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Almanac

Level R

Text Type: Almanac

Summary: These pages from an almanac give information about some familiar signs and symbols.

Themes/Ideas: learn why signs appear in certain colors or shapes; understand how people use signs and symbols to communicate information

Informational Text Features: text boxes, headings, photos, symbols

Academic Vocabulary:

- **symbol:** an image that stands for a word, phrase, or idea
- **communication:** the act of sharing ideas or information between people
- **universal:** recognized and understood by people worldwide

Domain-Specific Vocabulary:

- **organization:** a business or club
- **hazards:** things that can cause harm or damage
- **gestures:** movements of the limbs or body that communicate an idea or emotion

Signs and Symbols



Focus Question: How do people use signs and symbols to communicate with one another?

First Reading

Read the title, and preview the text, noting that these are pages from a type of reference book called an almanac. Point out the text features, including the headings and photos. For the first reading, have students read through the text on their own. Then discuss the signs and symbols in the text and ways that people can use them to communicate.

Guided Close Reading

Text Features *How do these pages use color to organize information? How do the colored text boxes and headings make the information easier to understand?*

① - ⑤

Vocabulary *What is a symbol? How do symbols like the ones discussed here work as a “universal language”?* ① ③

Think Aloud *A symbol is an image or drawing that stands for an idea. An example would be the way a heart shape is used to mean love. I think symbols like these are a universal language because, for example, people can recognize a heart as a symbol of love no matter what language they speak.*

Key Ideas and Details *Why do people use signs and symbols? What sorts of information can be easily communicated by signs and symbols?* ① - ⑤

Draw Conclusions *Why do you think that many important signs always use the same colors instead of a mixture of many colors? Why is knowing the “color code” for signs helpful?* ②

Think Aloud *I think that it would be confusing if one stop sign were red and white and another were green and orange, or if one sign had several colors. The “color code” of a sign can tell you what kind of information it gives. For example, stop signs are almost always red and white, like the one on the first page. If I know the “code,” I get a sense of what the sign is telling me, even before I am close enough to see the word or symbol.*

Author's Craft *The writer asks which symbols “you” see and use and what colors the signs are in “your” neighborhood. Why do you think the author does this? What is the effect of those word choices?* ③ ④

Photos and Text *The writer asks, “What colors are the signs that catch your eye?” How do the image and text work together under “Take a Look” to demonstrate the importance of yellow and black as an eye-catching combination?* ④

Author's Purpose *Look at the information in the last text box. Why does the author include this information about Koko? How does this detail support the author's main points about communication?* ⑤

An almanac is a reference book that gives facts and stats about different subjects. This excerpt is about signs and symbols.

Signs & Symbols

Getting the Message

Signs and symbols are an important part of communication, especially in a fast-moving world. A sign uses some combination of shapes, colors, pictures, and words to deliver information quickly. Symbols are visual representations of something—a country, a brand, an emotion, or an organization. Signs and symbols are a universal language all their own.



Signs of the Times

Some signs give instructions. DO NOT ENTER. Others tell where to find important things, such as first aid or information. Street signs can help us find our way, and danger signs can alert us to hazards, such as falling rocks.



Color Code

The color of a sign may indicate the kind of information it provides. Blue-and-white highway signs often point to services such as gas stations and rest areas. Signs that warn against danger are black, white, and red. Traffic signs can be red and white, like STOP signs, or black on yellow for SCHOOL CROSSING or YIELD.



SYMBOLS

Symbols are like shortcuts: They're quick ways to express a bigger idea. When someone gives you a thumbs-up, you know it means agreement or approval. A heart stands for love. A four-leaf clover stands for luck. In U.S. politics, the elephant symbolizes the Republican Party, and the donkey stands for Democrats. Symbols are probably one of the oldest human inventions, and there are thousands of them in use today. How many symbols do you use or see every day?



TAKE A LOOK

Scientists say that the strongest color contrast seen by the human eye is black and yellow. Many important traffic signs have black writing on a yellow background so people can read them easily. Take a look around your city or neighborhood. What color are the signs that catch your eye?



