   With informational books, we care whether the author really knows what he or she is writing about. One way to judge this is to look at the section of the book that tells about the author’s background.

12. Partner pairs complete workbook p. 49, Checking out the author and illustrator, to locate information about a book’s author and illustrator.

13. Debrief. Can we trust this author to be knowledgeable about the topics in Middle School Confidential?

Optional extension: Use the following link to introduce the book’s characters:
www.middleschoolconfidential.com/msc1/cast.html

5. Assign homework

Use slides 29-30 (workbook p. 51) to introduce Homework Day 11, Using an index. Model using an index by looking up “decision-making” or “responsibilities” and then consulting one of the pages listed.

END OF DAY 11 LESSON PLAN
Day 12

Objectives
▶ Improve reading rate and phrasing
▶ Analyze base words within compound words
▶ Evaluate information in a nonfiction text

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Materials
- Fluency workbooks
- Timers
- Workbook pp. 53-57
- Dictionaries
- Middle School Confidential
- Slides 31-33

1. Review homework
2. Partner fluency work
3. Fluency debrief
4. Mini-lesson: Compounds
5. MSC Ch. 2: Preteach vocabulary
6. MSC Ch. 2: Partner reading
7. Assign homework
Day 12 Activities

1. **Review homework**

Briefly check student responses to Homework Day 11, *Using an index*, *workbook p. 51*.

2. **Partner fluency work**

Day Two activities with the second set of fluency passages.

3. **Fluency debrief**

Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

4. **Mini-lesson: Compounds**

Students learn to identify compound words as a reading tool and build compounds from bases on *workbook p. 54*.

1. Write several compounds that students will easily recognize on the board such as *payback, hotline, sidewalk, undercover*.

2. Explain compounds.
   
   a. Compounds are made up of **two** base words.
   
   b. A base word is a basic chunk of word meaning that can stand on its own like “under” or “walk.”

3. Circle the two base words in the board examples. Talk about chunking.

   *You can chunk new compound words by saying one base word first, then the other, then say them together:*

   *under/cover = under + cover*

4. Model circling two bases in compound words “everyone,” “network,” and “runaway” using *workbook p. 53, Compounds*, and *slide 31*. 

**TIP**

Be ready to offer compounds of your own from the bases on *workbook p. 54* (showroom, crossover, fallback, etc.).
Day 12 Activities, continued

4. Mini-lesson: Compounds, continued

5. Students complete workbook p. 53.

6. Challenge the class to make as many compounds as possible using the bases on workbook p. 54. Have print or online dictionaries available for students to confirm that the compounds they build are real words.

7. Share out. Write all the unique compounds up on the board.

Optional extension: Introduce “portmanteau words” (port-man-TOE). Portmanteau is a French word that means carryall. These are words that combine two base words but are different from compounds because they merge rather than add base words together: spork, chillax, bromance, frenemy, Spanglish.

Write some of these portmanteau words on the board with their base words underneath:

<table>
<thead>
<tr>
<th>spork</th>
<th>chillax</th>
<th>frenemy</th>
</tr>
</thead>
<tbody>
<tr>
<td>spoon + fork</td>
<td>chill + relax</td>
<td>friend + enemy</td>
</tr>
</tbody>
</table>

Compare how portmanteau words are put together with how compounds are put together (compound words contain all the sounds from both words, while portmanteau words don’t).

Ask students to generate a new portmanteau word that combines two positive characteristics about themselves, e.g., seriunny, serious + funny.

5. Middle School Confidential, Chapter 2: Preteach vocabulary

Preteach important vocabulary for Chapter 2; help students identify bases and one compound word. Use interactive routines to define words.


2. Ask students to see if they can spot a compound word (out/cast) and some words with base words they know (loner → lone) (uninsultable → insult).

3. Briefly discuss the meanings, using quick interactive routines.

   *Give an example of how you could show respect.*

   *What might make someone an outcast?*

4. Students take notes on the definitions on workbook p. 55.
Day 12 Activities, continued

6. Middle School Confidential, Chapter 2: Partner reading

Students read Chapter 2 in partners.

1. Break into partners.

2. Partners read pp. 20-21 of Middle School Confidential together.

3. Stop and Jot on workbook p. 55 about Jack’s hat, which he stopped wearing after it attracted teasing from some bullies.

4. Give partners time to share their Stop and Jots.

5. Share out answers in the class.

   Do people you know worry about what other people think?

7. Assign homework

Use slide 33, (workbook p. 57) to introduce Homework Day 12, More compound words. Students circle base words within compound words and then illustrate two of the compounds. Model thinking up and sketching an illustration for a concrete word like “seatbelt” or “sidewalk.”

TIP

For Stop and Jots, some teachers allow students to jot words and phrases, while others insist on complete sentences. Choose an approach that makes sense for your students.
Day 13

Objectives
▶ Analyze base words within compound words
▶ Use sentence context to clarify unfamiliar words
▶ Evaluate information in a nonfiction text

Common Core Literacy Standards
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Materials
☐ Workbook pp. 59-63
☐ Middle School Confidential
☐ Slides 34-36

1. Review homework
2. Mini-lesson: More on clarifying (context)
3. MSC Ch. 2: Quotes and quiz
4. Assign homework
Day 13 Activities

1. Review homework

Briefly check student responses to Homework Day 12, More compound words, workbook p. 57. Ask a student or two to draw their compound word illustrations on the board and see if others can guess the word.

2. Mini-lesson: More on clarifying (context)

Students have learned to identify words they don’t know, and to use base words to clarify. Today, they learn a new strategy: clarifying using context—looking for a definition or explanation of the challenging word or phrase in the same sentence or in the next sentence. They’ll use workbook p. 59, More on clarifying and slides 34-35.

1. Frame the new idea (we look to context to clarify when there’s no helpful base word) with workbook p. 59, and slides 34 and 35.
2. Explain the context for “outcast” using workbook p. 59 and slide 35.
4. Share out, and talk through answers:
   a. “Hurtful” and “outcast” have helpful base words.
   b. The context for “demarcation” and “ridicule” includes a direct definition.
   c. For “aggrieved” we just have an example. Can students think of a synonym?

3. MSC Chapter 2: Quotes and quiz

Students listen, read, and write about handling other people’s opinions on pp. 22-23 (workbook p. 60) and take a quiz on p. 30 (workbook p. 61).

1. Read aloud or have students read aloud on p. 22 of Middle School Confidential.
Day 13 Activities, continued

3. MSC Chapter 2: Quotes and quiz, continued


   We just read that everyone cares about what other people think—some of us care a little, and some of us care a lot. On p. 23 we’ll hear the voices of six middle school students telling why they care what other people think.

3. On p. 23, select students to read aloud the speech bubble quotes from different middle school students while classmates respond by checking (or not checking) “I agree” on workbook p. 60.

4. Students Turn and talk about a student’s quote they really agreed with or really disagreed with. They write the name of the student and explain why they really agreed or disagreed on workbook p. 60.

5. Share out.

6. Skip ahead to the quiz on MSC p. 30, “Do I worry too much about what other people think?” Using workbook p. 61, students take and score the quiz.

7. Debrief the quiz. Ask students to share their thoughts about individual questions or about the quiz as a whole.

TIP

Emphasize that the quiz is private—workbook p. 61 will not be collected.

4. Assign homework

Use slide 36 (workbook p. 63) to introduce Homework Day 13, More on clarifying. Project against a whiteboard and ask a student to come circle the word or words that tell us what “coerced” means. (forced)
Day 14

Objectives
▶ Improve reading rate and fluency
▶ Use sentence context to clarify unfamiliar words
▶ Use summarizing to understand a text

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials
☐ Fluency workbooks
☐ Timers
☐ Workbook pp. 65-67
☐ Middle School Confidential
☐ Slides 36-38

1. Review homework
2. Partner fluency work
3. Fluency debrief
4. MSC Ch. 2: Positive qualities list and partner work
5. Index work on dealing with bullies
6. Assign homework
Day 14 Activities

1. **Review homework**

Using *slide 36* to review Homework Day 13, *workbook p. 63, More on Clarifying*. Confirm that the context for “odious” is probably unhelpful.

Draw attention to the sentence structures that sometimes help us clarify:

1. a phrase after a challenging word, often enclosed in a pair of commas
2. a word after the challenging word, linked to it with the words “and” or “or”

2. **Partner fluency work**

Partners complete the Day One activities (all three parts) with the second set of fluency passages.

3. **Fluency debrief**

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>3A</th>
<th>3B</th>
<th>3C</th>
<th>3D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Out of Your Own Way</td>
<td>Bullying: A Real Problem</td>
<td>Too Much Drama</td>
<td>Learning from Babies</td>
</tr>
</tbody>
</table>

4. **MSC Chapter 2: Positive qualities list and partner work**

Teacher reads from p. 23 aloud, and students complete *workbook p. 65*. Partners partner read a comic strip sequence on pp. 24 and 27-28 and debrief as a whole class.

1. Read aloud the right hand side of p. 23: “What I Like About Myself” (or ask students to read aloud).
2. Students use *workbook p. 65* to list positive personal qualities.
3. Students share part or all of their lists.
Day 14 Activities, continued

4. MSC Chapter 2: Positive qualities list and partner work, continued

4. Break into partners.

5. Partner pairs read the comic strip sequence on p. 24 and pp. 27-28 of Middle School Confidential where middle school students discuss how “what other people think” can hold you back. (Each partner needs to read for multiple characters.)

6. Debrief the cartoon sequence as a class.

   Does it ring true? Do these kinds of worries affect real people in real life?

5. Index work on dealing with bullies: Partner work

Partner pairs use the index in Middle School Confidential to learn more about bullies.

1. Students stay in partner pairs. Remind students that an index can help us use and understand a book.

2. Preview workbook p. 66, Dealing with bullies.

3. Students locate the topic “tough times” in the index.

4. Have one student read the pages numbers for this topic aloud (70 and 81).

5. Partner pairs read Zoe’s story (p. 70) and Sean’s story (p. 81). They choose the story that is more interesting to them, and use it to complete workbook p. 66.

6. Share out responses and ideas.

   What did we learn about tough times?

6. Assign homework

Use slides 37-38 (workbook p. 67) to introduce Homework Day 14, Clarifying with context clues. Explain that sometimes we find clues about a word's meaning in the next sentence. Walk through “ample” as a class.
Day 15

Objectives
▶ Improve reading rate and fluency
▶ Identify base words in compound words
▶ Use summarizing to understand a text

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials
☐ Fluency workbooks
☐ Timers
☐ Workbook pp. 69-72
☐ Middle School Confidential
☐ Slides 37-40

Planning Note
Students will need their own copies of Middle School Confidential for tonight's homework.
Day 15 Activities

1. **Review homework**

   Use slides 37 and 38 to review Homework Day 14, Clarifying with context clues, workbook p. 67. Discuss the meanings that students found for “emaciated,” “fret,” “blotches,” and “disheartened.” Project the slides against a whiteboard and ask students to underline the sentence context that was helpful in clarifying these words.

2. **Partner fluency work**

   Day Two activities with the third set of fluency passages.

3. **Fluency debrief**

   Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

4. **MSC Chapter 3: Partner work**

   Students learn key terms for Chapter 3. Partner pairs read a cartoon sequence where Michelle blows up at Abby and work together to summarize and tell which character they sympathize with on workbook p. 69. Students read out quotes about blowing up and respond to each one on workbook p. 70. Students read out tips for staying cool, and partners talk and respond. Then, partners read the resolution of Abby and Michelle’s dilemma and summarize once more.

   1. Introduce key terms for this chapter, guiding students to spot compound words, using workbook p. 69. Use interactive routines.

      *What does it mean to hijack a plane? What does it mean to hijack a conversation? When would you call someone a backstabber? What kind of word is this?*

   2. Break into partners.
Day 15 Activities, continued

4. MSC Chapter 3: Partner work, continued

3. Partner pairs read the cartoon sequence about Abby and Michelle from *Middle School Confidential*, pp. 32-33.

4. Partners use the 5Ws on *workbook p. 69* to summarize what happened between the two friends. Then they complete the Stop and Jot about Abby and Michelle. Which girl do they sympathize with, and why?

5. Share out summaries and Stop and Jots.

6. Student volunteers read out the short quotes on p. 35 while students respond in the table on *workbook p. 70*, indicating either “this sounds like me” or “I would never do this.”

7. Share out.
   *Are some of these responses totally out of line? Which ones? Why?*

8. Student volunteers read out the tips for staying cool on p. 35 of *Middle School Confidential*.

9. Partners discuss the tips and write about a tip that might work for them on *workbook p. 70*.

10. Partners read the resolution of Abby and Michelle’s story on p. 39 of *Middle School Confidential*.

11. Partners summarize the resolution at the bottom of *workbook p. 70*.

12. Debrief the summaries using *slide 39*. How did the girls work out their problem? What else might have helped?

5. Assign homework

Homework Day 15 on *workbook pp. 71-72, More Middle School Confidential talkback*, asks students to take the quiz on pp. 40-41 of *Middle School Confidential* and record their answers on *workbook p. 71*. Use *slide 40*, Homework Day 15, to preview the follow-up activities on *workbook p. 72*.
Day 16

Objectives
▶ Improve reading rate and phrasing
▶ Identify base words in compounds and longer words
▶ Evaluate information in a nonfiction text
▶ Use summarizing to understand a text

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials
- Fluency workbooks
- Timers
- Workbook pp. 73-74
- Middle School Confidential
- Slide 41

Planning Note
Today’s lesson has partners working independently with Middle School Confidential and the workbook. Before you start work with the novel, The Skin I’m In, on Day 17, please review the “STARI Reading Guide.”
Day 16 Activities

1. Review homework

Debrief Homework Day 15, More Middle School Confidential talkback, on workbook pp. 71-72. Make time to discuss the cool down strategies on p. 42 of Middle School Confidential. Which ones seemed the most helpful?

2. Partner fluency work

Day One activities with the fourth set of fluency passages.

3. Fluency debrief

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>4A</th>
<th>4B</th>
<th>4C</th>
<th>4D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just Joking… Not!</td>
<td>A Victim’s Story</td>
<td>Losing it!</td>
<td>It Gets Better</td>
</tr>
</tbody>
</table>

4. MSC Chapter 8: Partner reading

Students read a comic sequence that spans many pages (skipping the interspersed text) and work together to summarize, Stop and Jot, and respond on workbook pp. 73-74. The last prompt on workbook p. 74 asks students to read a short text at the top of MSC p. 84, and respond.

<table>
<thead>
<tr>
<th>Partner reading: Middle School Confidential, pp. 72-86 (comic sequence only), p. 84 Workbook pp. 73-74</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td><strong>Preview questions on workbook p. 87.</strong></td>
</tr>
</tbody>
</table>

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Day 16 Activities, continued

4. MSC Chapter 8, I Like Who I Am – Partner reading, continued

<table>
<thead>
<tr>
<th>Partner reading: Middle School Confidential, pp. 72-86 (comic sequence only), p. 84 Workbook pp. 73-74, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-teach challenging words for partner reading</strong></td>
</tr>
<tr>
<td>Write the words and phrases on the board.</td>
</tr>
<tr>
<td>Have students jot notes on workbook p. 73 while you explain these words listed there:</td>
</tr>
<tr>
<td>- happiness</td>
</tr>
<tr>
<td>- muscle</td>
</tr>
<tr>
<td>- sincerity</td>
</tr>
<tr>
<td>- outspoken</td>
</tr>
<tr>
<td>- social status</td>
</tr>
<tr>
<td>- fulfill</td>
</tr>
<tr>
<td>- accomplishment</td>
</tr>
<tr>
<td>Help students circle the base words in compound words “outspoken” and “fulfill.”</td>
</tr>
<tr>
<td>Help students circle the base words in “happiness,” “sincerity,” and “accomplishment.”</td>
</tr>
<tr>
<td>Use interactive routines to develop meanings.</td>
</tr>
<tr>
<td>• What would it sound like if you apologized with sincerity?</td>
</tr>
<tr>
<td>• Jamaican runners set a world record in the 4 X 100 meter relay race; Jamaican runners traveled to England for a meet—which one is an accomplishment?</td>
</tr>
<tr>
<td>• Does the president have high social status?</td>
</tr>
<tr>
<td>Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

5. Daily wrap-up

Ask students to share out answers and responses to the comic. What would they say to Mateo about what happened?

