

Contents

Level Q

Why Guided Reading Short Reads?	3
Choosing Texts and Text Complexity	5
Moving Students Through the Stages of Reading Development	6
Supporting English Language Learners	7
Using the Guided Reading Short Reads Lessons.	8
Almanac Excerpt Animal Record Breakers	10
Essay Words! Words! Words!	12
Fact Book Excerpt Wetlands	14
Guidebook Excerpt A Guide to Desert Birds	16
How-to How to Make a Speech and Win Votes.	18
Interview Baseball Comes a Long Way	20
Letter Dear Editor	22
Magazine Article Creatures of the Deep	24
Newspaper Article Teen Heroes	26
Question and Answer Book Excerpt Forest for the Trees	28
Level Q Lessons at-a-Glance	30
Bibliography	31

Almanac

Level Q

Text Type: Almanac

Summary: These almanac pages are about the fastest and slowest animals in the sky, land, and water.

Themes/Ideas: identify the fastest and slowest animals; understand how the animals compare to one another

Informational Text Features: photos, bullets, headings

Academic Vocabulary:

- **drifting:** moving slowly or being carried along
- **slightly:** a little bit
- **average:** having qualities of a typical person, place, or thing

Domain-Specific Vocabulary:

- **algae:** plants that usually grow in water
- **swoops:** dives suddenly or quickly

Animal Record Breakers



Focus Question: What are the fastest and slowest animals in the world?

First Reading

Read aloud the title. If necessary, explain to students that a *record breaker* refers to someone or something that has exceeded a set time or limit. Preview the text by drawing students' attention to the photos. Explain that the text is an excerpt from a particular kind of book—an almanac—and that each entry contains stats, or statistics. Have students preview the text and visual elements. Have students read through the text once independently. Then discuss the information it contains about record-breaking animals.

Guided Close Reading

Key Ideas and Details How does the title of the text help you understand the main idea? How does this help the reader prepare for the information in the text? ❶

Vocabulary/Text Feature What does the word *swoops* mean? What clues in the text help you determine the meaning? How does the photo help you define the word? ❷

Photos and Text Look at the photos of the birds. What is each bird doing? How are the birds different? How do these different photo elements contribute to your understanding of fastest and slowest animals that can fly? ❷ ❸

Think Aloud The peregrine falcon is flying, and the American woodcock is walking. The falcon has its wings spread wide. The woodcock's wings are tucked close to its body. The fastest bird in the world, the falcon, is shown high in the air to illustrate its speed. The photograph of the slowest bird shows the woodcock simply walking, which is a slower action than flying.

Author's Craft When does the author use an exclamation point? Why do you think the author chose to use this punctuation mark where he or she did? What is the effect? ❷ ❸ ❹

Compare and Contrast Which animals move at the same speed? What else do the animals have in common? How are these animals different? ❸ ❹

Words and Phrases in Context Why do you think the author uses the phrase "algae can grow on its coat" in the entry about the sloth? What does this phrase help readers understand about the speed of the sloth? ❹

Think Aloud I think the author uses this phrase to help create a mental picture of the animal. Algae are plants that usually grow in water, not on animals. The phrase "algae can grow on its coat" helps me understand that the sloth moves so slowly, or not at all, that plants can begin to grow on it.

Photos and Text What is a dwarf seahorse? How does the text help you determine the meaning? How does the photo help you know what a dwarf seahorse is? ❶

An almanac is a reference book that gives current facts and stats on different subjects. These excerpts are about animal record breakers.

1

Animal Record Breakers

Fastest in the Skies

The peregrine falcon may reach a speed of 200 miles per hour (322 km/h) as it swoops down on its prey. It's the fastest animal in the world!

2



Fastest Land Animal

The cheetah can reach a speed of 70 miles per hour (113 km/h) within three seconds of a standing start.

3



4

Fastest Fish

The sailfish is the fastest swimmer in the ocean, reaching speeds of 70 miles per hour (113 km/h).

101

5

Slowest in the Sky:

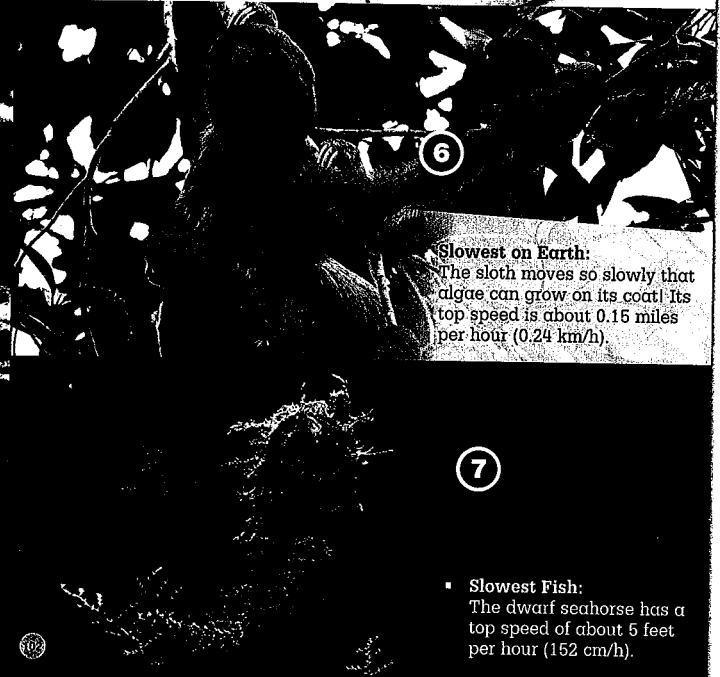
The American woodcock is the slowest flying bird, drifting through the air at 5 miles per hour (8 km/h), only slightly faster than the walking speed of the average person!



6

Slowest on Earth:

The sloth moves so slowly that algae can grow on its coat! Its top speed is about 0.15 miles per hour (0.24 km/h).



7

Slowest Fish:

The dwarf seahorse has a top speed of about 5 feet per hour (152 cm/h).

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- How did the author use text features to organize information and make it easier to understand? How is the organization of ideas on both sides of the card similar?
- If a falcon, cheetah, and sailfish were racing, who would win? How do you know?
- Were you surprised by any of the record-breaking animals? Why or why not? What other animals are incredibly fast or slow?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Which of the animals in the almanac excerpt is the most surprising as a record breaker? Use details from the text to write a well-developed opinion paragraph supporting your claim. **(Opinion)**
- Create a two-column chart to show the speed of all six animals in the almanac excerpt from slowest to fastest. **(Informative/Explanatory)**

Connect to the Internet

To see videos of animal record breakers, including the fastest animals on this card, direct students to www.bbc.co.uk/nature/collections/p00hldcc. To read more about other animal records, direct students to <http://nationalzoo.si.edu/animals/animalrecords/>.

Essay

Level Q

Text Type: Essay

Summary: Read this essay to discover the fascinating history behind some ordinary objects with familiar names.

Themes/Ideas: understand how some familiar terms came into being; recognize the relationship between objects or things and the people for whom they are named

Informational Text Features: title, boldface type, headings, photos, diagram

Academic Vocabulary:

- **wealthy:** having a lot of money and belongings
- **dazzled:** impressed, got the approval of
- **soar:** to fly or rise in the air
- **incident:** event, occurrence

Domain-Specific Vocabulary:

- **leotard:** one-piece clothing that fits tightly and may leave legs and arms bare
- **diagram:** drawing used to explain something
- **flying trapeze:** a bar connected to long ropes or wires, on which a performer swings or “flies” through the air
- **amusement parks:** places with games, rides, and other entertainments

Words! Words! Words!



Focus Question: How do some new words become part of our everyday language?

First Reading

Introduce the text and note that it is an essay. Remind students that words enter the language through a variety of means: some are words from other languages, some have changed over time, and some are created new. Have students scan the headings and paragraphs, and view the images. Ask students to read through the text on their own. Then discuss the main ideas the author shared.

