

Lesson Overview

Objectives

- ▶ Demonstrate sufficient reading fluency to support comprehension by completing the Day One fluency routine.
- ▶ Provide a summary of a text by using the 5 Ws.

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
- *Middle School Confidential*
- Workbook pp. 69-70
- Do now #17 (optional)
- Exit ticket #17 (optional)

Agenda

Lesson 17

<i>Do now #17 (optional)</i>	5 min
1. Review homework	5 min
2. Partner fluency work	10-15 min
3. Fluency debrief	5 min
4. Partner reading: <i>MSC</i> Ch. 8, pp. 72-86	15-20 min
6. Daily wrap-up	5 min
<i>Exit ticket #17 (optional)</i>	5 min

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Lesson 17

Slides

Agenda and editable slides available for Lesson 17.

Activities

 Do now #17 (optional)

1. Review homework (5 minutes)

- ☐ Debrief the homework assignment, **More *Middle School Confidential* talkback**, on **workbook pp. 67-68**. 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 (5 minutes)

- ☐ Partners complete Day One activities with the fourth set of fluency passages.

3. Fluency debrief (5 minutes)

- ☐ Ask a few students to share their passage title and a quick summary of the passage content. Passage titles are listed below.
 - 4A: Just Joking... Not!
 - 4B: A Victim's Story
 - 4C: Losing it!
 - 4D: It Gets Better

4. Partner reading (15-20 minutes)

Partner reading: <i>Middle School Confidential</i> , pp. 72-89 (comic sequence only), p. 84 Workbook pp. 69-70	
Vocabulary Instruction	Quick vocabulary preview: Briefly review the definitions. Opinionator (p. 76) – a made-up word in this book that means what you think about yourself. <i>When you have done really well on a math test, what does your Opinionator tell you about yourself?</i> social status (p. 84) – a person's importance in relation to other people. <i>Who is a person in our school with high social status?</i>
Set purpose for reading	→ <i>You'll read about Mateo's performance at school and how he overcomes a mean trick.</i>

Preview
workbook
page(s)

- ☐ Preview questions on **workbook pp. 69-70.**

Partners will summarize, Stop and Jot, and respond. The last prompt asks partners to read a short text at the top of MSC p. 84, and respond.

Middle School Confidential
Chapter 8 "I Like Who I Am"

Read the cartoons on pages 72, 76, 79, 80, 83, and 86 with your partner. Summarize what happened and why, using the 5 Ws.

WHO _____

DID WHAT _____

WHEN _____

WHERE _____

WHY _____

Turn and talk to your partner.
If you could say something to Mateo about what happened, what would you say?

STOP and Jot

Write down some of your ideas. It may help to look back at pages 83, 86, or 89.

I would tell Mateo that _____

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Middle School Confidential | Chapter 8 "I Like Who I Am" continued

Read the top of page 84 with your partner.

Talk about how this connects with Mateo's story.

STOP and Jot

Write some of your ideas about the connections.

We see a connection here with Mateo. He _____

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Students
read silently
and
complete
workbook
page(s)

Chapters 7 and 8 using **workbook pp. 69-70**

- ☐ Circulate to offer help while partners read and work.

5. Daily wrap-up (5 minutes)

- ☐ Ask students to share out answers and responses to the comic. *What would you say to Mateo about what happened?*

Exit ticket #17 (optional)

END OF LESSON