END OF DAY 16 LESSON PLAN
STARI Reading Guide

STARI’s reading format provides scaffolds to expand students’ reading confidence.

▶ Lesson pacing allows students to build their stamina for reading on their own.

▶ The routine provides a structure for accessing the texts in manageable chunks.

▶ Students get support in applying Reciprocal Teaching and other comprehension strategies as they read.

▶ Teacher-led discussions model the types of interactions with text that stronger readers carry out independently.

▶ During partner reading, which alternates with guided reading, students have the opportunity to practice reading strategies more autonomously.
## Guided Reading Guide

### Components of guided reading

| Recap | • Briefly summarize what students read the day before.  
• Ensure everyone is clear about characters, plot.  
• Can serve as a check-in that students did and understood the partner reading. |
|---|---|
| Interactive vocabulary preview | • Write the words on the board.  
   - This helps students see word parts and spelling patterns.  
• Use interactive techniques to explore meaning.  
   - e.g., “give an example of…”  
   - e.g., “who can show us…” |
| Set purpose for reading | Setting a purpose for reading helps students focus on main themes when they read. |
| Students read silently | • Short chunks of text help students access the text and build reading stamina.  
• Focus is on comprehension.  
• Students get support in applying Reciprocal Teaching and other comprehension strategies. |
| Questions for discussion | • Discussion helps students move beyond surface understandings of the text.  
• Teacher-led discussions model the types of interactions with text that stronger readers carry out independently.  
• All students should have a chance to talk.  
• Students should look at, listen to, and respond to each other.  
• Students can re-read the text when answering questions or making a point of their own. |
| Sum up | Summing up allows students to see how the story develops, to make connections between readings, and to anticipate and to predict what might happen next. Try to elicit the summary from students, and scaffold as needed. |
Guided Reading Tips

▶ Always preteach challenging words and set a purpose for reading. These are important scaffolds for comprehension.

▶ The “purpose for reading” question helps to focus students on what is important and is often motivating, too.

▶ Select from the questions provided—don’t try to ask them all. Feel free to ask your own questions, too.

▶ Hold your guided reading group in a circle, so students can see each other. This sends the message that students should build on each other’s talk. If this isn’t possible, group students at tables or desks to encourage discussion.

▶ Consider posting sentence stems (“I agree…,” “I disagree…,” “In my opinion…,” etc.).

▶ Redirect students to the text if they have trouble responding.

▶ Encourage students to quote from the text in support of their interpretations.

▶ If students speak softly, repeat their words.

▶ If no one responds, or if the same students always respond, ask students to talk in partners or small groups, and then call on each group to share their discussion.
Partner Reading Guide

Partner reading components

<table>
<thead>
<tr>
<th>Assign partner reading and workbook pages</th>
<th>Partners read silently and work together to complete comprehension activities in the workbook. Working in partners lets students practice reading strategies more autonomously.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set purpose for reading</td>
<td>Setting a purpose for reading helps students focus on main ideas.</td>
</tr>
<tr>
<td>Preview workbook</td>
<td>Preview today’s assignment in the student workbook.</td>
</tr>
<tr>
<td>Pre-teach challenging words for partner reading</td>
<td>Write the words and phrases on the board. Quickly define the words to prepare students to read and comprehend.</td>
</tr>
</tbody>
</table>

Partner Reading tips

- Plan to post the partner reading assignment prominently—the pages to be read from the book and the workbook pages to be completed.

- Have a plan for who each student will partner with and where they will work.

- Make sure norms for partner work are clear and that you hold students to them.

- Circulate during partner work, encouraging students to discuss the workbook prompt together and talk over meaning, not just write responses.

- Commend students when they work productively as partners.
Should I run two groups?

▶ Aim to have guided reading groups that are no larger than about 10 students. If you have more than 10 students, try to run two separate groups. While you run guided reading with Group 1, Group 2 works on partner reading. While you run guided reading with Group 2, Group 1 works on partner reading.

If you run two groups:

▶ Try to assign some of your more independent students to each group, and try to make sure that students who work well together are in the same group.

▶ You may want to work with all students in one group for a few weeks, so that they learn how to work in partners and can complete the partner work activities somewhat independently.

▶ On the very first day with two groups, you’ll need to occupy Group 2 while Group 1 does guided reading. For example, you could have them work on that evening’s homework. After that, while Group 1 does guided reading Group 2 will do partner reading, and vice versa. Group 2 will be reading one section behind Group 1 in the book. (For example, while Group 1 does guided reading with pages 10 – 15, Group 2 will be doing partner reading with pages 5 – 9. Next, Group 1 will do partner reading with pages 16 – 20 while Group 2 does guided reading with pages 10 – 15.)

▶ Make sure that the partner work group is settled and productive before you start work with the guided reading group.
The Skin I’m In: Themes

Bullying: Maleeka says Charlese “slaps me with them mean words of hers” (p. 15). The novel presents openings for discussing verbal bullying, including instances that are discussed in the unit fluency passages.

Shame: Maleeka comments that her mother’s sewing is a “shame” (p. 9), and she grapples with the issue of feeling ashamed throughout the novel.

Self-Esteem: Maleeka notes that she has many skills but the kids at school “only see what they see” (p. 5)—specifically, her dark skin and homemade clothes. Later, she remembers her father telling her to “see yourself with your own eyes” (p. 49). Students can explore differences between how others see them and how they see themselves. Building on the activities with Middle School Confidential, the class can discuss taking charge of how they think of themselves instead of believing the negative words of others.

Racism: After the first chapter there are opportunities for discussions of skin color and our society’s tendency to associate beauty with light skin.

Spoken language patterns: There are many openings to explore differences between vernacular and standard English. Maleeka routinely uses phrases like “I seen” or “would of,” and Desda asks her why she doesn’t “talk proper” like her character, Akeelma, does. Maleeka tells her, “Don’t nobody talk like that for real, only people in old movies and books” (p. 27).
Day 17

Objectives
▶ Improve reading rate and phrasing
▶ Preview *The Skin I’m In*
▶ Learn the STARI guided reading procedure and goals

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Materials
☑ Fluency workbooks
☑ Timers
☑ *The Skin I’m In*
☑ Workbook p. 75
Day 17 Activities

1. Partner fluency work

Day Two activities with the fourth set of fluency passages.

2. Fluency debrief

Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

3. Introduce the novel, The Skin I’m In – Partner reading

The teacher introduces the novel, which contains some important themes that also arose in *Middle School Confidential*. Partner pairs make predictions about the novel on *workbook p. 75, Make some predictions*, using three quotes from the first chapter.

1. Have students sit with their partners for this class.
2. Let students know that they are now done with *Middle School Confidential*. They have read and discussed middle school issues such as self-esteem, bullying, and friendships. Now, they will read a novel that explores some of those same ideas: *The Skin I’m In*.
3. Hand out copies of the book and ask students to look at the cover and the blurb at the back. What do they see? What do they predict the book might be about?
4. Partner pairs discuss and complete *workbook p. 75*.
5. Ask volunteers to share some of their predictions.

4. Introduce students to STARI guided reading and partner reading

Students learn about the procedure for reading the novel.

1. Explain the STARI guided reading procedure.
Day 17 Activities, continued

4. Introduce students to STARI guided reading and partner reading, continued

   a. **Guided reading:** Students will read and discuss the text in a teacher-led guided reading group.

   b. **Partner reading:** Students read a few pages or a chapter silently, next to a partner. Each partner pair works together on workbook pages about the reading; they follow prompts to discuss the reading and share ideas.

   c. Students alternate guided reading and partner reading throughout the book. For example: guided reading with pp. 1-5, partner reading with pp. 6–10, guided reading with pp. 11–15...

2. Explain that for this procedure to work, and for students to understand and enjoy the book, they must do two things well:
   
   ▶ Be good partners. ▶ Have good discussions.

5. Review partner commitments: How well have we done so far?

   Students review their partner commitments on **workbook p. 20, What makes a good partner?** Then, partners evaluate themselves and each other using **workbook p. 163, Partner commitments.**

   1. Break into partner pairs. Students turn to their partner commitment page, **workbook p. 20.**

   2. Students read their original commitments, **workbook p. 20,** and then complete their evaluation, **workbook p. 163** silently.

   **TIP**

   Consider collecting the evaluations and discussing trends at the beginning of tomorrow’s class. What’s going well for lots of people? What are people struggling with?
Day 17 Activities, continued

5. Review partner commitments: How well have we done so far?, continued

3. Partners trade workbooks and evaluate each other using the middle section of workbook p. 163.

4. Partners Turn and talk about their evaluations. Together, they should decide if either partner should add, delete, or edit their commitments in any way.

5. Debrief. Ask for volunteers to share some aspect of their evaluation.
   
   *What went well, what didn’t go so well and why? Were there places where people were stuck? Can we find solutions?*

6. Daily wrap-up

Tomorrow, we begin work with our novel, *The Skin I’m In.*
Day 18

Objectives
▶ Introduce the new novel, *The Skin I'm In*
▶ Learn how to participate successfully in guided reading
▶ Develop discussion guidelines for guided reading and partner work

Common Core Literacy Standards
▶ ELA Standard SL1 Engage effectively in a range of collaborative discussions (one-on one, in groups, teacher-led) with diverse partners

Materials
☐ *The Skin I'm In*
☐ Workbook pp. 77-78
☐ Slides 42-45
☐ Post-its
☐ Chart paper and markers

Planning Note
For today's class, you'll need to divide the class into Group 1 and Group 2. Make time to preview the Day 18 lesson plan and the STARI Reading Guide.
Day 18 Activities

1. What does guided reading look like?

Students learn about four main components of guided reading using workbook p. 77, What happens in guided reading? and slides 42-45.

1. Explain that in guided reading, students read silently and then talk together. When we’re doing it right, it looks a certain way.

2. Use slides 42-45 to review workbook p. 77, which lists four indicators that guided reading is happening correctly:
   a. Books are open.
   b. Everyone reads.
   c. Everyone says something.
   d. Everyone looks and listens.

3. Introduce the fishbowl. One group will do guided reading while the other group watches and keeps track of (1) open books, (2) silent reading, (3) talking, and (4) listening. Afterward, we’ll debrief.

4. Review workbook p. 78 with the four indicators and space to tally. Model noticing and recording the four behaviors. Note that in many cases, multiple things will be happening at once (Students 1 – 10 have books open, Student 3 is talking, Students 5, 6, and 8 are looking right at the speaker).

TIP
Many teachers post sentence stems to aid discussion, for example:
• I agree because...
• I disagree because...
• In my opinion...
• I would like to add...

TIP
Students shouldn’t get hung up on tallying every instance of silent reading, talking, listening, etc. The idea is to use workbook p. 78 to show what’s happening in general during this session of guided reading.

2. Fishbowl guided reading

Group 1 (half the class) does guided reading with pages 1-5. Group 2 has two jobs: They’ll observe and evaluate Group 1 using workbook p. 78, and also read along.
Day 18 Activities, continued

2. Fishbowl guided reading, continued

1. Explain the fishbowl: Group 1 will read and discuss the text with the teacher. Group 2 will observe and evaluate Group 1, and also read along.

2. Divide the class in half.

3. Group 1 sits in the inner circle with *The Skin I’m In*.

4. Group 2 sits in the outer circle with *The Skin I’m In* and workbooks open to workbook p. 78.

5. Remind both groups about the four behaviors (open books, everyone reads, everyone says something, everyone looks and listens).

6. Conduct guided reading with Group 1 using the table below.

<table>
<thead>
<tr>
<th>Interactive vocabulary preview</th>
<th>amazon (p. 1) - a tall, athletic-looking woman. Who can think of a celebrity that might be described as an Amazon?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the words on the board, say them, and ask students to say them.</td>
<td>ricochet (p. 2) - bounce around. What is something that could ricochet around the classroom? [A ping-pong ball? Figuratively, a joke?]</td>
</tr>
<tr>
<td>strutting my stuff (p. 5): walking in a way that shows people how great you look. How does it look when someone struts their stuff? Who can demonstrate?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set purpose for reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’re going to meet the main character, Maleeka—think about why school is hard for her.</td>
</tr>
<tr>
<td>You’re also going to meet her new English teacher, Miss Saunders. Maleeka thinks Miss Saunders is going to “mess things up” for her. As you read, try to decide whether you think she’s right.</td>
</tr>
</tbody>
</table>
## Day 18 Activities, continued

### 2. Fishbowl guided reading, continued

<table>
<thead>
<tr>
<th>Group 1 Guided reading: The Skin I’m In, Chapter 1, pp. 1-5, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read silently until Miss Saunders walks away on page 3.</td>
</tr>
<tr>
<td><strong>Group 2 should tally the open books that they see, and then also read silently during this time.</strong></td>
</tr>
<tr>
<td><em>When you get to the words, “… like nothing much happened,” look up.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions for discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Let’s use the 5 Ws to summarize what just happened, focusing on Miss Saunders</td>
</tr>
<tr>
<td><strong>Who:</strong> Miss Saunders</td>
</tr>
<tr>
<td><strong>Did What:</strong> asks Maleeka for directions to the office and compliments her skin</td>
</tr>
<tr>
<td><strong>When:</strong> during the school day</td>
</tr>
<tr>
<td><strong>Where:</strong> in a hall at McClenton Middle School</td>
</tr>
<tr>
<td><strong>Why:</strong> she’s new and doesn’t know her way around</td>
</tr>
<tr>
<td>• Maleeka says, “<em>To tell the truth, [Miss Saunders] was a freak like me. The kind of person folks can’t help but tease. That’s bad if you’re a kid like me.</em>&quot; <em>(p. 1)</em> What does it mean to be a freak? Why do people call others this name? Why do they use it to describe themselves?</td>
</tr>
<tr>
<td>• Look back at page 1: Why does Maleeka say that she and Miss Saunders are both freaks?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Students read silently</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct students to read silently until the bottom of page 5.</td>
</tr>
<tr>
<td><strong>Group 2 should also read along silently during this time.</strong></td>
</tr>
</tbody>
</table>
Day 18 Activities, continued

2. Fishbowl guided reading, continued

| Questions for discussion, continued | • Ask a student volunteer to read a section from Chapter 1 out loud (middle of p. 4). Have them read from “Seems like people been teasing me all my life” (middle of p. 4), to “they don’t seem to like what they see much” (p. 5).
  • Why do people often focus on weaknesses and negative qualities instead of the positive attributes that we all possess? What do people think?
  • Why does Maleeka think Miss Saunders will “mess things up” for her? Do you think she’s right? What predictions can we make? |
| Sum up | Our main character, Maleeka, is bullied at school because of the way she looks.
          Maleeka wants to change the way the kids treat her but doesn't know how to make it happen.
          Miss Saunders is the new English teacher. Maleeka thinks Miss Saunders will “mess things up” for her. |

3. Debrief the fishbowl

1. Have Group 2 students share out their observations.
2. Give Group 1 students the opportunity to reflect and respond.
Day 18 Activities, continued

3. Debrief the fishbowl, continued

3. Identify great work:

I saw Tasha look at Ethan and listen carefully to his comments, and then respond to what he said; that’s great work.

4. Help students think about how they could continue to improve on these discussion habits throughout the unit.

4. Daily wrap-up

As a Stop and Jot or out loud, ask students to finish these sentences:

- In guided reading I liked how…
- In guided reading I wonder about…

Discuss the responses.

END OF DAY 18 LESSON PLAN
Day 19

Objectives
▶ Read words with consonant blends
▶ Clarify challenging words or phrases
▶ Use the 5 Ws to summarize

Common Core Literacy Standards
▶ ELA Standard RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials
☐ Workbook pp. 79-81
☐ *The Skin I’m In*
☐ Post-its
☐ Slides 46-47

1. Mini-lesson: Consonant blends that begin with “s”
2. Partner reading: The Skin I’m In Ch. 2, pp. 6-10
3. Debrief partner reading
4. Assign homework
1. **Mini-lesson: Consonant blends that begin with “s”**

This is the first mini-lesson in a strand on word analysis focusing on consonant blends. Students identify and work to pronounce consonant blends starting with “s” using **workbook p. 79, Consonant blends that begin with “s,”** and **slide 46.**

1. Display **slide 46.**

2. Explain that we often see a pattern of two or three consonants together: sl-, sp-, sm-, st-, str-

   *We call these letter combos **consonant blends** when we hear all the sounds in the combo. But ‘sh’ (like in shop) is not a combo because we don’t hear the ‘s’ and the ‘h’ sounds.*

3. Say “sleep,” “sport,” and “smart,” stretching out the beginning sounds so that students can hear all the beginning sounds.