Can gorillas speak? Koko the Gorilla can't speak any human languages. However, she has learned to communicate with humans through the use of American Sign Language, a series of hand gestures that represent letters, words, and ideas. She expresses her feelings, names things, and asks questions. How many things can you "say" without speaking?

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.

- *Koko was taught American Sign Language, which is a real language that many people use to communicate. What details does the almanac share about American Sign Language?*
- *How is a sign similar to a symbol? How are they different?*
- *When would you use a "thumbs-up" symbol? How effective is this symbol as a way of communicating your thoughts and feelings? What other symbols do you or others around you use?*

Write About Reading

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

- Using information from the text, write a summary of how people use both signs and symbols to communicate with one another. First, define each word. Then, tell how each is used. **(Informative/Explanatory)**
- Which communicates more information—a sign's color or its words? Write a well-developed paragraph that states your opinion and gives reasons based on details from the text. **(Opinion)**

Connect to the Internet

To further students' understanding of traffic signs go to <http://dmv.ny.gov/about-dmv/road-signs-you-must-know>. To learn some basic American Sign Language, visit <http://pbskids.org/arthur/print/signdesign/finger-spelling.html>.

Essay

Level R

Text Type: Essay

Summary: This essay is about two types of robots, how they work, and their important role in industry.

Themes/Ideas: identify two types of industrial robots and their functions; learn how robots are used and how they work

Informational Text Features: title, headings

Academic Vocabulary:

- **generalized:** not limited to one area
- **industry:** the business of making goods on a large scale
- **standardized:** made the same, according to a model
- **versatile:** capable of doing many different types of things

Domain-Specific Vocabulary:

- **self-propelling:** having the ability to push itself
- **mechanism:** a part of a machine that has a specific function
- **sensors:** devices that detect change and are able to react to it
- **mass production:** the building of large amounts of products

Robots



Focus Question: How do robots function and work in industry and other places?

First Reading

Talk about the title and point out that “Robots” is an essay. Discuss the features of this essay. For their first reading, have students read through the text independently. Then discuss the main ideas presented in the essay.

Guided Close Reading

Text Structure *What text structure does the author use to begin the essay? How does this compare-and-contrast structure engage the reader?* ❶

Vocabulary *What definition of a robot does the author give? What are robotics?* ❷

Author's Craft *What is the section titled “Robot Beginnings” about? Why do you think the author included it? How does it contribute to the author's overall ideas?* ❸

Think Aloud *The section “Robot Beginnings” is about a 1921 play that first uses the word robot and centers on robots working in a factory. The section also describes when the first real robot was invented. I think the author includes this information to give readers background on robots. It connects to the overall idea that robots are important to industry.*

Compare and Contrast *How are manipulator robots different from mobile robots? How are they alike?* ❹ ❺

Author's Purpose *The author lists the Mars rovers as examples of mobile robots. Why do you think he or she does this? How does this example help you understand how mobile robots work and why they are important?* ❻

Think Aloud *The second paragraph under “Industrial Robots” says that Mars rovers roam the surface of Mars and perform experiments. I know that humans cannot yet go to Mars. This information tells me that these types of mobile robots perform important tasks that humans cannot do.*

Vocabulary *The author explains that a computer is an example of a control mechanism. How does this example help you understand what a mechanism is?* ❼

Key Ideas and Details *Read the “Robots in Action” section. What examples does the author use to show that a robot can go where humans cannot? Which example do you think is best?* ❶

Connect Ideas *In the section called “Impact of Robots on Society,” the author states that “industrial robots are extremely versatile.” How does the author support that statement? What connection does the author make between children's enchantment with stories of humanoid robots and the actual field of robotics?* ❸

Robots

1 Many fictional robots are walking, talking mechanical geniuses. But most real-life robots are used in industry as highly skilled electronic workers that perform repetitive tasks quickly and accurately—often hundreds, even thousands, of times a day. The majority of these industrial robots are basically tool-wielding mechanical arms.

