

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



These are the cards that go with Level X of the Guided Reading Program: Nonfiction Focus, 2nd Edition. There is one card for each book in the level, as follows:

- **Alexander Hamilton: The Outsider**
- **A Black Hole Is Not a Hole**
- **Case Closed?**
- **Fort Mose**
- **The Great Depression (Cornerstones of Freedom)**
- **The Hidden Girl**
- **Lincoln Through the Lens**
- **The Lions of Little Rock**
- **The Odyssey of Flight 33 (The Twilight Zone)**
- **UFO: What Scientists Say May Shock You! (24/7 Science Behind the Scenes)**

No part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Scholastic Inc., 557 Broadway, New York, NY 10012.

Copyright © 2014 by Scholastic Inc.

All rights reserved. Published by Scholastic Inc. Printed in the U.S.A.

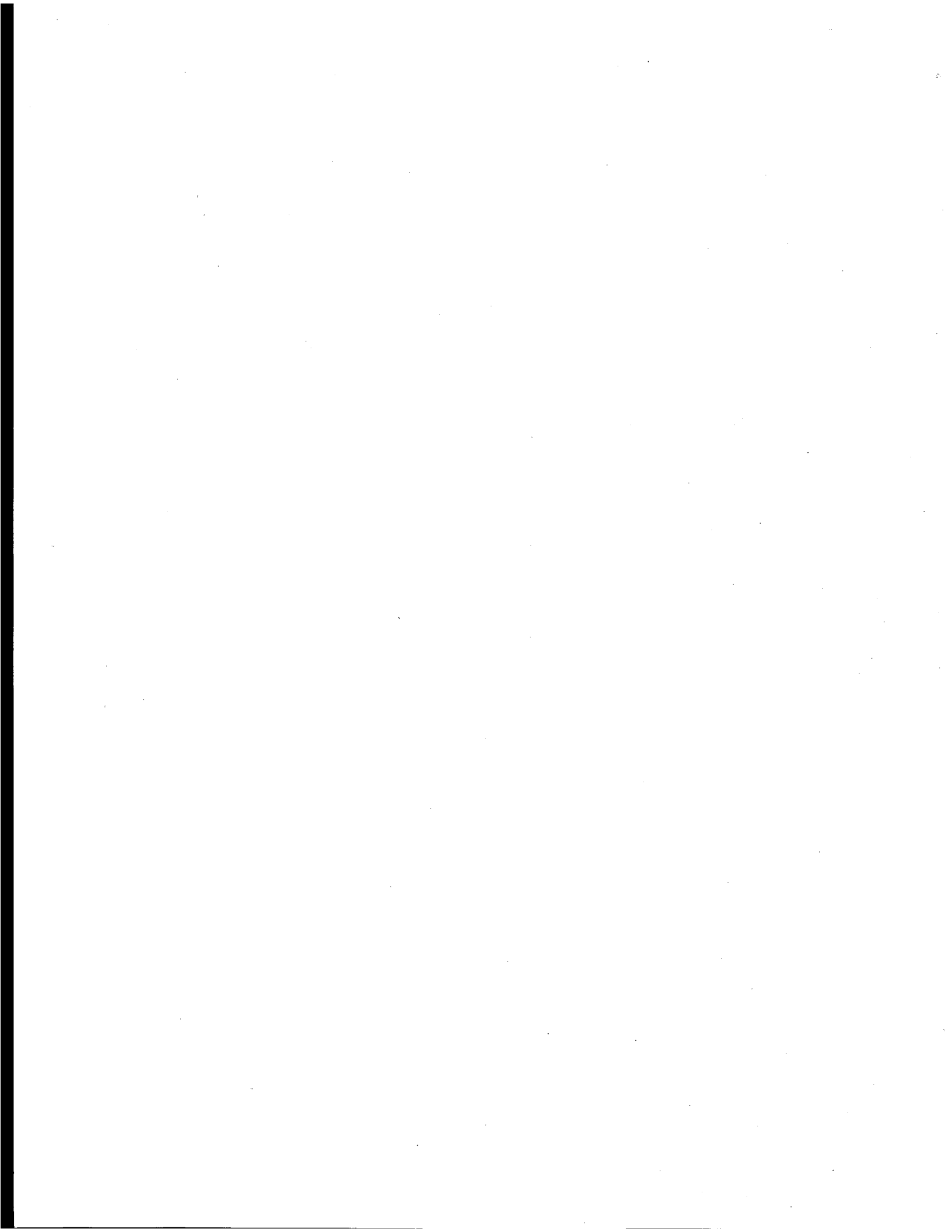
SCHOLASTIC and associated logos are trademarks and/or registered trademarks of Scholastic Inc.

Other company names, brand names, and product names are the property and/or trademarks of their respective owners.

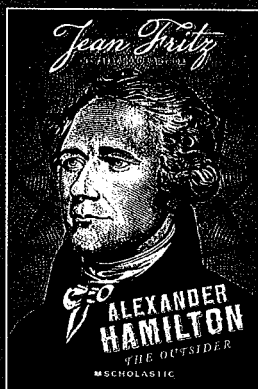
1 2 3 4 5 6 7 8 9 10 05 22 21 20 19 18 17 16 15 14 13

ISBN-13: 978-0-545-64752-6
ISBN-10: 0-545-64752-5





Alexander Hamilton: The Outsider



Summary & Standards

Summary: Alexander Hamilton started life as a poor boy in the West Indies. Using intelligence and ambition, he became a respected American statesman and our first secretary of the treasury.

CCSS.ELA-Literacy: Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

Author: Jean Fritz

Word Count: 250+

Genre: Biography

Themes/Ideas: understanding Alexander Hamilton's contributions; analyzing the role of outsiders

Text Type: Chapter Book

Genre/Text Type

Biography/Chapter Book Remind students that a biography tells the important details of a real person's life. Details are revealed as each chapter unfolds.

Informational Text Features

Notes Research notes expand upon the text.

Index An index helps readers locate topics.

Vocabulary

Academic Vocabulary

consolidate (p. 103): to combine together to become stronger

prominent (p. 13): well-known and respected

Domain-Specific Vocabulary

insurrection (p. 83): violent uprising

ratification (p. 99): official approval

Challenging Features

Text Images do not have captions. Help students draw conclusions about each image's purpose.

Vocabulary The book contains many difficult words, especially in historical quotes. Students may need to refer to a dictionary while reading.

Supporting Features

Text The book is divided into sections that correspond to periods in Hamilton's life: Beginnings, Soldier, Aide-de-Camp, Statesman, Endings.

Content Author notes provide additional information about the book's content.

A First Look

Elicit what students know about Alexander Hamilton. If necessary, explain that Hamilton was one of the Founding Fathers of the United States and its first secretary of the treasury. Point out the subtitle: *The Outsider*. Then say: *Let's read the book to find out why the author chose this subtitle.*

Read and Analyze Informational Text Cite Textual Evidence

⊕ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Determine Author's Point of View

Help students explore the author's point of view concerning Hamilton's character and his position as an outsider.