4. Ask students to count the sounds they hear when you say sl-, sp-, sm-, st-, and str-.

5. Break into partners.

6. Review instructions on **workbook p. 79.**

   a. Partners practice saying the s-blend sounds separately. (“s” “t”)  
   b. Partners slide the sounds together. (“st-“)  
   c. Partners say the rest of the word. (“–ain”)  
   d. Partner pairs say and write the whole word. (“stain”)

7. Partner pairs complete **workbook p. 79.**

8. Share out answers.

---

**TIP**

Encourage students to tap the sounds in a blend by touching their thumb to their fingers.

“st”  
- “s” (index finger)  
- “t” (middle finger)

“str”  
- “s” (index finger)  
- “t” (middle finger)  
- “r” (ring finger)
Day 19 Activities, continued

2. Partner reading

Partners read Chapter 2 silently, marking words to clarify, and work together to complete workbook p. 80, where they clarify the words they marked, summarize what happened, and jot down thoughts from the perspectives of two characters: Miss Saunders and Charlese.

Take a few moments to model the process.

Students:

1. Read pp. 6-10 silently, marking words to clarify.

2. Discuss the marked words.

   I marked the word “designer” on p. 8. I’ll look for a base word. Here’s one: design. I know what “design” means, but I’m still not sure about “designer.” Let me read the sentence: “You can start by giving me them designer shoes and that three-hundred-dollar watch you got on.” Hmmm, maybe designer means designed by some famous brand, like something expensive. Does that fit?

3. Write two words, the page numbers, and a best guess about what each word means on workbook p. 80.

4. Summarize pp. 6-10, first aloud and then on workbook p. 80.

5. Talk about Miss Saunders’ thoughts and Charlese’s thoughts.

6. Write about the two characters’ thoughts on workbook p. 80.

| Partner reading: The Skin I’m In, Chapter 2, pp. 6-10, Workbook p. 80 |
| --- | --- |
| Set purpose for reading | In Chapter 2, you and your partner will read about a conflict between Miss Saunders and Charlese, the “friend” who lets Maleeka wear her clothes. |
| Preview questions on workbook p. 80 (completed during the modeling process). |
### Day 19 Activities, continued

#### 2. Partner reading, continued

| Pre-teach challenging words for partner reading | cutting her eyes (p. 6) - giving someone a dirty look.  
yoga (p. 9) - a kind of exercise that involves stretching. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the words and phrases on the board.</td>
<td></td>
</tr>
</tbody>
</table>

Circulate to offer help while partners read and work.

#### 3. Debrief partner reading

1. Ask partner pairs to share out responses from **workbook p. 80**.
2. Ask partner pairs to reflect on partner reading, either independently or as a **Turn and talk**.
   
   *What should we work on for next time so that we’re really understanding this book?*

#### 4. Assign homework

Use **slide 47** to review the directions for Homework Day 19, **workbook p. 81**, Consonant blends: Sounds that slide.

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**END OF DAY 19 LESSON PLAN**
Day 20

Objectives
▶ Use elements of fiction (character, setting, plot) to understand a story
▶ Use descriptive adjectives to describe particular story characters
▶ Clarify challenging words or phrases while reading
▶ Use the 5 Ws to summarize

Common Core Literacy Standards
▶ ELA Standard RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
☐ Workbook pp. 83-85
☐ *The Skin I’m In*
☐ Slides 48-49
☐ Post-its

1. Review homework
2. Mini-lesson: The narrative arc
3. Guided reading: The Skin I’m In Ch. 3, pp. 11-15
4. Assign homework
Day 20 Activities

1. **Review homework**

Briefly review Homework Day 19, *workbook p. 81, Consonant blends: Sounds that slide.*

2. **Mini-lesson: The narrative arc**

With the plot diagram on *workbook pp. 83-84* and *slide 48*, students learn about narrative arc, a framework for thinking about stories that helps us track what’s happening and understand how the parts of a story fit together. They make notes about the introduction of *The Skin I’m In.*

1. Introduce narrative arc using the plot diagram *workbook p. 83 and slide 48.*

   *Stories are usually told in a predictable way. The big picture is that there’s a beginning, middle, and end.*

2. Explain the introduction. Get students thinking about stories they already know, and then pull in *The Skin I’m In.*

   *What do we learn at the beginning of Cinderella/Harry Potter/Dork Diaries? What have we learned so far in reading The Skin I’m In about characters, setting, and situation?*

3. Explain the climax, usually the most exciting part of the story. Ask students for examples of high points from movies.

4. Explain the rising action.

   *This is the series of events that builds up to the climax.*

5. Explain the resolution.

   *This is the part of the story where all the loose ends get tied together. We learn about how characters’ lives changed after the high point. Sometimes we learn a secret or surprise at the very end of a story.*

© SERP 2015  STARI Unit 1.1  page 84
Day 20 Activities, continued

2. Mini-lesson: The narrative arc, continued

6. Students flip to workbook p. 84 and make some notes under “Introduction/ Set-up” The Skin I’m In. Guide this using slide 48. Invite students to share some initial insights.

3. Guided reading

Lead guided reading for Chapter 3. Give students Post-its and direct them to tag parts they think are important with a Post-it marked with a plus sign.

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 3, pp. 11-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td><strong>Write the words on the board, say them, and ask students to say them.</strong></td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
</tbody>
</table>
Day 20 Activities, continued

3. Guided reading, continued

Guided reading: The Skin I’m In, Chapter 3, pp. 11-15, continued

<table>
<thead>
<tr>
<th>Questions for discussion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select from these.</strong></td>
<td></td>
</tr>
<tr>
<td>- What does Maleeka mean when she says, “You got to go along with Char if you want to get along with her” (p. 12)?</td>
<td></td>
</tr>
<tr>
<td>- What does Charlese do in the bathroom that shows she is not such a good friend to Maleeka?</td>
<td></td>
</tr>
<tr>
<td>- Look back at the bottom of page 13: What are some mean things that people did to Maleeka and Caleb? Why do you think kids did these things?</td>
<td></td>
</tr>
<tr>
<td>- Can someone read some lines from page 14 that explain what happened with Maleeka and Caleb on the class bus trip to Washington, D.C.?</td>
<td></td>
</tr>
<tr>
<td>- Can someone read some lines from the bottom of page 14 that explain how Maleeka started to be friends with Charlese?</td>
<td></td>
</tr>
<tr>
<td>- What do you think about Maleeka and Charlese’s friendship?</td>
<td></td>
</tr>
<tr>
<td>- What sections did people tag with Post-its and a plus sign? What seemed important that you read?</td>
<td></td>
</tr>
</tbody>
</table>

| Sum-up | We’ve learned a little bit more about Maleeka and how the kids in school treat her. We’ve also learned more about her new friends at school. Why would Maleeka choose to be friends with them? |

4. Assign homework

Use slide 49 to review the directions for Homework Day 20, **workbook p. 85**, Characterization.

Model finding a short quote in the novel that backs up a particular characterization of Miss Saunders or Charlese. For example, use Char’s comment about Miss Saunders on page 12: “I ain’t for looking at that woman’s mug today… It’s enough to make you throw up.”
Day 21

Objectives
▶ Improve reading rate and phrasing
▶ Use the 5 Ws to summarize
▶ Use descriptive adjectives to describe particular story characters
▶ Find evidence in a text to support a judgment about a character

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
- Fluency workbooks
- Timers
- Workbook pp. 87-89
- The Skin I’m In
- Slide 50

1. Review homework
2. Partner fluency work
3. Fluency debrief
4. Partner reading: The Skin I’m In Ch. 4, pp. 16-21
5. Debrief partner reading
6. Assign homework
Day 21 Activities

1. **Review homework**

Briefly review Homework Day 20, **Characterization** on **workbook p. 85**, checking for quotes that effectively support particular characterizations of Miss Saunders and Charlese.

2. **Partner fluency work**

Day One activities with the fifth set of fluency passages.

3. **Partner fluency work**

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>5A</th>
<th>5B</th>
<th>5C</th>
<th>5D</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’ve Got the Power</td>
<td>Girl-on-Girl Violence</td>
<td>When Mean is Queen</td>
<td>Fighting Girls</td>
</tr>
</tbody>
</table>

4. **Partner reading**

Partners read Chapter 4 silently and work together to complete **workbook p. 87**. They write notes about Maleeka, Charlese, and Miss Saunders—what they say, how they look, and what others say to or about them. They evaluate how different students answer Miss Saunders’ question from page 16: “What does your face say to the world?”

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 4, pp. 16-21, Workbook p. 87</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>You’ve learned that Miss Saunders has a large white stain across her face. In Chapter 4, you and your partner will find out more about how she deals with this.</td>
</tr>
</tbody>
</table>
Day 21 Activities, continued

4. Partner reading, continued

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 4, pp. 16-21, Workbook p. 87, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview questions on workbook p. 87.</td>
</tr>
<tr>
<td>Pre-teach challenging words for partner reading</td>
</tr>
<tr>
<td>Write the words on the board.</td>
</tr>
<tr>
<td>“that’s cold” (p. 18) – an expression meaning “that’s mean.”</td>
</tr>
<tr>
<td>concoction (p. 19) - something people mix together, like a special drink or a special cream for skin.</td>
</tr>
<tr>
<td>blotch (p. 19) - a spot, usually a large or obvious one.</td>
</tr>
<tr>
<td>Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

5. Debrief partner reading

1. Ask partner pairs to share out responses from workbook p. 87.
2. Ask partner pairs to reflect on partner reading, either independently or as a Turn and talk.
   
   What went better this time around?

6. Assign homework

Use slide 50 and workbook p. 89 to review the directions for Homework Day 21, Should Maleeka do Char’s homework?

END OF DAY 21 LESSON PLAN
Day 22

Objectives
▶ Improve reading rate and phrasing
▶ Locate evidence in a text to support a judgment about character and plot

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
▶ ELA Standard RL 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials
☐ Fluency workbooks
☐ Timers
☐ Workbook p. 84 (narrative arc)
☐ The Skin I’m In

1. Review homework
2. Partner fluency work
3. Fluency debrief
4. Guided reading: The Skin I’m In Ch. 5, pp. 22-28
5. Daily wrap-up
Day 22 Activities

1. **Review homework**

Briefly review Homework Day 21, *Should Maleeka do Char's homework?* on *workbook p. 89*. Ask volunteers to share their responses to this question.

2. **Partner fluency work**

Day Two activities with fifth set of fluency passages.

3. **Fluency debrief**

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

4. **Guided reading**

Lead guided reading for Chapter 5.

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 5, pp. 22-28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading</strong></td>
</tr>
<tr>
<td>Turn to <em>workbook p. 87</em>. What are some notes you and your partner wrote down about Maleeka? Which student’s answer did you like the best about what your face says to the world? Malcolm’s? John-John’s?</td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td>Write the words on the board, say them, and ask students to say them.</td>
</tr>
<tr>
<td><strong>double-take</strong> (p. 22) - looking at someone twice because you are surprised by their appearance. <em>Who can show us what it looks like to do a double-take? What is an example of something you might see that might cause you to do a double-take?</em></td>
</tr>
<tr>
<td><strong>chronicling</strong> (p. 24) - recording events in writing. A letter is one kind of writing where you might chronicle happenings in your life. <em>What’s another kind of writing where you could chronicle?</em></td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>We’ll read about one of Maleeka’s special talents. As you read, think about whether or not this talent will help her at school.</td>
</tr>
</tbody>
</table>
Day 22 Activities, continued

4. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 5, pp. 22-28, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Chapter 5, pages 22-28</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td><strong>Select from these.</strong></td>
</tr>
<tr>
<td>• Look back at the bottom of p. 23 to the top of p. 24. Who</td>
</tr>
<tr>
<td>can explain the writing assignment that Miss Saunders</td>
</tr>
<tr>
<td>gives to the class?</td>
</tr>
<tr>
<td>• Why do you think Miss Saunders wants her students to</td>
</tr>
<tr>
<td>“know what it feels like to live in somebody else’s skin”</td>
</tr>
<tr>
<td>(p. 24)?</td>
</tr>
<tr>
<td>• Who does Maleeka decide to write about? Who can read a</td>
</tr>
<tr>
<td>quote from what she writes that sounds interesting?</td>
</tr>
<tr>
<td>• Maleeka chose the name “Akeelma” because it is almost</td>
</tr>
<tr>
<td>the same as her own name spelled backwards. Besides the</td>
</tr>
<tr>
<td>names, did you notice other similarities between Maleeka and</td>
</tr>
<tr>
<td>Akeelma?</td>
</tr>
<tr>
<td>• Do you think Maleeka is a talented writer? Why or why not?</td>
</tr>
<tr>
<td>Can her writing help her at school? In what ways?</td>
</tr>
<tr>
<td><strong>Sum-up</strong></td>
</tr>
<tr>
<td>We’ve learned that Maleeka is a talented writer. She feels</td>
</tr>
<tr>
<td>good at the end of class but doesn’t want to tell Miss</td>
</tr>
<tr>
<td>Saunders. Why doesn’t Maleeka want to tell Miss Saunders</td>
</tr>
<tr>
<td>that she feels good?</td>
</tr>
</tbody>
</table>

5. Daily wrap-up

1. Turn to the narrative arc on **workbook p. 84**.
   *Where are we in the story?* (rising action, near the bottom) *What notes should we make?*

2. Preview tomorrow’s class. Tomorrow, we pick up the pace; students do partner reading with Chapter 6, and guided reading with Chapter 7.
   *What are some things we’ll need to keep in mind for this to go smoothly, for us to have an interesting class and get a lot out of the reading?*
Day 23

Objectives
▶ Read words with consonant blends
▶ Summarize using the 5 Ws
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards
▶ ELA Standard RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
☐ Workbook pp. 91-93
☐ *The Skin I’m In*
☐ Slides 51-53
☐ Dictionaries
☐ Post-its

1. Mini-lesson: Consonant blends
2. Partner reading: *The Skin I’m In* Ch. 6, pp. 29-32
3. Guided reading: *The Skin I’m In* Ch. 7, pp. 33-37
4. Assign homework
Day 23 Activities

1. **Mini-lesson: Consonant blends**

Students see more blends, practice reading hard words with blends, and apply the reading skill to words from *The Skin I’m In* using *workbook p. 91, More about consonant blends*.

1. Use **slide 51** to introduce the new blends. Ask a volunteer to read these words:
   - plot
   - freak
   - blotch
   - drag
   - class

2. Underline the beginning blends.
   - plot
   - freak
   - blotch
   - drag
   - class

3. Open to **workbook p. 91**, and focus on the blends in the box.

   *We call these letter combos** **consonant blends** *when we hear all the sounds in the combo. Blends can come at the beginning, in the middle, or at the ends of words.*

4. Say “plot,” “freak,” and “blotch” again, stretching out the beginning sounds. Ask students to count the sounds in pl-, fr-, and bl-.

5. Follow **workbook p. 91** to model the steps for reading a hard word with a blend: “blotch.”
   a. Underline and say the single sounds in the blend. (“b” “l”)
   b. Say the sounds as a blend. (“bl”)
   c. What sounds are in the rest of the word? (“-otch”)
   d. Say and write the whole word. (“blotch”)

   **Who has a blotch in The Skin I’m In?**

6. Students complete the bottom of **workbook p. 91**, circling words that start with blends and using the reading steps for hard words. Use **slide 52** to guide the activity.

---

**TIP**

For a challenge, add “glaze,” “bleak,” “flinch,” and/or “clench.”

**TIP**

Encourage students to tap the sounds in a blend by touching their thumb to their fingers.

“pl”

“p” (index finger)

“l” (middle finger)
Day 23 Activities, continued

2. Partner reading

Partners read Chapter 6 silently and work together to summarize an exciting incident in the school hallway and write a diary entry for Miss Saunders on workbook p. 92.

| Partner reading: The Skin I’m In, Chapter 6, pp. 29-32, Workbook p. 92 |
|-----------------|-------------------------------------------------------------------------|
| Set purpose for reading | In Chapter 6, you and your partner will read about Maleeka getting into her first fight. See what you think about how she handles herself. |
| Preview questions on workbook p. 92. | |
| Pre-teach challenging words for partner reading | itching for a fight (p. 29) - so ready to fight that you will do it for any reason. |
| | summoning (p. 31) - making something come to you. |
| Circulate to offer help while partners read and work. | |

3. Guided reading

Lead guided reading for Chapter 7. Give students Post-its. For the second part of guided reading, they’ll tag parts they think are important with a Post-it marked with a plus sign.