2 What Is a Robot?

A robot is a mechanism that performs tasks automatically. Robots are designed and programmed by people, of course. The science behind this technology is called robotics.

3 Robot Beginnings

In 1921, the Czech dramatist Karel Čapek, along with his brother Josef, coined the term *robot* from the Czech word *robota*, meaning “work” or “slave.” In Čapek’s play, a scientist creates humanlike machines to run a factory—a wild idea in 1921! It wasn’t until 1958 when two American inventors, George Devol and Joseph Engelberger, created the first true robot. General Motors (GM) bought it and used it to lift and stack pieces of hot metal.

4 Industrial Robots

Today, industrial robots come in two basic types. Manipulator robots are really just mechanical arms. They range in length from 12 inches (30 centimeters) to more than 12 feet (3.7 meters). Manipulators account for the vast majority of robots in use today.

5 Mobile robots roll on wheels or treads. The Mars rovers, which roam the surface of Mars and perform experiments, are mobile robots. So are self-propelling vacuum cleaners, which scoot around floors at the touch of a hand.

6 How a Robot Works

Robots need a source of power, such as electricity or fluid pressure, in order to work. They also need a control mechanism, such as a computer, to keep them on task.

Most industrial robots are anchored in one place. Mechanical links and joints enable their arms to rotate like a shoulder or extend forward. The joints can be combined in many ways to allow robot arms to perform a variety of tasks. On some robots, ultrasonic or laser sensors register the

shape and size of an object, as well as how far the object is from the robot. Force sensors cue a computer to tell the robot how hard to grip something.

Safety is an important consideration for industrial robots. The sensors of some robots are designed to “see” if someone or something is in the way. Luckily, robots that lack such sensors usually have safety barriers around their work spaces!

7 Robots in Action

Modern industrial robots work primarily in factories, medical facilities, and hazardous or difficult-to-reach environments.

Robots are especially useful in mass production, which involves many standardized and repetitive tasks such as welding and painting items on assembly lines. Robots can also be used to load and unload products, assemble electronic devices, and inspect and test finished products.

One great benefit of robots is that they can go where humans cannot. Workers use robotic arms to maintain hazardous radioactive areas in nuclear power plants. Astronauts on the space shuttle use robotic arms to perform tasks. Robots sometimes replace astronauts completely, as on the 1997 Mars mission in which a small mobile robot, called Sojourner, performed experiments on Martian soil, rocks, and air, and sent back more than 16,000 photographs.

8 Impact of Robots on Society

Industrial robots are extremely versatile. Robotic automation enables factories to mass-produce high-quality products at lower costs. This has greatly reduced the price of complex items such as electronics. A great advantage to robotics over conventional systems is that it is not necessary to design a new robot for each new task. Instead, computer programming enables one generalized robot to switch tasks. The operator simply selects the appropriate tool for the task.

Robotics thrives on inspiration and imagination. Growing up, many future engineers and scientists were enchanted by stories featuring humanoid robots.

Who knows what kinds of robots the future will bring? The possibilities are limitless. Clearly, robotics is a field full of challenges for the next generation.

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 begin and end the essay? How do the introduction and conclusion contribute to the author’s main ideas?
- In what ways are industrial robots like the fictional robots in books and movies? In what ways are they different?
- What challenges does the field of robotics hold for the next generations? What can you imagine robots will be doing in the future?

Write About Reading

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

- How have robots helped improve industry? Write sentences summarizing what you learned about robots from the text. (**Informative/Explanatory**)
- Use information from the text to write an opinion paragraph supporting this claim: “Robotics are one of the most important sciences today.” (**Opinion**)

Connect to the Internet

To learn more about medical robots, students can check out www.asme.org/engineering-topics/articles/robotics/robot-doctor-will-see-you-now.

To further students’ understanding of the Mars rovers, go to <http://marsrover.nasa.gov/home/index.html>.