⊕ (pp. 13–14) *What is the author's view of Alexander Hamilton as an outsider? What evidence does she present to support this point of view?*

(p. 76) *What evidence does the author present to support her view that people considered Hamilton an outsider?*

(pp. 94–95) *How did Hamilton help others who were considered outsiders?*

⊕ (pp. 97–99) *What is the author's point of view concerning Hamilton's feelings and actions during the debate and the ratification process?*

⊕ (pp. 130–132) *Think about the author's last line. What evidence does she present to support this point of view?*

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask questions comparing and contrasting Hamilton with his contemporaries:

- ❶ *How did Hamilton and Thomas Jefferson differ in their views? Why did Hamilton end up supporting Jefferson?*
- ❷ *What were some reasons for the conflict between Hamilton and Aaron Burr?*

Thinking Beyond the Text

Discuss Hamilton's legacy. Ask:

- *How can the influence of Hamilton's views on politics and banking still be seen today?*
- *Was Hamilton a good choice to picture on the 10-dollar note? Why or why not?*

Thinking About the Text

Discuss the author's purpose in including the notes on pages 133–135. Ask:

- *What additional information did the author share by including these notes?*
- *Why might a history writer include notes like these at the end of a book instead of including the details in the chapters?*

Phonics and Word-Solving Strategies

Affixes

Remind students that an affix is an addition to a base word that usually changes the word's meaning. Prefixes and suffixes are common affixes.

- Write on the board the following words from the preface: *contradictions, complexities, contributions, unwavering, insistent*. Underline the base words and have students define them. Discuss how the affixes change the meanings of the words. Point out that some words can have two or more affixes.
- Have students scan the book for more examples of affixes, such as *orderliness* (p. 13), *misrepresenting* (p. 27), *inconsolable* (p. 92), and *uncharacteristically* (p. 103). Have students identify the base words and determine the meanings.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Model expert reading by reading aloud pages that include letters from Hamilton (such as page 75 or pages 125–126). Emphasize how a change in voice indicates that you are quoting his words. Have partners then take turns reading the pages aloud.

Expand Oral Language/Conversation

Talk About Pride Discuss Hamilton's feelings about his duel with Aaron Burr. Ask: *What role did pride have in Hamilton's accepting the duel? How did it affect how he approached the contest?* Have students share ideas about how pride can lead to success as well as a downfall.

Write and Respond to Reading

Create a Time Line Have partners make a list of the dates of important events in Hamilton's life. Then have them use the list to construct a time line. **(Informative/Explanatory)**

Write Captions Have students write captions for one or more images in the book. They can use the image credits on page 136 for more context about each image and draw conclusions from the text. Have students share their captions in groups. **(Informative/Explanatory)**

ELL Bridge

Assign partners entries from the index. Have them determine the meaning of the words then check the pages referenced for information about the topics. Then have pairs write a sentence or two summarizing the information they found on each page. Circulate and help students as needed.

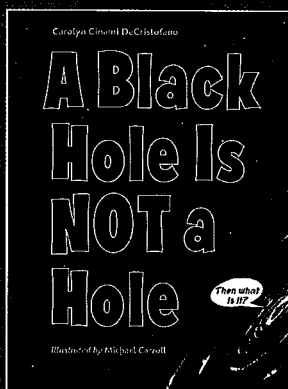
Connect Across Texts

Lincoln Through the Lens by Martin Sandler
Lincoln and Hamilton both helped shape the United States. Both men's lives were cut short by senseless shootings. Using what they know about these men and their times, invite students to speculate about contributions each man might have made if he had lived longer.

Connect to the Internet

Direct students to the New-York Historical Society's website for more information about Alexander Hamilton: www.alexanderhamiltonexhibition.org.

A Black Hole Is NOT a Hole



Summary & Standards

Summary: Visuals generously support information about how both scientists and nonscientists contributed to the discovery and our understanding of black holes.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: Carolyn Cinami DeCristofano

Word Count: 250+

Genre: Informational Text

Themes/Ideas: defining black holes; exploring space

Text Type: Magazine Format

Genre/Text Type

Informational Text/Magazine Format Remind students that informational text has facts about a topic. Magazine-format section heads, photos, and visuals allow readers to explore the topic in detail.

Informational Text Features

Visual and Boxed Features Charts, diagrams, photos, and boxed supplemental information are provided.

Vocabulary

Academic Vocabulary

erratic (p. 50): unpredictable; irregular

Domain-Specific Vocabulary

false-color (p. 19): imaging method used to show differences in heat or visual color, not actual color

symmetric (p. 50): having two identical halves

vaporizes (p. 20): changes suddenly into a gas

Challenging Features

Text Pages are busy with text, visuals, and boxed features. Encourage students to read the body text first and then read the visual and boxed features.

Vocabulary The book contains many content-specific words. Direct students to the glossary.

Supporting Features

Text Headings, charts, diagrams, and a time line support the text.

Content A humorous tone and references to everyday life make the scientific content accessible.

A First Look

Show the front cover and say: *Right away, we know that a black hole is NOT a hole. This book will give you the information you need to understand what a black hole actually is.* Preview the book and point out the text features that are common to informational texts. Say: *Authors of informational texts often include features such as charts, diagrams, and photos because the information can be quickly absorbed by readers.* Then discuss the seven questions on the back cover.

Read and Analyze Informational Text Cite Textual Evidence

⊗ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Categorize Information

Remind students that organizing information into categories can help them understand important information. In this book, the author categorizes information by chapter.

- ⊗ (p. 13) *Which topic does the author focus on in Chapter 2? What kinds of information does she group together to help you understand it?*
- (pp. 27–31) *Why does it make sense that the author includes information about light and vision in Chapter 4?*
- ⊗ (p. 60) *For each chapter, use one or two words to name a category that describes the information within that chapter. Then point out the main idea and how it ties in with the ideas of other chapters.*

Praise students for specific use of “Behaviors to Notice and Support” on page 117 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Ask questions about scientific processes explained in the text. For example:

- *How is gravity affected by a black hole?*
- *How does light interact with black holes?*

Thinking Beyond the Text

Discuss the Einstein quotation on page 58: "Imagination is more important than knowledge." Ask:

- *How do scientists use imagination to gain knowledge about space?*
- *Do you agree with Einstein? Why or why not?*

Thinking About the Text

Discuss the book's text features. Ask:

- *What is the purpose of the visual features on pages 14-15? How do they support the text?*
- *How do the facts and photos on pages 24-25 fit in with the rest of the chapter?*
- *Why did the author use sketches and speech bubbles? Explain, using examples.*

Phonics and Word-Solving Strategies

Compound Adjectives

Explain that some adjectives are built of two words connected with a hyphen. Some adjectives are in common use, such as hyphenated terms for age (*four-year-old boy*) or measurement (*four-foot drop*). Some authors' writing styles include putting together uncommon words to make compound adjectives.

- Point out the phrase *super-pulling zone* on page 11. Explain: *Putting these two words together makes a descriptive word that means "pulling with great strength." Adding words like extra, low, and high has a similar effect. For example, the book contains the adjectives extra-intense and high-gravity.*
- Explain that terms appearing as two separate words are sometimes hyphenated as adjectives. For example, point out the phrase *black-hole highlights* on page 46.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Model reading a selected paragraph, using punctuation as clues to phrasing. Direct students to notice how you use punctuation to aid in chunking sentences. Have pairs reread the paragraph to each other several times using this technique.

Expand Oral Language/Conversation

Talk About Space Discuss topics about space that are familiar to students. Ask questions to elicit prior knowledge, such as *What facts do you know about the planets in our galaxy?* or *How has this book given you a greater understanding of space?*

Write and Respond to Reading

Create a Visual Have students use information from the text to create a visual similar to the ones that appear in the book. They may choose to make a chart, table, or diagram. Provide research materials in case they need to check additional facts. (**Informative/Explanatory**)

Write a Book Review Ask students to write a review of the book. They should include what the book is about, whether or not they recommend it for others, and why it is or is not a good read. Remind them to back up their opinions with reasons and evidence from the text. (**Opinion**)

ELL Bridge

Though many of the content-specific words in the book appear in the glossary, some other terms may be unfamiliar to students. Explain terms such as the variants of large numbers (*quadrillion* and so on) and words such as *accelerating* and *morphing*.