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 7 pp. 33-37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
</tr>
</tbody>
</table>

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STARI Unit 1.1

page 95
## Guided reading: The Skin I’m In, Chapter 7 pp. 33-37, continued

### Interactive vocabulary preview

*Write the words on the board, say them, and ask students to say them.*

- **fall through the cracks** (pp. 33-34) - to miss out on needed help and attention. What does it mean if a student “falls through the cracks”? What might be happening with the student?
- **bull in a China shop** (p. 36) - someone who upsets people or things without seeming to care at all. What would a real bull in a China shop do?
- **gig** (p. 37) - a slang word for a job that comes from the world of music. A musician might have a gig at the House of Blues.

### Set purpose for reading

In this chapter, Maleeka gets a job working in the office. Would you want to work in the school office? Why or why not? As you read, think about whether or not this job is a good thing for her.

### Students read silently

Pages 33-35, to the end of the first full paragraph on page 35.

*When you get to the words, “Payback, you know,” look up.*

### Questions for discussion

*Select from these.*

- Whose idea is it for Maleeka to work in the office? Do you think Maleeka will like it?
- Why is Miss Saunders afraid that Maleeka will “fall through the cracks”?
- (Write ‘payback” on the board.) Who can break this compound word into two base words? What does Maleeka decide to do that will be “payback” for Miss Saunders?

### Students read silently

Pages 35-37, tagging important parts with Post-its marked with plus signs.
Day 23 Activities, continued

3. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 7 pp. 33-37, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions for discussion</td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• Who does Maleeka listen in on while she is working in the office? Why is she so interested in what teachers are saying?</td>
</tr>
<tr>
<td>• Who can read something out loud that another teacher says about Miss Saunders?</td>
</tr>
<tr>
<td>• Do you agree with Miss Benson that Miss Saunders is like a bull in a china shop?</td>
</tr>
<tr>
<td>• Do you get the feeling that the principal, Mr. Pajolli, cares about the students?</td>
</tr>
<tr>
<td>• Who can read a line from p. 37 that backs this up?</td>
</tr>
<tr>
<td>• What lines did you mark with Post-its as important? What did you notice?</td>
</tr>
<tr>
<td>Sum-up</td>
</tr>
<tr>
<td>Maleeka has to work for no pay in the office because she got into a fight. She listens to what teachers say about Miss Saunders in the office. She thinks she’ll learn more about Miss Saunders and that she can then plan to get back at her.</td>
</tr>
</tbody>
</table>

4. Assign homework

Use slide 53 (workbook p. 93) to introduce Homework Day 23, More on consonant blends. This activity is similar to the board game Balderdash.

1. Guide students in reading the challenging blend words on workbook p. 93 aloud (fractious, traipse, placate, etc.).
2. Explain the homework procedure.
   a. Pick four challenging blend words.
   b. Say the words.
Day 23 Activities, continued

4. Assign homework, continued

c. Look up and write the definitions.
d. The fun part: Make up a fake definition for each word.

3. Model the procedure. For example, with the word *glade*,
a. Model finding the definition, for example, *an open space in a forest*, using a print or online dictionary.
b. Model making up a definition, for example, *to glide on roller blades*.

4. Explain the Day 24 component of the homework. At the beginning of tomorrow’s class, students will try to trick each other with their fake definitions.

**TIP**

If you use an online dictionary, show students how to click the speaker icon to hear the word pronounced.
Day 24

Objectives

▶ Read words with consonant blends
▶ Clarify challenging words
▶ Summarize using the 5 Ws
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.

▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.

▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials

- Fluency workbooks
- Timers
- Workbook pp. 95-98
- The Skin I’m In
- Post-its
- Slides 53-55
Day 24 Activities

1. **Review homework**

   Project **slide 53 (workbook p. 93)** for **Homework Day 23, More on consonant blends**.

   Review the directions: Each student works with a partner.

   1. The student who goes first reads two definitions for each of the four challenging words: a real dictionary definition and a made-up one.

   2. The partner guesses which definition is real. The partner gets a point for picking the dictionary definition. The student who made up the definition gets a point if the partner picks that definition instead.

   Partners should skip words where both students looked up the dictionary definition. Make some time to share scores and strategies.

2. **Partner fluency work**

   **Day One activities with the sixth set of fluency passages**.

3. **Fluency debrief**

   Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>6A</th>
<th>6B</th>
<th>6C</th>
<th>6D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Girls</td>
<td>Relational Aggression</td>
<td>Together for Latinas</td>
<td>Mean Girls</td>
</tr>
</tbody>
</table>

4. **Partner reading**

   Partners read Chapter 8 silently and work together to complete **workbook p. 95**. They will clarify two challenging words or phrases together, record places where the author compares skin colors to foods, and sketch Maleeka’s new hairstyle.
Day 24 Activities, continued

4. Partner reading, continued

**Partner reading: The Skin I’m In, Chapter 8, pp. 38-46, Workbook p. 95**

<table>
<thead>
<tr>
<th>Set purpose for reading</th>
<th>Maleeka makes a big change in this chapter. See if you can predict how other people will react to this change.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Preview questions on <strong>workbook p. 95</strong>.</td>
</tr>
<tr>
<td>Pre-teach challenging words for partner reading</td>
<td>restriction (p. 38) - in this chapter, restriction means punishment. Maleeka got into a serious fight with Daphne at school so Maleeka’s mother restricted her from doing things she enjoys like watching TV or talking on the phone.</td>
</tr>
<tr>
<td></td>
<td><strong>Write the words on the board.</strong></td>
</tr>
<tr>
<td></td>
<td>Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

5. Guided reading

Lead guided reading for Chapter 9.

**Guided reading: The Skin I’m In, Chapter 9, pp. 47-49**

<table>
<thead>
<tr>
<th>Recap partner reading</th>
<th>Ask students to turn to <strong>workbook p. 95</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Who can share a word or phrase they found to clarify? Who can share a different word or phrase?</td>
</tr>
<tr>
<td></td>
<td>• We don’t exactly know what Maleeka’s new hairstyle looks like but who can share their drawing?</td>
</tr>
<tr>
<td></td>
<td>Ask for a quick summary of Chapter 8. What’s important, what should we remember? <em>(Maleeka gets a new, fierce haircut from Sweets’s cousin, Ronnie.)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interactive vocabulary preview</th>
<th>double-take (p. 47) - looking at someone twice because you are surprised by their appearance. We’ve seen this word before in another chapter. Who can show us what it looks like to do a double-take?</th>
</tr>
</thead>
</table>
Day 24 Activities, continued

5. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 9, pp. 47-49, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td><strong>• Why does Maleeka go into the bathroom to cry? What advice would you give her if you saw her there crying?</strong></td>
</tr>
<tr>
<td><strong>• Can someone read out loud the advice that Maleeka’s father gave her one time? It’s at the top of page 49 (“Maleeka . . . you got to see yourself with your own eyes. That’s the only way you gonna know who you really are”).</strong></td>
</tr>
<tr>
<td><strong>• What do you think Maleeka’s father meant when he said this?</strong></td>
</tr>
<tr>
<td><strong>• How does Maleeka feel about herself when she leaves the bathroom? How do you know?</strong></td>
</tr>
<tr>
<td><strong>Sum-up</strong></td>
</tr>
</tbody>
</table>

6. Assign homework

Use slides 54-55 (workbook pp. 97-98) to introduce Homework Day 24, Char and Maleeka/ Angel and Weasel. For homework, students will be comparing Char from The Skin I’m In and the character, Weasel, from “Blackmail.”

We know how “Blackmail” ended. Angel just kept on doing what Weasel wanted. On this homework page, you’ll make a prediction about Maleeka and Char. How will things turn on in The Skin I’m In? Will Char keep on controlling Maleeka?
Day 25

Objectives
▶ Improve reading rate and phrasing
▶ Clarify challenging words or phrases
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
☐ Fluency workbooks
☐ Timers
☐ Workbook pp. 99-101
☐ The Skin I’m In
☐ Post-its
☐ Slides 54-56

1. Review homework
2. Partner fluency work
3. Fluency debrief
4. Partner reading: The Skin I’m In Ch. 10, pp. 50-53
5. Guided reading: The Skin I’m In Ch. 11, pp. 54-60
6. Assign homework
Day 25 Activities

1. Review homework

Use slides 54-55 (workbook pp. 97, 98) to review Homework Day 24, Char and Maleeka/Angel and Weasel. Ask for a few volunteers to share their predictions about Char and Maleeka.

2. Partner fluency work

Day Two activities with the sixth set of fluency passages.

3. Fluency debrief

Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

4. Partner reading

Partners read Chapter 10 silently and work together to complete workbook pp. 99-100. They will clarify two challenging words or phrases together, record details about Maleeka’s mother, and draw a sketch of Maleeka’s mother on workbook p. 100.

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 10, pp. 50-53, Workbook pp. 99-100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>In Chapter 10, we’ll learn more about Maleeka’s relationship with her mother.</td>
</tr>
<tr>
<td><strong>Preview questions on workbook p. 99.</strong></td>
</tr>
<tr>
<td><strong>Pre-teach challenging words for partner reading</strong></td>
</tr>
<tr>
<td><strong>stock market</strong> (p. 52) - a place where people can buy and sell little pieces of companies in order to make money. Some people get rich on the stock market. Others lose all of their money.</td>
</tr>
<tr>
<td><strong>“don’t have all her marbles”</strong> (p. 52) - an expression meaning “a little bit crazy.”</td>
</tr>
<tr>
<td><strong>Write the words and phrases on the board.</strong></td>
</tr>
</tbody>
</table>

Circulate to offer help while partners read and work.
Day 25 Activities, continued

5. Guided reading

Lead guided reading for Chapter 11.

<table>
<thead>
<tr>
<th><strong>Guided reading: The Skin I'm In, Chapter 11, pp. 54-60</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading</strong></td>
</tr>
<tr>
<td>Ask students to turn to workbook pp. 99-100. Who can share a quote that you found that describes Maleeka’s mother? Who can share a different quote?</td>
</tr>
<tr>
<td>Did people notice the word smirk near the bottom of page 52? <em>(Write smirk on the board.)</em> Smirk has a blend at the beginning <em>(underline “sm”)</em>. A smirk is a mean or mocking kind of smile.</td>
</tr>
<tr>
<td>People used to look at Maleeka’s mother with a smirk. What does that mean?</td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td>Write the words on the board, say them, and ask students to say them.</td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>As you’re reading Chapter 11, think about why Charlese has so much power over Maleeka.</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the middle of page 57, where Charlese tells Maleeka to “get lost,” and Maleeka walks away smiling.</td>
</tr>
<tr>
<td>When you get to the words, “... with this big grin on my face,” look up.</td>
</tr>
</tbody>
</table>
**Guided reading: The Skin I’m In, Chapter 11, pp. 54-60, continued**

**Questions for discussion**
*Select from these.*

- What happens to Charlese’s food in the cafeteria line? Why does this happen?
- Can someone read what Charlese says about her food, in the kind of voice she would have used (first paragraph of page 55)?
- Why do you think Charlese won’t take her own food back?
- What trick does Maleeka play on Charlese? Why do you think she does this?

**Students read silently**

Direct students to continue reading to the end of the chapter.

**Questions for discussion**
*Select from these.*

- Why do you think everyone does what Charlese tells them to?
- What do you think would happen if Maleeka told Charlese she wouldn’t do her homework for her anymore? What advice would you give Maleeka about how to handle this?

**Sum-up**

We’ve learned more about Char’s character and how people respond to her. Char bullies Maleeka who gets back at her in a sneaky way a couple of times. Do you think anything will change between Char and Maleeka?

**6. Assign homework**

Use slide 56 (workbook p. 101) to introduce Homework Day 25, Maleeka’s mother. What’s different about Maleeka's mother? Why do some people smirk at her? Students draw on the quotes they compiled during partner reading on workbook p. 99.
Day 26

Objectives
- Improve reading rate and phrasing
- Summarize using the 5 Ws
- Clarify challenging words
- Locate evidence in a text to support judgments about character and plot

Common Core Literacy Standards
- ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
- ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
- ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
- Fluency workbooks
- Timers
- Workbook pp. 103-105
- The Skin I’m In
- Post-its
- Slides 56-57
Day 26 Activities

1. Review homework

Use slide 56 (workbook p. 101) to Review Homework Day 25, Maleeka’s mother. Ask for a few volunteers to share their descriptions.

2. Partner fluency work

Day One activities with the seventh set of fluency passages.

3. Fluency debrief

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>7A</th>
<th>7B</th>
<th>7C</th>
<th>7D</th>
</tr>
</thead>
</table>

4. Partner reading

Partners read Chapter 12 silently and work together to complete workbook pp. 103-104. They will clarify two challenging words or phrases together, reread the first page of the chapter together (aloud or silently) and then Turn, talk, and respond to two prompts about Maleeka and Char’s relationship.

**Partner reading: The Skin I’m In, Chapter 12, pp. 61-66, Workbook pp. 103-104**

**Set purpose for reading**
Maleeka confronts John-John about the way he treats her. See if you can understand why he treats her so badly. You’ll also think some more about whether Char is really Maleeka’s friend.

Preview questions on workbook pp. 103-104.

**Pre-teach challenging words for partner reading**

maggot (p. 62) - a wriggly small worm (really a fly larva) that grows in spoiled food.

Circulate to offer help while partners read and work.
Day 26 Activities, continued

5. Guided reading

Lead guided reading for Chapter 13.

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 13 pp. 67-74</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading</strong></td>
</tr>
<tr>
<td>Ask students to turn to <em>workbook pp. 103-104</em>. Who can share a word or phrase you chose to clarify? Who can share a different one?</td>
</tr>
<tr>
<td>Did people think that Char is really Maleeka’s friend?</td>
</tr>
<tr>
<td>What did you think might happen to Maleeka without Char as a friend?</td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td><em>Write the words on the board, say them, and ask students to say them.</em></td>
</tr>
<tr>
<td><strong>Social Security</strong> (p. 74) - money people get from the government after they retire or become disabled. The money comes from taxes.</td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>Miss Saunders asks the question, “<em>Would you give up your life because you loved someone so much?</em>” As you read the chapter, think about the different answers Maleeka and her classmates give to this question.</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
</tbody>
</table>
Day 26 Activities, continued

5. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 13 pp. 67-74, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td><strong>Select from these.</strong></td>
</tr>
<tr>
<td>• What does Jerimey mean when he says, “You gotta love yourself, baby. If you don’t, who will?” (p. 71)? Why does Jerimey think it’s important to love yourself more than you love other people? Do you agree or disagree?</td>
</tr>
<tr>
<td>• What about Desda’s opinion? Can someone read what she thinks, on the top of page 73?</td>
</tr>
<tr>
<td>• What story does Maleeka tell about her mother? Why do you think she tells the class this story?</td>
</tr>
<tr>
<td>• At the end of the class, “the bell rings, busting up the silence like a fist through glass” (p. 74). We call this kind of comparison a <strong>simile</strong>. Similes are comparisons that use the words <strong>like</strong> or <strong>as</strong>. Take a minute to sketch a picture of this simile. Why do you think Maleeka describes the bell this way?</td>
</tr>
</tbody>
</table>

6. Assign homework

Use slide 57 to introduce Homework Day 26 on **workbook p. 105, Advice for Maleeka**. Students write a letter to Maleeka with advice about Char.

END OF DAY 26 LESSON PLAN
Day 27

Objectives
▶ Improve reading rate and phrasing
▶ Clarify challenging words
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
☐ Fluency workbooks
☐ Timers
☐ Workbook pp. 107-109
☐ The Skin I’m In
☐ Post-its
☐ Slides 57-58

1. Review homework
2. Partner fluency work
3. Fluency debrief
4. Partner reading: The Skin I’m In Ch. 14, pp. 75-79
5. Guided reading: The Skin I’m In Ch. 15, pp. 80-84
6. Assign homework
Day 27 Activities

1. Review homework

Use slide 57 (workbook p. 105) to Review Homework Day 26, Advice for Maleeka. Ask for a few volunteers to share their letter or parts of their letter.

2. Partner fluency work

Day Two activities with the seventh set of fluency passages.

