

# GUIDED READING PROGRAM

Nonfiction Focus

*2nd Edition*



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

- **Ancient Rome**
- **Catching Fire**
- **The Dark Game**
- **Ghosts in the Fog**
- **Joseph Stalin (A Wicked History)**
- **The Monsters Are Due on Maple Street (The Twilight Zone)**
- **Mysterious Messages**
- **Teens at War (Ten True Tales)**
- **Thoreau at Walden**
- **Unraveling Freedom**

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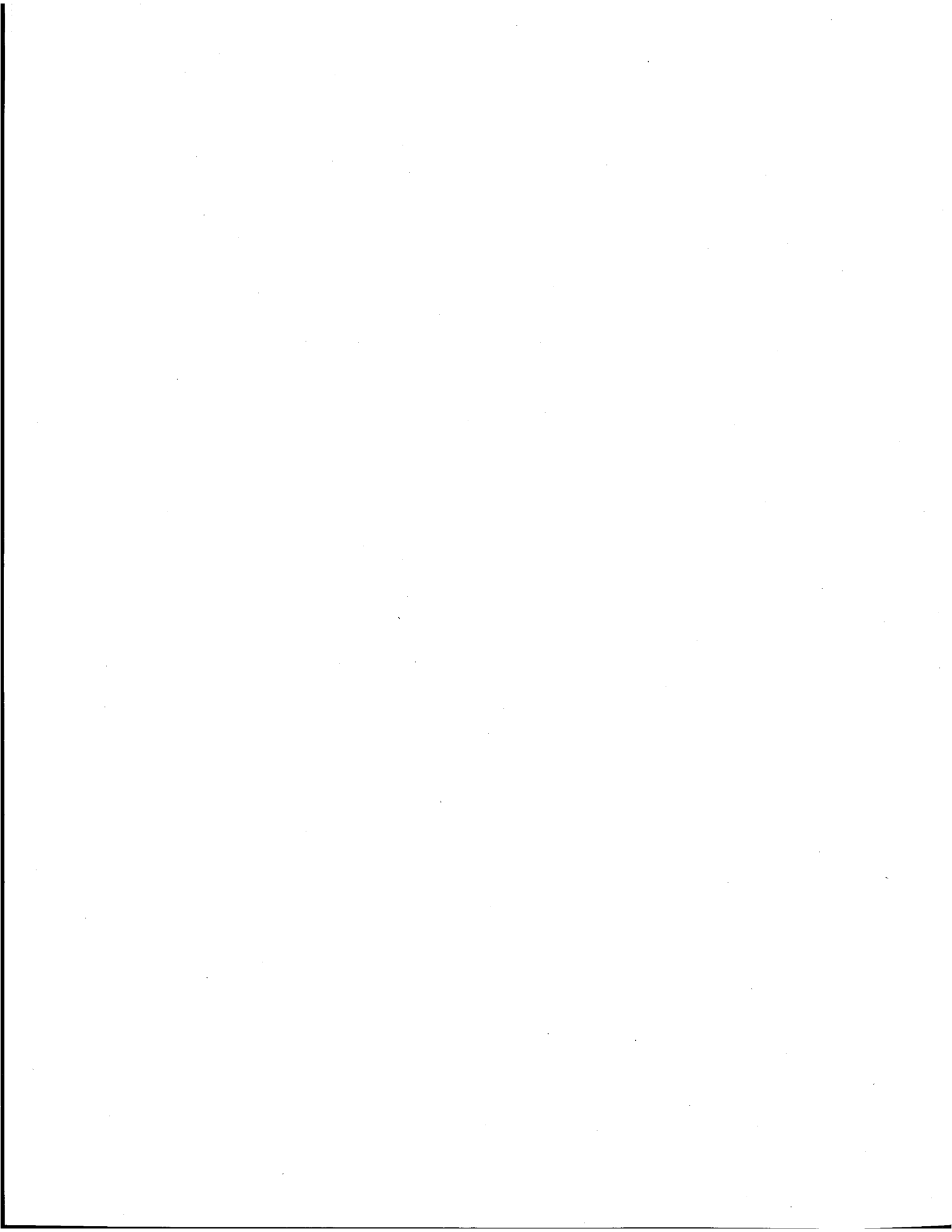
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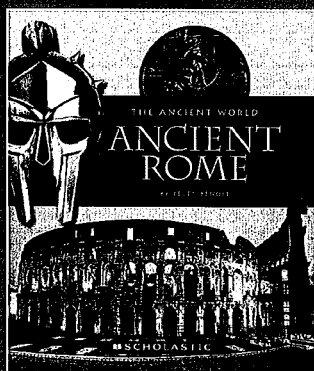
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ISBN-13: 978-0-545-64754-0  
ISBN-10: 0-545-64754-1





# Ancient Rome



## Summary & Standards

**Summary:** The history, culture, and contributions of ancient Rome are explored.

**CCSS.ELA-Literacy:** Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

**Author:** Peter Benoit

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** understanding the influences of ancient Rome; appreciating history

**Text Type:** Magazine Format

## Genre/Text Type

**Informational Text/Magazine Format** Remind students that informational text has facts about a topic. A magazine format allows for many features to add interest and give information.

## Informational Text Features

**Map** The map on page 63 will help students trace the expansion of the Roman Empire over time.

## Vocabulary

### Academic Vocabulary

**architectural** (p. 8): relating to the design of buildings and other structures

**census** (p. 12): the official count of people in an area

### Domain-Specific Vocabulary

**patrician** (p. 22): a member of an ancient Roman noble family

**plebeians** (p. 22): common people of ancient Rome

## Challenging Features

**Text** “Past Is Present” sidebars interrupt the text. Make sure students read the main text, then return to each feature once they reach a good stopping point.

**Content** Students may be challenged by the amount of factual information. Decide which chapters and features of the book you want students to focus on, and encourage note taking.

## Supporting Features

**Text** A time line places important events in order; an index lets students find information quickly.

**Vocabulary** Many new terms are defined alongside the text.

## A First Look

Read the title and point out that the book is part of a series called The Ancient World. Talk about the images on the cover and tap into students’ prior knowledge. Ask: *What do you know about ancient Rome? Can you make a connection to the images?*

## 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.

### Analyze Structure and Development of Ideas

Explain that there is a great deal of information here about ancient Rome and that it is the author’s job to organize it in a way that makes sense to readers.

(pp. 6–9) *What type of section does the book begin with? What kind of information is found here?*

✪ (pp. 10–41) *Describe the type of information found in chapter 1. Why do you think the author covered the entire history of ancient Rome in one chapter, from the early days to the collapse of the empire?*

✪ (pp. 42–67) *What is the main topic covered in Chapter Two? Chapter Three?*

✪ (pp. 96–97) *How does the book end? What ideas are presented under “An Ever-Present Legacy”?* (throughout book) *Name several topics covered in the feature “Past Is Present.” Why is this feature scattered throughout the book? What does a feature like this help the author do?*

Praise students for specific use of “Behaviors to Notice and Support” on page 119 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students reread the Introduction. Ask:

- *What is the connection between ancient Rome and the English language?*
- *What invention led to the creation of many roads and buildings in ancient Rome?*

### Thinking Beyond the Text

Ask students to skim chapters 1–3. Then ask:

- ❖ *Reread the definition of republic on page 22 and the page 45 feature. Why did our founding fathers embrace the republican form of government? Explain the links of past and present, using examples from the text.*
- ❖ *Reread page 67. How did expansion improve the economy of ancient Rome?*

### Thinking About the Text

Discuss the fact that certain text features are commonly used by authors who write about history. Ask:

- *Why did the author include a time line on pages 100–103? What is its purpose?*
- *How are the glossary and index on pages 104–111 useful to a person writing a report?*

## Phonics and Word-Solving Strategies

### Possessives

Remind students that the possessive form of most singular nouns is formed by adding 's. For plural nouns ending in s, only an apostrophe is added to form the possessive. Explain that these rules apply to common and proper nouns.