Connect Across Texts

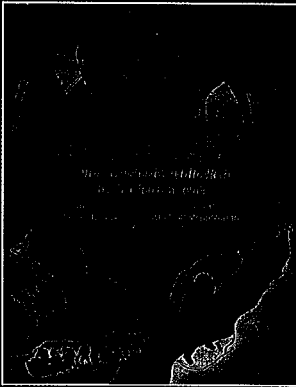
Case Closed? by Susan Hughes

Both Hughes and DeCristofano explain how scientific methodology and technology advances make it possible to solve some mysteries and clear up misconceptions. How does each author make it easy for readers to understand the science used?

Connect to the Internet

Direct students to NASA's web portal for middle-grade students at <http://www.nasa.gov/audience/forstudents/5-8/index.html>. Play educational games to learn more about space.

Case Closed?



Summary & Standards

Summary: Modern scientists become detectives as they search for clues to unlock nine unsolved mysteries of the past.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Susan Hughes

Word Count: 250+

Genre: Informational Text/Mystery

Themes/Ideas: learning about mysteries of the past; understanding scientific methods of discovery

Text Type: Chapter Book

Genre/Text Type

Informational Text/Mystery/Chapter Book

Remind students that informational text has facts about a topic. Specific information about a real mystery is given in each of the chapters.

Informational Text Features

Maps Maps show the locations of the mysteries.

Vocabulary

Academic Vocabulary

defaced (p. 8): injured the surface of

successor (p. 9): a person who follows another in a position; heir

Domain-Specific Vocabulary

archaeologist (p. 7): a scientist who studies historic or prehistoric peoples and their cultures

sarcophagus (p. 8): ancient Egyptian coffin

Challenging Features

Text Students may be challenged by the text features that focus on the science behind each investigation.

Vocabulary Students may be challenged by foreign names and places and by content-specific words.

Supporting Features

Text Each chapter follows the same structure: introduction, background information, investigation, and final analysis.

Content The author explains each scientific investigation in simplified terms.

A First Look

Talk about the cover and have students identify details in the illustration. Then read the title.

Ask: How do you think modern science can solve mysteries of the past? Why do you think the title ends in a question mark? Then say: Let's find out how today's scientists attempt to solve past mysteries.

Read and Analyze Informational Text Cite Textual Evidence

☞ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Explain the Relationship of Ideas

Point out that scientists are able to solve some of the mysteries of the past by making connections between events and ideas.

☞ (pp. 10–14) *Why did Dr. Hawass think the large, unidentified mummy discovered in 1903 might be Hatshepsut? What was the purpose of doing a CAT scan on the unidentified mummies? How did Dr. Hawass eventually identify what is now thought to be Hatshepsut's mummy?*

(pp. 28–32) *What caused Nicholas Clapp to become interested in finding the lost city of Ubar? How did ancient geography and astronomy help Clapp? How did modern scientific capability help him solve the mystery?*

☞ (pp. 39–42) *How did the study of tree rings help scientists learn what might have happened to the Anasazi people? What did the computer simulation program show? What questions are scientists still trying to answer about the Anasazi people?*

Praise students for specific use of “Behaviors to Notice and Support” on page 117 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students look at pages 7 and 8. Ask:

- *What does Dr. Hawass notice about the mummy that makes him think he may have found Hatshepsut?*
- *Why was Hatshepsut's reign so remarkable?*

Thinking Beyond the Text

Talk about pages 15–24, on the investigation into Hsu Fu's disappearance. Then ask:

- *What clues suggest that Hsu Fu devised a plan to settle in another country? What might have happened the first time he left to fetch the lifesaving plant for the emperor?*
- *What evidence supports the possibility that Hsu Fu settled in Japan? Why did Severin consider his voyage a success, although he had to cut it short? What further experiments or investigations could be done to help discover the fate of Hsu Fu?*

Thinking About the Text

Have students look at the first few chapters. Ask:

- *How does the author organize each chapter?*
- *Look at the text features the author uses. How do these text features help the reader better understand the mystery and investigation?*

Phonics and Word-Solving Strategies

Suffixes *-ology*, *-ologist*

Remind students that the suffix *-ology* means “the scientific study of” and the suffix *-ologist* means “one who studies.”

- Look at page 7. Ask: *What is Dr. Hawass's profession?* (archaeologist) Then ask: *If we know that an archaeologist is someone who studies historic or prehistoric peoples and their culture, what suffix do you use to make a word that means “the scientific study of ancient peoples and their culture”?* (*-ology*) *What is the word?* (archaeology)
- Continue with the words *anthropologists* on page 38 and *glaciologist* on page 74.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Model reading the introduction of a chapter, using pacing and expression to engage readers. Have partners practice reading an introduction to another chapter. Then have volunteers read chapter introductions aloud.

Expand Oral Language/Conversation

Talk About World Mysteries Lead a discussion about why people want to solve mysteries of the past. Ask: *Why is it important to know what happened to people hundreds or thousands of years ago?* Discuss some famous unsolved mysteries, such as who built Stonehenge, was there an actual city of Atlantis, or what is the meaning of the Nazca Lines. Ask: *Which world mysteries would you be most interested in solving? Why?*

Write and Respond to Reading

Write a Letter Have students write a letter to one of the investigators in the book. Have them write about their own ideas relating to the mystery and any questions or suggestions they have about the investigation. **(Narrative)**

Write a Summary Have students summarize one chapter in the book. Remind them to include important facts and key details about the mystery and its investigation. **(Informative/Explanatory)**

ELL Bridge

Use the chapter introductions and background information to focus on the main topic of each chapter. Ask questions about the key ideas—for example: *What is the mystery that needs to be solved? Who is leading the investigation? What does he or she want to find out?*

Connect Across Texts

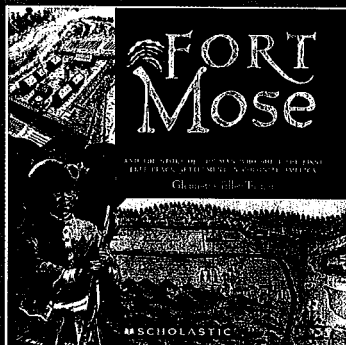
The Odyssey of Flight 33 by Rod Serling

Why are people fascinated by mysterious events? Discuss the role suspense plays in both this graphic novel and in *Case Closed*?

Connect to the Internet

Share this website with students to continue to explore unsolved mysteries around the world: <http://www.history.com/interactives/myth-vs-reality-exploring-mysteries-of-the-world>.

Fort Mose



Summary & Standards

Summary: African-born Francisco Menendez escaped his English slaveholders and went on to establish the first free black settlement in colonial America.

CCSS.ELA-Literacy: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: Glennette Tilley Turner

Word Count: 250+

Genre: Informational Text

Themes/Ideas: overcoming obstacles; understanding how people can make a difference

Text Type: Chapter Book

Genre/Text Type

Informational Text/Chapter Book Remind students that informational text has facts about a topic. Specific information is given in each of the chapters.

Informational Text Features

Historical Documents Maps, illustrations, and documents of the time period provide perspective.

Vocabulary

Academic Vocabulary

depiction (p. 5): illustration

encountered (p. 9): came into contact with

bondage (p. 9): enslavement (the state of being a slave)

valor (p. 27): great bravery or courage

Challenging Features

Text Students may be challenged by text-heavy pages and complex sentence structures. Encourage them to stop frequently and summarize what they have read to check comprehension.