3. Fluency debrief

Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

4. Partner reading

Partners read Chapter 14 silently and work together to complete workbook pp. 107-108. They will clarify two challenging words or phrases together, record facts about Miss Saunders, and sketch Miss Saunders.

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 14, pp. 75-79, Workbook pp. 107-108</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td><strong>Preview questions on workbook pp. 107-108.</strong></td>
</tr>
<tr>
<td><strong>Pre-teach challenging words for partner reading</strong></td>
</tr>
<tr>
<td>Write the words on the board.</td>
</tr>
<tr>
<td>Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>
Day 27 Activities, continued

5. Guided reading

Lead guided reading for Chapter 15.

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 15, pp. 80-84</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
</tr>
<tr>
<td>Debrief partner work with Chapter 14.</td>
</tr>
<tr>
<td>Ask students to turn to workbook pp. 107-108. Who can</td>
</tr>
<tr>
<td>share a word or phrase you chose to clarify? Who can</td>
</tr>
<tr>
<td>share a different one?</td>
</tr>
<tr>
<td>Who can share a quote they found that gives information</td>
</tr>
<tr>
<td>about Miss Saunders?</td>
</tr>
<tr>
<td>Does someone want to share their drawing of Miss</td>
</tr>
<tr>
<td>Saunders?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Interactive vocabulary preview</td>
</tr>
<tr>
<td>Write the words on the board, say them, and ask students</td>
</tr>
<tr>
<td>to say them.</td>
</tr>
<tr>
<td>meditate (p. 84) - sit quietly, clear all thoughts from</td>
</tr>
<tr>
<td>your mind, and relax. How might a person look when they</td>
</tr>
<tr>
<td>are meditating? Who can demonstrate?</td>
</tr>
<tr>
<td>fess up (p. 84) - confess to something you did wrong. Fess</td>
</tr>
<tr>
<td>is short for “confess.” What is something a kid might fess up to?</td>
</tr>
<tr>
<td>cause you grief (p. 84) - make things hard for you.</td>
</tr>
<tr>
<td>What kinds of things can cause you grief?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Set purpose for reading</td>
</tr>
<tr>
<td>With her job in the office, Maleeka gets to learn more</td>
</tr>
<tr>
<td>about how other teachers feel about Miss Saunders.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Students read silently</td>
</tr>
<tr>
<td>Direct students to read to the bottom of page 81.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Questions for discussion</td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• Why do some teachers and parents complain about</td>
</tr>
<tr>
<td>Miss Saunders?</td>
</tr>
<tr>
<td>• Can someone find and read out loud something that</td>
</tr>
<tr>
<td>someone says about Miss Saunders?</td>
</tr>
<tr>
<td>• How do you think Maleeka feels about Miss Saunders</td>
</tr>
<tr>
<td>right now?</td>
</tr>
</tbody>
</table>
Day 27 Activities, continued

5. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 15, pp. 80-84, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the end of the chapter, finishing</td>
</tr>
<tr>
<td>on page 84.</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td><em>Select from these.</em></td>
</tr>
<tr>
<td>• What do the adults in the school seem to think about</td>
</tr>
<tr>
<td>Charlese?</td>
</tr>
<tr>
<td>• Can someone read a line that shows how Miss Carol or</td>
</tr>
<tr>
<td>Mr. Pajolli treats Charlese?</td>
</tr>
<tr>
<td>• Why does Maleeka say that teachers “don’t do nothing</td>
</tr>
<tr>
<td>but cause you grief” (p. 84)? Do you think she is right</td>
</tr>
<tr>
<td>about her teachers?</td>
</tr>
<tr>
<td><strong>Sum up</strong></td>
</tr>
<tr>
<td>While working in the office, Maleeka finds out that some</td>
</tr>
<tr>
<td>teachers and parents don’t like Miss Saunders because she’s</td>
</tr>
<tr>
<td>“too pushy.” Maleeka sees how Char and the adults interact/talk to each other. We learn a little bit more about Tai, the fun math teacher, who is Miss Saunders’ friend.</td>
</tr>
</tbody>
</table>

6. Assign homework

Use slide 58 to introduce Homework Day 27 on workbook p. 109, Not Your Typical Teacher.

What do we know that’s new about Maleeka’s teacher, Miss Saunders? Can people look back on workbook p. 107-108 and find quotes about her?

Look back at page 1 of The Skin I’m In. What are some other facts about Miss Saunders we can include in this piece of writing?

END OF DAY 27 LESSON PLAN

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STARI Unit 1.1

page 114
Day 28

Objectives

▶ Improve reading rate and phrasing
▶ Summarize using the 5 Ws
▶ Clarify challenging words
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards

▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials

☐ Fluency workbooks
☐ Timers
☐ Workbook pp. 111-113
☐ The Skin I’m In
☐ Post-its
☐ Slides 58-59

LESSON PLAN DAY 28

1. Review homework
2. Partner fluency work
3. Fluency debrief
4. Partner reading: The Skin I’m In Ch. 16, pp. 85-90
5. Guided reading: The Skin I’m In Ch. 17, pp. 91-95
6. Assign homework
Day 28 Activities

1. Review homework

Use slide 58 (workbook p. 109) to review Homework Day 27, Not Your Typical Teacher. Ask for a few volunteers to share their descriptions.

2. Partner fluency work

Day One activities with the eighth set of fluency passages.

3. Fluency debrief

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>8A</th>
<th>8B</th>
<th>8C</th>
<th>8D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorism</td>
<td>Peer Pressure</td>
<td>The War on Poverty</td>
<td>Graffiti: Vandalism or Art?</td>
</tr>
</tbody>
</table>

4. Partner reading

Partners read Chapter 16 silently and work together to complete workbook p. 111. They will clarify two challenging words or phrases together, and think, talk, and write about some new information they learn about Char. Do they feel sorry for her now?

**Partner reading: The Skin I’m In, Chapter 16, pp. 85-90, Workbook p. 111**

<table>
<thead>
<tr>
<th>Set purpose for reading</th>
<th>In Chapter 14, we get our first look at Charlese’s home life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview questions on</td>
<td>workbook p. 111.</td>
</tr>
<tr>
<td>Pre-teach challenging</td>
<td>maracas (p. 87) - a percussion instrument that you shake</td>
</tr>
<tr>
<td>words for partner reading</td>
<td>like a baby rattle, often used in pairs.</td>
</tr>
<tr>
<td>Write the words on the</td>
<td>dreadlocks (p. 87) - a hairstyle where your hair is twisted</td>
</tr>
<tr>
<td>board</td>
<td>or braided into lots of strands.</td>
</tr>
<tr>
<td>Circulate to offer help</td>
<td></td>
</tr>
<tr>
<td>while partners read and work.</td>
<td></td>
</tr>
</tbody>
</table>
### Day 28 Activities, continued

#### 5. Guided reading

Lead guided reading for Chapter 17.

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 17, pp. 91-95</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading</strong></td>
</tr>
<tr>
<td>Debrief partner work with Chapter 16.</td>
</tr>
<tr>
<td>Ask students to turn to <strong>workbook p. 111</strong>. Who can share a word or phrase you chose to clarify? Who can share a different one?</td>
</tr>
<tr>
<td>What do you think about Charlese now that we know more about her life at home? Did you and your partner feel sorry for her? Why or why not?</td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td><em>Write the words on the board, say them, and ask students to say them.</em></td>
</tr>
<tr>
<td><strong>mangy</strong> (p. 93) - used to describe a dog or cat with scabs on its skin and losing pieces of fur. The animal has a skin disease called mange—long “a” sound, soft “g” sound. Mangy can also mean run-down or shabby, in poor condition. Where might you see a bunch of dogs with mange?</td>
</tr>
<tr>
<td><strong>jack you up</strong> (p. 93) - a slang expression that means to beat up really badly.</td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>Maleeka gets into serious trouble walking home from Charlese’s house. As you read, think about what you would do in her situation.</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the end of the chapter on page 95.</td>
</tr>
</tbody>
</table>
Day 28 Activities, continued

5. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 17, pp. 91-95, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td><strong>Select from these.</strong></td>
</tr>
<tr>
<td>• What happened to Maleeka on her way home from Charlese’s house? Let’s summarize. What is important? What is new? What should we remember? Write 5 W’s on the board.</td>
</tr>
<tr>
<td><strong>Who:</strong> Maleeka</td>
</tr>
<tr>
<td><strong>Did What:</strong> was assaulted by two thugs</td>
</tr>
<tr>
<td><strong>Where:</strong> on a deserted street</td>
</tr>
<tr>
<td><strong>When:</strong> walking home after visiting Charlese</td>
</tr>
<tr>
<td><strong>Why:</strong> encourage multiple opinions with supporting details</td>
</tr>
<tr>
<td>• Can someone find and read out loud a line that shows how Maleeka was feeling during the attack? After the attack?</td>
</tr>
<tr>
<td>• How did Maleeka get away?</td>
</tr>
<tr>
<td>• What would you have done if you were in Maleeka’s shoes?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sum-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maleeka leaves Char’s home and is attacked by two boys on a lonely street. She runs away and gets home safely but doesn’t tell her mother what happened. She’s scared and cries herself to sleep. How will this incident affect Maleeka?</td>
</tr>
</tbody>
</table>

6. Assign homework

Use slide 59 (workbook p. 113) to introduce Homework Day 28, Maleeka’s Diary.

What do you think Maleeka thought about her visit to Charlese’s house? Look back at pages 87-88 of The Skin I’m In. What are some details you could include in a diary entry about this visit? What did Maleeka see? What did she think? How did she feel?
Day 29

Objectives
▶ Improve reading rate and phrasing
▶ Summarize using the 5 Ws
▶ Clarify challenging words
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.

▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.

▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Materials
☐ Fluency workbooks
☐ Timers
☐ Workbook pp. 115-117
☐ *The Skin I’m In*
☐ Post-its
☐ Slides 59-60

LESSON PLAN DAY 29

1. Review homework
2. Partner fluency work
3. Fluency debrief
4. Partner reading: *The Skin I’m In* Ch. 18, pp. 96-103
5. Guided reading: *The Skin I’m In* Ch. 19, pp. 104-110
6. Assign homework
Day 29 Activities

1. Review homework

Use slide 59 (workbook p. 113) to review Homework Day 28, Maleeka's Diary. Ask for a few volunteers to share their diary entries.

2. Partner fluency work

Day Two activities with the eighth set of fluency passages.

3. Fluency debrief

Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

4. Partner reading

Partners read Chapter 18 silently and work together to complete workbook pp. 115-116. They will clarify two challenging words or phrases, summarize an incident where Miss Saunders catches Maleeka and Char smoking in the bathroom, and write Maleeka’s and Miss Saunders’ thoughts.

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 18, pp. 96-103, Workbook pp. 115-116</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td><strong>Preview questions on workbook pp. 115-116.</strong></td>
</tr>
<tr>
<td><strong>Pre-teach challenging words for partner reading</strong></td>
</tr>
<tr>
<td><strong>Write the words on the board.</strong></td>
</tr>
</tbody>
</table>

Circulate to offer help while partners read and work.
## Day 29 Activities, continued

### 5. Guided reading

Lead guided reading for Chapter 19.

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 19, pp. 104-110</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td><strong>Write the words on the board, say them, and ask students to say them.</strong></td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
</tbody>
</table>
Day 29 Activities, continued

5. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 19, pp. 104-110, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions for discussion</td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• Caleb tells Maleeka, “You have to take a stand when things aren't right” (p. 107). What did he do to take a stand in his school? Do you think he did the right thing, or do you agree with Maleeka that he shouldn’t have bothered?</td>
</tr>
<tr>
<td>• Why can't Maleeka forget what Caleb did to her?</td>
</tr>
<tr>
<td>Students read silently</td>
</tr>
<tr>
<td>Direct students to read to the end of the chapter on page 110.</td>
</tr>
<tr>
<td>Questions for discussion</td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• According to Caleb, why did he leave Maleeka alone on the bus that day?</td>
</tr>
<tr>
<td>• Do you think she should forgive him? Why or why not?</td>
</tr>
<tr>
<td>• Maleeka uses a simile, one of those comparisons that use the words like or as. “Maleeka, forgive and forget. That's easier than dragging around anger like sacks of stone” (p. 110). Invite a student to draw this simile. How is staying angry like dragging around sacks of stone?</td>
</tr>
<tr>
<td>Sum-up</td>
</tr>
<tr>
<td>Caleb and Maleeka are in detention together. Caleb apologizes to Maleeka for leaving her on the bus to Washington, D.C. He tells Maleeka he still likes her. Maleeka's not sure if she should forgive Caleb, even though she still likes him. Do you think she'll forgive him and that they will be friends again?</td>
</tr>
</tbody>
</table>

6. Assign homework

Use slide 60 (workbook p. 117), to introduce Homework Day 29, Violence and Maleeka. You may want to brainstorm some emotion words that students can include in their writing.
Day 30

Objectives
▶ Improve reading rate and phrasing
▶ Summarize using the 5 Ws
▶ Clarify challenging words
▶ Locate evidence in a text to support judgments about character and plot

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
- Fluency workbooks
- Timers
- Workbook pp. 119-121
- *The Skin I’m In*
- Post-its
- Slides 60-61

1. Review homework
2. Partner fluency work
3. Fluency debrief
4. Partner reading: *The Skin I’m In* Ch. 20, pp. 111-115
5. Guided reading: *The Skin I’m In* Ch. 21, pp. 116-120
6. Explore rising action and assign homework
Day 30 Activities

1. **Review homework**

Use slide 60 (workbook p. 117) to review Homework Day 29, Violence and Maleeka. Ask for a few volunteers to share their free writes.

2. **Partner fluency work**

Day One activities with the ninth set of fluency passages.

3. **Fluency debrief**

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>9A</th>
<th>9B</th>
<th>9C</th>
<th>9D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girl Wars</td>
<td>Tattling or Reporting?</td>
<td>Peer Pressure: Pushing Back</td>
<td>Snitching for Money</td>
</tr>
</tbody>
</table>

4. **Partner reading**

Partners read Chapter 20 silently and work together to complete workbook p. 119. They will clarify two challenging words or phrases. They will also write some quotes from a conversation between Miss Saunders and Tai telling what Miss Saunders’ students say about her, what she thinks about grades, and why she wants to be perfect.

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 20, pp. 111-115, Workbook p. 119</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>What makes some people try to be perfect? In Chapter 20, the</td>
</tr>
<tr>
<td>teacher called Tai gives Miss Saunders some advice. As you</td>
</tr>
<tr>
<td>read, think about her advice and whether Miss Saunders</td>
</tr>
<tr>
<td>needs to hear this.</td>
</tr>
</tbody>
</table>
Day 30 Activities, continued

4. Partner reading, continued

| Partner reading: The Skin I’m In, Chapter 20, pp. 111-115, Workbook pp. 119, continued |
| Preview questions on workbook p. 119. |
| Pre-teach challenging words for partner reading |
| Write the words on the board. |
| insights (p. 113) – understandings or ideas about something. Miss Saunders says her students have great insights into the books they read for English. |

Circulate to offer help while partners read and work.