Guided Close Reading

Text Feature Look at the title and the boldface sentences below the title. What is the purpose of these sentences? How does this text feature prepare the reader for the rest of the text? ①

Think Aloud The title shows that the topic of the essay will be words, but it does not give any other information. The sentences act as a preview and “hook,” giving more information and making the reader want to read more. They show that the essay will give information about where some words come from.

Key Ideas and Details What is the topic of this essay? What examples are given? Summarize the key ideas of the text in a few sentences. ① ② ⑥ ⑨ ⑪ ⑬

Words and Phrases in Context The word sandwich used to refer only to a place in England. How was John Montagu related to that place? How did Montagu change how the word sandwich is used? ③ ④ ⑤

Connect Ideas Why do dancers, acrobats, and skaters wear costumes that fit close to their bodies? How are those costumes related to the French acrobat Jules Léotard? ⑥ ⑦ ⑧

Make Inferences What can you infer about the use of Venn diagrams today? What detail or example in the text supports your inference? ⑨ ⑩

Think Aloud Venn diagrams were created in the 1880s. They are still used today—even by young students. Therefore, people must find them to be a useful way to show similarities and differences.

Text Structure What is the relationship between each heading and the paragraphs that follow? Why does the author organize the text in this way? How would you describe the overall text structure? ② ⑥ ⑨ ⑪ ⑬

Summarize Briefly explain what a Ferris wheel is. Whom is it named after? What other objects or things in the text got their name in a similar way? ⑪ ⑫

Key Ideas and Details How did Teddy’s Bears come to be known as teddy bears? ⑬ ⑭

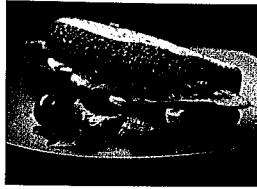
Words! Words! Words!

- 1 We use lots of words every day. You'll be surprised to find out where some of these words come from.

The Earl's Sandwich

- 2 You may eat a sandwich every day. But did you ever wonder how the sandwich got its name?

- 3 About two hundred years ago, a wealthy British man lived in Sandwich, England. He was The Fourth Earl of Sandwich. His name was John Montagu.

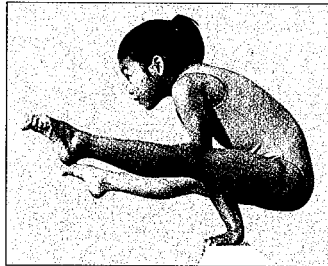


- 4 The Earl loved to play cards. He wouldn't stop playing even when he was hungry. One night, not wanting to interrupt his game, he asked someone to bring him a piece of meat between two slices of bread. From that time to today, we call food served between two slices of bread a sandwich.

Jules and His Leotard

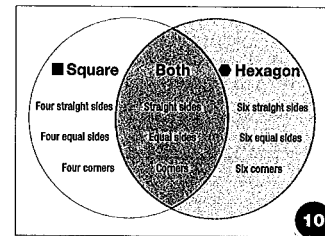
Have you ever worn a leotard? It's clothing that you may wear to a dance class or gymnastics. The first person to wear a leotard was Jules Léotard. In 1859, he dazzled French audiences as he soared through the air on the first flying trapeze.

- 5 In order to keep safe, he had to wear a tight-fitting costume that would not affect his balance or his ability to soar. We call that kind of tight-fitting outfit a leotard. For much the same reason that the man on the flying trapeze wore his leotard, ballet dancers, skaters, and gymnasts today wear tight-fitting costumes.



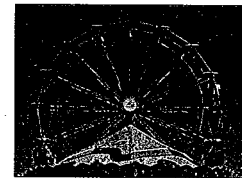
Venn's Diagram

- 9 You may not know John Venn, but you most likely know about his diagrams. He developed them in the 1880s. He used his diagrams to show how things were alike and how they were different. You have probably used a Venn diagram to do the same thing. Here's a Venn diagram that shows how a square and a hexagon are alike and how they are different.



Mr. Ferris and His Wheel

- 11 You may have taken a ride on a Ferris wheel. But did you know that the first Ferris wheel ride was at a World's Fair in Chicago, Illinois, in 1893? People came from all over the United States and from different parts of the world. People were dazzled when they saw a giant wheel that they could ride on. The wheel could lift them off the ground and spin them through the air. They could look out and see faraway things. The man who created that amazing wheel ride was George Ferris. And ever since then, wheels like his, found in cities and amusement parks all over the world, are known as Ferris wheels.



President Roosevelt's Bear

- 13 Imagine having a toy named after you! Well Theodore Roosevelt, the 26th President of the United States, actually had this honor. Here's how it happened. When President Roosevelt went on a hunting trip, he refused to kill an old black bear. After seeing a cartoon about the incident in the newspaper, a shopkeeper labeled two stuffed toy bears in his shop's window. He called them Teddy's Bears. Ever since, toy bears are warmly called teddy bears.



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- *What role does description play in the essay? Identify particularly vivid descriptions and tell their effect on your reading. How do the images and descriptions work together in the text?*
- *Based on the text, what conclusion can you draw about how many objects get their names?*
- *What are some other objects you know of that are named after people or places? How could you find out the history of a word if you wanted to know about it?*

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Which story about where a word came from was the most informative? Support your opinion using details from the text. **(Opinion)**
- Create a chart that lists each thing or object and how it got the name we now use. **(Informative/Explanatory)**

Connect to the Internet

To learn more information about the history of common words, go to www.youtube.com/user/PBSBongoBongo.

To read more about exploring etymology in the classroom, go to www.scholastic.com/teachers/top-teaching/2012/10/exploring-etymologies-stories-our-words.

Fact Book

Level Q

Text Type: Fact Book

Summary: These pages give facts about wetlands, including where they are located and the animals that live in a wetland environment.

Themes/Ideas: learn where wetlands are; understand the characteristics of a wetland

Informational Text Features: photos, text boxes, map, chart

Academic Vocabulary:

- **survive:** to keep living, especially during a time of suffering
- **prevent:** to stop something from happening

Domain-Specific Vocabulary:

- **wetlands:** areas, such as swamps, that are covered by water most or part of the time
- **amphibians:** animals that live both on land and in water
- **dry season:** a time of the year in which rain does not fall regularly

Wetlands



Focus Question: What are the characteristics of wetlands?

First Reading

Read aloud the title, and preview the text, noting that these are pages from a fact book. Review the meaning of *wetlands*. Point out the text features, including the photos and map. For the first reading, have students work through the text on their own. Then discuss the characteristics of wetlands that they learned about.

Guided Close Reading

Key Ideas and Details Reread the first section of text. What information does it give? Does this paragraph serve as an effective introduction to the rest of the text? Explain. ❶

Vocabulary What is an amphibian? What clues to the meaning of the word can you find in the text? Why is a wetland “a perfect place” for an amphibian, such as a frog, to live? ❶ ❷

Think Aloud An amphibian is an animal that needs both dry land and access to water to live. I know this because the text tells me they spend their time on dry land and in water. Wetlands are the perfect place for amphibians because the land in a wetland area is sometimes dry and sometimes wet.

Text Feature Review the map on the bottom of the first page. What information do you learn from the map? How does the map help you understand the main points of the fact book? ❶ ❸

Think Aloud The map shows areas in the world where wetlands are found. I see there that most wetlands are inland, or on land and apart from the ocean. This helps me understand how the wetlands can dry up some or almost all the way during the dry season.

