

 SCHOLASTIC

GUIDED READING PROGRAM

Content Areas



These are the cards that go with Level V of the Guided Reading Program.
There is one card for each book in the level, as follows:

- **African Americans in the Old West**
- **The Battle of the Alamo**
- **The Boston Tea Party**
- **The California Gold Rush**
- **Color Me Dark: The Diary of Nellie Lee Love, The Great Migration North, Chicago, Illinois, 1919**
- **The Declaration of Independence**
- **Escape to Freedom: A Play About Young Frederick Douglass**
- **An Extraordinary Life: The Story of a Monarch Butterfly**
- **What a Great Idea! Inventions That Changed the World**
- **Women's Right to Vote**

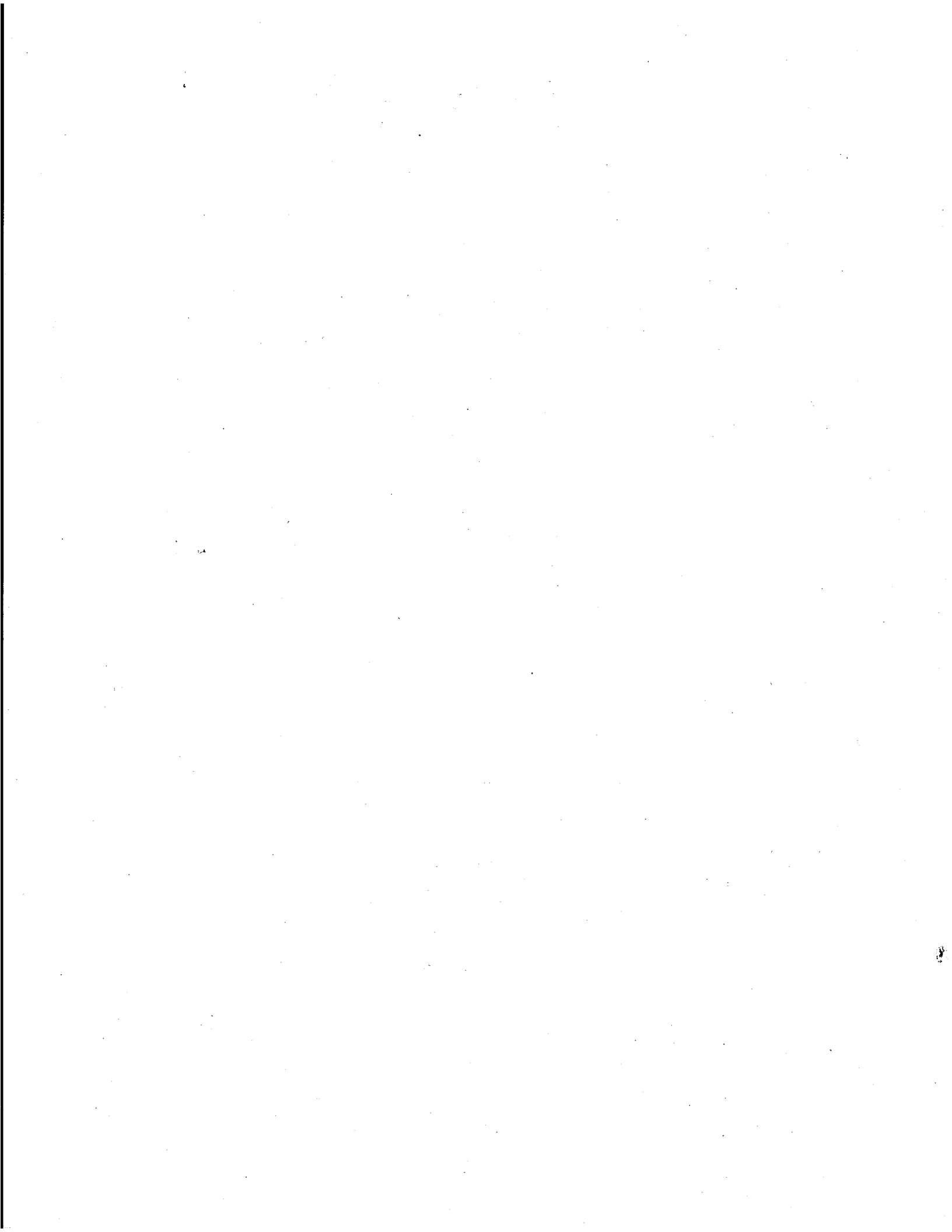
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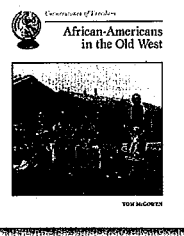
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Item# 136596



African-Americans In The Old West



by Tom McGowen
text type: Informational
word count: 250+
content area: Social Studies
topic: African Americans in the
Old West

Level V

Summary & Standard

This nonfiction book tells how African Americans adapted to freedom by settling land and serving in the military in the 1800s. Students will learn about the important contributions to the United States.

Making Connections: Text to Self

Some students will relate to the concept of moving to a new place to start a new life with better opportunities. Ask: *What is it like to begin again somewhere new?*

To extend the connection, ask students if any of them has ever moved to a new place because of a family member's work. Explain that this is what many African Americans did when they left the South to build new lives in the Old West.

For additional teaching ideas and resources, see www.buffalosoldiermuseum.com/kids.html.

Vocabulary

Content Words: barracks, devastated, sacred, treason, unsettled

Essential Words: appointed, established, expedition

Related Words for Discussion: cowboys, Freedom Road, homesteaders, railroad, regiments, rodeo, soldiers

Nonfiction Text Features: glossary, maps, photographs, time line

Supportive Book Features

Text Students will be engaged by the historically relevant illustrations and photographs on every page that support the main text. Each spread addresses only one major concept, with sufficient details to explain the concept thoroughly.

Vocabulary Most words will be familiar to students. The book uses high frequency words and some words are defined in context, such as *pass* and *regiments*.

Praise students for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some sentences are long and contain many punctuation marks. No headings or contents indicate topics for students. Guide students to track sentences that run from page to page.