Vocabulary Students may be challenged by the difficult vocabulary and geographical references. Suggest they use the glossary and other references.

Supporting Features

Text Illustrations, artist's renderings, and historical documents support details in the text.

Content Students most likely will be familiar with the part slavery played in American history, and will be able to understand the significance of this free colony's formation.

A First Look

Show students the cover and pronounce the title for them: *Fort Mose* (mo-SAY). Have them study the cover. Ask: *What is the setting for this nonfiction book?* Read aloud the tagline and then ask: *What would a "free black" settlement be?* Then say: *Let's read to find out about the man who built Fort Mose.*

Read and Analyze Informational Text Cite Textual Evidence

⊗ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Make Inferences

Remind students that authors often choose to reveal details subtly rather than directly. Have students focus on drawing inferences from the text.

⊗ (p. 5) *Based on details in the first paragraph, what inference can be made about English involvement in the slave trade? What can be inferred from the quotation about why the Middle Passage was called Maafa, or "the massive disaster"?*

(p. 10) *What inference can be made from the details in the first paragraph about why Francisco Menendez would have had a sense of community?*

(p. 11) *What can be inferred about the relationship between Native Americans and enslaved Africans? What clues in the text support this inference?*

⊗ (pp. 17–22) *What do readers learn about Francisco's and the settlement's treatment by the Spanish? What inferences can be drawn?*

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students draw inferences from the details on pages 29–31. Ask:

- *Why do the former residents of Fort Mose find it insulting when the interim governor orders them to move back to the fort?*
- *Why would Florida's becoming a British colony cause the demise of Fort Mose?*
- *Why did the townspeople of St. Augustine and Fort Mose relocate to Cuba?*

Thinking Beyond the Text

Talk about leadership. Then ask:

- *What does Menendez do that shows he is a great leader? How does this connect to his childhood?*
- *What leadership qualities does Menendez share with other people who are known for their leadership skills?*

Thinking About the Text

Have students look at pages 8 and 16. Ask:

- ❖ *How does each of these pages tie in with the surrounding pages? Why did the author include these pages, even though they are not directly about Francisco Menendez?*
- ❖ *How do these pages and features such as maps and drawings from the period add to your knowledge of the story of Fort Mose?*

Phonics and Word-Solving Strategies

Prefixes

Remind students that a prefix is a word part added to the beginning of a base word. A prefix often changes the meaning of the base word.

- Help students locate the words *unsuspecting* and *recaptured* on page 26. Explain that the prefix *un-* means “not” and the prefix *re-* means “again.” Thus the word *unsuspecting* means “not suspecting,” and the word *recaptured* means “captured again.”
- Have students use this process to understand the meanings of *reinforcements* (p. 27), *reestablish* (p. 29), *unfairly* (p. 30), and *unearthed* (p. 33).

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Have students choose a passage and practice pronouncing the proper nouns within it. Encourage them to practice reading the passage until they can read it fluently with the proper pace and without hesitating.

Expand Oral Language/Conversation

Talk About Leaders Invite students to name people they consider to be great leaders—those alive today as well as those who lived long ago. Discuss the qualities these people have in common. Talk about the situations that inspire people to become great leaders.

Write and Respond to Reading

Write About a Day in the Life Have students choose an event from Francisco's life and use it as the basis of a short piece of historical fiction. Explain that they can tell the story as a first- or third-person narrative. **(Narrative)**

Support a Position Have students write a paragraph telling why they agree or disagree with this statement: *The quest for freedom has no limits.* Have students use evidence from the book to support their reasoning. **(Argument)**

ELL Bridge

As students read, have them record events on a time line in order to have a visual summary of Francisco's life. After reading, invite volunteers to use the time line to summarize key ideas contained in the book.

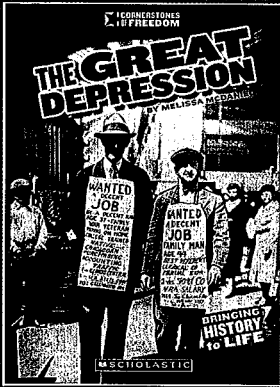
Connect Across Texts

Alexander Hamilton: The Outsider by Jean Fritz
Both Menendez and Hamilton fought for freedom. What do their life stories suggest about what motivates individuals to support a cause, go to war, and form political alliances?

Connect to the Internet

Share these websites with students to continue to explore Fort Mose and its history: www.floridastateparks.org/fortmose/ and <http://www.fortmose.org>.

The Great Depression



Summary & Standards

Summary: The Great Depression caused hardship for much of the nation. What led up to the Depression, how did people survive, and how was the economic health of the nation restored?

CCSS.ELA-Literacy: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: Melissa McDaniel

Word Count: 250+

Genre: Informational Text

Themes/Ideas: understanding economic concepts; tracing causes and effects of historical events

Text Type: Chapter Book

Genre/Text Type

Informational Text/Chapter Book Remind students that informational text has facts about a topic. Specific information is given in each of the chapters.

Informational Text Features

Sidebars Sidebars provide supplemental information.

Photos Historical photos add authenticity and information to the text.

Vocabulary

Academic Vocabulary

livelihood (p. 39): means of making a living

Domain-Specific Vocabulary

investments (p. 11): funds provided in hopes of making a profit

plummet (p. 13): to drop quickly; to plunge

prosperity (p. 9): financial success; wealth

Challenging Features

Text The text appears in many styles, with pages split by sidebars. Explain to students that they may want to read the main body of text on a page before reading secondary features.

Content Information about economics may be confusing and may need further explanation.

Supporting Features

Text Information in the book is divided with headings and subheadings into manageable chunks.

Vocabulary Content-specific vocabulary appears in boldface and is defined in a glossary.

A First Look

Elicit students' prior knowledge of the Great Depression. Ask: *What do you know about the Great Depression? When did it occur?* Discuss what happened to the United States during that time. Say: *Many factors caused the Great Depression, and other events made it worse. Some programs and one significant event ended it. Let's find out more about this sad time in history.*

Read and Analyze Informational Text Cite Textual Evidence

⦿ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Understand Cause and Effect

Explain that, like all major events in history, the Great Depression had many causes. People's struggles then caused other changes in the country. Have students cite textual evidence to support cause-and-effect analysis.

(p. 13) *Why was the U.S. economy in the 1920s booming? What examples does the author give to illustrate this?*

⦿ (pp. 36–39) *Name some of the effects of the Great Depression on average Americans. How do the photographs and quotes in the text help you understand those effects?*

⦿ (p. 51) *World War II finally ended the Depression, but many New Deal programs contributed as well. What effect did these programs have on the economy?*

Praise students for specific use of “Behaviors to Notice and Support” on page 117 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students cite textual evidence to answer questions about the historical events, such as:

- *What happened to the stock market in 1929? Why was October 29, 1929 called “Black Tuesday”?*
- *What solutions did the New Deal offer?*

Thinking Beyond the Text

Talk about United States presidents during the Great Depression. Ask:

- *Why did people want to vote out Herbert Hoover? What does the name “Hooverville” say about their opinion of him?*
- *What effect did Franklin Roosevelt’s personality and ideas have on the country?*

Thinking About the Text

Discuss the writer’s use of photos, quotes, and newspaper front pages. Ask:

- ❖ *How do the photos give you a sense of what life was like during the Great Depression?*
- ❖ *Was it effective for the writer to include quotes from real people and reproductions of newspaper headlines from the time? Explain.*

Phonics and Word-Solving Strategies

Suffixes -ion, -tion

Review with students the suffixes *-ion* and *-tion*. Remind them that these suffixes mean “act of,” “state or quality of,” or “result of.”