Connect Ideas What are “gator holes”? What sorts of animals benefit from them? Why is this important information to include in a fact book about wetlands? ❹

Make Inferences The text says that alligators’ holes collect water during dry seasons. It also says that wetlands can soak up water when it rains hard. Given these details, what can you infer about the climate, or usual weather conditions, of a wetland? ❹ ❺

Author’s Purpose Read the chart on the back of the card. What information does the chart give? Why do you think the author chose to present this information in a chart instead of a paragraph? ❻

Key Ideas and Details The author says that a “huge number” of plants and animals call the wetlands home. Based on details in the text, why do you think so many plants and animals live in the wetlands? ❶ ❷ ❹ ❺

Wetlands

Land that is covered at least part of the time by water is called a wetland. Most of the time, wetlands are found between a large body of water, such as an ocean or a lake, and land. Wetlands are home to a huge number of plants and animals.

1

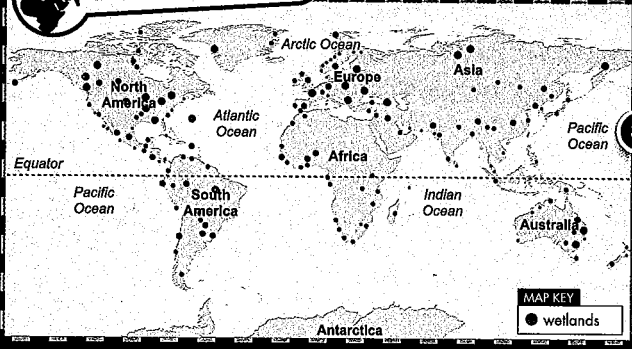
A Perfect Place

Amphibians, such as frogs, need wetlands in order to live. They spend part of their lives in water and part on land.



2

Where in the World?



3

In the Spotlight

igator Country

Many animals would not be able to survive in Florida's wetlands, the Everglades, without alligators. That's because alligators dig holes that collect rainwater during the dry season. For those months, these "igator holes" are the only water place around, so fish, birds, and other animals use them for water.

4



On the Record

6

Largest Single Wetland Pantanal—Wetlands covering Brazil, Bolivia, and Paraguay cover more than 50,000 square miles (129,499 square kilometers).

Greenest Area on Earth Borneo: The forest of all the world's wetlands, as in Borneo, that's over 570 million acres (231.4 billion square kilometers).

Largest Recorded Alligator (96 feet 2 inches (29.3 meters)) - the length of an alligator found in Marsh Islands in Louisiana in 1930.

Why Wetlands?

Wetlands help prevent flooding. When it rains hard, wetlands soak up the water. They then gradually release it into streams, rivers, lakes, and the ground.

5

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- How does the author organize information? How does this organization help you to better understand the information presented in this fact book excerpt?
- The chart tells about record-setting wetlands and an extraordinary wetland-dwelling animal. Why are these important details? How do they help you understand the author's main points about wetlands?
- Review the map on the front of the card. What do you think would happen to the population of animals in the world if all of the wetlands disappeared?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- In a short paragraph, describe the characteristics of a wetland and explain why certain animals, such as alligators and frogs, do well in that environment. **(Informative/Explanatory)**
- Imagine an environmental group wants to open a wetlands preserve (a portion of a wetland that is protected against outsiders and disturbance). Write a letter to the editor either in support of or against the founding of a wetlands preserve. Use details from the fact book excerpt to support your opinion. **(Opinion)**

Connect to the Internet

To read more about wetlands, visit the following websites: www.nwf.org/Kids/Ranger-Rick/Animals/Mixture-of-Species/What-Is-A-Wetland.aspx and <http://kids.nceas.ucsb.edu/biomes/freshwaterwetlands.html>.

Guidebook

Level Q

Text Type: Guidebook

Summary: These pages are about two desert birds: the greater roadrunner and the elf owl. These birds have unique features that help them survive in harsh desert climates.

Themes/Ideas: recognize the characteristics of each animal; understand what traits help them survive in the desert

Informational Text Features: headings, text boxes, bulleted lists, photos, labels

Academic Vocabulary:

- **harsh:** difficult or severe
- **streaked:** marked with stripes or bands
- **active:** showing action or movement
- **startle:** to surprise quickly or easily

Domain-Specific Vocabulary:

- **desert:** a dry place with few plants or rain
- **survive:** to stay alive
- **tufts:** patches of hair or feathers

A Guide to Desert Birds



Focus Question: What characteristics do greater roadrunners and elf owls have that help them survive in the desert?

First Reading

Read aloud the title and the information at the top of the page. Discuss what students already know about the desert. Point out the text features of this guidebook. For the first reading, have students read through the text one time on their own. Then discuss the main ideas about these birds that live in American deserts.

Guided Close Reading

Photos and Text How does the photo of the greater roadrunner help you understand the “How to Spot a Roadrunner” section of text? How does the photo of the elf owl help you understand the “How to Spot an Elf Owl” section? ① ③ ⑦ ⑨

Text Feature The author uses similar headings on both sides of the card. How do these headings help you compare the greater roadrunner to the elf owl? ②-④ ⑥-⑧

Vocabulary The author uses the word harsh to describe the heat of the desert. How does knowing the meaning of that word help you understand the desert environment and what characteristics help the greater roadrunner survive? ②

Connect Ideas What makes the greater roadrunner different from other birds? How does the elf owl differ from other owls? ②-⑤ ⑥-⑧ ⑩

Think Aloud The text says greater roadrunners can fly but usually walk or run. Most birds fly more than they walk or run. Elf owls do not have “ear tufts or feathers on top of its head” like other owls.

Key Ideas and Details Many kinds of birds make noise when they fly, but not the elf owl. Why is “silent flight” a characteristic that can help elf owls survive? ⑥

Text Feature How does the information in the “Fun Facts” text boxes differ from other text on the card? Why would the author include this information? ⑤ ⑩

Think Aloud The “Fun Facts” boxes tell more specific and interesting facts about the greater roadrunner and the elf owl, such as how roadrunners can catch and eat snakes, and that elf owls sound like toy poodles. The information on the rest of the card is more general, but these facts are especially interesting and memorable.

Compare and Contrast What bird-watching tips does the author offer for each bird? Would you apply the greater roadrunner tip to the elf owl, or vice versa? How are they the same and how are they different? Explain. ④ ⑧

Words and Phrases in Context In the “Fun Facts” text box on the back of the card, why does the author put the word yapping in quotation marks? ⑩

A guidebook is a reference book that you carry with you. These excerpts are from *A Guide to Desert Birds*.



Scientifically Speaking

- The roadrunner's Latin name means "California Earth cuckoo."
- A roadrunner is strong and "built" to easily survive the harsh desert heat.
- A roadrunner lives for about seven years.
- A roadrunner can fly, but usually walks or runs.

2

Greater Roadrunner



1

3 How to Spot a Roadrunner

- Look for a large, thin, black-and-white streaked bird with a long beak and a strong, sturdy tail. The roadrunner's coloring helps it blend into the desert brush.
- From bill to tail, a roadrunner can be as long as two feet (61 cm).
- Roadrunners are active at all times except during the hottest part of the day.

4 Tips for Birdwatching

- If you see a roadrunner, stay very still. If you startle this bird, it will run away—very fast! At speeds as fast as 20 miles (32 km) per hour, roadrunners can out-run humans!

5 Fun Facts

- A roadrunner is so fast that it can catch—and eat—a snake.
- Roadrunners can't outrun coyotes. Coyotes run twice as fast and they often hunt and kill roadrunners.

A Guide to Desert Birds

7 How to Spot an Elf Owl

- An elf owl is the smallest owl in North America. It is less than 6 inches (15 cm) tall!
- Look for an owl that has a round head. Its brownish-gray feathers are streaked with white and rust.
- Its short, pointy bill is gray.
- An elf owl's large, pale yellow eyes may be the first things that you see.

8 Tips for Birdwatching

- In Arizona, you'll find elf owls at night, from March to August.
- Look for elf owls in desert places where there is water.

10 Fun Facts

- Elf owls can capture flying insects in midair.
- The elf owl's song has been compared to the sound of a toy poodle "yapping."