5. Guided reading

Lead guided reading for Chapter 21.

| Guided reading: The Skin I’m In, Chapter 21, pp. 116-120 |
| Recap partner reading |
| Debrief partner work with Chapter 20. |
| Have students turn to workbook p. 119. What are some words you found to clarify? Does anyone need help from the group in figuring these words out? |
| On workbook p. 119, what quotes did you find? What did you learn about Miss Saunders? |
| Interactive vocabulary preview |
| Write the words on the board, say them, and ask students to say them. |
| fidgeting (p. 116) - jiggling or twitching, often nervously. Can someone demonstrate fidgeting for us? Who do you think might be nervous in this chapter? |
| incident (p. 116) - an important happening. If someone said there was an incident on the school bus the other day, what might have happened? |
Day 30 Activities, continued

5. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 21, pp. 116-120, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interactive vocabulary preview, continued</strong></td>
</tr>
<tr>
<td><strong>undermine her credibility</strong> (p. 118) - undermine means to weaken or hurt; credibility means reputation, so undermining someone’s reputation means to make someone look bad, make people doubt whether someone is capable. <em>Whose credibility do you think might be on the line?</em></td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>In Chapter 21, Maleeka talks to Miss Saunders about the writing that she’s been doing about Akeelma, the slave girl. Maleeka also takes a big risk and tells Miss Saunders something important.</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the bottom of page 117, where Miss Saunders tells Maleeka to sit down. When you get to the words, “<em>I sit down and hope she’s gonna make it quick,</em>” look up.</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td><strong>Select from these.</strong></td>
</tr>
<tr>
<td>• In Chapter 20 that you read with your partner, Maleeka heard the teacher Tai tell Miss Saunders some hard truths. Tai basically said that Miss Saunders would not make it as a teacher if she kept on trying to be perfect.</td>
</tr>
<tr>
<td>• Find something that Maleeka says to Tai and Miss Saunders on page 116. Can someone read what Maleeka says to the teachers? (“<em>I tell her I won’t repeat nothing I heard.</em>”)</td>
</tr>
<tr>
<td>• Do you believe Maleeka? What do you think she will do? Char is failing English and keeps being caught in the bathroom by Miss Saunders. Will Maleeka tell Char what she heard?</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the end of the chapter on page 120.</td>
</tr>
</tbody>
</table>
### Day 30 Activities, continued

#### 5. Guided reading, continued

<table>
<thead>
<tr>
<th>Questions for discussion</th>
<th>Sum-up</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Select from these.</em></td>
<td>Maleeka and Miss Saunders have a talk after school. Miss Saunders is worried that Maleeka will tell someone about her conversation with Tai. Maleeka promises not to tell anyone. She also gives Miss Saunders some advice: She tells Miss Saunders that you may not look “right” but that doesn’t mean you’re a bad person. Do you think Miss Saunders’ and Maleeka’s relationship is changing? Is Maleeka changing?</td>
</tr>
<tr>
<td>• At the bottom of page 118, Maleeka notices something about Miss Saunders’ desk. Can someone read those sentences for us? (The section starts, “Some teachers got . . .”)*</td>
<td></td>
</tr>
<tr>
<td>• What could Maleeka be thinking about Miss Saunders right now?</td>
<td></td>
</tr>
<tr>
<td>• Ask a student volunteer to read Maleeka’s comment on page 119: “Some of us is the wrong color. Some is the wrong size or got the wrong face. But that don’t make us wrong people, now does it?”</td>
<td></td>
</tr>
<tr>
<td>• Look back at page 8 where Maleeka and Charlese first meet Miss Saunders. Have someone read from the sentence that starts, “Miss Saunders puts down her briefcase . . .” through “ . . . I want to give something back . . .”</td>
<td></td>
</tr>
<tr>
<td>• Have someone read the last sentence on page 120 for us (“I’m glad you’ve got . . .”)</td>
<td></td>
</tr>
<tr>
<td>• How did Maleeka feel when she first met Miss Saunders? What is Maleeka feeling now? How have Maleeka’s feelings about Miss Saunders changed?</td>
<td></td>
</tr>
</tbody>
</table>
Day 30 Activities, continued

6. Explore rising action and assign homework

Students learn about rising action and look back at the text for some examples. For Homework Day 30, Following the narrative arc, they record notes on workbook p. 121. Use slide 61.

1. Explain the relationship between conflict and a story’s climax.

   Often, the buildup to a story’s exciting high point or climax is driven by conflict between important characters. We call the buildup the rising action, and we call the high point the climax.

2. Direct students to look back at The Skin I’m In, pp. 100-101, and read from “Char says the only reason…” until “After that, you’re history, girl.”

3. Ask for suggestions about notes to make on workbook p. 121.

   How should we describe this scene, this part of our story’s rising action?

4. Ask students to brainstorm about other story happenings that relate to conflict between the main characters. (For example, Miss Saunders catches the girls smoking, Charlese makes fun of Maleeka, and Maleeka talks with Miss Saunders.)

5. For homework, ask students to make at least one additional note about rising action on workbook p. 121. Explain that rising action events are happenings or developments that move the story along to an exciting high point. Brainstorm possibilities briefly, using the example: Maleeka fights Daphne and gets grounded. Where might that take the story next?

6. When you debrief the homework, have students copy their notes to the narrative arc chart on workbook p. 84.
Day 31

Objectives
▶ Improve reading rate and phrasing
▶ Clarify challenging words
▶ Find evidence in a text to support judgments about character and plot
▶ Think of descriptive adjectives to describe a character

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
☐ Fluency workbooks
☐ Timers
☐ Workbook pp. 123-126
☐ The Skin I’m In
☐ Post-its
☐ Slides 48, 61-64

Planning Note
Take a few moments to plan an original descriptive poem to model for today’s homework.
Day 31 Activities

1. Review homework

Use slide 61 to review Homework Day 30 (workbook p. 121, Following the narrative arc). Ask for a few volunteers to share their notes on happenings involving the main story characters in *The Skin I’m In. Where do we think all this conflict is heading? What might happen next?*

Use slide 48 to model copying one of the happenings from the homework to the narrative arc under rising action. Students record a happening from their homework under rising action on workbook p. 84, Narrative arc.

2. Partner fluency work

Day Two activities with the ninth set of fluency passages.

3. Fluency debrief

Ask students to share a bit about their fluency partner discussion. What was the question? What’s one interesting thing someone said?

4. Partner reading

Partners read Chapters 22-23 silently and work together to complete workbook p. 123. They will clarify two challenging words or phrases, write some ways that Charlese is like her sister Juju, and describe how living with Juju makes Charlese the kind of person she is.

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapters 22-23, pp. 121-129, Workbook p. 123</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>This time, you will read two chapters with your partner in partner reading. In Chapter 22, Maleeka’s mother helps her feel more connected to the memory of her father. As you read, think about what’s new that Maleeka learns about her father. In Chapter 23, Char’s sister JuJu comes up to the school office. Think about ways that JuJu and Charlese are alike as you read.</td>
</tr>
</tbody>
</table>
Day 31 Activities, continued

4. Partner reading, continued

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapters 22-23, pp. 121-129, Workbook p. 123, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview questions on workbook p. 123.</td>
</tr>
<tr>
<td>Pre-teach challenging words for partner reading</td>
</tr>
<tr>
<td>Write the words on the board.</td>
</tr>
<tr>
<td>fragile (p. 123) - delicate, breakable. You say fragile with a soft “g” which sounds like “j.”</td>
</tr>
<tr>
<td>gavel (p. 127) - a wooden hammer for calling people to attention. Judges use gavels, for example.</td>
</tr>
<tr>
<td>Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>

5. Assign homework

Use slides 62-64 to assign Homework Day 31, workbook pp. 125-126, Descriptive poem. Students take a close look at the poem Maleeka’s father wrote for her, and then plan and write their own descriptive poem. Take a moment to model writing a poem of your own.
Day 32

Objectives
▶ Summarize using the 5 Ws
▶ Clarify challenging words
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
☐ Workbook pp. 127-129
☐ The Skin I’m In
☐ Post-its
☐ Slides 48, 62-67

1. Review homework
2. Partner reading: The Skin I’m In Ch. 24, pp. 130-136
3. Guided reading: The Skin I’m In Ch. 25, pp. 137-143
4. Assign homework
Day 32 Activities

1. Review homework

Use slides 62-64 (workbook pp. 125, 126) to review Homework Day 31, Descriptive poem. Ask for a few volunteers to share their poems or their planning page.

2. Partner reading

Partners read Chapter 24 silently and work together to complete workbook p. 127. In the first two pages, they read about Char’s plan to vandalize Miss Saunders’ classroom. They stop and write a prediction about what will happen next. Then, they finish the chapter and respond to three prompts about Maleeka’s predicament.

| Partner reading: The Skin I’m In, Chapter 24, pp. 130-136, Workbook p. 127 |
|---------------------------------|-------------------------------------------------------------------------------------------------|
| **Set purpose for reading**     | The conflict between Charlese and Miss Saunders has been getting more intense. Charlese is in seventh grade for the third time. Miss Saunders isn’t passing her along like some other teachers. In Chapter 24, Charlese cooks up a plan. As you read silently, think about Maleeka’s choices and what she will do. Does Charlese control Maleeka? |
| **Preview questions on workbook p. 127.** | Students will stop after the first two pages to write a prediction. You may want to distribute Post-its for students to place at the bottom of p. 131 to help them remember to stop. |
| **Pre-teach challenging words for partner reading** | **majesty** (p. 133) - dignity and pride—Maleeka remembers a poem that talks about the majesty of darkness at midnight. **whacked** (p. 136) - crazy—Caleb tells Maleeka that Charlese is whacked. |
| **Write the words on the board.** | Circulate to offer help while partners read and work. |

© SERP 2015  STARI Unit 1.1  page 133
Day 32 Activities, continued

3. Guided reading

Lead guided reading for Chapter 25.

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 25, pp. 137-143</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Interactive vocabulary preview</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Set purpose for reading</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Students read silently</td>
</tr>
<tr>
<td>Questions for discussion</td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>Students read silently</td>
</tr>
</tbody>
</table>
Day 32 Activities, continued

3. Guided reading, continued

## Guided reading: The Skin I’m In, Chapter 25, pp. 137-143, continued

| Questions for discussion | Maleeka doesn’t want to set the money on fire.  
  | Select from these. | • What is one thing that Charlese does to make Maleeka use the lighter?  
  | | • What is another thing that Charlese does to Maleeka?  
  | | • Can someone read a description of what Charlese does to Maleeka?  
| Students read silently | Direct students to read to the end of the chapter on page 143.  
| Questions for discussion | • Do you think Maleeka is responsible for the fire in the classroom? Why or why not?  
  | Select from these. | • Why does Maleeka leave the school, crying her eyes out?  
| Sum up | Let’s look again at our Narrative Arc chart.  
| | Stories like *The Skin I’m In* build up to an exciting high point, or climax.  
| | Are we at the high point? Project slide 48 and ask students to make a few notes about the climax on our narrative arc on workbook p. 84. |
Day 32 Activities, continued

4. Assign homework

Use slides 65-67 to introduce Homework Day 32, Conflict in The Skin I'm In, on workbook p. 129. Students consider three conflicts (Charlese versus Miss Saunders, Maleeka versus Charlese, and Maleeka versus herself) that have built to the novel's high point. They write what each character in the conflict wants, and make a prediction.

TIP

Some STARI teachers ask students to focus on one of the three conflicts.
Day 33

Objectives
▶ Improve reading rate and phrasing
▶ Use elements of fiction (character, setting, plot) to understand a story
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
- Fluency workbooks
- Timers
- Workbook pp. 131-133
- The Skin I’m In
- Post-its
- Slides 65-68
Day 33 Activities

1. **Review homework**

Use slides 65-67 (workbook p. 129) to review Homework Day 32, Conflict in The Skin I’m In. Ask for a few volunteers to share their responses.

2. **Partner fluency work**

Day One activities with the tenth set of fluency passages.

3. **Fluency debrief**

Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.

<table>
<thead>
<tr>
<th>10A</th>
<th>10B</th>
<th>10C</th>
<th>10D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the Vandals?</td>
<td>Teasing: Friendly or Mean?</td>
<td>No Snitchin’!</td>
<td>Snitching and Reporting</td>
</tr>
</tbody>
</table>

4. **Partner reading**

Partners read Chapter 26 silently and work together to complete workbook p. 131. They will clarify two challenging words or phrases together and select quotes that show Maleeka’s guilty feelings.

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 26, pp. 144-146, Workbook p. 131</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td><strong>Preview questions on workbook p. 131.</strong></td>
</tr>
</tbody>
</table>
Day 33 Activities, continued

4. Partner reading, continued

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 26, pp. 144-146, Workbook p. 131, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-teach challenging words for partner reading</td>
</tr>
<tr>
<td>Write the words on the board.</td>
</tr>
</tbody>
</table>

| racket (p. 146) - loud noise that won’t stop. |

Circulate to offer help while partners read and work.

5. Guided reading

Lead guided reading for Chapter 27.

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 27, pp. 147-151</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap partner reading</td>
</tr>
<tr>
<td>Debrief partner work with Chapter 26.</td>
</tr>
<tr>
<td>Open <em>The Skin I’m In</em> to pages 144 and 145. Turn to <em>workbook p. 131</em>. Who can read a detail you found that shows how Maleeka is feeling?</td>
</tr>
<tr>
<td>We know the janitor saw Maleeka as she was leaving the school. Can someone read that part on page 143?</td>
</tr>
</tbody>
</table>

| Interactive vocabulary preview |
| Write the words on the board, say them, and ask students to say them. |

| restriction (p. 149) - a limit or a punishment. (We’ve seen this word before.) In some families, if you are “on restriction” you might not be able to watch TV. What might be another kind of restriction? |
Day 33 Activities, continued

5. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I'm In, Chapter 27, pp. 147-151, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>Maleeka says over and over again that she’s not a “squealer.” In this chapter she has to choose between telling on Charlese or taking all the blame for what happened herself. What do you think she will do? What do you think she should do?</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the middle of page 149. When you get to the words, “She knows I can’t get money like that,” look up.</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• How did Maleeka’s mother find out about what happened?</td>
</tr>
<tr>
<td>• What punishments happened at home and at school?</td>
</tr>
<tr>
<td>• Can someone read what Maleeka’s mother says near the bottom of page 148? It starts, “You gotta think . . .” (“You gotta think that you worth saving, baby. Gotta realize that who you are is all you got”)</td>
</tr>
<tr>
<td>• What does Maleeka’s mother mean when she says this?</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the end of the chapter on page 151.</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• What will happen to Charlese if Maleeka tells on her? (p. 149)</td>
</tr>
<tr>
<td>• Maleeka says, “ Ain’t no need for all of us to get in trouble. Bad enough I got caught.” (p. 150). Do you think she is right?</td>
</tr>
<tr>
<td><strong>Sum up</strong></td>
</tr>
<tr>
<td>Maleeka’s mother finds out what she has done. She is very upset and won’t help Maleeka pay the school $2,000 for the damage. Char calls Maleeka and asks her not to tell that she and the twins were involved. Maleeka promises so long as Char can help her get the $2,000. Char promises Maleeka the money. Will Maleeka keep her promise? Will Char?</td>
</tr>
</tbody>
</table>
Day 33 Activities, continued

6. Assign homework

Use slide 68 (workbook p. 133) to introduce Homework Day 33, Letter from Maleeka to her mother.

What kinds of things do you think Maleeka would want to say? What feelings would she want to express?
Day 34

Objectives
▶ Improve reading rate and phrasing
▶ Clarify challenging words
▶ Use elements of fiction (character, setting, plot) to understand a literary text
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards
▶ ELA Standard RF 4: Read with sufficient accuracy and fluency to support comprehension.
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
- Fluency workbooks
- Timers
- Workbook pp. 135-137
- The Skin I’m In
- Post-its
- Slides 68-69
Day 34 Activities

1. Review homework

Use slide 68 (workbook p. 133) to review Homework Day 33, Letter from Maleeka to her mother. Ask for a few volunteers to share their letters.

2. Partner fluency work

Day Two activities with the tenth set of fluency passages.

3. Fluency debrief

Ask students to share a bit about their fluency partner discussion. What was the question? What's one interesting thing someone said?

4. Partner reading

Partners read Chapter 28 silently and work together to complete workbook p. 135. They will clarify two challenging words or phrases, and then write some texts, with one partner writing as John-John and the other writing as Maleeka.

<table>
<thead>
<tr>
<th>Partner reading: The Skin I'm In, Chapter 28, pp. 152-158, Workbook p. 135</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>In Chapter 28, we'll find out how other kids react to the news about what Maleeka and Charlese did.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Preview questions on workbook p. 135.</strong> For the texting activity, students write texts for Maleeka OR John-John and leave blanks for the other character.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-teach challenging words for partner reading</td>
</tr>
<tr>
<td>Shouting (p. 152) - telling that someone did something wrong.</td>
</tr>
<tr>
<td>Circulate to offer help while partners read and work.</td>
</tr>
</tbody>
</table>
Day 34 Activities, continued

5. Guided reading

Lead guided reading for Chapter 29.