- Write the word *depression* and underline the *-ion*. Explain: *The root word of depression is depress. To depress means “to reduce or lower.” Adding the -ion gives the word the meaning of “the state of depressing,” or “the state of reducing or lowering.” During the Great Depression, both the economy and people’s spirits were reduced or lowered. The entire country was in a state of deep depression.*
- Repeat with the words *speculation, education, construction, and desperation*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher’s Guide*.

Develop Fluency

Have students select sidebars in the book to read with a partner. Then have them take turns reading sidebars aloud, monitoring each other for clarity, pace, and intonation.

Expand Oral Language/Conversation

Talk About Banking Some economic theories are touched upon in the book. Ask students about banking today. Ask: *Why do people use banks? What services do banks advertise? What would make a bank trustworthy?* Have students compare what they know about banks today to the banking problems the country faced in 1929.

Write and Respond to Reading

Write a Newspaper Article Have students pick a red subhead from the book and write a newspaper article about the section. Students can use the quotes featured in the book as long as they attribute them correctly. Compile articles into a class newspaper. **(Informative/Explanatory)**

Write a Persuasive Essay Ask students to use information from the book to write a persuasive essay arguing for or against Franklin Roosevelt’s approach to ending the Great Depression. Students should cite examples of Roosevelt’s plans and argue in favor of or against his ideas. **(Argument)**

ELL Bridge

Have students use the words in the Glossary to create their own sentences saying what they learned about the Great Depression. Ask partners to work together, each using half of the word list. Have them use each word in a sentence to convey information from the text. Remind them to reread the words in context to grasp their significance.

Connect Across Texts

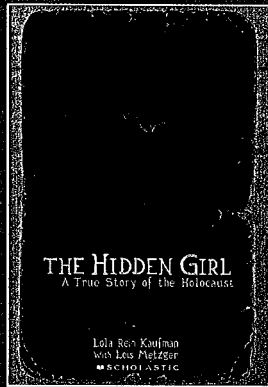
Pearl Harbor: The U.S. Enters World War II by Steve Dougherty

Compare the ways in which these two books use photos and text to reveal the chain of cause and effect that propelled events during these crucial times in history.

Connect to the Internet

For a photo essay of the Great Depression, share this website with students: <http://www.english.illinois.edu/maps/depression/photoessay.htm>.

The Hidden Girl



Summary & Standards

Summary: In this autobiography, the author recounts her struggle to survive during the Holocaust and how this experience affected the rest of her life.

CCSS.ELA-Literacy: Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Authors: Lola Rein Kaufman
with Lois Metzger

Word Count: 250+

Genre: Autobiography

Themes/Ideas: surviving the Holocaust; learning about the life experiences of a real person

Text Type: Chapter Book

Genre/Text Type

Autobiography/Chapter Book Remind students that in an autobiography a person tells important details about his or her own life. The details of this person's life are revealed as each chapter unfolds.

Informational Text Features

Books and Websites An annotated list includes books and websites about hidden children.

Vocabulary

Academic Vocabulary

in transit (p. 74): in the process of going from one place to another

Domain-Specific Vocabulary

concentration camps (p. 14): camps where large numbers of people (such as prisoners of war) are confined

ghettos (p. 13): areas of a city to which Jewish people were restricted to live

liberated (p. 53): set free

Challenging Features

Text Students may have difficulty keeping track of the unfamiliar place names and locations. Have students jot down notes.

Content Before reading, prepare students for the book's portrayal of death, suffering, and prejudice.

Supporting Features

Text The author recounts her experiences with vivid, detailed descriptions that will hold students' interest.

Vocabulary The author defines many domain-specific terms within the text.

A First Look

Read the title and subtitle with students, and ask them to look closely at the photo. Ask: *What impression do you get of the person in this photo?* Have students share what they know about the Holocaust. Then say: *Let's read to find out how one Jewish girl survived the horrors of the Holocaust.*

Read and Analyze Informational Text Cite Textual Evidence

⊕ If you have time constraints and want to concentrate on only one portion of the text, use the asterisked prompts to focus discussion.

Analyze How Text Contributes to Ideas

Help students focus on key sections of the text and discuss how each section contributes to the development of the ideas in the book.

(pp. 24–25) *Why does the author describe the wall space in detail? How does this place mean the difference between life and death for her?*

⊕ (pp. 45–50) *What does the author want you to understand about her hiding place? What was it like for her to live there for nine months?*

(p. 64) *Why does the author say, "There are worse things than being hidden, I realize"? What challenges does she face? How has her life changed because of the war?*

⊕ (pp. 85–91) *What does the author want you to understand about the lives of hidden children? What problems did they have growing up? What finally makes her decide to speak?*

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students summarize the text by identifying the key events in the author's life. Then ask:

- *In what ways was the author's life just as difficult once she was free to leave her hiding place?*
- *What evidence shows that the author is able to have a new life in America?*

Thinking Beyond the Text

Have students think about how the author's childhood experiences affected the rest of her life. Then ask:

- *Why does the author say, "I have a new life, but the old life is always with me"? Support your response with details from the text.*
- *Why do you think the author chose to break her silence about the past and write this book?*

Thinking About the Text

Have students reread the author's thoughts about Anna on pages 91–93. Then ask:

- ❖ *What does the author think about Anna's actions? How can you tell?*
- ❖ *Why do you think the author chose to include this section about Anna here, near the end of the book?*

Phonics and Word-Solving Strategies

Figurative Language

Remind students that authors often use figurative language to make their stories more interesting. Review the terms *simile* and *metaphor*.

- Have students find this metaphor on page 4: *The marketplace is the heartbeat of the town.* Discuss what is being compared and how this metaphor helps students understand the importance of the marketplace.
- Discuss other examples of figurative language, such as: *Maybe she's taking me back to the ghetto, back to my grandmother. That would be heaven!* (p. 44); *the earth feels like ice* (p. 51); and *The Russian soldiers are like a huge wave* (p. 58).

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Explain that reading a section of text repeatedly can improve fluency. Have students choose a paragraph and practice reading it several times to improve their phrasing, expression, and intonation.

Expand Oral Language/Conversation

Talk About Bravery Lead a discussion about all the different ways people in the story, including Anna Aksenczuk, show bravery. Ask students to discuss why some people chose to help others even when it put themselves at risk.

Write and Respond to Reading

Write a Letter Have students write a letter to the author to explain their reactions to her story and to ask any questions they may have. (**Opinion/Argument**)

Write a Newspaper Article Have students write an article about the author and her life using facts from the book. (**Informative/Explanatory**)

ELL Bridge

Write the words *who*, *what*, *when*, *where*, *why*, and *how* on index cards. After students read a chapter, hold up a card and guide them to formulate questions about what they have read. Repeat for each card and record the questions. Together, answer them using information from the text.

Connect Across Texts

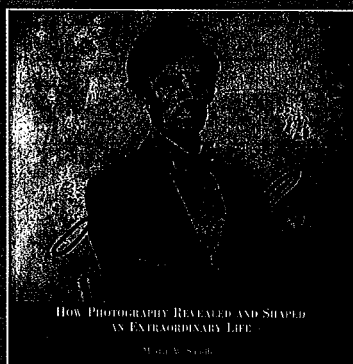
Case Closed? by Susan Hughes

Like Lola, Anastasia Romanoff was a child in danger, targeted because of her family heritage. Hughes presents scientific evidence to prove that, sadly, Anastasia Romanoff did not escape and survive the Russian Revolution. How do these two very different books show that people are drawn to stories about child-survivors of war?