A Guide to Desert Birds

6 Elf Owl

Scientifically Speaking

- Unlike other owls, an elf owl doesn't have ear tufts or feathers on top of its head.
- The elf owl uses "silent flight." That means it makes no noise as it flies.



9

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- *What is the overall text structure for these pages? How do text features such as bullets and repeated use of the same headings help you understand the overall structure?*
- *Desert animals live in a difficult environment. How do the animals' appearances help them survive?*
- *What did you learn about these birds that you didn't know before? What other animals do you know that live in the desert? How are they similar to and different from the greater roadrunner and the elf owl?*

Write About Reading

Have students choose either one of the following options for writing, or do both.

- What characteristics do roadrunners and elf owls have that help them survive in the desert? Using information from the text, make a chart that shows the characteristics of greater roadrunners and those of elf owls. (**Informative/Explanatory**)
- Which desert bird is better suited for life in the desert, the greater roadrunner or the elf owl? Why? Use information from the text about each animal's characteristics to write a well-supported opinion statement. (**Opinion**)

Connect to the Internet

To read more about the animals on this card, direct students to the following websites: <http://eol.org/pages/915105/details> and <http://eol.org/pages/1046661/details>.

How-to

Level Q

Text Type: How-to

Summary: This how-to article gives advice on how to give a great campaign speech to win votes.

Themes/Ideas: learn tips for giving an effective speech; understand the structure and purpose of a how-to article

Informational Text Features: headings, bullet points, colored type, illustration

Academic Vocabulary:

- **brainstorm:** come up with ideas
- **issues:** topics or problems
- **convince:** to talk someone into agreeing with your point of view
- **realistic:** sensible, likely to happen

Domain-Specific Vocabulary:

- **treasurer:** someone who keeps track of money for a group
- **campaign:** the process by which people try to earn votes in an election
- **candidates:** people who run in an election for political office
- **prop:** an object used on stage for a specific purpose or to create an effect

How to Make a Speech and Win Votes



Focus Question: What is needed to give an effective campaign speech?

First Reading

Read aloud the title and preview the text, pointing out that this is a how-to article. Remind students that how-to articles teach readers how to do something. Review the meaning of *campaign*. For the first reading, have students work through the text on their own. Then discuss the main ideas.

Guided Close Reading

Vocabulary *What is a campaign? Based on the how-to article, what kinds of information should a candidate include in a campaign speech? Why is giving speeches an important part of a campaign?* ① ⑤ ⑩ ⑪

Text Structure *What structure does the author use to organize the information? How do the subheadings support this organization?* ② ⑥ ⑧

Think Aloud *The author uses sequence order and creates sections for tips for writing, tips for preparing, and tips for giving the speech. The two sections that have subtopics are organized by paragraphs or bullet points.*

Key Ideas and Details *What tips appear in the "Writing the Speech" section? How would following this advice help you give a speech that would win votes?* ③-⑤

Author's Craft *The author does not use bullet points under the second subsection "Getting Yourself Ready." Why do you think he or she organizes this section into paragraphs? What effect does this choice have on readers?* ⑥ ⑦

Connect Ideas *In "Writing the Speech," the author suggests using humor if you are funny or a serious tone if you are serious. In "Getting Yourself Ready," the author says to use notes, read the speech, or memorize it. What do these tips have in common? How might they help a candidate get elected?* ④ ⑦

Think Aloud *These tips suggest that it is important to feel comfortable and to be yourself when giving a speech. Following these tips might help a candidate get elected because voters most likely won't vote for someone who seems unsure or is pretending to be someone else.*

Vocabulary *The author suggests making sure "your goals for the class are realistic." What does realistic mean here? Why is making realistic goals a good strategy for winning votes?* ⑫

Draw Conclusions *Based on information in the last section, what things should you avoid doing when giving your speech? Why might doing these things cost you votes in an election?* ⑨ ⑪-⑬

HOW TO
MAKE A SPEECH
AND WIN VOTES

So you want to run for office at your school? Perhaps you want to be class president or class treasurer. These are important jobs with lots of responsibilities. As part of your campaign to win votes, you may have to make speeches. But just how will you do that?

1

Read the following tips to help you give a powerful, vote-winning speech.

2 **WRITING THE SPEECH**

- ✓ Brainstorm ideas and jot down key topics that you wish to address. Structure and draft your speech. Organize which points you would like to talk about first. There needs to be a sensible order and smooth transitions from one point to the next. Jumping around will confuse your audience.
- ✓ Have a strong beginning to your speech. Share a funny story that will spark their interest in the issues you will discuss. Or, give your audience something to think about by asking a question.
- ✓ Consider three or four major issues, and state your ideas about each one. For example, if one issue is class trips, your message may be that you will work for having more interesting class trips. Share your trip ideas and tell how you would convince the principal that these are great places to visit. Refer back to your major issues throughout your writing so that your listeners don't forget your ideas on the issues.
- ✓ Keep your speech simple—short and sweet. You want to keep the attention of your audience so you can get their votes. Let your personality and style shine through in your speech. If you are funny, add some humor. If you are serious, use a serious tone. Remember that you want the students to remember you, as well as the things you said, when they vote.

3

4

5

10



6 **GETTING YOURSELF READY**

You might want to write notes to help you get from point to point. Or if you feel more comfortable, memorize your speech or plan to read it. Feeling comfortable is an important part of giving a good speech.

7

Practice in front of the mirror. Perform your speech out loud to help you get familiar with your own words. You should feel confident in your own skin, in your abilities, and in the ideas you want to get across.

8 **GIVING YOUR SPEECH**

- ✓ This is your moment to shine. Take advantage of it, and don't rush through your speech.
- ✓ Remember to take your time and pause. A dramatic pause can be used to emphasize what you have just said or what you are about to say.
- ✓ Introduce yourself, and tell your audience what position you are running for. You may want to repeat your name more than once, just so your audience won't forget. Explain why you think you would be good for the position. Share any information about yourself that would be good for the students to know. For example, if you want to be class treasurer, you might say that you are excellent at math and at keeping track of your own money.
- ✓ Explain the ways in which you are different from the other candidates. But always be respectful of the other candidates. One way you can show leadership abilities is by being polite to the other candidates. This shows an ability to work well with others.
- ✓ Tell your classmates that you are aware of their problems because you share those problems. For example, you might talk about the need for replacing some equipment in the gym, and how you plan to get the money to do that.
- ✓ Don't make promises that are impossible to keep. Make sure that your goals for the class are realistic.
- ✓ Use a prop, such as a flag or banner, if you think it will help people remember your speech. Make sure that it fits in with what you are saying and is not distracting.
- ✓ Your closing remarks might be all your audience will remember. Review what you want the audience to take away with them. Leave your audience with something to think and talk about.

12

13

11

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- *The author uses the second-person pronoun "you" to write directly to the reader. What effect does this choice have on the reader?*
- *How do the tips in each subsection connect with each other? Could you give a successful speech without reading all three sections? Why or why not?*
- *What can you infer about the importance of brainstorming and practicing before giving a speech? What information from the article supports your inference? How does your own experience of giving speeches support this (or not)?*

Write About Reading

Have students choose either one of the following options for writing, or do both.

- What characteristics should a campaign speech have? Write sentences summarizing what you learned about making a vote-winning speech from the text. **(Informative/Explanatory)**
- The author includes many tips for how to make a vote-winning speech. Which three are the most helpful? Write a well-developed paragraph that supports your opinion. **(Opinion)**

Connect to the Internet

For more tips on how to write a good political speech, visit the following website: www.scholastic.com/teachers/article/tips-insiders-how-write-political-speech. To further students' understanding of speeches, go to www.publicspeakingforkids.org/blogs/speeches.

Interview

Level Q

Text Type: Interview

Summary: This interview explains the history of baseball, from its origins in other games to how it spread around the country.