- Have students locate the four uses of *Rome's* on pages 8–9. Ask whether this word is a common or proper noun and whether it is singular or plural. Have them name what the object is that Rome “possesses” in each sentence. Explain that though Rome was an empire of many people, the name itself is a singular noun.
- Ask students to locate other possessives with apostrophes and determine whether they are common or proper nouns and whether they are singular or plural.

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

## Develop Fluency

Model fluent reading of sentences with multiple phrases and/or clauses, emphasizing appropriate pauses.

## Expand Oral Language/Conversation

**Talk About Ancient Rome** Ask students to discuss what topics from the book they want to learn more about—for example, history, the daily lives of Romans, or art and architecture. Make sure students explain why they chose their topics.

## Write and Respond to Reading

**Write a Letter** Have students skim the information in Chapter Four about family life in ancient Rome. Invite them to write a letter as a person their age living in ancient Rome. Have them explain to people today what life is like, adding details that are compatible with information in the book. **(Narrative)**

**Write a Report** Have students write a brief report explaining the influence of ancient Rome on our world today. Encourage them to pay special attention to the “Past Is Present” features throughout the book and “An Ever-Present Legacy” on pages 96–97. **(Informative/Explanatory)**

## ELL Bridge

Have students work with a partner to review the different informational text features in the book, such as the Table of Contents, images, captions, terms defined alongside the text, Glossary, book list, and Index. Have them discuss the purpose of each feature and decide which are most helpful.

## Connect Across Texts

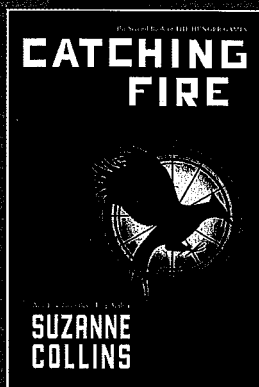
*Everything Ancient Egypt* by Crispin Boyer

Both books use photographs of artifacts and artwork to extend understanding of the civilization described in the text. In what ways was each of these civilizations most like our own?

## Connect to the Internet

Have students visit this site, where they can click on images of various artifacts from ancient Rome: <http://www.bbc.co.uk/ahistoryoftheworld/exploreraltflash/?tag=48&tagname=Ancient%20Rome&page=2#topofpage>.

# Catching Fire



## Summary & Standards

**Summary:** In this second book of the Hunger Games trilogy, newly crowned victor Katniss Everdeen finds herself in a power struggle with the government.

**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:** Suzanne Collins

**Word Count:** 250+

**Genre:** Science Fiction

**Themes/Ideas:** fighting tyranny; struggling to survive

**Text Type:** Novel

## Genre/Text Type

**Science Fiction/Novel** Remind students that science fiction, unlike fantasy, tells a story whose basis is in science, however unlikely the plot events. Science fiction is often set in the future. The longer length of a novel allows for broader narrative development than a short story.

## Text Features

**Sections** The novel is divided into three parts.

## Vocabulary

**Academic Vocabulary**

**exudes** (p. 13): gives off

**innocuous** (p. 150): harmless

**Domain-Specific Vocabulary**

**pariah** (p. 132): an outcast

## Challenging Features

**Text** Some students may be challenged by the length of the novel.

**Content** This second book in the Hunger Games trilogy contains scenes of violence, death, and mature romantic conflict. Though clues are given about the events of the previous book, students who have read *The Hunger Games* will have a greater understanding of *Catching Fire*.

## Supporting Features

**Text** Although the novel is long, the text on the page has ample leading and so is easy to read.

**Vocabulary** The book's setting is a fictional nation, but most vocabulary relates to the real world.

## A First Look

Display the novel and tell students that *Catching Fire* is the second book of the Hunger Games trilogy. Explain that a trilogy is a series of three stories with similar themes. Point out that in this series, *The Hunger Games* came first, *Catching Fire* was second and *Mockingjay* was the third.

## Read and Analyze Literature

### 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.

### Understand Point of View

Remind students that in a first-person narration, a character tells the story from his or her point of view. Through the *Catching Fire* narrator, Katniss, we learn about story events from her perspective and get to know her thoughts about them.

(p. 7) *There is no dialogue for the first pages. What do we know about the atmosphere of the District from Katniss's point of view?*

⊕ (pp. 118–119) *How does Gale's injury draw out Katniss's emotions? What thoughts does she convey while waiting for him?*

⊕ (p. 325) *Who first figured out that the arena disasters were arranged as a clock? Why do you think Katniss was the only one who picked up on what Wiress was trying to say?*

(pp. 385–391) *How have events moved around Katniss without her knowledge? How does she react when she realizes the truth?*

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students recall details from the book:

- *What does the mockingjay symbolize?*
- *How do the alliances change during the Games?*

### Thinking Beyond the Text

Discuss Katniss's interior conflicts:

- *How are Katniss's loyalties to Peeta, Gale, and Haymitch tested? How much of the blame does she place on them as opposed to blaming her own weaknesses?*
- *What conflicting feelings does Katniss have about being the Hunger Games victor? About being a symbol of rebellion?*

### Thinking About the Text

Point out that the book has three distinct sections: the victory tour, the preparations for the Games, and the Games themselves. Ask:

- ❖ *How does the victory tour build up to the twist about the new Games? How does the author set the stage for Katniss's role as a leader?*
- ❖ *Compare Parts I, II, and III. How do plot twists and contrasts between sections help fill out the picture of Katniss, her world, and the forces that threaten them?*

## Phonics and Word-Solving Strategies

### Figurative Language

Remind students that figurative language uses similes, metaphors, idioms, and personification to provide a feeling that literal language cannot. Say: *In Catching Fire, Katniss is the "girl on fire." Fire appears in similes, metaphors, and other examples of figurative language throughout the book.*

- Read the last paragraph on page 149. *How are Katniss's actions and their consequences compared to fire? How does that help you understand the rebellion?*
- Read the first paragraph on page 207. *Here, fire is used to describe Katniss's appearance. How does this language help you visualize her? How does the language connect to her identity in the book?*

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

## Develop Fluency

Read aloud several paragraphs of dialogue to demonstrate how intonation can convey different character traits. Then have students read the paragraphs softly to themselves as you circulate and provide support.

## Expand Oral Language/Conversation

**Talk About Propaganda** Introduce or review the concept of propaganda—biased information publicized to sway people's minds. In the book, the government of Panem relies heavily on propaganda; have students provide examples. Ask students if they can think of examples from real life and how they compare to the ones in the book.