Connect to the Internet

Share this website with students to have them learn more about Lola Rein Kaufman and her life: <http://www.ushmm.org/museum/exhibit/online/silentwitness/lola/flash/index.htm>. Students can view photos of people and places described in the book, watch an interview with Kaufman, and see the dress she wore when she was hidden.

Lincoln Through the Lens



Summary & Standards

Summary: One of the most photographed figures of the nineteenth century, Lincoln is almost as fascinating in front of the camera as he was in front of a crowd.

CCSS.ELA-Literacy: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: Martin W. Sandler

Word Count: 250+

Genre: Biography

Themes/Ideas: learning about Abraham Lincoln; understanding how images can shape perception

Text Type: Photo Essay

Genre/Text Type

Biography/Photo Essay Remind students that a biography tells about important events in a person's life. Information is supported by a series of photos.

Informational Text Features

Captions Captions provide detailed information and historical context for each photo.

Photos Historical photos add authenticity and additional information to the text.

Vocabulary

Academic Vocabulary

boisterous (p. 14): noisy, energetic, cheerful; rowdy

transfigured (p. 38): transformed

Domain-Specific Vocabulary

daguerreotype (p. 6): an early photographic process that captures an image on a silver plate

feller (p. 16): a dialectic spelling of the word *fellow*

Challenging Features

Text The text is lengthy and contains some complex descriptions.

Content The text helps students see that photography not only revealed but also shaped Lincoln's life. This may be a hard concept for students to understand.

Supporting Features

Text Every spread contains a header and discusses unique information. Approaching every spread as a chapter would help break up the reading.

Vocabulary Complex vocabulary is often surrounded by simpler wording. Context clues will help students decipher difficult words and phrases.

A First Look

Discuss the cover photo. Ask: *Do you know who this is? Does he look the same as or different from what you have seen in the past? Why did the author choose this photo instead of more-common photos of Lincoln?* Point out that this book uses historical photos to give readers a visual story of Lincoln's life.

Read and Analyze Informational Text Cite Textual Evidence

⊛ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Make Inferences Based on the Main Idea

Discuss that the author's main idea concerns the effect of photography on Lincoln and his era. Have students cite textual evidence to support inferences.

⊛ (pp. 10–11) *According to the author, why did Lincoln pose at the center of photos and with his hat on? How do you think the photo here would impact the viewer differently if Lincoln were to the left or right, and wore no hat?*

⊛ (pp. 44–45) *How does the text imply that Lincoln's beard was strategic? Does the beard change the viewer's perception of Lincoln's appearance? Describe in one word Lincoln without a beard, then with. Do the photos help prove the text's implication? Do you agree? Explain.*

(pp. 54–55) *Think about the text on these pages and others you have read. In what way does the author argue that photography helped shape Civil War events? How did photos alter people's understanding of war? What about future wars?*

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students cite textual evidence to answer the following questions about Lincoln:

- *What reason does the author give for Lincoln losing his first senate election?*
- *What was Lincoln's family life like?*

Thinking Beyond the Text

Discuss that, for a life story as large as Abraham Lincoln's, no author could include every detail. Instead, authors choose details to best support their main objective. Ask:

- *Why did the author dedicate an entire segment to Lincoln's beard? How do those details support his main point?*
- *Why did the author choose to include photos such as those found on pages 44-45? What effect do those have on the reader and on the author's central argument(s)?*

Thinking About the Text

Discuss the writer's use of photographs and quotes to help tell about Lincoln and his times. Ask:

- *How do the photos give you a sense of what life was like during the time of Lincoln?*
- *How do the quotes the author included help you better understand Lincoln? Explain.*

Phonics and Word-Solving Strategies

Multisyllabic Words

Remind students that breaking a multisyllabic word into syllables can help them read the word.

- Have students find the word *transfigured* on page 38. Write the word on the board and model reading it as you divide it into syllables (*trans-fig-ured*). Have students repeat each syllable and then blend them together as a whole word.
- Repeat with *abolition* on page 46 (*a-bo-li-tion*), *emphasizing* on page 40 (*em-pha-siz-ing*), *smattering* on page 60, (*smat-ter-ing*), and *assassination* and *ingeniously* on page 76 (*as-sas-si-na-tion*; *in-gen-ious-ly*).

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Have students select a page in the book that they find challenging and read it with a partner. Have them take turns reading aloud, monitoring each other for clarity, pace, and intonation.

Expand Oral Language/Conversation

Talk About Photographs Discuss with students that this book looks at how photography revealed and shaped the life of Lincoln, but also shows how photos altered the culture of the United States. Ask students what they think was the effect of photography on society and politics in the U.S. Remind them to cite evidence from the text for their commentary.

Write and Respond to Reading

Write a Speech Have students choose a topic (such as compromise, the war, or leadership) and, using what they learned in the book, write a short speech convincing their fellow students to agree with their point of view. Remind them to use details and reasoning to back up their argument. **(Opinion/Argument)**

Write a Biographical Sketch Have students summarize in a short biographical paragraph what they learned about Lincoln from this book. Encourage them to use interesting, unusual details. **(Informative/Explanatory)**

ELL Bridge

Have students work in pairs to read and then summarize sections with which they are struggling. Have them concentrate on one spread at a time and work through it, sentence by sentence, first reading, then putting the sentences into their own words and discussing the spread as a whole.

Connect Across Texts

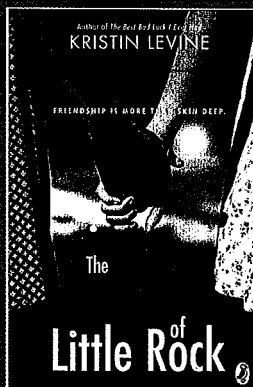
Fort Mose by Glenette Tilley Turner

Francisco Menendez, like Lincoln, played a significant role in American history. Use examples from both books to discuss the extent to which leaders are shaped by the time and place in which they live and the extent to which they are shaped by their beliefs and abilities.

Connect to the Internet

For more information on Lincoln that students might enjoy or find useful for research, visit <http://rogerjnorton.com/Lincoln2.html>.

The Lions of Little Rock



Summary & Standards

Summary: Marlee and Liz become unlikely friends, but their friendship will be tested by the rules of segregation in 1958 Little Rock, Arkansas.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Kristin Levine

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: taking a stand for what is right; understanding the power of friendship

Text Type: Novel

Genre/Text Type

Historical Fiction/Novel Remind students that historical fiction is a made-up story based on real people and events. The length of this novel allows for a deeper exploration of how people's lives are affected by historical events.

Text Features

Author's Note The author explains her choice of setting and time frame for the story.

Vocabulary

Academic Vocabulary

enrolled (p. 8): signed up or registered as a student

imperfections (p. 24): flaws; mistakes

purge (p. 221 chapter head): the elimination of something seen as undesirable

varsity (p. 43): relating to a school's principal team

Challenging Features

Text Discuss the "Author's Note" to place this book in historical context.

Content To help readers understand the tensions in Little Rock, the author depicts racial slurs and violence of that era. Be sensitive to the impact of these by discussing the story's historical context and the legacy of racism in the US.

Supporting Features

Text Descriptive title headings help students preview chapter events.

Vocabulary The book's dialogue is realistic and the language is conversational. Difficult words related to politics and civil rights are presented in context.

A First Look

Have students review the cover and title. Ask them to describe what the cover shows and then to connect the tagline to this image. Ask: *What kinds of events can test a friendship?* Share the back-cover text and invite students to predict what will happen in the story.

Read and Analyze Literature Cite Textual Evidence

⊗ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Analyze Characters' Actions and Motives

Remind students that authors describe what characters say and do as the plot unfolds. As a plot moves toward a resolution, authors may have characters respond in new ways, depending on their experiences throughout the story.