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 29, pp. 159-161</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recap partner reading</strong></td>
</tr>
<tr>
<td>Debrief partner work with Chapter 28.</td>
</tr>
<tr>
<td>Open <em>The Skin I’m In</em> to page 153. What does John-John say about Maleeka possibly squealing?</td>
</tr>
<tr>
<td>How do you think Maleeka felt after she stood up to the kids who were beating up John-John?</td>
</tr>
<tr>
<td>Can anyone share what they wrote on <em>workbook p. 135</em> for text messages between John-John and Maleeka?</td>
</tr>
<tr>
<td><strong>Interactive vocabulary preview</strong></td>
</tr>
<tr>
<td>Write the words on the board, say them, and ask students to say them.</td>
</tr>
<tr>
<td><strong>firebug</strong> (p. 161) - someone who likes to set fires. Are there firebugs in real life? What sort of word is this? [compound word] Who can draw a line dividing the two base words? [fire/bug]</td>
</tr>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td>In Chapter 29, Charlese threatens Maleeka. What do you think of Charlese's threats? Decide what you think Maleeka should do.</td>
</tr>
<tr>
<td><strong>Students read silently</strong></td>
</tr>
<tr>
<td>Direct students to read to the end of the chapter on page 161.</td>
</tr>
<tr>
<td><strong>Questions for discussion</strong></td>
</tr>
<tr>
<td>Select from these.</td>
</tr>
<tr>
<td>• What will happen if Maleeka tells on Charlese?</td>
</tr>
<tr>
<td>• What will happen if Maleeka doesn’t tell on Charlese?</td>
</tr>
<tr>
<td>• What advice would you give to Maleeka right now? Why would you say this to her?</td>
</tr>
<tr>
<td>• Does everyone in the group feel the same way about this?</td>
</tr>
</tbody>
</table>
Day 34 Activities, continued

5. Guided reading, continued

<table>
<thead>
<tr>
<th>Guided reading: The Skin I’m In, Chapter 29, pp. 159-161, continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sum-up</strong></td>
</tr>
<tr>
<td>Maleeka is terrified about what Char might do if she tells on her. Char calls Maleeka and tells her that she and the twins can only come up with $100. Maleeka tells Char she’s going to tell on her. Char threatens Maleeka and tells that she put Miss Saunders’ watch in Maleeka’s locker. This is more evidence against Maleeka. What will Maleeka do now?</td>
</tr>
</tbody>
</table>

6. Assign homework

Use slide 69 (workbook p. 137) to introduce Homework Day 34, From Miss Saunders’ perspective. Students write a diary entry sharing Miss Saunders’ feelings when she saw the room.

*How do you think Miss Saunders reacted when she saw what happened to her room? Remember all the special decorations she had made? What feelings would she want to express? Think about the stolen watch we learned about at the end of Chapter 29. What might Miss Saunders be thinking?*
Day 35

Objectives
▶ Clarify challenging words
▶ Use elements of fiction (character, setting, plot) to understand a literary text
▶ Locate evidence in a text to support judgments about character and plot

Common Core Literacy Standards
▶ ELA Standard L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
▶ ELA Standard RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials
☐ Workbook pp. 139-141
☐ The Skin I'm In
☐ Post-its
☐ Slides 69-70

1. Review homework
2. Partner reading: The Skin I'm In Chapter 30, pp. 162-164
3. Guided reading: The Skin I’m In Ch. 31 & 32, pp. 165-171
4. Assign homework
Day 35 Activities

1. Review homework

Use slide 69 to review Homework Day 34, From Miss Saunders’ perspective, on workbook p. 137. Ask for a few volunteers to share their diary entries.

2. Partner reading

Partners read Chapter 30 silently and work together to complete workbook p. 139. They will clarify two challenging words or phrases, and then respond to Maleeka’s refusal to tell Miss Saunders the truth.

<table>
<thead>
<tr>
<th>Partner reading: The Skin I’m In, Chapter 30, pp. 162-164, Workbook p. 139</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set purpose for reading</strong></td>
</tr>
<tr>
<td><strong>Pre-teach challenging words for partner reading</strong></td>
</tr>
</tbody>
</table>

Preview questions on workbook p. 139.

Circulate to offer help while partners read and work.
Day 35 Activities, continued

3. Guided reading

Lead guided reading for Chapters 31 & 32.

<table>
<thead>
<tr>
<th>Recap partner reading</th>
<th>Debrief partner work with Chapter 30.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Which words did students choose to clarify? What did they think the word(s) meant?</td>
</tr>
<tr>
<td></td>
<td>Ask volunteers to share reasons why Maleeka doesn’t tell Miss Saunders who started the fire.</td>
</tr>
</tbody>
</table>

| Interactive vocabulary preview | If there are words that you would like to clarify with the class before reading, please identify them and do an interactive vocabulary preview. |

<table>
<thead>
<tr>
<th>Set purpose for reading</th>
<th>Introducing the final two chapters:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the biggest, most important conflict in the book? (not a “right answer” question—there are legitimate reasons to support any of these)</td>
</tr>
<tr>
<td></td>
<td>Write these on a board:</td>
</tr>
<tr>
<td></td>
<td>- Charlese vs. Miss Saunders</td>
</tr>
<tr>
<td></td>
<td>- Maleeka vs. Charlese</td>
</tr>
<tr>
<td></td>
<td>- Maleeka vs. herself</td>
</tr>
<tr>
<td></td>
<td>Use workbook p. 83 to reintroduce the concept of a narrative arc. Explain—we’re past the high point for <em>The Skin I’m In</em>, and reading about the story’s resolution.</td>
</tr>
<tr>
<td></td>
<td>Check in with students about the possible ways the story might be resolved—possible happy endings, mixed endings, unhappy endings.</td>
</tr>
<tr>
<td></td>
<td>Which of the conflicts MOST needs to get resolved for the book to have a happy ending?</td>
</tr>
<tr>
<td></td>
<td>In this next to the last chapter, Maleeka gets a chance to talk to both Miss Saunders and Char, together!</td>
</tr>
</tbody>
</table>
# Day 35 Activities, continued

## 3. Guided reading, continued

| Guided reading: The Skin I’m In, Chapters 31 & 32, pp. 165-171, continued |
|---|---|
| **Students read silently** | Direct students to read silently until partway down page 166. When you get to the words, “I start thinking about Akeelma too,” look up. |
| **Questions for discussion**  
  *Select from these.* | • What do you think Maleeka will do now?  
  • What are some good reasons to tell?  
  • What are some good reasons to keep quiet?  
  • Does anyone want to make a prediction now? |
| **Students read silently** | Let’s read and find out which predictions are confirmed. Direct students to read silently to the end of the Chapter 32, page 171. |
| **Questions for discussion**  
  *Select from these.* | • What do you think finally makes Maleeka stand up to Charlese?  
  • Why does Maleeka tell Charlese, “black is the skin I’m in”? (p. 167)  
  • Does Miss Saunders help Maleeka stand up to Charlese? Or does Maleeka do that by herself? |
| **Sum-up** | You have just finished the whole book! Have students jot notes about the resolution on the narrative arc on *workbook p. 84.*  
  Who can sum up the whole book? What should we remember? What did we learn? |

## 4. Assign homework

Use slide 70 (*workbook p. 141*) to introduce Homework Day 35, **Did Maleeka do the right thing?**

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STARI Unit 1.1  
page 149
STARI Debate Guide

Why do we hold a debate?

Debates help students think deeply about texts. They increase students’ awareness of multiple perspectives within texts and the different views that different readers might have about texts. Debates help students become critical readers.

On debate setup and structure

In a STARI debate, students:

» work collaboratively
» construct an argument that uses good reasoning and draws on the text
» cite evidence
» engage in a debate where teams face each other and present and respond to arguments
» reflect on the process afterwards

STARI teachers have had success structuring their debates in different ways. Some teachers assign students to teams and also assign the position each team will argue. Others have students choose a position and assign teams accordingly. Still others break their classes into teams and have teams pool evidence and come to a consensus about a position. Each STARI unit suggests a structure for each debate, but in every case a different format could work equally well. In 1.1, STARI recommends assigning teams, positions, and roles within teams. Teachers should feel free to deviate from the plans to tailor the debate for their students.
DEBATE QUESTION

In *The Skin I'm In*, who has the power, Maleeka or Charlese?

DEBATE SCHEDULE

*Prepare for Day 36: Review debate plans*

**Day 36: Introduce debate question and scaffold evidence collection**

1. Mini-lesson: What is debate?
2. Introduce debate question
3. Collect evidence from the hamburger scene: Whole class work
4. Collect evidence from the scene at Char's house: Partner work

*Prepare for Day 37: Plan team assignments*

**Day 37: Collect evidence**

1. Mini-lesson: What does it mean to have power?
2. Assign teams
3. Collect evidence from Chapters 25-32: Partner work within teams

*Prepare for Day 38: Plan role assignments, print role badges (available via the STARI Download Center)*

**Day 38: Build arguments**

1. Mini-lesson: Persuasive phrases
2. Assign roles
3. Explain roles
4. Teams build arguments

**Day 39: Debate**

1. Teams rehearse
2. Debate preview
3. Debate
4. Debrief
Day 36

Objectives

▶ Prepare to participate in a structured debate
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards

▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
▶ ELA Standard RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
▶ ELA Standard RL 3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Materials

☐ Workbook pp. 143-144
☐ The Skin I’m In
☐ Post-its
☐ Slides 70-71

Planning Note
Tonight you’ll assign your students to teams, and to partners within teams. Consider polling them to find out their personal position during today’s class and (if numbers are even) assigning teams accordingly. If students must argue against their personal feelings, point out that skilled debaters can argue both sides of a question. It’s not about being right; it’s about skillfully marshaling evidence and building a convincing argument.

1. Review homework
2. Mini-lesson: What is debate?
3. Introduce debate question and format
4. Who has the power in the hamburger scene? Whole class work
5. Who has the power in the scene at Char’s house? Partner work
6. Daily wrap-up
Day 36 Activities

1. **Review homework**

Use slide 70 to review Homework Day 35, Did Maleeka do the right thing? on workbook p. 141. Ask for a few volunteers to share their writing.

2. **Mini-lesson: What is debate?**

Students generate ideas about what debate is and is not while the teacher transcribes. Students use workbook p. 143 to write the most important ideas about debate.

1. Explain that really good readers can discuss and debate the ideas they find in a book. We’ll talk about what it means to have a debate.

2. Write on the board: Debate

3. Ask students about prior experiences with debate.
   
   *What was it like? Were there teams? Who spoke? What kinds of things did people say?*

4. Put a T chart on the board: Remind students to pay close attention to this conversation—they’ll take notes afterward about the most important ideas.

<table>
<thead>
<tr>
<th>What is debate?</th>
<th>What is it not?</th>
</tr>
</thead>
</table>

**TIP**

If students are silent, generate the ideas yourself and ask for help choosing the proper column.

5. Have students brainstorm ideas about what debate is and is not. See the chart on the next page for some possible answers.
Day 36 Activities, continued

2. Mini-lesson: What is debate?, continued

<table>
<thead>
<tr>
<th>What is debate?</th>
<th>What is it not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A structured conversation</td>
<td>- Not the kind of argument that’s like a fight!</td>
</tr>
<tr>
<td>- Evidence based</td>
<td>- Loud</td>
</tr>
<tr>
<td>- Well prepared</td>
<td>- Lots of people talking at once</td>
</tr>
<tr>
<td>- Teams sit together</td>
<td>- People don’t know what to say</td>
</tr>
<tr>
<td>- There is an audience or judge panel</td>
<td>- Has a clear &quot;right&quot; side to be on or argument to make</td>
</tr>
<tr>
<td>- There is a question we debate different answers for</td>
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<tr>
<td>- People look at the speaker</td>
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<tr>
<td>- Everyone listens</td>
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6. Have students write the ideas they judge to be most important for a good debate on workbook p. 143.

3. Introduce debate question and format

Students learn the debate question and the debate format: Each team tries to convincingly argue that Char or Maleeka really has the power.

1. Introduce the debate question and write it on the board:

   In *The Skin I’m In*, who has the power? Maleeka or Charlese?

2. Introduce the debate format. We’ll have two teams.
   - Team 1 will argue that Maleeka has the power.
   - Team 2 will argue that Charlese has the power.

3. Each team will look back in the novel and find evidence that their side is right.
Day 36 Activities, continued

3. Introduce debate question and format, continued

Team 1 will say, look at this scene where Maleeka stands up to Char. Maleeka really has the power!

Team 2 will say, look at this scene where Char bosses Maleeka around. Char really has the power!

The audience (the teams that aren’t presenting) will evaluate the arguments.

4. Who has the power in the hamburger scene? Whole class work

Students collect evidence by analyzing a scene in a scaffolded, whole-class activity using the middle of workbook p. 144, Who has the power?

1. Explain the evidence-gathering process. Students will revisit and analyze scenes from The Skin I’m In. They’ll think deeply about what’s really going on, and who has more power.

2. Have students mark the beginning and end of the hamburger scene with Post-its: the bottom of p. 56 (“Char’s yelling, ‘Hurry up, Maleeka.’”) and the middle of p. 57 (“…with this big grin on my face”).

3. Frame the episode.

Charlese finds something disgusting on her hamburger and orders Maleeka to go back through the lunch line to trade it for a new hamburger. The lunch worker, Miss Brown is about to exchange the hamburger bun, but Maleeka quietly says, “Leave it.”

4. Ask for volunteers to read the scene aloud.

5. Use slide 71 to discuss the question in the middle of workbook p. 144 as a class. Who has the power here?

6. Ask for verbal responses. If students are off track, help them out (see Tip).

7. Students write responses.

8. Debrief.

© SERP 2015  STARI Unit 1.1  page 155
Day 36 Activities, continued

5. Who has the power in the scene at Char’s house? Partner work

Partners analyze the scene at Char’s house. They’ll think and talk about what’s really going on, decide who has more power, and write a response at the bottom of workbook p. 144, Who has the power?

1. Break into partners.
2. Have students mark the beginning and end of the scene at Char’s house with Post-its: the bottom of p. 88 (“I shake my head…”) and the end of the chapter on p. 90.
3. Frame the episode.
   Maleeka goes over to Char’s house and her big sister, Juju, is having a party that started the night before. Things are messy and chaotic. Char is being paid by JuJu to clean up.
4. Ask for volunteers to read the scene aloud.
5. Partners talk about who has more power and write responses on workbook p. 144.
6. Circulate to offer help.
7. Debrief. Aim to bring out good reasons for thinking that Charlese has more power, and good reasons for thinking that Maleeka has more power (see Tip).

6. Daily wrap-up

Tomorrow, we’ll assign teams. One team (or two teams) will argue that, overall, Maleeka has more power. The other team(s) will argue that, overall, Charlese has more power. With your team you’ll collect evidence that supports your position.

**TIP**

Reasons for thinking Charlese has more power:
- earns money from her sister’s parties, bosses Maleeka around.

Reasons for thinking Maleeka has more power:
- Char doesn’t have anyone but Juju, Juju bosses Char around and embarrasses her, Maleeka can leave Char’s crazy house but Char has to stay.

**TIP**

Consider taking a poll on students’ opinions and using this info to help you plan teams.
Day 37

Objectives
▶ Prepare to participate in a structured debate
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards
▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Materials
◻ Workbook pp. 145-149
◻ The Skin I'm In
◻ Post-its
◻ Slide 72

Planning Note
Today you'll assign your students to teams, and to partners within teams. Having two or four teams works well. Tomorrow, you'll assign students roles that will help them work together to build an argument.
Day 37 Activities

1. Mini-lesson: What does it mean to have power?

Students deepen their understanding of power. Partners complete workbook pp. 145-146 about synonyms for power and the kind of power held by different people (politicians, ministers, parents, etc.).

1. Briefly discuss power. What do students think of when they think about power? Who has it? How can you tell?


4. Share out answers and debrief. What did we learn about power? How will this help us think about the power that Charlese and Maleeka have?

2. Mini-lesson: What does it mean to have power?

Teacher assigns teams. Team 1 will argue that Maleeka has the power. Team 2 will argue that Charlese has the power. Teams move to sit together and fill out workbook p. 147 with their position and the names of team members.

1. Assign teams.

2. Have students move to sit with their teams, and with partners within teams.

3. Students fill out workbook p. 147 with their team’s position and the names of their fellow team members.

TIP
Roles within teams (recorder, timekeeper, etc.) will be assigned tomorrow.

3. Collect evidence: Partner work within teams

Partners look for evidence of Maleeka (Team 1) or Charlese (Team 2) showing power in chapters 25-32 and record the incident (“What happened?”), the page number, and an analysis (“What’s really going on? Who has the power?”) on workbook pp. 148-149.
Day 37 Activities, continued

3. Collect evidence: Partner work within teams, continued

1. Students write “Maleeka” (Team 1) or “Charlese” (Team 2) at the top of workbook p. 148 to show their team’s position.

2. Explain the activity. Team 1 will look for places where Maleeka looks powerful. Team 2 will look for places where Charlese looks powerful. They’ll write, cite, and explain what happened using the table on workbook pp. 148-149.