Themes/Ideas: learn the history of baseball; understand the rules of similar games that were played before

Informational Text Features: questions, answers, photos

Academic Vocabulary:

- **organized:** put into a clear order
- **essential:** most important; necessary

Domain-Specific Vocabulary:

- **pastime:** an enjoyable activity
- **strike:** to hit
- **foul:** out of bounds

Baseball Comes a Long Way



Focus Question: How did baseball become America's pastime?

First Reading

Read aloud the title. Explain that this text is an interview, or a conversation between two people where one asks questions and the other answers. If needed, remind students of the basic rules of baseball. For the first read, have students read through the text. Then discuss the main ideas shared by the speakers.

Guided Close Reading

Text Structure *Who are the two people talking in this interview? Why is the interviewer asking these questions? How does the question and answer (Q&A) structure help a reader understand the information about baseball?* ①

Vocabulary *What is a pastime? What qualities does baseball have that make it a popular pastime?* ①

Key Ideas and Details *Who do most people think invented baseball? Should any person be credited for the invention of the game? Why does no one know for sure who invented baseball?* ② ③ ⑦

Compare and Contrast *What is rounders? How is it different from baseball? In what ways is it similar?* ④

Think Aloud *The text says that rounders is an English game played in the United States in the 1800s. Like baseball, rounders had a batter who hit a ball and ran around bases. Unlike baseball, players could throw a ball at a batter to get him out. Rounders also didn't have a clear field or defined out-of-bounds area.*

Connecting Events *What were the Knickerbocker rules? How was Alexander Cartwright involved with the group? Why are these details important in this history of baseball?* ⑤ ⑥

Think Aloud *The Knickerbocker rules are a set of 20 essential rules written in 1845 for playing baseball. These rules are a lot like the rules that we know today. Arthur Cartwright led the Knickerbocker Base Ball Club that wrote the rules. These details are important because Cartright and the Knickerbockers were the first to play what would become modern baseball.*

Words and Phrases in Context *The sportswriter says "the Knickerbockers specified foul lines from home plate." What are "foul lines"? What clues in the surrounding sentences tell you what "foul lines" are?* ⑥

Key Ideas and Details *How did the New York style of playing baseball become popular? Why is this an important detail?* ⑦

BASEBALL COMES A LONG WAY

1 **Interviewer:** Baseball seems to be America's national pastime. It's older than football or basketball and still as popular as ever. I have to write a report on the history of baseball and I don't know anything about it. Would you be able to help me?

Sportswriter: Sure, I'd be glad to help you.

Interviewer: Who invented baseball?

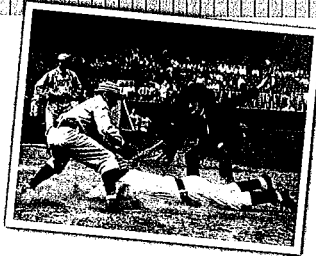
Sportswriter: Some people will tell you that Abner Doubleday invented baseball. Many think that the first game took place in Cooperstown, New York. But neither is true. The fact is that no one really knows how baseball got started.

Interviewer: If no one knows who invented it, then where did it come from?

Sportswriter: Baseball might have developed out of any number of games that were played for thousands of years. Even the ancient Egyptians played games with a stick and a ball. People in England brought baseball-like games with them to the American colonies in the 1600s. These were mostly children's games. However, an English game called "rounders" was played throughout the United States in the 1800s, and it's the game that is the closest to baseball.

Interviewer: How do you play rounders?

Sportswriter: In rounders, a batter would strike a ball and run around bases. Balls caught on the fly were called "outs." A fielder could put a runner out by throwing the ball at him as he ran between bases. The rules of rounders varied across the country.



Interviewer: So when did baseball become an organized sport for adults?

Sportswriter: The first organized baseball club was formed by a group of men in New York City led by Alexander Cartwright. Cartwright called it the Knickerbocker Base Ball Club. Their uniforms were white flannel shirts, blue woolen pantaloons, or big pants, and straw hats. The Knickerbockers published a set of 20 essential rules for baseball in 1845.



Alexander Cartwright

Interviewer: How were these rules different from the previous versions of the game?

Sportswriter: The Knickerbocker rules called for nine-player teams and defined the playing field with a home plate and three bases. They also refined the practice of tagging runners or forcing them out at a base. In earlier versions of the game, the ball could be hit in any direction. But the Knickerbockers specified foul lines from home plate. This new rule was important because it created an area where people could watch the game without interfering.

Interviewer: When was the first game played?

Sportswriter: The modern baseball game began on June 19, 1846. The Knickerbockers played another baseball team called the New York Club in what is now Hoboken, New Jersey. Amazingly, the Knickerbockers lost, 23-1!

Interviewer: How did baseball spread across the United States to become America's pastime?

A: During the 1850s, clubs formed throughout New York City. Back then, baseball was known as the "New York Game." During the Civil War, soldiers from New York taught the game to soldiers from other states. By the end of the war in 1865, the New York Game had become the most popular style of baseball in the country. Soon after, it became known simply as baseball.

16

17

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- *The interviewer starts with a general question and asks for more specific details as the interview goes on. Is this a good way to gain information? Why or why not?*
- *How did baseball as we know it today go from being a "New York Game" to America's pastime?*
- *Why do you think the game of baseball has been popular for more than 150 years? Use details from the text to support your ideas.*

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Use details from the interview to write a short summary of the history of baseball. How did the game start? How did the sport spread around the United States? (**Informative/Explanatory**)
- Based on the history explained in the text, does baseball deserve to be "America's pastime"? Why or why not? Support your opinion with details from the interview. (**Opinion**)

Connect to the Internet

To further students' understanding of the history of baseball, go to www.pbs.org/kenburns/baseball/timeline/. To read more about Doubleday's legacy, visit <http://baseballhall.org/museum/experience/history>.

Letter

Level Q

Text Type: Letter

Summary: These pages show a letter from an 11-year-old girl to the editor of the newspaper, admonishing him for publishing an unflattering cartoon of Susan B. Anthony.

Themes/Ideas: understand that women in the mid-to-late nineteenth century United States could not vote; recognize persuasive techniques in a letter to the editor

Informational Text Features: date, greeting, closing, signature, illustration, photo, text box

Academic Vocabulary:

- **deserve:** to be worthy of
- **illegal:** against the law
- **fairly:** equally

Domain-Specific Vocabulary:

- **vote:** to choose someone or something in an election
- **election:** a process of choosing a person for a public job
- **rights:** freedoms
- **citizens:** people who are protected by a government

Dear Editor



Focus Question: What was the impact of Susan B. Anthony's attempt to vote?

First Reading

Read aloud the text box at the top of the letter. Explain that at the time this newspaper was published, women in the United States were not allowed to vote. Have students note the form of the letter—the date, the opening, the closing, and the signature. Note that the writer was only eleven years old. For the first reading, have students read through the text independently. Then discuss the main ideas.

Guided Close Reading

Key Ideas and Details *What event prompted the Daily Graphic to publish this cartoon of Susan B. Anthony? Why did Hannah Wallis write her letter to the editor?* ① ② ③

Think Aloud *In 1872, Susan B. Anthony tried to vote in an election. Since women weren't allowed to vote at the time, she was arrested. The Daily Graphic published a cartoon of Anthony. Hannah Wallis thought it was an unfair picture. She wrote to the editor to explain her feelings about the picture and the law.*

Text Features *What do you notice about the cartoon? What specific words does Hannah Wallis use to describe this image of Susan B. Anthony? What evidence does Hannah provide to oppose that description?* ① ②

Vocabulary *What context clues help you define the word illegal? How does knowing the meaning of this word help you understand the letter?* ③

Connect Ideas *How does the law not allowing women to vote contradict the definition of "citizens" of the United States?* ④ ⑤

Author's Craft *What is one technique Hannah Wallis uses to persuade the editor? Is this an effective choice? Explain.* ⑤ ⑥ ⑦ ⑧

Think Aloud *Hannah Wallis asks questions in her letter, some of which are rhetorical, or not meant to be answered because the answer is obvious: "Aren't women people?" and "Is that so wrong?" She poses two questions and then answers them herself: "Shouldn't women be able to vote, too? I think they should" and "Have you ever heard one of Miss Anthony's speeches? I have." This style is effective because it makes the reader, the editor, think about the answers.*

Author's Purpose *How do some people who disagree with Anthony respond to her? Why do you think Hannah Wallis included this information?* ⑧ ⑨

Words and Phrases in Context *Hannah Wallis writes, "Many girls look up to Miss Anthony for her beliefs." What does the phrase look up to mean here?* ⑩

A Letter to the Editor

This letter was written to a newspaper from a girl who admired Susan B. Anthony, an early fighter for women's rights. The letter refers to an 1872 election in which Anthony broke the law by trying to vote. At that time, most people thought that women didn't deserve equal rights with men. Today, she is considered one of the most important women in U.S. history.