(pp. 12–15) *What does Marlee have a hard time doing when she meets people? How might comparing people to types of beverages help her?*

⊗ (pp. 122–128) *Why doesn't Marlee tell what she knows about Mrs. Jefferson's house? Why does she slip the quote from Peter inside her mother's purse?*

(pp. 213–214) *What is Father's reaction to the firings? How is this reaction different from how he usually feels? How does Mother react?*

⊗ (pp. 279–282) *Why does Father say Marlee is both reckless and brave? How are JT, Sally, and Little Jimmy different from when readers first met them? What events changed them?*

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students revisit pages 98–102. Ask:

- *What events in this chapter determine what happens later in the story?*
- *Explain the connection between the events.*

Thinking Beyond the Text

Discuss prejudice. Then ask:

- *If Marlee had known more about Liz, would they still have become friends? Explain.*
- *Why is it hard for some people to see beyond a person's race or appearance?*

Thinking About the Text

Have students reread chapters 1 and 57. Ask:

- ❖ *Is this a satisfying ending? Explain. What questions does it leave unanswered?*
- ❖ *Think about the events at the pool in both chapters as a framework for the events in the plot. Then state and support a possible theme that links all the parts of the story.*

Phonics and Word-Solving Strategies

Similes and Metaphors

Remind students that a simile is a comparison between two unlike things using the word *like* or *as*. A metaphor is a direct comparison. Explain that Marlee uses similes and metaphors describing people as beverages. Understanding Marlee's similes and metaphors helps readers understand how she feels about the characters as they are introduced.

- Read aloud page 5. Point out the similes in the second paragraph, noting the use of the word *like* in both. Discuss how a person might be compared to a pot of black coffee. Point out metaphors in the third paragraph, noting which beverage each family member is compared to. Ask: *How do these comparisons help you understand each character?*
- Repeat with similes and metaphors that Marlee uses to describe other characters, such as Sally and Nora (p. 12), Liz (p. 15), JT and Red (p. 24), and Miss Winthrop (p. 99).

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Choose a passage that is emotionally charged, such as chapter 42 (pp. 215–217), and read it aloud to demonstrate how expressive reading can convey the emotions of characters during key events. Assign partners sections of this dialogue to practice reading with appropriate expression.

Expand Oral Language/Conversation

Talk About the Political Process Discuss the political actions the characters take in the book and what had to be done before people brought issues to a vote to legislate change. Talk about how people can work together to bring about change.

Write and Respond to Reading

Write an Award Letter Have students design an award for one of the book's characters for achievement in promoting civil rights. Ask them to write a letter to that character, explaining what he or she did to earn the award. **(Narrative)**

Write a Rebuttal Have students make a list of the segregationists' reasons for why the schools should not be integrated. Then ask students to imagine they are a student at Marlee's school. Have them write an essay refuting these reasons, using story events when necessary. **(Opinion/Argument)**

ELL Bridge

Use the chapter headings to have students summarize what they learn in each chapter. Have partners work together to connect the heading to something that happens, explaining why the author chose it for the chapter.

Connect Across Texts

The Hidden Girl by Lola Rein Kaufman with Lois Metzger

In sharing her own story, Kaufman helps readers understand the horrors of the Holocaust. Levine uses historical fiction to capture the injustice and cruelty of segregation. Talk about the destructive power of prejudice, using examples from these books. Then consider what these books have to say about why some people risked so much to help others who were unfairly persecuted.

Connect to the Internet

Help students learn more about the early civil rights movement at http://www.pbs.org/wnet/aaworld/timeline/civil_01.html.

The Odyssey of Flight 33



Summary & Standards

Summary: The people aboard a flight from London to New York find themselves traveling mysteriously further and further back in time, and then into the future.

CCSS.ELA-Literacy: Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: Mark Kneece, adapted from Rod Serling's original script

Word Count: 250+

Genre: Science Fiction

Themes/Ideas: seeing people's reactions to emergencies; realizing the power of keeping calm

Text Type: Graphic Novel

Genre/Text Type

Science Fiction/Graphic Novel Remind students that science fiction deals with scientific subject matter—either actual or imagined. The illustrations in this graphic novel add to the story's fantastic and often surreal quality.

Text Features

Introduction The introduction gives background information on *The Twilight Zone*, the television show that aired from 1959 to 1964.

Vocabulary

Academic Vocabulary

affirmative (p. 10): a reply that means “yes”

finessing (p. 10): using skill and a delicate touch

Domain-Specific Vocabulary

knots (p. 13): units of speed for boats and aircraft, equivalent to slightly more than one mile per hour

odyssey (p. 1): a long, wandering journey

Challenging Features

Text Students may have difficulty following the order in which to read the dialogue balloons. Point out that characters usually take turns speaking.

Vocabulary The book contains difficult vocabulary, as well as slang and aviation jargon.

Supporting Features

Text The graphic-novel format relies on illustrations and dialogue rather than long, detailed descriptions to convey action and move the story forward.

Content Most students will find the subject matter engaging and will want to read on. The story is mysterious and not easily predictable.

A First Look

Ask students if they are familiar with reruns of the old television show *The Twilight Zone*. If so, have volunteers describe the show—the kinds of stories told and the “feel” of the show. Ask: *Do you ever hear or use the expression twilight zone to describe something eerie? What does that expression mean?*

Read and Analyze Literature Cite Textual Evidence

☞ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Determine Word Meanings and Tones

Point out that authors choose their words with care. They may choose words with precise literal meanings to give readers information, but they also choose words that help set a particular tone or convey a feeling. (Note: Book pages are not numbered. The title page is page 1.)

☞ (p. 1) *What is an odyssey? How is an odyssey different from an ordinary trip? In what way is the flight of this plane an odyssey?*

(p. 10) *What does affirmative mean? Why is this word used instead of yes? How does this word add to the tone of the scene?*

☞ (p. 24) *What does the term nut job mean? What are some other words the author could have used instead? Why did the author choose this term?*

(p. 30) *The ex-Air Force flyer says, “Tell it to the sheep.” Whom is he calling sheep? What traits do you think of when you think of sheep? Why would this character call other passengers “sheep”?*

Praise students for specific use of “Behaviors to Notice and Support” on page 117 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have students read pages 5–16. Ask:

- *What is happening in the cockpit? What is happening in the rest of the plane?*
- *What is the best way to summarize the problem in the story?*

Thinking Beyond the Text

Remind students that authors often explore themes that are not stated directly. Then ask:

- *How did the ex-Air Force flyer behave before and during the flight problem? What about the pilot? Other characters?*
- *What is the author saying about people's behavior during emergencies?*

Thinking About the Text

Ask students to think about the graphic-novel format of pictures and dialogue. Ask:

- ❖ *Why do you think the author chose to present this adaptation as a graphic novel? How does the format affect your experience of the story?*
- ❖ *What clues do the word choices and speech patterns offer about each character? How do the facial expressions, spatial relationships, and color choices help convey the mood?*

Phonics and Word-Solving Strategies

Nonstandard English

Remind students that fiction writers sometimes use nonstandard English or slang to mimic the way real people speak. Point out that nonstandard English or slang can be effective in fiction writing.

- Have students find the word *gimme* on page 7. Ask: *What is a more formal way of saying gimme? In what kinds of writing might it be appropriate to write "gimme"? In what types of writing would you more likely write "give me"?*
- Have students look through the text for other examples of nonstandard English or slang, such as *I don't want nothing* on page 7, *I'm just funning with you* on page 9, *s'pose* on page 12, and so on. Have students identify a more formal wording for each word or phrase.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Have small groups of students read favorite scenes as a readers' theater. Have them practice until they are confident that the student playing each character is reading the speech balloons in the correct order and with appropriate expression.