Content Some students may be challenged by the many dates, events, places, and names in the book. Provide background information as needed to explain concepts, historical context, or social issues.

ELL Bridge

Before students read the book, provide them with some background information about slavery, the Civil War, and emancipation. Help students understand challenging vocabulary words and ideas such as *Confederacy*, *Emancipation Proclamation*, *Northerners*, *Southerners*, and *the Union*. Talk about the word meanings and model using the words in sentences. Review these words as they appear in the text and on the time line at the back of the book. Ask students to use the words in simple sentences.

Developing Comprehension

Main Idea/Details

The main idea is the most important point an author makes in a paragraph, passage, or section. Finding the main idea in each chapter or section of a text can help readers summarize and remember the material. Details are ideas that support the main idea.

- The main idea is often the first or last sentence in a paragraph. What is the main idea of the last paragraph on page 15?
- What details are given about the career of Lt. Henry O. Flipper on page 26?
- Tell students that the main ideas in this book are directly stated. Ask them to state the main ideas and details on other pages of the book.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Reading Multisyllabic Words

Remind students that before they read a long word, it is helpful to divide the word into separate syllables, each with its own vowel sound. After dividing the word, they should say each syllable before blending them together to make one word.

- Ask a volunteer to sound out the word *discrimination* as you write the separate syllables on the board.
- Invite students to point out and say other multisyllabic words in the book as they read, such as *expedition* (page 4), *Confederate* (page 6), *devastated* (page 7), *Emancipation* (page 7), *territory* (page 8), and *organization* (page 20).

Learning About Text Features

Time Line

Have students look at the time line on page 31. Explain that a time line is a graphic tool that lists important dates in the order in which they happened.

Have students use the time line to answer various questions, such as *What historic event occurred in 1863? In what year did the Indian Wars end?*

Developing Fluency

Repeated Reading Model reading aloud the first paragraph on page 27. Review that a dash signals a long pause and parentheses often contain additional or explanatory information. Have students read the paragraph silently several times, then aloud with a partner. Remind students to look for punctuation marks as signals to pause or stop.

Learning in the Content Areas

Talk About Life in the Old West Lead a class discussion about what life might have been like in the small towns and unsettled lands of the West. Discuss elements that made life hard for many people.

Develop Specialized Vocabulary Ask students to talk about contributions African Americans made to the development of the Old West. Encourage students to use words or concepts such as *cowboys*, *Freedom Road*, *homesteaders*, *railroad*, and *regiments*. Ask:

What might have been different if African Americans had not been a part of the Old West?

Extending Meaning Through Writing

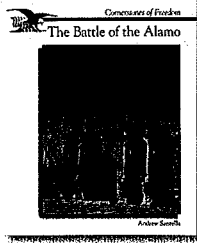
- Have students evaluate African American life in the West. Ask them to include reasons for moving west, jobs they held, how they were treated, and their accomplishments. **(Evaluative)**

Connecting to Other Books

Get on Board: The Story of the Underground Railroad by Jim Haskins

The Journal of Douglas Allen Deeds: The Donner Party Expedition, 1846 by Rodman Philbrick

The Battle of the Alamo



by Andrew Santella
text type: Informational
word count: 250+
content area: Social Studies
topic: the Alamo

Level V

Summary & Standard

This nonfiction book tells about the historic battle of the Alamo in San Antonio, Texas. Students will learn important details about events that occurred before, during, and after the battle.

Making Connections: Text to Self

Tell students that the defenders of the Alamo were fighting for something they believed in. They became heroes for their courage and determination. Ask students to think about a person they believe is a hero. What has this person done to gain their respect? Ask:

What qualities do you think a hero has that set him or her apart from other people?

For additional teaching ideas and resources, see www.thealamo.org/

Vocabulary

Content Words: artillery, casualties, cavalry, dictator, filibusters, munitions, patriotism, reinforcements, uprising, veteran

Essential Words: dispute, rebellion, siege

Related Words for Discussion: beliefs, democracy, economy, freedom, homeland, resources, rights, rulers

Nonfiction Text Features: captions, glossary, illustrations, index, maps, time line

Supportive Book Features

Text The text is strongly supported by many fine art images, photographs, and maps. Images relate directly to the text on each page. The text is printed in a large font. Punctuation is simple and minimal.

Vocabulary The text is lively and interesting, and most vocabulary words should be familiar to students. There are many high-frequency words. In the glossary on page 30, less common words are defined.

Praise students for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some pages have a large amount of text. Paragraphs often continue onto the next page. The text has many proper names and dates.

Content Students will have some knowledge of this period in U.S. history, but they still may find this story of the battle of the Alamo confusing due to the large number of names, dates, and details.

ELL Bridge

Pre-teaching the content area vocabulary. This book contains many compound words and other multisyllabic words (*frontiersman, westward, easternmost, populated, investment, preparations, misunderstandings, reinforcements, outfitting, legendary, patriotism, bombarded, etc.*). Introduce, examine, and review these words with students. Write the words on the board and sound them out by syllable. Discuss base words, prefixes, suffixes, and compound words. Invite students to find other multisyllabic words in the book.

Developing Comprehension

Summarizing

Remind students that summarizing helps readers identify the main idea and supporting details of a passage, and to retell the text in their own words. Summarizing also helps readers understand and remember what they have read.

- Read the text on page 5 aloud to students. Then demonstrate how to write a brief summary of the passage on the board.
- Have students read the text on page 18, then summarize the text in their own words.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Recognizing Synonyms

Remind students that words that have similar meanings are called synonyms.

- On page 9, ask students to find the words *captured*, *vast*, *emerged*, and *lawful*. Ask students to give synonyms for each word. Suggest that they look the words up in a dictionary or thesaurus. Ask students why they think the author chose to use these words.
- Instruct students to find synonyms for five other words from the book.

Learning About Text Features

Maps

Explain that maps are sometimes included in nonfiction books to show readers the location of a place and expand on the information in the text. Maps such as the one on page 8 are *historical maps*, meaning they show a location at a specific time in history.

Have students look at the map on page 8. Ask students to think about how colors are used on the map to show different territories. Ask:

What might it be like to read the same map if no colors were used?