## Write and Respond to Reading

**Write an Editorial** Have students write editorials for the Capitol paper about the Seventy-Fifth Hunger Games. They may choose the voice of a Capitol supporter or a rebel. Students can share their editorials in small groups. (**Opinion/Argument**)

**Create a Map** The districts of Panem are not explicitly mapped out. Have students label U.S. maps with how they imagine the districts might be situated. They can discuss their ideas with partners and analyze the geographical advantages of each district. (**Informative/Explanatory**)

## ELL Bridge

Incorporate graphic organizers to help students comprehend character information and story details. Model using a character map to record information about one of the characters and a sequence chart to record plot details in the order in which they occur.

## Connect Across Texts

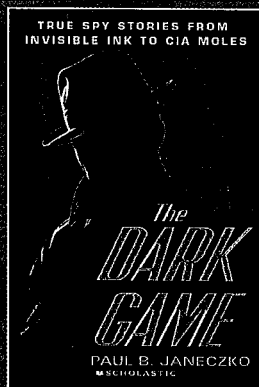
*Ancient Rome* by Peter Benoit

Collins offers a view of a culture she has invented. Benoit shares details about an ancient civilization. Discuss parallels that students see between the two. How is Panem like Ancient Rome?

## Connect to the Internet

Students can explore multimedia features for the Hunger Games trilogy at <http://www.scholastic.com/thehungergames/index.htm>.

# The Dark Game



## Summary & Standards

**Summary:** A collection of true stories informs readers about the history of spying, spy techniques, and the lives of some notorious spies.

**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:** Paul B. Janeczko

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** analyzing historical events; connecting the present to past 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 chapter.

## Informational Text Features

**Introduction** An introduction explains the author's background and his reasons for writing the book.

**Primary Sources** Information for the book is drawn from photographs, letters, fine art, and other primary sources.

## Vocabulary

### Academic Vocabulary

**correspondence** (p. 43): messages or letters

**intrepid** (p. 42): brave, bold, fearless

### Domain-Specific Vocabulary

**espionage** (p. 7): the practice of spying

**militia** (p. 6): civilian group prepared to fight

## Challenging Features

**Text** Students may be challenged by the amount of text. Have them summarize important names and details in a notebook after reading each chapter.

**Vocabulary** Students may be challenged by unfamiliar, multisyllabic words in the text.

## Supporting Features

**Text** Photographs and illustrations support information in the text.

**Content** The variety of high-interest topics and the author's engaging style will keep students interested.

## A First Look

Display the book and read its title and subtitle.

*Ask: Why do you think this book is called The Dark Game? I'm sure you've seen movies about spy characters; now let's read about some real spies.*

## 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 when they make inferences, they use what they already know and what the text tells them to determine what is happening or what the author means. Discuss how the author's choice of words can help readers make inferences.

⊗ (pp. 6–7) *The author calls Washington the father of what two things? From this text, what can you infer about the history of spying in this country?*

(pp. 68–69) *How does the phrase "Pinkerton's counterintelligence net was closing around her" help you understand what was about to happen? Why is a net a good image to use here? Explain.*

⊗ (pp. 85–86) *What can you infer about why the Germans targeted immigrant groups in the United States for their propaganda? How did the Germans hope that this would affect the war's outcome?*

(pp. 161–163) *Why does the author describe SIS agent Wyke's work as "delicate" and "demanding"? What can you infer is the reason he got this job?*

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide*.



## Develop Comprehension

### Thinking Within the Text

Have students look at pages 118–121. Ask:

- *Who were the Choctaw Code Talkers and what did they do? How did they affect the war's outcome?*
- *Where else in the text does an accidental discovery lead to a new form of espionage?*

### Thinking Beyond the Text

Talk about acts of espionage, both long ago and today. Then ask:

- *What might the outcome have been for the Revolutionary War and both world wars, had espionage not been used by either side? Explain.*

### Thinking About the Text

Have students look at pages 110, 146, 164–165, 170–173, and 188–191. Ask:

- ❖ *Why do you think the author included these diagrams and examples of authentic documents? How do they add to your understanding of the text?*
- ❖ *How do you think the author feels about espionage? What makes you think that? Give evidence.*

## Phonics and Word-Solving Strategies

### Connotation and Denotation

Remind students that a word's denotation is its literal meaning, but its connotation has to do with how the word makes us feel or what association the word calls up. Explain that authors choose certain words because of their connotations.

- Read aloud the sentence containing the word *ferret* on page 69. Read aloud the dictionary definitions. Then find synonyms for *ferret* when it is used as a verb in *ferret out*. (*discover, find, hunt down*) Compare the emotions each synonym brings to mind, ranking them from least to most positive. Discuss why the author used *ferret* instead.
- Repeat this process with *bribed* (p. 71), *regime* (p. 80), *splashed* (p. 116), and *fabricated* (p. 136).

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

## Develop Fluency

Read aloud pages 36–39 to model how punctuation and bulleted lists affect reading. Point out how punctuation, such as parentheses and em dashes, changes your pace and phrasing. Have partners take turns reading these pages aloud.

## Expand Oral Language/Conversation

**Talk About Secret Codes** Have students summarize what they learned about secret codes and ciphers in the text. Compare and contrast codes and ciphers with learning a foreign language. *Ask: How does learning the "rules" help you learn both codes and languages?*

## Write and Respond to Reading

**Write a Journal Entry** Have students choose a person from the book and use details from the text to write a journal entry from his or her point of view. Suggest they focus on either a time range or a specific day in the person's life. **(Narrative)**

**Support an Opinion** Have students form an opinion about this topic: *Should governments spy on each other?* Ask students to choose a side and support it with specific examples from the text. **(Opinion/Argument)**

## ELL Bridge

Help students understand the chronological order of spying missions. Help them make a time line from 1765 until today. After reading each section, have students check comprehension by summarizing the content and adding a sentence to the correct point on the time line.

## Connect Across Texts

*Mysterious Messages* by Gary Blackwood

Both of these books talk about spies, intrigue, and secret messages. Discuss how the two texts work together to offer a more complete picture of the importance of espionage throughout history.

## Connect to the Internet

Have students read more about codes and cryptology at <http://www.nsa.gov/kids/home.shtml>. On this website, students can learn Morse code, experiment with writing messages in code, and try cracking codes.



# Ghosts in the Fog



## Summary & Standards

**Summary:** This informational text describes the little-known events surrounding the Japanese invasion of the Aleutian Islands during World War II.

**CCSS.ELA-Literacy:** Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

**Author:** Samantha Seiple

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** learning about history; realizing the effects of war

**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 chapter.

## Informational Text Features

**Preface** The preface sets the stage for the account by explaining the secrecy surrounding the invasion.

**Afterword** The afterword describes what happened in later years to those affected by the invasion.

## Vocabulary

### Academic Vocabulary

**devastating** (p. 24): causing great damage and destruction

**evacuated** (p. 86): removed from a dangerous area

### Domain-Specific Vocabulary

**armaments** (p. 13): military weapons and equipment

**detainees** (p. 181): people held in custody

## Challenging Features

**Text** Students may be overwhelmed by the nonlinear sequence of the retelling. Suggest that students take notes and organize the notes chronologically by island.

**Content** The text discusses the violence and death of war. Prepare students for this material.

## Supporting Features

**Text** Photographs highlight key people and places described in the text.

**Vocabulary** The author defines specialized terms within the text.

## A First Look

Talk about the cover, and read the title and subtitle.