June 6, 1872

Dear Editor,

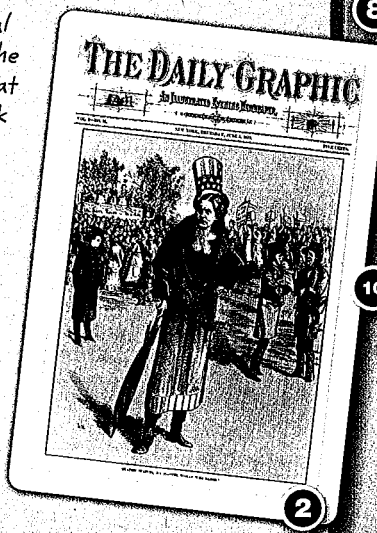
1 I think that you are being unfair to Miss Susan B. Anthony. I did not like the cartoon you printed in your newspaper after Miss Anthony's arrest. It was not a very nice cartoon. Your artist made Miss Anthony look grumpy. Well, I saw her once. She wore a pretty dress and looked very cheerful.

3 I know that it was illegal for Miss Anthony to vote in the election, but I don't think that the law is fair. In fact, I think she was brave to try to vote.

4 Miss Anthony says all citizens of the United States are supposed to vote.

5 The law says that "citizens" means "people of the United States." Aren't women people? Shouldn't women be able to vote, too?

6 I think they should.



Miss Anthony has worked for women's rights for a long time. I think she makes a lot of sense.

7 Have you ever heard one of Miss Anthony's speeches? I have. She simply believes that women should be treated fairly. As a girl, I agree. When I'm old enough, I want to be able to vote, too.

8 I know that lots of people disagree with Miss Anthony. Some people make fun of her when she speaks. Sometimes they even throw things at Miss Anthony. And sometimes editors like you publish mean cartoons of her in the newspaper.

9 Susan B. Anthony believes that women should have the same rights as men. Is that so wrong?

10 Many girls look up to Miss Anthony for her beliefs, as I do. By publishing this cartoon, your paper is not helping Miss Anthony or girls like me.

Sincerely,

Hannah Wallis, age 11



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- What information did you read that helps you understand why Hannah Wallis thought it was important to not present Susan B. Anthony in a "mean" way?
- How did Hannah Wallis organize her opinions in her letter to strengthen her points?
- What did you learn about Susan B. Anthony and women's rights that you didn't know before? What other historical figures worked for equal rights?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Write a paragraph that explains the impact of Anthony's attempt to vote, based on what you read in the text. Include details from the text as support. **(Informative/Explanatory)**
- Hannah Wallis thinks the cartoon of Susan B. Anthony was unfair to Anthony. Do you share this viewpoint? Write a well-developed opinion paragraph using information from the text to support your answer. **(Opinion)**

Connect to the Internet

To read more about Susan B. Anthony and her arrest, direct students to these websites: <https://susanbanthonyhouse.org/her-story/biography.php> and www.scholastic.com/browse/article.jsp?id=4973.

Magazine Article

Level Q

Text Type: Magazine Article

Summary: This article is about unusual animals that live deep in the ocean—more than 3,000 feet (914 m) down, where no sunlight penetrates.

Themes/Ideas: understand that deep-sea animals are different from other animals because of their environment; recognize different deep-sea animals

Informational Text Features: photos, captions, headings

Academic Vocabulary:

- **explore:** to search or look
- **surface:** the outermost layer of something
- **varieties:** different kinds
- **attract:** to pull toward

Domain-Specific Vocabulary:

- **creatures:** animals
- **ocean:** the large body of salt water that covers two-thirds of Earth's surface
- **prey:** an animal killed by another animal for food
- **organs:** specialized parts of a plant or animal that do specific tasks

Creatures of the Deep



Focus Question: What are some unusual traits of creatures that live in the deep sea?

First Reading

Read the title and note the special type. Explain that this article is from a magazine. Review that *creatures* is another name for animals. Talk about what jumps out for the reader on the front and back of the card. Have students read through the text independently. Then discuss the main ideas the author shared about creatures that live in the deep.

Guided Close Reading

Key Ideas and Details *What happened about 100 years ago that changed what scientists believed about the deepest part of the ocean?* ❶

Think Aloud *Scientists discovered deep-sea creatures by dragging nets across the bottom of the ocean. They had not believed that anything lived there because it was so dark and cold, and the pressure was so strong.*

Make Inferences *If no plants live where there is no sunlight, what does this support about the relationship between plants and sunlight?* ❷

Photo and Caption *How do the photo and the caption work together to explain why the anglerfish has “its own light”?* ❸

Key Ideas and Details *Read “Glow-in-the-Dark Fish.” In what kind of environment do creatures of the deep live? How do they find and store food?* ❹

Vocabulary *The examples of eyes and scales help define the word organ. What other organ does the author mention in the text? What does this organ do? (The stomach holds food.) How are these organs similar and different?* ❺ ❻

Photo and Text *How do the photo and the text work together to explain why some deep-sea animals glow in the dark?* ❼ ❽

Think Aloud *The “Glow-in-the-Dark Fish” subheading and paragraphs that follow say that in “this black world” of the deep sea, many creatures glow in the dark. Glowing animals attract prey, identify each other, and find mates. The photo of the chain cat shark illustrates this point.*

Words and Phrases in Context *Why does the author describe deep-sea creatures as “mini-monsters”? What have scientists discovered about these deep-sea creatures?* ❻ ❼

Text Features *What informational text feature does the author use to separate different sections of text? How does this help you understand the information?* ❷ ❹ ❻

CREATURES OF THE DEEP

1 Scientists have only just begun to explore the deepest parts of the ocean. At one time, scientists thought no life existed at the bottom of the sea. They knew that the deep sea was dark and cold. They knew that the water pressure was very strong. However, about 100 years ago scientists began dragging heavy nets across the sea floor. They found crabs, worms, and some strange-looking fish.

The Gloomy Depths

2 There is little light below 600 feet (183 m). Total darkness begins at about 3,000 feet (914 m). No sunlight reaches these depths, so no plants can live there. Yet not only do creatures live in this dark world, they are present in unexpected numbers and varieties. Some swim to the surface waters to feed, while others hunt for food in deep waters. The main food sources for deep-sea life are the plant and animal remains that drift down from above.



Found only in the very depths of the sea, this anglerfish uses its own light to attract prey.

Glow-in-the-Dark Fish

4 Deep-sea creatures can live where the water pressure is strong and the water is very cold. They have ways to find food in this black world. Some fish have huge mouths to help them catch and eat anything that swims by. Others have elastic stomachs that stretch to hold whatever food they come across, even if it is larger than they are.

Many deep-sea animals glow in the dark! Their organs, such as their eyes or scales, give off a brightly colored light on their bodies. The organs glow so that the animals can attract their prey. These organs may also help fish identify each other and find mates.

5

3

Some animals glow in the dark to attract prey.