Developing Fluency

Expert Reading Read page 29 aloud to the class. Ask students to listen to your phrasing, expression, and tone of voice. Have students practice reading the page silently and then aloud, until they are reading with expression and appropriate phrasing.

Learning in the Content Areas

Talk About Independence Lead a discussion about political independence. Explain that people have many reasons for wanting a territory to become independent of another nation or ruler.

Develop Specialized Vocabulary Ask students to brainstorm some ideas about why people fight for independence. Encourage the use of words such as *beliefs*, *democracy*, *dictators*, *economy*, *freedom*, *homeland*, *resources*, *rights*, and *rulers*. Ask:

Why did American colonists fight for independence from Britain?

Extending Meaning Through Writing

- Have students write an essay about the causes and effects of the Battle of the Alamo from the Mexican point of view. Have them include the history leading up to the battle and the consequences that followed it. Have students cite examples to support their thinking. (**Persuasive**)

Connecting to Other Books

The Forgotten Heroes: The Story of the Buffalo Soldiers by Clinton Cox

In Their Own Words: Harriet Tubman by George Sullivan

The Boston Tea Party



by R. Conrad Stein
text type: American history
word count: 250+
content area: Social Studies
topic: Boston Tea Party

Level V

Summary & Standard

This nonfiction book describes a well-known event leading to the American Revolution—the Boston Tea Party. Students will gain an understanding of politics in the colonies and history prior to the American Revolution.

Making Connections: Text to World

Many students will have some familiarity with the events leading up to the American Revolution, such as the Boston Massacre and the Boston Tea Party. Point out that this book explains the events leading to the “tea party.” Ask students how they would have felt had they lived in the colonies during the time of the Boston Tea Party, prior to the American Revolution.

For additional teaching ideas and resources, see www.boston-tea-party.org.

Vocabulary

Content Words: Boston Massacre, Committees of Correspondence, loyalists, Parliament, redcoats, Sons of Liberty, Stamp Act, taxation, tyranny

Essential Words: boycott, evidence, patriots, smuggle

Related Words for Discussion: East India Company, exclusive, imported, imposed, monopoly, profit

Nonfiction Text Features: captions, glossary, index, pictures, time line

Supportive Book Features

Text The book’s text is large and easy to read. Illustrations add interest and support the text. A time line showing events from the French and Indian War through the signing of the Constitution sums up events related to the text.

Vocabulary Many vocabulary terms are defined in the glossary. These and the meanings of most other terms can be inferred from the text itself.

Praise students for specific use of “Behaviors to Notice and Support” on page 89 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text There are no chapters or subheads to break up the text. Paragraphs sometimes continue on another page.

Content The content includes numerous events and names of specific individuals, many of whom appear only briefly. The book may need thoughtful teaching preparation for clear understanding of events by students.

ELL Bridge

Divide students into pairs and have them select pictures from the book to describe to each other. Model describing the picture of the British soldier on page 7: *The soldier wore an elegant uniform. He wore a red coat and white pants. His boots were made of black leather. He carried a sword.* Encourage students to use descriptive adjectives in their paired talks.

Developing Comprehension
Understanding Cause/Effect

Remind students that history is often a series of causes and effects, and that sometimes an effect becomes the cause of other events. Have students name some of the causes and effects mentioned in this book as a volunteer writes them on the board. Some examples may include the cost of the French and Indian War/British debts; British debts/Stamp Act; the Boston Massacre/outraged colonists.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies
Reading Quotations

Remind students that most words set off in quotation marks were actually said or written by someone. Quotations in history books such as this one help the reader learn what people at the time of the event actually thought.

- Have students read text in quotation marks on pages 18 and 19 and then describe the speakers by answering questions such as *Who was the speaker? What position did the speaker favor? What role did the speaker play in the events?*

For further practice, look at the quotes on pages 8, 20, 22, 23, and 28.

Learning About Text Features
Glossary

Point out the glossary on page 30. Tell students that as they read the text, if words are unfamiliar and the meanings aren't clear from the context, they should look for the words in the glossary. Have students turn to page 18 and read the sentences that include the words *baneful* and *direful*. Have students find the words in the glossary and ask volunteers for the meanings.

Developing Fluency

Read page 19 to model phrasing, intonation, and speed when reading, including the drama leading up to the words of Samuel Adams at the bottom of the page. Then invite volunteers to reread sections aloud.

Learning in the Content Areas

Talk About Monopoly Point out to students that the British East India Company was not the last monopolistic company to have an impact on American history. For example, Standard Oil enjoyed a monopoly in the later part of the nineteenth century and early twentieth century before it was broken up during the presidency of Theodore Roosevelt. AT&T had a monopoly in telecommunications for the most of the twentieth century.

Develop Specialized Vocabulary Talk about the advantages that monopolistic companies have in business. Encourage use of words such as *competition, East India Company, exclusive, imposed, monopoly, and profit*. Ask:

How did the fact that the East India Company was a monopoly affect the events leading up to the Boston Tea Party?

Extending Meaning Through Writing

- Have students write a news article. Have them create a powerful headline. The article should include the who, what, why, where, and when of the Boston Tea Party. Have students include other past events and why they think the "tea party" might lead to war. **(Expository)**

Connecting to Other Books

John and Abigail Adams: An American Love Story by Judith St. George

The Forgotten Heroes: The Story of the Buffalo Soldiers by Clinton Cox

The California Gold Rush



by R. Conrad Stein
text type: Informational
word count: 250+
content area: Social Studies
topic: the gold rush

Level V

Summary & Standard

This nonfiction book tells about the thousands of Americans who headed for California in the 1850s to find gold. Most found nothing but hard work and misery. Students will understand how the gold rush affected American history.

Making Connections: Text to Self

Ask students if they have ever wanted something so badly they were willing to give up other important things to try to get the thing they wanted. Discuss any feelings they had.

Extend the concept by telling students that in the mid-1800s, thousands of people, mostly men, left their homes, families, and jobs to dig for gold in California. Point out that few made any money.

For additional teaching ideas and resources, see www.museumca.org/goldrush.