*Ask: Who do you think the ghosts in the fog are?*

*Why?* Have students share what they know about World War II. Then say: *Let's read to find out about an invasion that the US government kept secret.*

## 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.

### Determine Author's Purpose

Help students focus on identifying specific text that reveals the author's purpose.

(p. 7) *What point does the author make about the Japanese invasion of Alaska? Why might the author want to inform people about this event?*

☉ (pp. 41–44) *What are these pages mostly about? Why does the author include firsthand accounts from the Attuans?*

(pp. 77–78) *What are these pages mostly about? Why does the author provide so much information about the weather?*

☉ (pp. 119–121) *What does the author describe on these pages? What is the author's reason for including these graphic details?*

☉ (pp. 164–168) *What do you learn about the survivors' experiences? Why does the author include this information? What does she want readers to understand about the Atkans?*

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students summarize what they learned and make inferences based on the text. Ask:

- ❖ *How were the Japanese forces able to invade Alaska? What made it difficult for the Americans to drive out the Japanese?*
- ❖ *How were the lives of the people who lived in the Aleutian Islands affected by the invasion?*
- ❖ *Why did the US government keep the invasion a secret from the public?*

### Thinking Beyond the Text

Help students make connections between the text and their own knowledge. Ask:

- *In what ways is the effect of war devastating for both soldiers and civilians?*
- *What message does the author try to send to the reader?*

### Thinking About the Text

Have students think about how the author has structured the account. Then ask:

- *Why does the author include a date and location or other descriptive reference at the beginning of each chapter?*
- *Why doesn't the author tell about the invasion as a straightforward sequence of events?*

## Phonics and Word-Solving Strategies

### Prefixes

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

- Have students find *undefeated* in the last paragraph on page 13. Identify the prefix *un-* and explain that it means “not.” Discuss how the prefix *un-* changes the meaning of *defeated*. Repeat with *unstoppable*.
- Work together to find and discuss the meanings of other words that contain prefixes, such as *uncontrollable* (page 42), *regained* (page 47), *undetected* (page 49), *impossible* (page 58), *incorrectly* (page 71), *rebuilt* (page 164), and *uninhabitable* (page 168).

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 passage several times improves fluency. Have students choose a paragraph and practice reading it several times to improve their phrasing and intonation.

## Expand Oral Language/Conversation

**Talk About Survival** Lead a discussion about human survival. Encourage students to identify specific things people in the book did to stay alive during the war.

## Write and Respond to Reading

**Make a Time Line** Have students work in small groups to make a time line that lists the key events of the invasion. Suggest that students also include a map of the Aleutians to support the time line graphic. **(Informative/Explanatory)**

**Write a Journal Entry** Have students write a journal entry from the perspective of one of the Aleutian detainees in Japan. Students can review pages 181–186 to gather information about the detainees' experiences. **(Narrative)**

## ELL Bridge

Have students articulate and track the sequence of events. Display an enlarged version of the map on page 23. For each event, have students make a small illustration with a summarizing caption. Post the illustrations next to their corresponding point on the map. Invite students to retell key events in the text, using this illustrated map.

## Connect Across Texts

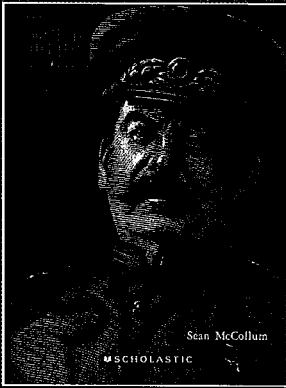
*World War II* by Aaron Rosenberg

Rosenberg presents concise profiles of Churchill, Roosevelt, Eisenhower, Stalin, Hitler, and Hirohito to explain key events related to WWII. How does the context Rosenberg provides, especially about Roosevelt and Hirohito, relate to events described in *Ghosts in the Fog*?

## Connect to the Internet

Share with students the following website, which features information about the Aleutian World War II National Historic Area: <http://www.nps.gov/aleu/index.htm>. Students can view photos, read or listen to interviews, read firsthand accounts, and learn more about the events related to the Japanese invasion of the Aleutian Islands.

# Joseph Stalin (A Wicked History)



## Summary & Standards

**Summary:** This biography explores the brutal tactics used by Soviet leader Joseph Stalin in his quest to attain power and control the lives of millions of people.

**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:** Sean McCollum

**Word Count:** 250+

**Genre:** Biography

**Themes/Ideas:** learning about historical events; recognizing the use of brutality to further a position

**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

**Introduction** An introduction prepares readers for the brutality of this biography's subject.

## Vocabulary

### Academic Vocabulary

**eliminate** (p. 77): to get rid of

**notorious** (p. 19): well known for doing bad deeds

**opposition** (p. 38): those who are against the party or people in power

### Domain-Specific Vocabulary

**collective** (p. 54): shared by people in a group

## Challenging Features

**Text** In the picture section (pp. 83–91), students may think they only need to look at the pictures. Explain that they should also read the captions, which give important information.

**Content** The text contains graphic information and photos related to death and brutality. Discuss this aspect of the text before students begin reading.

## Supporting Features

**Text** The book includes titled chapters with a one-line summary at the beginning of each, a graphic organizer of key people, and a glossary.

**Vocabulary** Students will know most of the words. They can use context clues and the glossary for help with unfamiliar words.

## A First Look

Look at the cover and explain briefly who Stalin was. Point to the illustration. Ask: *What does this illustration tell you about the man?* Encourage students to give reasons to support their responses.

## 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 a Biography

Help students focus on the author's use of facts, details, and anecdotes to tell about Stalin as both a man and a leader.

⊗ (pp. 10–12) *How does the author introduce Stalin to readers in these pages? Is this device an effective way to draw readers in? Explain why, in your opinion, it does or does not work.*

(pp. 41–43) *How did Stalin show his brutal nature with the peasants and the Red Army? Why didn't other leaders object to Stalin's actions?*

⊗ (pp. 62–67) *How did Stalin's Five-Year Plan create one of the worst famines in human history? What did Stalin do to keep the famine a secret?*

(pp. 69–72) *What does the author reveal about Stalin's private life? How did Stalin use propaganda to create his public image? According to the author, what purpose did this serve?*

⊗ (pp. 77–81) *What details does the author give about the Great Terror? How does this information illustrate Stalin's actions as a leader?*

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students identify key events and details in Stalin's life and the early Soviet era. Ask:

- ❖ *What facts and details does the author give to illustrate Stalin's brutal and ruthless nature? What devices does the author use to hold your attention and augment the main text?*
- ❖ *How do the chapter heads, archival photos, and inset features support and enliven the straightforward biographical information?*

### Thinking Beyond the Text

Remind students to make connections between this text and other books. Ask:

- *What similarities and what differences do you see between Stalin and other real-life leaders you have read about?*
- *Based on your reading, what are the qualities of a good leader? Did Stalin have any of these qualities? Explain your response.*

### Thinking About the Text

Have students review Milovan Djilas's words at the beginning of the book. Ask:

- *How do these words prepare readers, even before they read the introduction?*
- *What word on the cover also hints at the nature of Stalin and his rule?*

## Phonics and Word-Solving Strategies

### Synonyms

Remind students that synonyms are words that have the same or nearly the same meaning.