Fact Book

Level R

Text Type: Fact Book

Summary: These pages are about the three different groups of animals that are amphibians: frogs and toads, salamanders and newts, and caecilians.

Themes/Ideas: recognize three groups of animals that are amphibians; understand what traits help amphibians survive

Informational Text Features: photos, labels, flowchart, chart, text box, headings

Academic Vocabulary:

- **astounding:** amazing, very surprising
- **development:** the process of growing
- **environment:** a part of the natural world

Domain-Specific Vocabulary:

- **vertebrates:** animals with a spinal column (set of connected backbones)
- **species:** a group of related animals
- **metamorphosis:** the series of major changes in form that certain animals go through as they develop from eggs to adults

Astounding Amphibians



Focus Question: What characteristics do amphibians have that help them survive?

First Reading

Read aloud the title and preview the text, noting that these are pages from a fact book about animals. Review the meaning of *astounding*. Point out the text features of this fact book. For the first reading, have students read through the text. Then discuss the main ideas that the author shared.

Guided Close Reading

Key Ideas and Details Which sentence describes how scientists categorize amphibians? What other traits do amphibians share? Why are those details important? What are the three groups of amphibians? ①-⑤

Think Aloud The first sentence says that “amphibians are vertebrates, or animals with backbones.” Another trait is that they live part of their lives in water and part of their lives on land. Those details let readers know how amphibians are alike and how they are different from other animals. The section headings show that amphibians are frogs and toads, salamanders and newts, caecilians.

Text Structure What informational text structure does the author use in the text and chart about frogs and toads? In what ways are frogs and toads different? ②

Make Inferences In the Fast Facts text box, the author says that most amphibians are nocturnal. Why is this an important characteristic for their survival? What other animals do you know that are nocturnal? How might being active at night help to keep amphibians safe? ③

Vocabulary/Text Feature The author describes metamorphosis as an “amazing change in appearance.” How does the “Frog Life Cycle” flowchart help you understand metamorphosis? Explain the stages of development you see. ④

Think Aloud The illustrations in the “Frog Life Cycle” flowchart show what a frog looks like at different stages of growth. These illustrations show its metamorphosis from egg to tadpole to young frog and to full-grown frog.

Photos and Text How do the photos and text work together to show how amphibians use camouflage? Why is camouflage important to their survival? ⑦

Words and Phrases in Context What does the author mean by the phrase “as a last resort,” when describing how some amphibians get rid of enemies? What might they do before that? (They might use camouflage to hide.) ⑧

Draw Conclusions What “astounding” fact does the author include when comparing amphibians with dinosaurs? What can you conclude about amphibians, based on this fact? ⑨

ASTOUNDING AMPHIBIANS

1 Amphibians are vertebrates, or animals with backbones. They are best known for living part of their life in water and part on land. There are three groups of amphibians:

Frogs and Toads

People think of frogs as slimy, green long-jumpers that spend most of their time in water, and think of toads as frogs' more warty, earthy cousins.

2

Frogs

Smooth or slimy skin
Most of their time spent in water

Toads

3

Salamanders and Newts

Salamanders are amphibians that have tails as adults. Newts are a type of salamander that spend most of their time on land.

4

Caecilians

Pronouncing the name of these creatures is not the only tricky thing about them. Caecilians (seh-SILL-yens) look like big earthworms, but, in fact, caecilians have backbones. Some caecilians live in water, but most prefer dry land. Like earthworms, they burrow and tunnel through the soil.



5

FAST FACTS

Amphibians

- There are about 5,400 species of frogs and toads, 410 species of salamanders and newts, and 165 species of caecilians.

- Amphibians are found everywhere on Earth except Antarctica.
- Amphibians are cold-blooded. Their body temperature gets lower when the outside temperature is cold, and higher when the outside temperature is hot.
- Most amphibians are nocturnal, which means they are active at night.