Vocabulary

Content Words: claim, denim, deposit, methods, miner, nuggets, panning, region, sawmill, shanties, sluice, strike, technique, transcontinental, vigilante

Essential Words: bizarre, conflict, devastating, exaggerated, greedy, rumor, tragic

Related Words for Discussion: disputes, environmental, epidemic, extinction, gambled, gold fever, lure, millionaires, perilous, profits, pursuit

Nonfiction Text Features: captions, glossary, illustrations, index, map, photographs, time line

Supportive Book Features

Text On most pages, text blocks are above or below the art with little wrapping, making the text easy to access. Photographs and illustrations support the text and depict the harsh conditions that went hand-in-hand with the gold rush.

Vocabulary The meanings of many of the challenging words can be determined through context clues. A glossary is provided to support vocabulary.

Praise students for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may have difficulty finding some captions as their placement varies in relation to photos and illustrations. Encourage students to look for the italic text. Point out that some captions apply to more than one photo or illustration.

Content Students may have trouble following the changes in topics. Have students create their own topic head for each section, such as *Routes to California* for pages 10–12, and *Abuses of the Gold Rush* for pages 14–17.

ELL Bridge

Help prepare students for finding cause-and-effect relationships in the book by introducing words that signal these relationships, such as *caused*, *because*, *so*, *since*, and *therefore*. Have students practice cause and effect by saying or writing "I" sentences, such as "I went to bed (effect) because (clue word) I was tired (cause)." Then model identifying cause and effect in the book using the first sentence in the second paragraph on page 8.

Developing Comprehension

Summarizing

Remind students that a summary is a brief statement of the important or main ideas of a chapter or book. Point out that a summary should be no more than a few sentences. Provide a model by reviewing pages 3–6 and identifying a main idea, such as *Gold was found in California at John Sutter's sawmill on January 24, 1848. When the news leaked out, the gold rush started.* Invite students to write a main idea for other sections. Then help them put together a summary of the whole book.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Reading Suffixes

Review that a suffix added to the end of a word can change the meaning and part of speech.

- Explain that the suffix *-al* changes a noun to an adjective or a verb to a noun. The suffix means "of, like; having the nature of; act of." Have students find *arrival* on page 16. Note that *-al* made the verb *arrive* into a noun.
- Have students find these words and identify the new part of speech and meaning: *transcontinental* (page 12), *brutal* (page 21), *environmental* (page 27).

Learning About Text Features

Maps

Point out that a map helps to illustrate a text and locate places. On page 8, help students identify the overland routes on the main map, the route over Panama in the top small map, and the gold region in the bottom small map. Discuss how the maps help readers see how hard it was to get to the gold fields.

Developing Fluency

Read pages 6 and 7 aloud with expression and phrasing as though you are telling a story. Have students practice reading aloud pages 8 and 9 until they read expressively with appropriate phrasing and tone.

Learning in the Content Areas

Talk About Gold Fever Discuss with students how the lure of quick money can be as devastating to people today as it was to the gold miners in the mid-1800s.

Develop Specialized Vocabulary Talk about various and perilous ways people have gambled their money in the hopes of becoming quick millionaires. Encourage the use of words such as *environment*, *extinction*, *lure*, and *pursuit*. Ask:

What might people do if large deposits of gold were found in Antarctica? What tragic environmental impact might this have?

Extending Meaning Through Writing

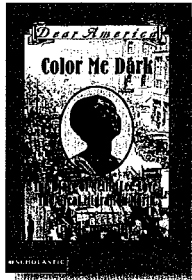
- Have students imagine they lived in California at the time of the Gold Rush. Have them write a transcript of an interview that they had with a man or woman who experienced the Gold Rush. Have students name the person and include interview responses that would be consistent with the times. (Expository)

Connecting to Other Books

Journal of Douglas Allen Deeds: The Donner Party Expedition, 1846 by Rodman Philbrick

Out of the Dust by Karen Hesse

Color Me Dark



by Patricia C. McKissack
text type: Historical Fiction
word count: 250+
content area: Social Studies
topic: culture

Level V

Summary & Standard

The story of one family, moving from the South to Chicago during troubled 1919, is revealed through rich diary entries and an epilogue. Students will explore experiences, challenges, and traditions typical of the time.

Making Connections: Text to Self

Students will have prior knowledge of the struggle of African Americans and the civil rights movement in America. Explain that the movement began in the early 1900s when many African Americans moved north for opportunity. Explain that this story is told as historical fiction, combining a make-believe story with historical events and places.

To extend the connection, ask students if they have ever had to struggle with something they believed in but that met resistance from others. Ask: *Why do you think it is important to stick to your convictions?*

For additional teaching ideas and resources, see <http://memory.loc.gov/ammem/aaohtml/aohome.html>.

Vocabulary

Content Words: bribe, congregation, conscious, considerate, foundation, hysteria, riot, suffrage

Essential Words: ignorant, invisible, license

Related Words for Discussion: literacy, prejudice, racism, segregation, tolerance, typical

Nonfiction Text Features: about the author section, epilogue, photographs, predictable format

Supportive Book Features

Text This book presents short sentences and short entries, clearly organized by time. Nellie's number play, chanting, and longer dialogue are set off in consistent formats.

Content Students often will be able to identify with Nellie's feelings, curiosity, and internal family life. Many of Nellie's encounters reflect those of young people today.

Praise students for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Though the story is told by one character in journal entry form, other characters speak within the entries. Sometimes in quoted speech, letters are dropped in words and replaced with apostrophes. Organization names and acronyms may need support.

Vocabulary Regional and historical dialects, plus figurative language, are included. Many multisyllable words include multiple affixes. Encourage students to use context clues for understanding, if necessary.

ELL Bridge

Introduce common idioms that are found in this text: *ran me to death*, *run me ragged*, *brought home the bacon*, *own up*, *ate me alive*, and *boil on the inside*. Perhaps work with two idioms at a time. Say a sentence containing an idiom and act out the sentence as you say it. Have students illustrate each sentence. When all idioms have been studied, write each one on a card and then cut each apart, word-by-word. Have students rebuild the idioms, then read and tell the meanings.