- Point out the word *ruthless* on page 41. Say: *The author uses many words to convey Stalin's cruel nature. The word ruthless expresses the idea that Stalin would do whatever it took, no matter how extreme, to achieve his goals.*
- Work together to find synonyms the author uses to convey Stalin's nature and tactics, such as *merciless* (p. 42), *tyrannical* (p. 43), *harsh* (p. 44), *gruesome* (p. 60), *brutal* (p. 61), and *dictatorial* (p. 74). Have students discuss each word.

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

## Develop Fluency

Model fluent reading of a passage, emphasizing proper phrasing, pace, and intonation. Then have students choral-read the same passage.

## Expand Oral Language/Conversation

**Talk About Opposition** Discuss different ways to oppose something that students think is wrong, whether it be brutal political practices or unfair treatment of people or groups. Ask: *How can people effectively bring about change?*

## Write and Respond to Reading

**Write a Journal Entry** Have students write a journal entry from the perspective of a peasant during the Soviet famine. Students can incorporate details from Chapter 9 in their writing. **(Narrative)**

**Make a Poster** Have students work in pairs to make a poster that presents facts about Stalin and his term as leader of the Soviet Union. **(Informative/Explanatory)**

## ELL Bridge

Pair ELL students with English-speaking partners. For each chapter, have students work together to summarize the main idea and key details. Suggest that students look for information that tells who, what, when, why, and how. Have them focus on the key events described in the chapter and what these events show about Stalin as a leader.

## Connect Across Texts

*Catching Fire* by Suzanne Collins

Like Stalin, the ruthless leaders of Panem prompt readers to think about human nature. Discuss what each book says about how fear and misinformation motivate people's actions.

## Connect to the Internet

Share this website with students to have them read and discuss one or two of Joseph Stalin's speeches: <http://www.worldwar2.org/p/comrades-men-and-women-compatriots.html>.

# The Monsters Are Due on Maple Street



## Summary & Standards

**Summary:** During a mysterious power outage, neighbors on a quiet street turn on each other and become paranoid about aliens in their midst.

**CCSS.ELA-Literacy:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); 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:** understanding paranoia; finding humanity's dark side

**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 and their use in this graphic novel add to the story's surreal quality.

## Text Features

**Illustrations** The story is told in graphic-novel format, with illustrations and dialogue bubbles.

**Introduction and Afterword** Extra sections provide context for the story's source material.

## Vocabulary

### Academic Vocabulary

**conspiracy** (p. 5): a large, secret, harmful plan  
**idiosyncrasy** (p. 36): a unique or strange way of behaving, particular to one person  
**incriminate** (p. 29): to show evidence of guilt in a crime  
**scapegoat** (p. 38): a person to lay blame on

## Challenging Features

**Text** Students may not understand Rod Serling's appearance at the beginning and end of the story. Explain that Serling did this in the TV series.

**Vocabulary** Many words are above level; have students use context clues to find meanings.

## Supporting Features

**Text** Pages have large pictures and a small amount of dialogue that is set in dialogue bubbles.

**Content** A conclusion reinforces the story's theme.

## A First Look

Read the book's title and provide background. Explain that *The Twilight Zone* was a popular TV show years ago. Say: *Each episode told a thought-provoking story, often with a fright factor. Many episodes had supernatural elements, and often the show ended with a twist.* Explain that this graphic novel is a retelling of one Twilight Zone episode.

## 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.

### Understand Theme

Remind students that a story's theme is the most important message the author wants readers to understand. Point out that the theme is sometimes implied by characters' actions, thoughts, and speech. (Note: Book pages are not numbered. The first page of comic panels is page 5.)

- (p. 23) *Why do the neighbors suddenly turn on one family? How has the mood in the neighborhood changed since the introduction?*
- ⊗ (p. 43) *Things have gotten very bad very quickly. What does the murder tell you about these neighbors?*
- ⊗ (p. 67) *How did the aliens defeat the people of Maple Street? What is the story's message or lesson about humans in general? Who are the "monsters" on Maple Street?*

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Clarify story details with questions such as:

- *What first makes the neighbors nervous?*
- *After what event do the neighbors start accusing each other?*

### Thinking Beyond the Text

Talk about the text on page 68. Ask:

- *What does Rod Serling mean when he says, "The tools of conquest do not necessarily come with bombs and explosions and fallout"?*
- *How does this quote relate to how people treat each other in the real world?*

### Thinking About the Text

Discuss the graphic-novel format:

- ❖ *How would you describe the illustration style? What effect does it have on the story's feel? How do the colors and people's facial expressions contribute to the theme?*
- ❖ *How do the illustrations change as tension grows in the story? Can you connect this to how things change in a movie or TV show when the tension grows?*

## Phonics and Word-Solving Strategies

### Context Clues

Remind students that context clues are the words and sentences surrounding an unknown word that help explain its meaning. In an illustrated text, pictures can also provide context.

- Point out the word *conspiracy* on page 5. Model how to use context: *Charlie is complaining about the car's design. He thinks flaws are deliberately built in so that people will have to take their cars in for repairs. In the next panel, he says, "That's what they want." Who do you think "they" are? A conspiracy must be some kind of plan—in this case, the plan to design cars so people have to keep paying for repairs.*
- Continue with other words, such as *ruffles* (p. 8), *oddball* (p. 23), and *anxious* (p. 35).

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 set of panels and read the scene aloud to a partner. Encourage students to read with expression.

## Expand Oral Language/Conversation

**Talk About Paranoia** Define *paranoia* as suspicion of other people without good reason. Discuss how paranoia contributed to the plot in the book. Say: *Paranoia often spreads from one person to a large group. Why do you think that is? What negative effects can this have?* Have students think of factors that might make people feel threatened.

## Write and Respond to Reading

**Write an Argument** None of the arguments in the story calm people's fears. Have students write an original paragraph to persuade the neighbors to calm down. Sharing their paragraphs in small groups, students can make predictions about how their arguments would work. **(Opinion/Argument)**

**Write a Script** Select two consecutive pages with clearly assigned dialogue. Have students write a script for the action and dialogue on those pages; they may have to identify some characters with descriptions rather than by name. Have students read their scripts with a partner. **(Narrative)**

## ELL Bridge

Help students practice using gestures and facial expressions to convey meaning. For example, have them read aloud and act out a series of panels, such as those on page 22. After students perform the panels with a small group, encourage them to describe the scene they have depicted.

## Connect Across Texts

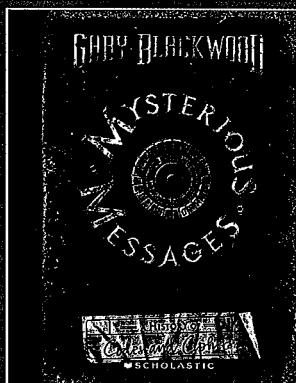
*Catching Fire* by Suzanne Collins

Both Rod Serling, who created the *Twilight Zone* series and Suzanne Collins use fantastic situations to prompt readers to think about human nature. Discuss what each book has to say about how fear and misinformation motivates characters' actions.

## Connect to the Internet

The original *Twilight Zone* episode of "The Monsters Are Due on Maple Street" can be viewed for free, without creating an account, at <http://www.hulu.com/watch/440892>. (Note that the show is preceded by an advertisement.) Students can compare and critique the two forms of the story.