Expand Oral Language/Conversation

Talk About Odysseys Have students discuss how Flight 33's journey changed after takeoff. Ask: *What did the passengers expect when they boarded in London? What happened instead? Have you ever started out on a journey or errand that somehow expanded or changed? If so, describe it.*

Write and Respond to Reading

Continue the Story Have students continue one or more threads of the story. For example, they could tell about what happens to the man who jumped from the plane, how the plane lands successfully back in its own time, what happens when it lands in a different time, and so on. **(Narrative)**

Write an Opinion Remind students that the pilot of Flight 33 had the chance to land safely in a future time period but did not take it. Have students write a brief opinion piece arguing whether or not this decision was the best course of action. **(Opinion/Argument)**

ELL Bridge

Introduce or review some common English-language idioms and colloquialisms that students will encounter in the graphic novel: *Huh?*; *Uh-huh*; *keep an eye on*; *clear as a bell*; *A-S-A-P*; *hold it a minute*; *awfully touchy*; *off the beaten track*; *had a thing about*; *pull yourself together*; *stay put*; *blown over*. Discuss the meaning of each. Encourage students to choose one or more expression and use other words to mean the same thing.

Connect Across Texts

The Lions of Little Rock by Kristin Levine

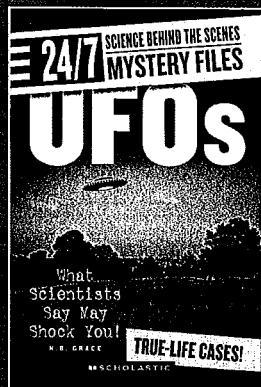
Discuss how the dialogue in each of these books adds authenticity and helps readers care about the dangers the characters face.

Connect to the Internet

To find out more about *The Twilight Zone* and its creator, Rod Serling, visit <http://www.npr.org/programs/morning/features/patc/twilightzone>.

UFOs: What Scientists Say May Shock You!

**GUIDED
READING
PROGRAM**
Nonfiction Focus
2nd Edition



Summary & Standards

Summary: Are aliens real or imagined? UFO sightings and alien-abduction stories are examined to distinguish fact from fiction.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: N. B. Grace

Word Count: 250+

Genre: Informational Text

Themes/Ideas: examining evidence; distinguishing fact from fiction

Text Type: Magazine Format

Genre/Text Type

Informational Text/Magazine Format Remind students that informational text has facts about a topic. Magazine-format section heads, photos, and captions allow readers to explore the topic in detail.

Informational Text Features

Resources Professional organizations, websites, and books about UFOs and space are provided.

Vocabulary

Academic Vocabulary

conspiracies (p. 25): secret plots or schemes

hoaxes (p. 16): acts of trickery or fraud

Domain-Specific Vocabulary

extraterrestrial (p. 8): something that comes from somewhere beyond Earth

ufologist (p. 9): a professional or amateur researcher who studies UFOs

Challenging Features

Text Pages are busy with headings, captions, photos, maps, and sidebars. Tell students to enjoy the magazine format, which adds variety to the presentation of the topic.

Vocabulary Students may be challenged by UFO terminology. Review the words and definitions on pages 8 and 9.

Supporting Features

Text The author includes captioned photos and illustrations to support the information in the text.

Vocabulary Academic vocabulary is set in boldface and defined in the "Dictionary" at the back of the book.

A First Look

Read the title and talk about the cover illustration. *Ask: What is a UFO? Ask: What do you think you will learn about UFOs from this book?* Then read the back cover. *Say: Let's read these stories and decide whether they are real or imagined.*

Read and Analyze Informational Text Cite Textual Evidence

☉ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Draw Conclusions

Point out that the author provides details about cases of UFO sightings and alien abductions. It is up to the reader to analyze how a key event or idea is introduced, illustrated, and elaborated on, and to draw his or her own conclusions about these cases and the possibility of alien life.

☉ (pp. 17–26) *What evidence does the author provide to support the theory that a UFO crash-landed in the desert near Roswell? What is the official explanation for the debris? What conclusions can you draw about the Roswell mystery?*

(pp. 27–34) *Which details support the Hills' abduction story? Which details suggest the abduction was imagined? What conclusions can you draw about this and other alien-abduction reports?*

☉ (pp. 35–42) *How does the author introduce and explain the unusual signal from outer space? Why is the "Wow!" signal significant to scientists?*

Praise students for specific use of "Behaviors to Notice and Support" on page 117 of the *Guided Reading Teacher's Guide*.

LEVEL X

Develop Comprehension

Thinking Within the Text

Have students use text features to locate information. Ask:

- *Where should the reader look to find UFO terms and definitions? Why is the magazine format well suited for a topic like UFOs?*
- *Where can the reader learn about careers in astronomy? Where can he or she continue exploring the subject of extraterrestrial life?*

Thinking Beyond the Text

Review the information on page 16. Ask:

- *Which type of evidence is most reliable? Explain your reasoning.*
- *Why do people continue to be so fascinated by UFOs and aliens?*

Thinking About the Text

Point out the presentation on pages 10–13 of reported alien encounters. Ask:

- *What organizational strategy does the author use to present these alien encounter reports? How does this approach help make the information accessible to the reader?*
- *What does the author believe about these alien reports? What makes you think so?*

Phonics and Word-Solving Strategies

Denotation and Connotation

Remind students that the denotation of a word is its literal meaning, or dictionary definition. The connotation of a word is its associated or secondary meaning.

- Ask: *What is the literal meaning of UFO? (unidentified flying object) What is its connotation? (alien spacecraft, alien invasion, flying saucer) What is the literal meaning of extraterrestrial? (something that comes from somewhere beyond Earth) What is its connotation? (alien creature)*
- Have students identify the denotation and connotation of the following words: *abduction, alien, encounter, invasion, sighting*. Point out that connotations often depend heavily on context or the viewpoint of the writer/speaker.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Model expressive reading by reading aloud one of the cases presented on pages 10–13. Then have student pairs read aloud a case to each other, focusing on expressive reading.

Expand Oral Language/Conversation

Talk About UFOs Have students discuss the true-life cases featured in the book. Ask: *Do you believe the alien encounters featured in the book are real or imagined? Why?* Then ask: *What would you do if you saw a UFO in the sky? How would you try to prove or disprove a UFO sighting?*

Write and Respond to Reading

Write a Persuasive Essay Write the following statements on the board: “Alien sightings and encounters are real.” “Alien sightings and encounters are imagined.” Have students write a persuasive essay that supports one of these statements. Remind students to cite facts and details from the text. (**Argument**)

Write a Science Fiction Story Have students write a short story about an alien encounter. Tell students that the story can be a first-person or third-person account. (**Narrative**)

ELL Bridge

Pair ELL students with English-speaking partners. Have partners choose a photo in the book and discuss how it relates to a reported UFO sighting, encounter, or abduction. To prompt discussion, suggest that students answer the following questions: *What does this photo show? Why is this photo significant to the topic?* Then have students describe their photo to the group.

Connect Across Texts

Case Closed? by Susan Hughes

Compare the way in which Hughes offers scientific explanations for mysterious occurrences with the way Grace discusses what scientists have to say about UFO sightings and alien abductions. How do both authors share their points of view about the material they present?

Connect to the Internet

Share this website with students to continue to explore the subject of life in outer space: <http://www.space.com/search-for-life/>.