6 Mini-Monsters

While some ocean animals are very colorful, deep-sea creatures are not. What sets creatures of the deep apart is their odd appearance. Most are quite small in size—often just a few inches in length. But these mini-monsters can be fearsome to see.

7 There is still much more to be learned about the deep sea. Scientists now know one thing, though—here in the darkness, beneath tons of icy water, life thrives.

8

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- How does the author present information in this article? What text features stand out?
- What information helps you understand why deep-sea creatures are so unusual?
- Think about other animals that live in the ocean. What do they have in common with deep-sea creatures? How are they different?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- The author calls small creatures of the deep “mini-monsters.” Do you agree or disagree that the name “mini-monsters” is an appropriate description? Write an opinion statement that uses text evidence from the article to support your view. **(Opinion)**
- Make a word web with *Deep-Sea Creatures* in the center. In the outer circles, add characteristics of these animals that the author mentions in the text. Be sure to include information in the captions as well. **(Informative/Explanatory)**

Connect to the Internet

To learn more information about deep-sea creatures, have students check out these websites: www.divediscover.who.edu/hottopics/deepsea.html and <http://ocean.si.edu/slideshow/deep-ocean-diversity>.

Newspaper Article

Level Q

Text Type: Newspaper Article

Summary: These pages describe a group of teenagers who help others in emergencies—all before they graduate from high school.

Themes/Ideas: learn about being an emergency trauma technician in Aniak, Alaska; understand situations and emergencies the Dragon Slayers experience

Informational Text Features: masthead, headline, byline, photos, captions

Academic Vocabulary:

- **prevented:** stopped
- **equipment:** items used by a person in a specific job
- **training:** getting ready, learning
- **stabilizing:** holding in place, steadying

Domain-Specific Vocabulary:

- **beeper:** a small electronic device that beeps or vibrates in response to a phone call or message
- **emergency:** an urgent event that requires immediate help
- **trauma:** injury, harmful accident
- **technician:** someone with special skills

Teen Heroes



Focus Question: What work do some teens do that make them heroes?

First Reading

Read aloud the masthead, headline, and byline, noting that these text features identify the source as a newspaper. Preview the text by drawing students' attention to the photos and captions. Have students read through the text on their own. Then discuss the main points the author shares.

Guided Close Reading

Author's Craft How does the newspaper article begin? How does this choice by the author draw readers into the rest of the text? ① - ④

Words and Phrases in Context What does the phrase "headed for the blaze" mean? Why do you think the author uses this phrase? How does this description help the reader picture the events? ②

Vocabulary What is an emergency? What does the term emergency trauma technician mean? How does each individual word help you understand the meaning of the term? ⑤

Text Structure Look at the first three paragraphs on the back of the card. What text structure does the author use in this part of the article? What words and phrases help you determine the text structure? ⑥

Think Aloud The first three paragraphs on the back of the card describe events in the order they happened, or in sequence. The author uses transitions such as "About 15 years ago" and "In seventh grade" to connect events.

Key Ideas and Details What training does a person need to become a Dragon Slayer? Why is the job so unusual—and important? ⑦

Think Aloud Dragon Slayers meet for two hours twice a week and take first-aid classes. The job is unusual because teens normally don't train or work as emergency technicians. The job is important because Dragon Slayers live in a small town without roads. If emergencies happen, someone needs to be trained to help.

Photos and Text Look at the photo on the back of the card. What is happening in the photo? What is the relationship between the people? Support your answer with details from the caption and the text. ⑧ ⑨ ⑫

Draw Conclusions How has being a Dragon Slayer improved Amanda's life? Use details from the text to support your answer. ⑩ ⑪

In the News

MONDAY, DECEMBER 9

\$2.50

TEEN HEROES

By Zoë Kashner

1 ANIAK, Alaska—Early one Sunday morning in November, teenager Amanda Hoeldt and her two friends were fast asleep. They had stayed up late playing video games. But when Amanda's beeper went off, all three girls woke up quickly.

2 They soon learned that the town's community hall was on fire. The girls raced to the fire station. They got their equipment and then headed for the blaze.

"We went to the community hall, and black smoke was coming out," remembers Amanda. "We set up our hoses."

3 Without the teens, the building could easily have burned to the ground. But the girls prevented that from happening. That's their job.

4 Amanda, 15, is a trained emergency trauma technician. When there's a call for help—a fire, a plane crash, or another emergency—Amanda is there to help save lives.



Amanda and her team are on the job.

In the News: DECEMBER 9

6 How did a teen get such an important job? Only about 600 people live in Aniak, Alaska, the town where Amanda lives. There are no roads to Aniak. To get there, you have to take a plane. When emergencies happen, there are only a few people who can help.

7 About 15 years ago, Aniak's fire chief started a program training teens to help people in emergencies. He nicknamed them, "Dragon Slayers." The Dragon Slayers respond to more than 450 calls a year.

8 In seventh grade, Amanda Hoeldt started training to be a Dragon Slayer. "I always thought it was so cool that they got to go and help people," she says. "I wanted to do that."

9 Training to be a Dragon Slayer took time. There were two-hour meetings twice

a week, plus first-aid classes. Amanda learned what to do in case of a heart attack, a broken bone, a head injury, and more. The day she became a Dragon Slayer was a very proud day.

The fire at the community hall was Amanda's first fire. It was scary but she put her fear aside and did her job.

10 Amanda's bravery has helped her many times—like at the scene of an ATV (all-terrain vehicle) crash last year. The victims were badly hurt. They were all cut up in the accident. "It was bloody," she remembers. "But it's what I was trained for."

11 Amanda helped to roll one of the crash victims onto a backboard. To prevent further injury, a backboard is used to restrain the spine before the patient is moved. "I helped to keep the person still and calm," Amanda says.

The Dragon Slayers put the victims in aid cars, which are like ambulances. They headed to the local clinic. Thanks to their quick action, both victims survived the crash.

12 Amanda has done a lot for her community. And being a Dragon Slayer has done a lot for Amanda. She is a strong leader. Amanda is teaching others how to save lives. That has helped her become a strong leader. Responding to emergencies has made her brave.

After years of fires and crashes, Amanda feels ready for anything. "I feel more confident in my abilities," she says. "When you see that you can help people, it's not so hard to do other things."



Stabilizing an injured person is step one.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- The author focuses on Amanda's experience instead of writing about Dragon Slayers in general. How does this choice help your understanding of the information?
- Why is Amanda's training important? How does being a Dragon Slayer develop her abilities and character?
- What did you learn about emergencies and emergency workers that you didn't know before? What other emergency workers do you know about? How are the Dragon Slayers different than most emergency workers?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- Why are the Dragon Slayers teen heroes? Make a list of the team's heroic actions using information from the text. **(Informative/Explanatory)**
- Would you want to be a "Dragon Slayer"? Why or why not? Write a well-developed opinion paragraph that supports your idea with evidence from the text. **(Opinion)**

Connect to the Internet

To see additional photos of Amanda and the other Dragon Slayers, go to www.scholastic.com/browse/media.jsp?id=1404. To learn more about emergencies in general and how to be safe, send students to www.ready.gov/kids/know-the-facts.

Question and Answer Book

Level Q

Text Type: Question and Answer Book

Summary: These pages are about the parts of a tree and how tall and wide some trees can grow to be.

Themes/Ideas: identify three different parts of a tree; understand the heights and widths that some trees can reach

Informational Text Features: questions and answers, diagram, photo, bar graph

Academic Vocabulary:

- **continue:** to do something without stopping
- **diameter:** an imaginary straight line through the center of a circle that shows how wide it is
- **compare:** to show how things are similar

Domain-Specific Vocabulary:

- **coast redwood:** a very tall type of tree that is reddish-brown in color and grows along the California coast
- **baobab:** a wide-trunked type of tree that grows in Africa and Australia
- **Hyperion redwood:** the nickname of the tallest coast redwood tree in the world

Forest for the Trees



Focus Question: What are the unique characteristics of the tallest trees?