# Mysterious Messages



## Summary & Standards

**Summary:** Secret codes and mysterious ciphers have been used throughout history by the spies of royalty, governments, and militaries around the world.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R.3); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R.7).

**Author:** Gary Blackwood

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** understanding codes and ciphers; understanding espionage

**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 chapter.

## Informational Text Features

**Visual Elements** Visual elements in the book have been rendered to resemble notebook pages, file folders, stapled notes, and taped artifacts.

## Vocabulary

### Academic Vocabulary

**dispatches** (p. 27): messages sent to a destination

**variations** (p. 33): different versions of something

### Domain-Specific Vocabulary

**cryptography** (p. 3): the practice of writing and interpreting codes

**deciphering** (p. 7): cracking a code and translating it into standard language

## Challenging Features

**Text** Students may be challenged by sidebar explanations of how the codes work. These are best understood by trying out the codes as described.

**Vocabulary** The text contains specialized terms related to codes and ciphers, but context and explanations will help students understand them.

## Supporting Features

**Text** Visuals help students picture the people and details of codes referred to in the text.

**Content** Codes and ciphers are interesting topics for most students. Students will be able to make cross-curricular connections to math and history, based on the topic of each chapter.

## A First Look

Talk about secret codes and languages. Ask students if they have ever used secret codes. Then read the cover. Ask: *How might codes and secret messages have been used throughout history?* Point out the quotation by Benjamin Franklin. Discuss its meaning.

## 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.

### Analyze Cause and Effect

Remind students that identifying cause-and-effect relationships helps readers understand two important things in a text—what happens and why it happens. Have students explain the relationships between ideas and events in the text.

(pp. 34–35) *What did Johannes Trithemius do that caused some people not to consider his work seriously?*

✪ (pp. 46–49) *Why did Anthony Babington hatch his scheme? What happened as a result? Why was his plan ultimately unsuccessful?*

✪ (pp. 60–63) *What was the effect of Russia's contact with western trade and diplomacy? What happened as Russia's spy trade surpassed that of its European neighbors?*

✪ (pp. 81–83) *How did the use of electricity affect the use of codes and ciphers? What effect did this have on people in America?*

Praise students for specific use of “Behaviors to Notice and Support” on page 119 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students review the pictures and text on pages 65–80. Ask:

- *What role did codes and ciphers play in the American Revolution? What are some enciphering systems that worked too well?*
- *What do the pictures, diagrams, and sample documents contribute to the book? Do they add to your understanding of the subject? Use text evidence to explain.*

### Thinking Beyond the Text

Talk about the need for spies, codes, and ciphers. Then ask:

- *Why are governments likely to continue to need spies and the codes and ciphers they use?*
- *How does technology help with the spy business, in both creating and breaking codes and ciphers?*

### Thinking About the Text

Have students look at pages 13–17. Ask:

- *How does the author use humor to tell about his topics?*
- *What is the connection between the Caesar cipher on page 14 and the footers in the rest of the book?*

## Phonics and Word-Solving Strategies

### Root Words

Remind students that many English words have Greek or Latin roots or word parts. Students can analyze root words to determine meaning.

- Point out the word *steganography* on page 5 and *cryptography* in the box below. Point out the following root words and their meaning: *graphy*: writing; *crypt*: to hide; *stegano*: to cover. Help students use these root words to define *steganography* and *cryptography*.
- Tell students that the root *gram* means “something written or drawn” or “a record.” Have them use the root word *gram* to explain the meaning of *cryptogram* (page 98).

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

## Develop Fluency

Model reading paragraphs that have technical language and difficult words, such as those on pages 111–112. Look up the pronunciation of proper names. Say them and have students repeat after you. Then have students echo-read selected paragraphs with you. Ask them to read the same passage independently several times as you listen.

## Expand Oral Language/Conversation

**Talk About Secrets** Have students debate the necessity of using spies in modern society. Discuss how the art of espionage is used by governments, corporations, and individuals. Discuss whether there might be ways to make written, encrypted messages obsolete.

## Write and Respond to Reading

**Write a Cross-Curricular Connection** Have students write an explanation of how this book could be used in a science or history class. Have them identify parts of the text that support the subject they choose. **(Informative/Explanatory)**

**Write a One-Act Play** Have students choose one chapter topic and use it as the basis of a one-act play that narrates the event. Remind students to develop dialogue based on what they read in the text, including the people mentioned. **(Narrative)**

## ELL Bridge

Help students focus on the main text by summarizing the chapter content. If students would like to try their hand at some of the codes or ciphers described in the boxes, pair ELLs with more-fluent English speakers.

### Connect Across Texts

*Ghosts in the Fog* by Samantha Seiple

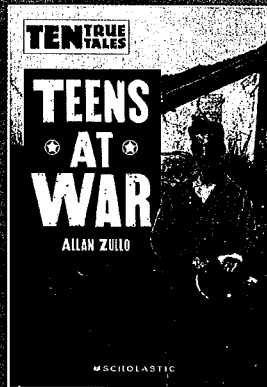
Seiple’s book opens with a description of how American cryptographers worked to crack Japanese coded messages during WWII. Discuss how both books can be used together to show how coded messages affected wartime strategy.

### Connect to the Internet

Invite students to explore the spy trade beyond codes and ciphers by exploring this website: <http://www.spymuseum.org/exhibition-experiences/>. Students can learn about James Bond villains, play spy games, and see the tools of the trade.



# Teens at War



## Summary & Standards

**Summary:** From the American Revolution to the Korean War, teenage boys and girls contributed to war efforts in the areas of both combat and intelligence.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

**Author:** Allan Zullo

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** horrors of war; demonstrating courage

**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 chapter.

## Informational Text Features

**Introduction** A note from the author provides context for the subsequent chapters.

## Vocabulary

### Academic Vocabulary

**valiant** (p. 9): brave

**yearned** (p. 1): wanted very badly

### Domain-Specific Vocabulary

**carnage** (p. 78): slaughter; the killing of many people

**maneuvered** (p. 90): moved in a way that took planning and skill

## Challenging Features

**Text** Chapters are dense with text and no other features. Treat the chapters as distinct stories that can later be compared.

**Vocabulary** Many words, particularly those related to military operations, will be unfamiliar to students. Have them use context clues and reference materials.

## Supporting Features

**Text** Chapter titles preview each section. A table of contents appears at the beginning.

**Content** Though some details of warfare may be disturbing, the teenage protagonists will likely be accessible and inspiring to students. Postscripts reveal what happened to each person in adulthood.

## A First Look

Display the book cover and read the title. Ask: *Do you know the age someone must reach to be eligible for military service?* Point out that it is currently 18, and though in the past there was no official rule, military leaders probably did not want teenagers to fight in wars. In spite of this, teenagers have been helping war efforts through time. Say: *We are going to read ten true stories about teenagers who helped their troops in different ways.*

## 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 Characters

Tell students that, as in fiction, the characters in a biography have noticeable actions, motives, and characteristics. Have students analyze how key individuals or events are introduced and elaborated.