Developing Comprehension

Making Inferences

Remind students that often they can figure out more than the text states by making inferences.

- Dip into text that will not affect reading suspense. Have students turn to page 20 and read the last two paragraphs; the first paragraph on page 51; and the June 3rd entry on page 95. Guide students to infer as much as possible from the text.
- Have students model inferring from previously read paragraphs of their choice.
- Explain how prior knowledge and details help us make inferences.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Figurative Language: Simile

Remind students that the word *like* or *as* can signal a simile. A simile is a phrase that compares two unlike things.

- Discuss some similes from this book: *His face was lit up like a hundred flaming candles. Then the day went sour like milk too long in the sun. He's like a rolling stone.*
- Encourage students to record other similes they read and hear. Discuss favorites.

Learning About Text Features

Predictable Format

Point out the boldface dates before each entry. Explain that this diary format will be consistent throughout the book, telling Nellie's story. Ask: *Why might the character write several entries in one day? Why might the character not write an entry for several days?*

Developing Fluency

Open each session by modeling expressive reading of an entry, especially entries with dialogue. Have students read with a partner to practice reading dialogue.

Learning in the Content Areas

Talk About Culture Talk about extreme civil injustices in America throughout history and how this led to social change. Discuss the importance of standing up for what you think is right.

Develop Specialized Vocabulary Have students talk about experiences of families like the Loves in the South and the North around 1919. Encourage students to use words such as *literacy*, *prejudice*, *racism*, *segregation*, *tolerance*, and *typical*. Ask:

What drove Nellie's family to move to the North?

Extending Meaning Through Writing

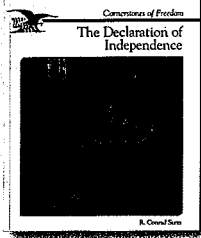
- Have students write a paragraph explaining what the title "Color Me Dark" means and how it relates to the Love family being a "beautiful bouquet of flowers." Ask students to include in their explanation how the family helped each other get through difficult times because of racism and segregation. **(Expository)**

Connecting to Other Books

Get on Board: The Story of the Underground Railroad by Jim Haskins

At Her Majesty's Request: An African Princess in Victorian England by Walter Dean Myers

The Declaration of Independence



by R. Conrad Stein
text type: Social Studies Nonfiction
word count: 250+
content area: Social Studies
topic: national documents

Level V

Summary & Standard

This nonfiction book tells how and why the Declaration of Independence was written. Students will learn the principles that guided Thomas Jefferson's writing and understand the document's historical significance.

Making Connections: Text to Self

Ask students to say what the words "Life, Liberty, and the pursuit of Happiness" mean to them. Discuss their ideas.

Extend the real-world connection by talking with students about the documents that help to define the United States as a nation, including the Declaration of Independence, the Constitution, and the Bill of Rights.

For additional teaching ideas and resources, see www.ushistory.org/declaration.

Vocabulary

Content Words: colonies, Continental Congress, delegate, grievances, patriots, radicals, rebellion, treason

Essential Words: abolish, debate, document

Related Words for Discussion: independence, representation, revolution, slavery, traitor

Nonfiction Text Features: about the author, captions, glossary, index, time line

Supportive Book Features

Text The text is presented in a one-column format and a narrative style that is fairly easy to follow. Sections cited from the Declaration of Independence are set apart in italics from the main body of text and clearly introduced. Direct quotations from primary sources are set in quotation marks.

Vocabulary A glossary in the back of the book provides support for unfamiliar words.

Praise students for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Many of the sentences are long and complex. Students will need to note clauses that provide additional information about time, place, and important people.

Content You may want to provide background about the early colonies and their ties to Great Britain before you begin reading.

ELL Bridge

To provide students with an understanding of the book's historical setting, use simple sentences to help set the scene while you point to illustrations in the book. For example, on page 6: *The year was 1775. That was over 230 years ago. There were 13 colonies in North America. They belonged to Great Britain. Some colonists wanted to form their own country. Sometimes they would fight British soldiers.* Invite students to use the illustrations to add their own information.

Developing Comprehension

Generating Questions

To help students better comprehend and keep track of the events and major figures involved in the creation of the Declaration of Independence, model how to generate questions about the content on a page.

- p. 4 *Why did the king of England impose new taxes on the American colonies?*
- p. 6 *What did the delegates decide in Philadelphia?*
- p. 13 *Why was Thomas Jefferson chosen to write the document?*

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Compound Sentences

Remind students that a compound sentence is two sentences joined by a comma and a conjunction, such as *and*, *but*, or *or*. Guide students to identify and read compound sentences from the book.

- Have students look for compound sentences on pages 15 and 22.
- Write the sentences on the board.
- Encourage students to identify the simple sentences in each compound sentence and the conjunction that links them.

Learning About Text Features

Time Line

Have students turn to the time line on page 31. Explain that the time line shows the sequence of important events related to the Declaration of Independence. Point out that events that followed the signing are included as well. Have students identify the last event and find the page on which it is described.

Developing Fluency

Select a passage from the book and model how to read expressively, demonstrating changes in pitch, rhythm, volume, and tone. Then have students repeat, concentrating on expression.

Learning in the Content Areas

Talk About the Declaration of Independence

Tell students that the actual Declaration of Independence can be seen in the government archives in Washington, DC. Explain that the document represents the action people took over 230 years ago to form their own nation. Talk about why independence was so important to the colonists. Then discuss why the Continental Congress decided a document was needed and why such a document would be expected to lead to war.

Develop Specialized Vocabulary Have students review the illustration on page 23. Discuss reasons why delegates may have signed the document. Encourage students to use words such as *independence* and *representation*. Ask:

Which reason may have most influenced a delegate to sign?

Extending Meaning Through Writing

- Have students write a summary of what the Declaration of Independence meant to the people who wrote it and how it affected the people living in America when it was signed. Also, have students explain what the Declaration of Independence means to us today and why it is still such an important document. **(Expository)**

Connecting to Other Books

John & Abigail Adams: An American Love Story by Judith St. George

A Picture of Freedom: The Diary of Clotee, a Slave Girl by Patricia C. McKissack

Escape to Freedom



by Ossie Davis
text type: Biography
word count: 250+
content area: Social Studies
topic: famous Americans

Level V

Summary & Standard

This play tells actual events in the life of young Frederick Douglass. Students will learn how Douglass escaped from slavery to freedom.