First Reading

Explain to students that the title, *Forest for the Trees*, refers to an expression meaning that someone cannot see the big picture (forest) and only sees the details (trees). Point out the diagram, photograph, and bar graph used to show information about trees. Have students read through the text independently. Then discuss the main ideas the author shared about the tallest trees.

Guided Close Reading

Key Ideas and Details Which paragraphs and text features explain basic information about trees? Are all trees the same? Explain why or why not. ❶ - ❸

Author's Purpose Why do you think the author mentions that some trees may "live for thousands of years"? Why is that information important to include? ❶

Think Aloud The author says that trees continue to grow for as long as they live. If a tree lives for thousands of years, that means it grows for the same amount of time. The longer a tree grows, the bigger it can get. The author wants us to know about and appreciate different kinds of trees and their unusual characteristics.

Text Feature What information does the diagram on the first page give? How does the diagram help you better understand the text about parts of a tree? ❸

Text Structure What text structure does the author use to give information about trees? How do the descriptions help you understand the main points? ❶ ❷ ❸

Vocabulary The author writes that a baobab tree can have a diameter of 30 feet. What other sentences help you understand the meaning of diameter? ❹

Think Aloud The author writes that a person can live inside a baobab tree. This helps me know that diameter is a measure of how wide the tree is across its center. These details help me imagine how huge these trees really are.

Photo/Text What information does the photo add to your understanding of the size of baobab trees? ❺

Vocabulary The author talks about the tallest trees. How do the names coast redwood and Hyperion relate to each other? Why do you think the author included both names? ❶ ❷

Vocabulary/Text Feature The author describes Hyperion as "the tallest tree." How does the chart help deepen your understanding of what it means to be the tallest tree? ❸ ❹

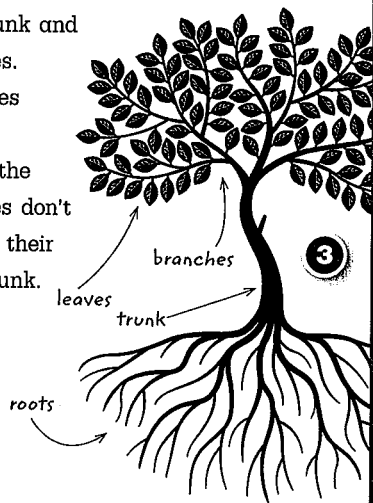
Forest for the Trees

Q: Which plants are the biggest?

A: Trees are the biggest plants on Earth.

Trees continue to grow as long as they live. Some trees live for thousands of **1** years. Today, the tallest tree is a coast redwood. It is 379 feet (115 m) tall, making it even taller than the Statue of Liberty.

2 A tree has three main parts—the roots, the trunk and branches, and the leaves. Most trees have branches growing from the trunk and leaves growing on the branches. But some trees don't have branches. Instead, their leaves grow from the trunk.

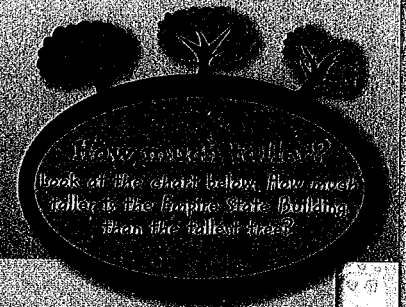


4



Q: How big can a tree trunk be?

A: The trunk of a baobab tree can have a diameter of 30 feet or more. Some **4** baobab trunks are big enough for a person to live in. The trunk can be used to store water. The leaves, seeds, roots, and fruit can be eaten. The bark can be used to make cloth and rope.



Q: How tall can a tree be?

A: The tallest tree is a California redwood nicknamed Hyperion (Hi-PEER-ee-ohn). **6** Compare the height of the tallest tree to the heights of the Statue of Liberty and the Empire State Building.



5

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage students to support their thinking and ideas with evidence from the text.

- How does the way the author organizes text and images help you understand the information?
- What facts about trees did you read that help you understand why trees are such remarkable plants?
- How does this information about trees compare and contrast to what you know about other types of plants?

Write About Reading

Have students choose either one of the following options for writing, or do both.

- The author gives examples of some special trees. Write a well-developed paragraph that explains why baobab trees are useful plants to those living near them. **(Informative/Explanatory)**
- Which is more impressive—the baobab tree or the Hyperion? Write an opinion statement to support your answer. **(Opinion)**

Connect to the Internet

To read more about redwoods and baobab trees, have students check out these websites: www.nps.gov/redw/index.htm; www.bbc.co.uk/nature/life/Adansonia.

Level Q Lessons at-a-Glance

LEVEL Q

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Almanac Excerpt	<i>Animal Record Breakers</i>	Life Science	Basic	identify the fastest and slowest animals; understand how the animals compare to one another	<ul style="list-style-type: none"> • http://bbc.co.uk/nature/collections/p00hdcc • http://nationalzoo.si.edu/animals/animalrecords/
Essay	<i>Words!, Words! Words!</i>	History	Moderate	understand how some familiar terms came into being; recognize the relationship between objects or things and the people for whom they are named	<ul style="list-style-type: none"> • http://youtube.com/user/PBSBongoBongo • http://scholastic.com/teachers/top-teaching/2012/10/exploring-etymologies-stories-our-words
Fact Book Excerpt	<i>Wetlands</i>	Life Science Geography	Moderate	learn where wetlands are; understand the characteristics of a wetland	<ul style="list-style-type: none"> • https://nwf.org/Kids/Ranger-Rick/Animals/Mixture-of-Species/What-Is-A-Wetland.aspx • http://kids.nceas.ucsb.edu/biomes/freshwaterwetlands.html
Guidebook Excerpt	<i>A Guide to Desert Birds</i>	Life Science	Moderate	recognize the characteristics of each animal; understand what traits help them survive in the desert	<ul style="list-style-type: none"> • http://eol.org/pages/915105/details • http://eol.org/pages/1046661/details
How-to	<i>How to Make a Speech and Win Votes</i>	Social Studies	Complex	learn tips for giving an effective speech; understand the structure and purpose of a how-to article	<ul style="list-style-type: none"> • http://scholastic.com/teachers/article/tips-insiders-how-write-political-speech • http://publicspeakingforkids.org/blogs/speeches
Interview	<i>Baseball Comes a Long Way</i>	History Sports/Recreation	Complex	learn the history of baseball; understand the rules of similar games that were played before	<ul style="list-style-type: none"> • http://pbs.org/kenburns/baseball/timeline/ • http://baseballhall.org/museum/experience/history
Letter	<i>Dear Editor</i>	History	Basic	understand that women in the mid-to-late nineteenth century United States could not vote; recognize persuasive techniques	<ul style="list-style-type: none"> • https://susanbanthonyhouse.org/her-story/biography.php • http://scholastic.com/browse/article.jsp?id=4973
Magazine Article	<i>Creatures of the Deep</i>	Life Science	Complex	understand that deep-sea animals are different from other animals because of their environment; recognize different deep-sea animals	<ul style="list-style-type: none"> • www.divediscover.who.edu/hottopics/deepsea.html • http://ocean.si.edu/slideshow/deep-ocean-diversity
Newspaper Article	<i>Teen Heroes</i>	Community	Moderate	learn about being an emergency trauma technician in Aniak, Alaska; understand situations and emergencies the Dragon Slayers experience	<ul style="list-style-type: none"> • http://scholastic.com/browse/media.jsp?id=1404 • http://ready.gov/kids/know-the-facts
Question and Answer Book Excerpt	<i>Forest for the Trees</i>	Life Science	Basic	identify three different parts of a tree; understand the heights and widths trees can reach	<ul style="list-style-type: none"> • http://nps.gov/redw/index.htm • http://bbc.co.uk/nature/life/Adansonia