(p. 20) *What does this description of Peter's life and actions reveal about the kind of person he is?*

☉ (pp. 21–65) *The teens in these three stories fought on opposite sides of the same war. How does learning about their thoughts and feelings affect your opinion about the conflict?*

☉ (pp. 37–46) *How does the friendship between Julian and William reveal what both are like?*

(pp. 102–121) *The Japanese soldier calls the prisoners cowards. Do you think Jim was a coward? Cite evidence of his actions in your answer.*

Praise students for specific use of “Behaviors to Notice and Support” on page 119 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Compare and contrast people from the book.

Ask questions such as:

- *How were Benjamin Levy's views about war different from those of the boys at the Virginia Military Institute?*
- *Karl King and Lucie Vanosmael contributed to victory by using their wits instead of weapons. How were their experiences similar?*

### Thinking Beyond the Text

Discuss the moral ambiguity of the teenagers who lied to authorities. Ask:

- *Which teens lied about their ages to enlist? Was their dishonesty justified? Explain.*
- *Should the teens have faced punishment if they had been caught lying? Explain.*

### Thinking About the Text

Direct students to reread page 4. Then, discuss the author's method and purpose. Ask:

- *How did the author recreate actual events? What kinds of materials would he have consulted as part of his research? What was his goal in retelling these life stories?*
- *How did the author handle details that he couldn't possibly know, such as things people said to each other? How does the dialogue support and enrich the book's main theme?*

## Phonics and Word-Solving Strategies

### Unfamiliar Words

Explain that challenging texts often contain words that aren't clearly defined through context. Using reference materials is an option for students, but sometimes it makes more sense to take notice of the word and keep reading.

- Read aloud the second paragraph on page 23. Say: *Robert uses two words I don't know—flam and paradiddle. I could stop to look them up, but I can keep reading and look them up later. I can tell from context that the words have to do with things drummers would know. I'll make a note to look up the words later.*

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

## Develop Fluency

Model fluent reading of a passage with dialogue, using proper phrasing, rate, and expression.

## Expand Oral Language/Conversation

**Talk About Sacrifice** All who contribute to a war effort sacrifice something in the process. Ask students to define *sacrifice*. Ask: *How does someone arrive at the decision to make a sacrifice? What might go through his or her mind when making the decision? What are some ways in which people can look back at sacrifices they have made?*

## Write and Respond to Reading

**Write a Letter** Have students choose a teenager from the book and write a letter from him or her to family and friends about the experience of war. Remind them to use appropriate letter format and details from the book. **(Narrative)**

**Research a War** Divide the class and assign a different war to each group: American Revolution, American Civil War, World War I, World War II, and the Korean War. Have groups research and take notes on basic facts about the wars, including dates, location, and outcome. Have groups present their notes to the class. **(Informative/Explanatory)**

## ELL Bridge

Focus on the sequence of events in one chapter. Have students use a sequence chart to plot the most important events chronologically. Have partners compare their thoughts about the most important events in the story.

## Connect Across Texts

*The Dark Game* by Paul B. Janeczko

In each book readers learn how different people showed allegiance to a cause. How do loyalty, bravery, and willingness to make sacrifices apply to individuals profiled in each book?

## Connect to the Internet

Students can browse the Library of Congress archives for photographs and other images from American wars at <http://www.loc.gov/pictures/>. Challenge students to navigate the site to locate eyewitness drawings from the Civil War, which relate to the chapter "The Hero of Lee's Mill." (Drawings can be found at <http://www.loc.gov/pictures/collection/drwg/> using the View All link.)

# Thoreau at Walden



## Summary & Standards

**Summary:** Discover Thoreau's journey to find and follow his own way in life, as he marches to the beat of a "different drummer."

**CCSS.ELA-Literacy:** Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

**Author:** John Porcellino

**Word Count:** 250+

**Genre:** Biography

**Themes/Ideas:** expressing individuality; living a meaningful life

**Text Type:** Graphic Novel

## Genre/Text Type

**Biography/Graphic Novel** Remind students that a biography tells about important events in a real person's life. Events are highlighted in illustrations.

## Informational Text Features

**Introduction** Biographical information in the introduction describes Thoreau's background.

**Panel Discussions** Annotations at the end of the book give context for specific panels in the text.

## Vocabulary

### Academic Vocabulary

**conformity** (p. 86): in agreement with a general standard of manner or behavior

**endeavors** (p. 87): tries very hard to accomplish

**unfathomable** (p. 81): impossible to measure or comprehend

### Domain-Specific Vocabulary

**primitive** (p. 5): very simple or crude

## Challenging Features

**Text** Students may be confused by the first-person voice. Remind students that the author is telling the story through Thoreau's words.

**Vocabulary** Students may have difficulty with the language and ideas in the prologue. Provide support.

## Supporting Features

**Text** The graphic-novel format makes the subject matter more accessible to students.

**Content** Many students will relate to Thoreau's discussions of individuality and conformity.

## A First Look

Read the title and elicit students' prior knowledge of Henry David Thoreau. If necessary, provide brief biographical details and point out that the text in this book is taken from Thoreau's writings. Direct students to look at the book's cover. Ask: *What type of place does Walden appear to be? What is Thoreau doing in the picture?*

## 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.

### Analyze Point of View and Purpose

Remind students that the author is using Thoreau's words, not his own, in the panels. Help students focus on Thoreau's point of view and purpose.

(pp. 2–7) *Summarize the examples Thoreau gives of people living "lives of quiet desperation." What does Thoreau say he would prefer to do?*

⊛ (p. 17) *Identify Thoreau's purpose for going to Walden Pond. What is the best way to summarize his purpose?*

(pp. 23–26) *What is Thoreau's advice to people? How does this advice fit with the way Thoreau lives his own life?*

⊛ (pp. 86–87) *Explain the purpose Thoreau gives here for living at Walden. What does Thoreau say he has learned from his experiences at Walden?*

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students focus on Thoreau's relationship with nature. Ask:

- On pages 36–38, what is Thoreau's attitude toward his beans?
- What reasons does Thoreau give on pages 80–81 for keeping nature "wild"?

### Thinking Beyond the Text

Discuss Thoreau's purpose for not paying his poll tax and the consequences of that decision (pp. 63–71). Point out that during Thoreau's lifetime, slavery was legal in the United States. Ask:

- ❖ What can the reader infer about Thoreau's position on slavery from his decision not to pay his poll tax?
- ❖ What can the reader infer from the illustrations on pages 70–71 about Thoreau's neighbors reactions to his being in jail? What does Thoreau think of this behavior?

### Thinking About the Text

Encourage students to think about the graphic-novel format used in this book. Point out that some panels in the book show only illustrations and have no text. Ask:

- Why did the author choose to include illustrations with no text?
- How effective is the graphic-novel format for telling about Thoreau? Cite reasons.

## Phonics and Word-Solving Strategies

### Metaphors

Remind students that a metaphor describes something by calling it something else. Help students understand the metaphor Thoreau uses on page 76.

- Read with students the three panels on page 76, and have them identify the metaphor (man as a tree that bears fruit). Discuss the imagery used in the metaphor and the point Thoreau is trying to convey. Ask: *Why did Thoreau choose this metaphor? How does it fit with his point of view about people and nature?*

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 panels on page 87, using intonation and expression. Ask students what they noticed about your voice. Have students practice reading the same panels with a partner.