Making Connections: Text to Self

Students will have some knowledge about the history of slavery in the United States. Ask: *What did it mean to be a slave?*

Extend the connection by talking about the conditions slaves were exposed to, such as the fear of being sold and taken away from their families. Tell students that slaves were not allowed to learn to read or write. Ask students if they think people would treat them differently if they could not read or write. Ask: *Why do you think some people did not want the slaves to learn to read or write?*

For additional teaching ideas and resources, see www.webenglishteacher.com/douglass.html.

Vocabulary

Content Words: agitation, bondage, chiding, converted, do-gooders, enslave, gunny sack, Southerners, Yankee

Essential Words: sentiment, slave

Related Words for Discussion: abolitionist, freedom, orator, plantation, rights, slavery

Nonfiction Text Features: bibliography, headings, introduction, predictable format, prologue

Supportive Book Features

Text The prologue introduces the reader to the setting, main character, and ideas in the play. Each scene is clearly identified with a heading.

Vocabulary Most of the words in the text will be familiar for students.

Praise students for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out that the book is written as a play in script form. Prepare students to identify stage directions in brackets and italics. Explain that songs also appear in italics. Remind students that the frequent dashes in dialogue signal how the character is saying the line—with a long pause between words or after words.

Content Prepare students for the play's historical context. Remind them that the setting is Maryland in the 1830s. Point out that characters often use casual speech, which is called colloquial speech, instead of a formal way of speaking. Prepare students for sensitive subject matter and language that was common for the times but would be considered inappropriate today.

ELL Bridge

Help students visualize what they read. Tell them that when they visualize, they create a picture in their minds. On pages 61–62, have students read Fred's dialogue and the stage directions. When they are finished, have students close their eyes and visualize the scene. Then have students use all five senses to describe the image. Say: *Visualize the plantation where Fred is working, the wheat field, the machine, and how this affects his actions.* Invite students to share their visualizations aloud.

Developing Comprehension

Understanding Genre: Drama

A play is different from a story because it relies on dialogue and stage directions to convey the plot and what the characters are like.

- Help students identify elements of a play, such as the title, playwright, setting, cast of characters, scenes, and stage directions.
- Ask students how they can distinguish stage directions from dialogue. Have them tell how stage directions help them understand the action.
- Ask students how the playwright connects the scenes.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Figurative Language

Remind students that authors use special language, such as similes, to help readers visualize or understand something in the story. Explain that a simile compares two unlike things, using the word *like* or *as* to make the comparison.

- Turn to page 27 and point out the simile *Fred watches as White Boy passes, drawn like a magnet by the schoolbooks. . . . Say: The simile compares Fred's interest in White Boy's schoolbooks to a magnet. Ask: How does this simile help you visualize the action and understand Frederick Douglass?*

Learning About Text Features

Introduction

Tell students that the playwright wrote the introduction in this book. This feature provides background information about the subject of the play, Frederick Douglass, and it sets the purpose for reading.

Have students find and tell something they learned about Douglass after reading the introduction.

Developing Fluency

Have small groups prepare a Readers Theater presentation of a portion of the play. Remind students to use their voices to show each character's feelings and to notice stage directions for hints about movements or moods. Invite groups to present their Readers Theater to the class.

Learning in the Content Areas

Talk About Freedom Discuss how Frederick Douglass and others fought against slavery. Tell students that the Thirteenth Amendment to the Constitution banned slavery in the United States in 1865. Have students share what they know about other struggles for equal rights.

Develop Specialized Vocabulary Have students describe what they learned about Frederick Douglass's struggle to gain his freedom. Encourage them to use words such as *abolitionist*, *freedom*, *orator*, *plantation*, *rights*, and *slavery*. Ask:

What would you tell people about the life of Frederick Douglass?

Extending Meaning Through Writing

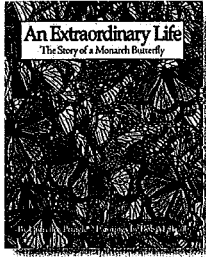
- Create a time line of the important events in Frederick Douglass's life. **(Graphic Aid)**
- Write a short essay that describes the obstacles Douglass faced and the accomplishments he achieved, citing examples from the book. Conclude with a paragraph that answers the question "Is a play a more powerful way to tell Frederick Douglass's story than a novel?" Why or why not?" Include examples from the book to support your opinion. **(Expository/Persuasive)**

Connecting to Other Books

Get on Board: The Story of the Underground Railroad by Jim Haskins

The Life and Words of Martin Luther King, Jr. by Ira Peck

An Extraordinary Life: The Story of a Monarch Butterfly



by Laurence Pringle
text type: Informational
word count: 250+
content area: Life Science
topic: monarch butterfly

Level V

Summary & Standard

This informational book tells about the monarch butterfly, including details of its winter migration and encounters with natural enemies. Students will learn about the life cycle of the monarch butterfly.

Making Connections: Text to World

Students will likely have seen various species of butterflies. Some may even have collected butterflies or seen butterfly collections. Ask students to share their experiences and questions about butterflies.

Extend the real-world connection by drawing a concept web on the board. Write the word *butterfly* in the center and invite students to add details they know about butterflies.

For information and resources about monarch butterflies, including curriculum ideas, see www.monarchwatch.org/.

Vocabulary

Content Words: antennae, caterpillar, chrysalis, colony, larva(e), migratory, milkweed, molt, nectar, pupa

Essential Words: conditions, conserving, depositing, energy, extraordinary, generation, spiraled

Related Words for Discussion: flight, mate, millions, refuges, south, species, summer, winter

Nonfiction Text Features: captions, further reading, illustrations, maps, table of contents

Supportive Book Features

Text Straightforward, sequenced chapters mark major developments in the life of a monarch butterfly. Large, colorful illustrations with detailed captions and labels complement the text. Annotations in the margins expand on topics.