   What will you do when you read a scene that shows your character NOT having power?

3. Model the process. Use slide 72 and workbook p. 148 to talk through the sample piece of evidence (of Charlese having power) and locate and record one more (of Maleeka having power) for Team 1 to record.

4. Partners work together to locate and record evidence that supports their team’s position in Chapters 25-32.

5. Circulate to offer help, particularly with the third column: "What’s really going on? Who has the power?"

TIP

Students on Team 1 should cross out the sample piece of evidence (it shows Charlese having power).

TIP

Each partner pair only needs two or three pieces of evidence. If this activity starts to drag, consider wrapping it up and moving on—the persuasive phrases mini-lesson can be taught today.

4. Daily wrap-up

Tomorrow, teams will come together, pool evidence, and build an argument.

END OF DAY 37 LESSON PLAN
Day 38

Objectives
▶ Prepare to participate in a structured debate
▶ Find evidence in a text to support judgments about character and plot

Common Core Literacy Standards
▶ ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
▶ ELA Standard SL 4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Materials
☑ Workbook pp. 150-158
☑ *The Skin I’m In*
☑ Post-its
☑ Slides 73-78
☑ Debate role badges (available via the STARI Download Center)
☑ Chart paper and markers (optional, see Tip)

Planning Note
Today, you’ll assign roles. Every student needs at least one role. Each team should have:
  • at least one facilitator
  • at least one recorder
  • at least two reporters
  • a timekeeper

LESSON PLAN DAY 38

1. Mini-lesson: Persuasive phrases
2. Assign roles
3. Explain roles
4. Teams build arguments
5. Daily wrap-up
Day 38 Activities

1. Mini-lesson: Persuasive phrases

Students learn how persuasive phrases can be used to turn pieces of evidence into a persuasive argument with slides 73-75 and workbook p. 150.

1. Introduce persuasive phrases.
   
   In debates, persuasive phrases help us make clear, forceful arguments.

2. Introduce phrases that show your opinion with slide 73.
   
   a. In my opinion,
   b. I think that…
   c. My position is that…

   These help us state our position or opinion. Who can use one of these phrases to state their team's position in the debate?

3. Introduce phases that show you are backing up your opinion with a fact (phrases that introduce evidence) with slide 74.
   
   a. My reason is that…
   b. One fact is that…
   c. In addition,

   These help us introduce evidence. Who can use one of these with a piece of evidence they found yesterday? For example you might say, “One fact is that Charlese gets Maleeka to do her homework.”

4. Introduce phrases that show you are winding down (concluding) your argument with slide 75.
   
   a. Finally,
   b. In conclusion,
   c. To conclude,

   For example, you can say, “To conclude, we have shown that Charlese controls Maleeka by giving her clothes and friendship, but only when Maleeka does what Charlese wants.”
Day 38 Activities, continued

2. **Assign roles**

Teacher assigns roles and distributes role badges. Students fill in “role” column for all team members on **workbook p. 147**.

1. Assign roles and distribute badges. Within each team should be:
   - at least one facilitator
   - at least one recorder
   - at least two reporters
   - a timekeeper

2. Students write their role and other team members’ roles on **workbook p. 147**.

3. **Explain roles**

Students learn about facilitator, recorder, timekeeper, and reporter roles using **workbook p. 151, Debate roles, and slide 76**.

1. Introduce the four roles using **slide 76** and **workbook p. 151**.

2. Explain roles. Have students read silently about each role on **workbook p. 151**, one by one. Discuss each role using **slide 76**.
   a. Facilitators make sure everyone contributes using the **Facilitator checklist** on **workbook p. 153, slide 77**.
   b. Recorders write the group’s talking points (their best evidence), on **workbook p. 155, Recorder notes, slide 78**.
   c. Timekeepers use a fluency timer to keep the activity moving.
   d. Reporters will present the team’s argument in the debate, speaking loudly and clearly so that the team’s good ideas come through. Today, they’ll write up the argument they will present on the **Debate speech** template on **workbook pp. 157-158**.

**TIP**

Write teams on the board before class. As you explain roles, label each team member with their role.

Who are our facilitators?
Who are our recorders?
Day 38 Activities, continued

3. Explain roles, continued

3. Explain the jobs that EVERYONE will do.
   a. All team members contribute evidence (from workbook p. 148-149 or new ideas).
   b. All team members discuss the evidence and help select the strongest pieces as talking points.

4. Teams build arguments

Teams work together to pool and evaluate evidence (already collected on workbook pp. 148-149) and build their argument.

1. Outline steps.
   a. Team pools evidence.
      i. Facilitator confirms that each member contributes evidence on the Facilitator checklist (workbook p. 153).
      ii. Timekeeper sets timer.
   b. Team selects talking points (best evidence).
      i. Recorder writes best evidence (talking points) on Recorder notes page (workbook p. 155).
      ii. Timekeeper sets timer.
   c. Team plans argument using persuasive phrases.
      i. Reporter(s) shape talking points into an argument using the Debate speech template on workbook pp. 157-158.
      ii. Timekeeper sets timer.

2. Teams work.

3. Circulate to offer help and redirect as needed.

TIP
At the end of today’s class, each team should have an argument comprised of at least three talking points (the team’s three best pieces of evidence) and persuasive phrases that shape the argument.

TIP
Some teachers give students chart paper and markers to plan their argument. This could be used instead of or in addition to the Debate speech template.
Day 38 Activities, continued

5. Daily wrap-up

Come together as a class to evaluate progress. Tomorrow, teams rehearse arguments (reporters will practice, other team members will listen and offer advice). Then, we’ll hold our debate.
Day 39

Objectives
- Participate in a structured debate
- Find evidence in a text to support judgments about character and plot
- Give the opposing teams feedback on their presentations

Common Core Literacy Standards
- ELA Standard RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- ELA Standard SL 4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Materials
- Workbook pp. 159-161
- The Skin I’m In
- Chart paper
- Post-its
- Slides 79-81

Planning Note
If you have more than two teams, you’ll need extra copies of the debate reaction sheet on workbook p. 159.
Day 39 Activities

1. Teams rehearse

Teams practice presenting their arguments.

1. Remind students about debate procedure and time limits.
2. Remind students about discussion norms.
3. Review the debate reaction sheet on workbook p. 159 using slides 79-80. Teams can keep this evaluation tool in mind as they make their final preparations.
4. Teams work together to plan and practice their presentations.
   a. Team decides which reporter gives which part of the argument.
   b. Reporters practice presenting using the Debate speech template or chart paper.
   c. Timekeepers keep the team on task.
   d. All team members listen and offer advice.

TIP
Debate procedure could look like this:
- Team 1 reporters present
- Team 1 takes questions
- Team 2 fills out debate reaction sheet (2 min)
- Team 2 reporters present
- Team 2 takes questions
- Team 1 fills out debate reaction sheet (2 min)

2. Debate

Teams present and fill out debate reaction sheets for the other team(s).

1. Give final reminders about procedure, time limits and discussion norms.
2. Teams present! Non-presenting teams fill out Debate reaction sheets.
3. Collect debate reaction sheets.
4. Debrief.

   What went well? What should we work on for the next debate?

5. Quickly look for insightful comments on the debate reaction sheets to share with the class.
Day 39 Activities, continued

3. Assign homework

Use slide 81 to introduce the final homework for the unit on workbook p. 161. Students state a personal opinion about who had the power in *The Skin I’m In* and reflect on the debate.

Planning Note
For tomorrow's class, you may want to prepare some reflection sheets - see Day 40 TLP.
Day 40

Objectives
▶ Reflect on the structured debate
▶ Review your learning from this unit
▶ Reflect on fluency level for the next unit

Common Core Literacy Standards
▶ ELA Standard SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Materials
☐ Fluency workbooks
☐ Workbooks
☐ Student copies of the Fluency Check in, TLP p. 171 (optional)
☐ Slide 2

Planning Note
You may want to take some time before the final class to think about how best to wrap up and debrief the unit. If you decide to do a fluency check-in, you will need to photocopy the Fluency Check-in sheet on TLP p. 171 and decide whether to use passages from this unit or from another STARI unit.

1. Review homework
2. Fluency check-in (optional)
3. Debrief the unit
4. Celebrate!
Day 40 Activities

1. Review homework

Review the final homework on workbook p. 161. Focus on students whose opinions changed. Why? What facts or arguments did people find compelling? Also focus on students’ reflections about preparation, and the debate experience. What will we do differently next time?

2. Fluency check-in: Partner work (optional)

You may want to build in an assessment here to ensure that students are placed in the appropriate fluency level in unit 1.2. Most students will have progressed throughout the unit and can be placed in a higher level next time (A students will use B, B will use C, and so on). Use the STARI Fluency Check-in on TLP p. 171 and a passage from a higher level for each student (D students can use another D passage, from this unit or another STARI unit).

1. Have students move to sit with their fluency partners.
2. Distribute and review the STARI Fluency Check-in sheets (copied from TLP p. 171) and the passage that you want students to use.
3. Allow time for each partner to read, and for the other partner to evaluate. If you are uncertain whether individual students are reading the new, higher level passage accurately, you may want to sit in as partners read and take your own hash mark notes on word reading mistakes/miscues. More than 7-8 words read incorrectly in a 140-200 word passage means that the higher level passage is too challenging.
4. Collect the sheets immediately to encourage students to give honest assessments. Students who read the new passage at less than 140 WPM or with partner ratings of "not there yet" or "just a bit," on the rating scales should start the new unit at the same fluency level they worked in before.

3. Debrief the unit: Whole class work

Students reflect on the material they’ve covered and the things they’ve learned while the teacher steers the discussion and records students’ comments on the board.
Day 40 Activities, continued

3. Debrief the unit: Whole class work, continued

1. Reflect on materials. Ask students to recall texts they’ve read (*Middle School Confidential*, “Blackmail,” *The Skin I’m In*, passages from the workbook, and fluency passages).

2. Reflect on decoding and comprehension. Ask students to recall lessons and strategies. Invite them to flip through the workbook.

3. Reflect on fluency. Have students look at their fluency cover sheet. Project slide 2, *What is fluent reading?* Ask them to think about which elements of fluency they’ve improved at most.

4. Reflect on partner work. Have students turn to their partner commitments on *workbook p. 20*. Use this to do the self-evaluation on *workbook p. 163*. Partners switch and evaluate each other. Did they live up to their commitments? If not, how will they improve in the next STARI unit?

5. Reflect on the STARI reading process. What was it like to do guided and partner reading? Which did students prefer? What was fun about each one? What was challenging?

4. Celebrate!

Congratulate your students and yourself on the completion of a challenging unit!
**STARI Fluency Check-in**

**Partner Evaluation**

Fill out this evaluation for *your partner*. Please be as honest as possible.

1. Fill out this information:

   **Your partner’s name:**

   **Fluency passage:**

2. Have your partner read the fluency passage for one minute. Record WPM.

   **Your partner’s WPM:**

3. Have your partner finish reading the passage out loud and answer the comprehension questions.

4. Please rate your partner on our “Good Reader” attributes.

<table>
<thead>
<tr>
<th>Good Reader Attributes</th>
<th>Not there yet</th>
<th>Just a bit</th>
<th>Getting there</th>
<th>On target!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reads at a good speed (not too slow or fast)</strong></td>
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<tr>
<td><strong>Reads with expression and emphasis</strong></td>
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<tr>
<td><strong>Reads with phrasing that shows understanding (pauses at commas, periods, paragraph changes, etc.)</strong></td>
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</tr>
<tr>
<td><strong>Understands what they read (answers comprehension questions in depth and with detail)</strong></td>
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Comments:
## STARI Series 1 Scope and Sequence

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Stand Up For Yourself</th>
<th>Unit 2</th>
<th>What Makes A Family?</th>
</tr>
</thead>
</table>
### Texts
- **Novel** - *The Skin I'm In* (Sharon Flake)
- **Nonfiction** - *Middle School Confidential: Be Confident in Who You Are* (Annie Fox)
- **Short story collection** - *Local News* (Gary Soto)
- **Novel told in verse** - *Locomotion* (Jacqueline Woodson)
- **Poetry anthology** - *How to Eat a Poem* (The American Poetry & Literacy Project and The Academy of American Poets, eds.)
- **Nonfiction** - *Who Are These People?* (Michael Fallon)
### Decoding
- Identifying base words and chunking compound words
- Pronouncing consonant blends
- Identifying spelling patterns for long and short vowel sounds
- Pronouncing vowel teams
- Identifying syllables as units within words
- VC|CV syllable division rule
### Reading Comprehension
- Summarizing and clarifying as components of Reciprocal Teaching
- Using 5Ws (who, did what, when, etc.) as a scaffold for summarizing
- Previewing nonfiction using table of contents, index, and illustrations
- Predicting and confirming/disconfirming predictions as a component of Reciprocal Teaching
- Previewing nonfiction using the table of contents and illustrations
- Skimming and scanning as nonfiction reading strategies
### Literary Analysis
- Narrative arc in fiction
- Characterization
- Using and citing evidence from a text
- Genres of poetry, e.g. sonnet and haiku, rhyme scheme, line breaks
- Characterization
### Debate
- In *The Skin I'm In*, who has the power—Maleeka or Charlese?
- Teens working: A good idea or bad idea?
- In *Locomotion*, how are the different characters “family” to Lonnie?
### STARI Series 1 Scope and Sequence, continued

<table>
<thead>
<tr>
<th><strong>Unit 3</strong></th>
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<tr>
<td><strong>Telling Our Stories – Memoir and Biography</strong></td>
<td><strong>Disaster Strikes!</strong></td>
</tr>
<tr>
<td><strong>Memoir collection</strong></td>
<td><strong>Information book</strong></td>
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<tr>
<td><em>When I Was Your Age (Volumes 1 and 2)</em> (Amy Ehrlich, ed.)</td>
<td><em>Hurricane Katrina</em> (Peter Benoit)</td>
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<tr>
<td><strong>Information book</strong></td>
<td><strong>Novel</strong></td>
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<tr>
<td><em>What the World Eats</em> (Faith D’Aluisio)</td>
<td><em>Ninth Ward</em> (Jewell Parker Rhodes)</td>
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<tr>
<td><strong>Biography</strong></td>
<td><strong>Biography</strong></td>
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<tr>
<td>Additional Muhammad Ali biographies</td>
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<tr>
<th><strong>Decoding</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Using syllable division patterns such as V</td>
<td>CV and VC</td>
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<tr>
<td>Greek and Latin roots</td>
<td>Noun and verb suffixes</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Reading Comprehension</strong></th>
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</thead>
<tbody>
<tr>
<td>Questioning as a component of Reciprocal Teaching</td>
<td>Summarizing, clarifying, predicting, and questioning as components of Reciprocal Teaching</td>
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<tr>
<td>Question-answer relationships (QAR): contrasts between “right there,” “think and search,” and “on my own” questions</td>
<td>Question-answer relationships (QAR): contrasts between “right there,” “think and search,” “author and me,” and “on my own” questions</td>
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<tr>
<td>Contrasting facts/details in different nonfiction texts on the same topic</td>
<td>Note-taking from informational texts</td>
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<thead>
<tr>
<th><strong>Literary Analysis</strong></th>
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</thead>
<tbody>
<tr>
<td>Genre features of memoir and biography, including point of view, time organization, and selection of details</td>
<td>Interrelation of character, plot, setting</td>
</tr>
<tr>
<td>Tracking the development of plot across a novel, focusing on problem/resolution</td>
<td>Foreshadowing and flashback</td>
</tr>
<tr>
<td>Introducing and commenting on textual evidence</td>
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</tbody>
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<tr>
<th><strong>Debate</strong></th>
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</thead>
<tbody>
<tr>
<td>“Scout’s Honor” (Avi) – Were the boys brave or stupid?</td>
<td>Who was responsible for the Katrina disaster: the mayor, the federal government, or the citizens of New Orleans?</td>
</tr>
<tr>
<td>Were Muhammad Ali’s greatest fights inside or outside the ring?</td>
<td>Choose a debate on the novel <em>Ninth Ward</em>: Which symbol best represents Lanesha? OR What gives Lanesha strength?</td>
</tr>
</tbody>
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