## Expand Oral Language/Conversation

**Talk About Civil Disobedience** Explain that Thoreau opposed slavery and the Mexican-American War (1846–1848). He chose not to pay his poll tax as an act of peaceful protest against the government. Discuss with students Thoreau's civil disobedience. Ask: *Was Thoreau justified in breaking the law? How else might he have shown his opposition to what he saw as unjust actions by the government?*

## Write and Respond to Reading

**Write an Opinion Piece** List the following quotes from *Thoreau at Walden* on the board. Ask students to choose a quote and write a paragraph explaining why they agree or disagree with it.

- "The mass of men lead lives of quiet desperation." (p. 2)
  - "Rather than love, than money, than fame ... give me truth ..." (p. 53)
  - "We can never have enough of nature." (p. 81)
- (Opinion/Argument)**

**Create a Graphic-Novel Page** Invite students to create a page of a graphic novel based on an event from Thoreau's time at Walden. **(Narrative)**

## ELL Bridge

The vocabulary in *Thoreau at Walden* may prove challenging for ELL students. Prompt them to look at the illustrations for help in understanding the text. Focus on pages 40–41. Ask: *How do the pictures help you understand who the "inhabitants" of the woods are?*

### Connect Across Texts

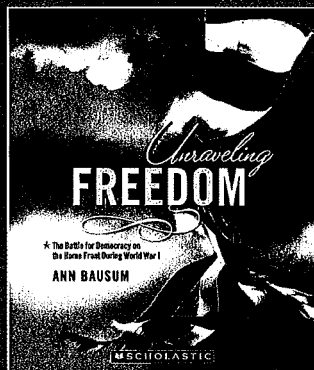
*Our Town* by Thornton Wilder

An important message in Wilder's play is that people often fail to take the time to savor the events in their lives. Discuss how this theme is also reflected in *Thoreau at Walden*.

### Connect to the Internet

For more information on Walden Pond and to learn what it is like today, share this website with students: [www.walden.org](http://www.walden.org).

# Unraveling Freedom



## Summary & Standards

**Summary:** While U.S. troops fought the “Great War” in Europe, the government restricted the domestic freedoms of its own citizens, especially German-Americans.

**CCSS.ELA-Literacy:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

**Author:** Ann Bausum

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** understanding the effects of war; defending freedom

**Text Type:** Photo/Chapter Book

## Genre/Text Type

**Informational Text/Photo/Chapter Book** Remind students that informational text has facts about a topic. Specific information and photos are featured in each chapter.

## Informational Text Features

**Photographs** Photographs show examples of the actual propoganda used during World War I.

**Time Line** A time line organizes historical events.

## Vocabulary

### Academic Vocabulary

**eloquence** (p. 10): forceful or persuasive speaking  
**heritage** (p. 11): qualities that are passed down from one generation to the next

### Domain-Specific Vocabulary

**hypothermia** (p. 20): very low body temperature  
**luxurious** (p. 16): elegant and enjoyable

## Challenging Features

**Text** Students may have difficulty with complex sentences. Have them stop and reread as necessary.

**Content** Some accounts of the treatment of German citizens are disturbing. Give students opportunities to express their points of view in reaction to the reading.

## Supporting Features

**Text** Varied text styles help break up long blocks of text. Detailed captions help tie in the high-interest photographs with the text.

**Vocabulary** The author often provides context clues or in-text definitions for difficult words.

## A First Look

Discuss the cover and title. Ask: *What is unraveling in the photo? How does this support the title?* Read aloud the subtitle and display the back cover. Ask: *What freedoms do we have in the United States? How might these freedoms be limited during wartime?*

## 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.

### Main Idea and Details

Remind students that authors of nonfiction present information with text structures to support the main idea and details. Point out that some main ideas may be clearly stated while others must be inferred. An author may include multiple main ideas, each one contributing to the overall idea or topic. Ask:

(pp. 14–15) *Which details support the idea that the ship was an easy target? Why might the author present this idea in the text?*

(pp. 27–29) *Why did people feel that President Wilson should have called for war sooner? What details describe Wilson’s view on this issue?*

☉ (pp. 37–41) *How does the author support the idea that legislation grew out of real and imagined fears? Why did some people consider the Espionage Act of 1917 oppressive, or unreasonably severe?*

☉ (pp. 45–49) *What details support the idea that citizens were on the lookout for “un-American” behavior? What effect did this have on immigrants?*

Praise students for specific use of “Behaviors to Notice and Support” on page 119 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students look at pages 12–13, 25–27, and 56–57. Ask:

- *Why does the book begin with the story of the Lusitania? What influence did this event have on United States involvement in the war? Why did we not enter immediately?*
- *How did most Americans feel about the war in Europe? How did people's emotions and prejudices affect certain freedoms at home?*

### Thinking Beyond the Text

Discuss the concept of learning from one's mistakes, as it relates to the text. Then ask:

- *What lessons can be learned each time a country goes to war?*
- *Have Americans learned any lessons from the poor treatment of German-Americans during World War I? Explain.*

### Thinking About the Text

Have students look at pages 38–43. Remind students that visuals and primary source accounts develop readers' understanding of a topic. Ask:

- ❖ *How does the inclusion of quotations and accounts from real people make the text more interesting and meaningful?*
- ❖ *Why is the use of actual photographs more effective than text alone? Does this technique support the author's purpose? Explain.*

## Phonics and Word-Solving Strategies

### Multisyllabic Words

Review that a syllable is a word part with one vowel sound. Explain that breaking a word into syllables may help decipher it and uncover its meaning.

- Write on the board the word *vigilante* (p. 46) and model reading it as you divide it into syllables (vig-i-lan-te). Have students repeat each syllable sound, then blend them together. Point to the word part *vigil* (awake, watchful) as a clue to the meaning of *vigilante*.
- Repeat with *negotiations* (p. 58) (ne-go-ti-a-tions) and *reimbursements* (p. 63) (re-im-burse-ments).

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

## Develop Fluency

Model how good readers use phrasing to break longer, more complex sentences into comprehensible chunks. Then have students practice the technique as they read independently.

## Expand Oral Language/Conversation

**Talk About Scapegoating** Explain to students that scapegoating is putting the blame for something bad onto a single group or person—a scapegoat. Discuss who the main scapegoat is in the book. Then talk about the reasons why people continue to look for scapegoats, despite what the past has taught. Ask students why this is so.

## Write and Respond to Reading

**Support an Opinion** Have students take a position on this question: *Do we, as a country, show that we have learned from the past?* Remind students to use evidence and reasons from the text to support their opinions. (**Opinion/Argument**)

**Write to the Author** Have students write a letter to the author outlining what they learned from the text and how the content helped shed light on current events today. (**Informative/Explanatory**)

## ELL Bridge

To support students in their comprehension, have them preview the chapter headings, the introductory text, the pictures, and the captions before reading each chapter. Have students use these features to make predictions about what they will learn. After each chapter, have students revisit their predictions before beginning the next chapter.

## Connect Across Texts

*Ghosts in the Fog* by Samantha Seiple

Seiple reveals how American civilians were captured and taken prisoner during a bloody but little-known battle in Alaska during WWII. Use the two books together to discuss how war can affect civilians and their sense of patriotism.

## Connect to the Internet

Have students further explore the key events of World War I by visiting <http://www.pbs.org/greatwar/timeline/index.html>. Students can use the time line to see the events that led up to the sinking of the *Lusitania* and to understand the sequence of key details from the book.