Content The author makes scientific information about monarch butterflies accessible by telling what happens in the life of a monarch named Danaus. The book provides exciting details, such as narrow escapes from predators, making it easy for students to understand and visualize.

Praise students for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Full pages of text with words in small type may hinder students. Tell students to stop after each paragraph and determine the main idea before reading on. Suggest they read captions and side notes after the main text.

Vocabulary Some biology terms and other concepts may be unfamiliar to students. Tell students to use context clues and illustrations with labels to help them determine meanings.

ELL Bridge

Write content words such as these on self-stick notes: *antennae, caterpillar, chrysalis, colony, larva, milkweed, molt, monarch, pupa*. Have students take turns choosing a word and placing it on an appropriate illustration in the book. Then ask them to describe the illustration, using the word and as many descriptive terms as they can.

Developing Comprehension

Understanding Sequence

Remind students that sequence refers to the order of events. Discuss why keeping track of the sequence of events helps comprehension.

- Have students note the major changes a monarch undergoes from egg to butterfly. Make a circular flow chart of the changes on the board, and ask volunteers to add details.
- Then have students note the events that mark a monarch's migration to and from Mexico. You may want to make a time line on the board that includes marks with months that show the events, and have students provide the details.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategy

Understanding Compound Words

Remind students that a compound word is made up of two smaller words. Tell them that they can use the meanings of the two smaller words to determine the meaning of the compound word. Point out that this book uses uncommon compounds, such as *mouthparts* on page 12, to explain concepts unique to this topic.

- Ask students what two words make up *mouthparts* and what the compound word means.
- Have students note and define other compounds as they read (For example, *pinhead*, *undersides*, *headfirst*, *downstroke*, *hedgerow*, *wingbeat*, *downbeat*).

Learning About Text Features

Maps

Explain that maps show landforms, countries, continents, or other information important to understanding the text. Point out the map in the beginning of the book. Help students recognize the United States and Mexico, and point out the blue line indicating the migratory route of the monarch butterfly.

Have students find the smaller maps in the side margins on pages 11, 23, 39, and 51. Explain that the short segments of blue lines represent individual legs of the migratory route.

Developing Fluency

Model fluent reading of a passage with phrasing and expression, such as Danaus's molt on page 13 or her escape from the mice on page 46. Then have students do a choral reading of the passage.

Learning in the Content Areas

Talk About the Monarch Life Cycle Discuss the idea of a life cycle—the development of a creature from birth to death. Include the fact that insects such as the monarch have a special kind of life cycle, one that involves a dramatic change in appearance. You may want to compare a tadpole's dramatic change in appearance to the monarch's.

Develop Specialized Vocabulary Ask students to use their own words to describe the life cycle of the monarch butterfly from egg to death. Encourage them to use words such as *flight*, *mate*, *millions*, *refuges*, *south*, *species*, *summer*, and *winter*. Ask:

What happens between the time an egg hatches and a butterfly appears? What happens on the monarch's journey to and from Mexico?

Extending Meaning Through Writing

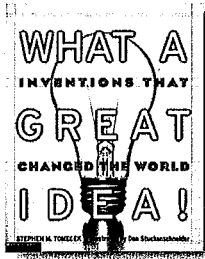
- Have students create diary entries of six selected points in Danaus's travels. Have them complete illustrations to go along with each entry. **(Descriptive)**

Connecting to Other Books

Our World of Mysteries: Fascinating Facts About the Planet Earth by Suzanne Lord

Sea Otter Rescue: The Aftermath of an Oil Spill by Roland Smith

What a Great Idea!: Inventions That Changed the World



by Stephen M. Tomecek
text type: Informational
word count: 250+
content area: Physical Science
topic: inventions

Level V

Summary & Standard
Most things people use today were invented at some time in history. Students will learn about important inventions that brought major changes to human lives as well as provided the basis for additional significant inventions.

Making Connections: Text to World

Have students identify objects in the classroom that are inventions (or made possible due to inventions) such as a ballpoint pen, book, computer, light bulb, plastic container, or clock.

Extend the connection by discussing how one invention can lead to another. For example, books were uncommon until paper was available and the printing press was invented.

For additional teaching ideas and resources, see <http://memory.loc.gov/learn/features/science/>.

Vocabulary

Content Words: commerce, communication, components, industrial, invention, mechanism, society, standard, technique, technology

Essential Words: debate, essential, ingenious, innovation, modified, versatile

Related Words for Discussion: concept, imagination, intentional, investigate, necessity, resources, system, trend

Nonfiction Text Features: bibliography, captions, contents, headings, illustrations, index, introduction

Supportive Book Features

Text Each section is ordered predictably: chapter title and background information, heading identifying each invention, and identical subheadings. Illustrations, captions, and diagrams support the text.

Content Topics are arranged chronologically and separated into historical ages. Students will enjoy the brief sections and reading about a variety of inventions.

Praise students for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Help students recognize that the captions contain valuable information. Tell them captions summarize, add new information, or further explain a concept illustrated on the page.

Vocabulary Although many technical terms are defined in text, students may still encounter challenging words. Suggest they keep a list of these words and look up the definitions as they complete each topic.

ELL Bridge

Define a *tool* as something people use to help them work and to do other activities. Have students list common tools such as scissors, pens, spoons, computers, and lamps. Then talk about the needs people had that resulted in the invention of these tools. Have students create sentences that describe needs and tools as causes and effects. For example: *Scissors were invented in order to cut paper.*

Developing Comprehension

Summarizing

Tell students that summarizing means restating the important ideas of a section of text or a book in your own words. Summarizing information is valuable because it helps you remember and understand what you read.

- Tell students to open to pages 22–23. Help them notice that each spread in the book is organized into sections in the same way: opening information, *How It Works*, *Impact*, and *Children of This Invention*.
- Ask: *What important points does the author make about pottery in the opening paragraphs?*
- Ask similar questions about information under each of the remaining headings.
- Have students summarize the main points made in each section.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Reading Prefixes

Remind students that prefixes are added to the beginning of words or to roots to create new words.

- Use the inventions listed in the table of contents to help students identify words with prefixes.
- Write these words on the board and underline the prefixes. Identify their meanings: *microscope* (small); *telescope*, *telegraph* (far off, at a distance); *transistors* (across); *antibiotics*, *antiseptics* (against); *incandescent* (not); *phonograph* (sound, voice); *photography* (light)
- Help students use the meanings of the prefixes to figure out the meanings of the words. They may also want to use an online etymology dictionary for reference.

Learning About Text Features

Introduction

Explain that an introduction gives an overview of the topics in a book, and may also tell the purpose for writing the book. Have students scan the introduction and identify topics. Then have them look in the last paragraph to identify the author's purpose for choosing these topics.

Developing Fluency

Model fluent reading of the second paragraph on page 9 to model using punctuation to group words. Have students read the text several times silently, then several times aloud.

Learning in the Content Areas

Talk About Reasons for Inventions Discuss motivations behind inventions. Point out necessity, an easier way to do something, and accidents. Talk about the qualities inventors need such as an imagination, the ability to see trends, and patience.

Develop Specialized Vocabulary Have students discuss a favorite invention from the book. Encourage them to use words such as *imagination*, *resources*, and *trend*. Ask:

What recent invention do you consider ingenious? Why?

Extending Meaning Through Writing

- Have students create a chart that includes one invention from each chapter/age. **(Graphic Aid)**

	Name of Invention	How it Works	Impact	Children
Chapter 1				
Chapter 2				
Chapter 3				

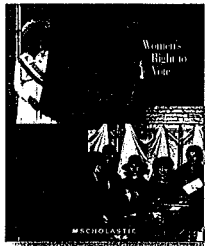
- Then have the students choose one invention that has had the greatest impact on them. Have each student write a paragraph that describes the invention and explains the impact on his or her life. **(Expository)**

Connecting to Other Books

The Usborne Book of Inventors by Struan Reid and Patricia Fara

The Wright Brothers at Kitty Hawk by Donald J. Sobol

Women's Right to Vote



by Elaine Landau
text type: Informational
word count: 250+
content area: Social Studies
topic: women's rights

Level V

Summary & Standard

In 1920, 72 years after the first women's rights conference, American women achieved the right to vote with passage of the Nineteenth Amendment to the Constitution. Students will learn the importance of voting rights through the history of the U.S. suffragist movement.

Making Connections: Text to Self

Pose the following scenario: There will be an election for class officers. Everyone can help decide who will run for office. However, all of the candidates will be boys, and only the boys can vote.

Ask how American women must have felt before gaining the right to vote in 1920. Talk about why women and other groups were denied voting rights in elections.

For additional teaching ideas and resources, see www.pbs.org/stantonanthony/index.html.

Vocabulary

Content Words: amendment, ballot, civil, inequality, picket, politics, resolved, suffrage, traitors

Essential Words: challenge, inspired, insults, merged, outcry, radical, rebellious, tactful, unruly

Related Words for Discussion: discrimination, patriotic, petition, prejudices, second-class, tactics

Nonfiction Text Features: about the author, captions, glossary, headings, index, photographs, sidebars, time line

Supportive Book Features

Text Headings identify content and separate text into easily readable chunks. Sentences are varied in complexity and length. Text is well supported by photos and by a time line in the back of the book.

Vocabulary Several words are boldfaced in the text and defined in a glossary. Other terms are defined in context.

Praise students for specific use of "Behaviors to Notice and Support" on page 89 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may be confused by some quotes included within text and others set off by italics in both text and sidebars. Explain that short speeches, letters, and excerpts appear in italics.

Content Students may be confused by the many acronyms used for the different suffrage organizations. Suggest students create a list of the organizations and acronyms for reference as they read.

ELL Bridge

Use the book's photos, illustrations, and simplified explanations to help students understand the time in which women worked for voting rights. Compare those times with contemporary times. For example: *Few women had control over money. Married women could not own anything. Women could not be leaders such as senators.* Invite students to think of other opportunities and rights women have today that they may not have had in the late 1800s or early 1900s.

Developing Comprehension

Compare/Contrast

Remind students that authors often compare and contrast events and people to show how they are alike and different. Point out that on pages 25–29 the author specifically contrasts Carrie Chapman Catt with Alice Paul. Have students identify ways in which these women and their methods to achieve voting rights for women differed. Have students discuss the similarities between the two women and their methods.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Consonant plus -le

Remind students that when they read a word ending with a consonant and the letters *le*, the final syllable of the word is usually formed by the consonant plus *le*.

- Have students find the word *comfortable* on page 12. Ask them to read the word aloud and identify the syllables: *com fort a ble*.
- Have students find examples of words that end in *le* on the following pages: 9, 27, and 38. Have them identify the syllables.

Learning About Text Features

Sidebars

Explain that a sidebar contains additional information related to the main text. Point out that the sidebars in *Women's Right to Vote* are set off in a type of different color and size. Have students tell how the sidebars on pages 10, 26, 33, and 38 illustrate and add to the topics in the main text.

Developing Fluency

Model reading the speech given by Susan B. Anthony on page 20 for students to read in a similar way. Then have students select direct quotes from the book to practice and read in a Readers Theater presentation.

Learning in the Content Areas

Talk About Constitutional Voting Rights Discuss the Constitutional amendments that address voter discrimination (15th, 19th, 24th, 26th). Talk about prejudices people had to overcome.

Develop Specialized Vocabulary Ask students to talk about the tactics people have used to gain voting rights and why these rights are important. Encourage them to use words such as *discrimination*, *patriotic*, *petition*, and *prejudices*. Ask:

How would denial of the right to vote make someone feel like a second-class citizen?

Extending Meaning Through Writing

- Have the students select one event from the women's right to vote movement and write two newspaper editorials from two opposite points of view that might have been published during the times. (Persuasive)

Connecting to Other Books

The Day the Women Got the Vote: A Photo History of the Women's Right Movement by George Sullivan.

Dear America: A Time for Courage, The Suffragette Diary of Kathleen Bowen by Kathryn Lasky