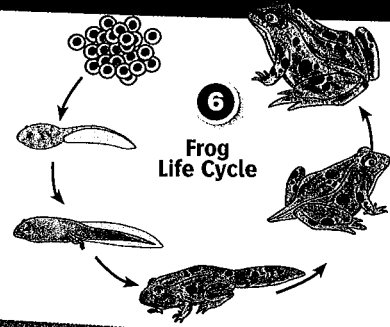


Salamander



Presto Change-o!

Most amphibians go through several stages of development from egg to adult. This amazing change in appearance is called metamorphosis.



6

Frog Life Cycle

Secret Agents

Many amphibians actually change their colors to blend in with the environment. Green colors are a nice match to green leaves. Sandy yellows are perfect for blending in with the sand. This is camouflage, or the ability to hide from predators by blending in with the scenery.

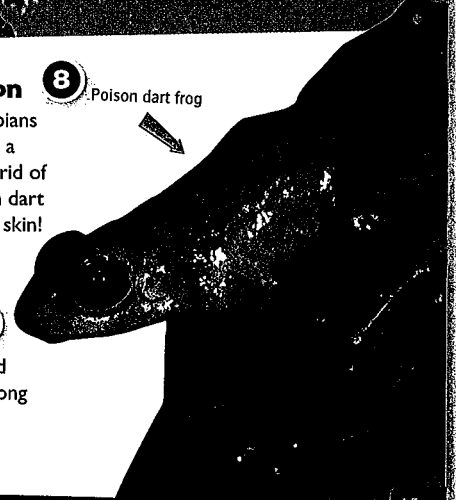
7

Poisonous Protection

As a last resort, some amphibians in danger of being eaten have a powerful weapon for getting rid of enemies: For example, poison dart frogs ooze poison from their skin!

8

Poison dart frog



Way, Way Back

Amphibians have been around for 360 million years! That's long before the dinosaurs.

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.

- How did the author organize the pages to make the information easier to understand?
- Amphibians have been around for so long. What information did you read that helps you understand why they have been so successful?
- What did you learn about amphibians that you didn't know before? In what ways are amphibians like mammals? Like fish? In what ways are they different?

Write About Reading

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

- The name given to these fact book pages is "Astounding Amphibians." Write a well-developed opinion statement that gives information to support the idea that amphibians are astounding. **(Opinion)**
- Make a chart to compare and contrast the three different groups of amphibians, using information from the text. **(Informative/Explanatory)**

Connect to the Internet

To learn more about amphibians, have students check out these websites: <http://animals.sandiegozoo.org/animals/caecilian>; <http://animals.sandiegozoo.org/animals/frog-toad>; and <http://animals.sandiegozoo.org/animals/salamander-newt>.

Guidebook

Level R

Text Type: Guidebook

Summary: This excerpt describes identifying features of owls.

Themes/Ideas: identify the important body parts of an owl; understand that owl species may be organized according to size

Informational Text Features: diagrams, labels with questions, illustrations, boldface type, headings

Academic Vocabulary:

- **distinctive:** noticeably different
- **field:** related to a location used for a particular activity, such as observing animals
- **indicates:** shows or suggests
- **encounter:** to come across, often unexpectedly

Domain-Specific Vocabulary:

- **tufts:** patches of hair or feathers

Guide to Owls



Focus Question: How can someone learn to recognize different owl species?

First Reading

Read the text box at the top of the page that explains that these pages are from a guidebook about owls. Preview the text and point out the text features. Remind students to read all the labels. For the first reading, have students read through the text on their own. Then discuss the main ideas that the author shared about recognizing owls.

Guided Close Reading

Vocabulary *These pages are from a “pocket field guide.” Based on the meaning of field as it is used here, where would someone likely use the guide? ①*

Text Feature *How does the diagram help someone analyze an owl’s features? Why is this diagram a helpful way to give this information? ②*

Think Aloud *The diagram has arrows that show the names of the parts of an owl in boldface type. The questions tell what to ask yourself when you are looking at an owl. They help to know what to focus your attention on. The diagram helps show the information quickly and easily.*

Make Inferences *The diagram discusses what to look for when identifying a type of owl. Which characteristics involve color or shading? Why might this characteristic be an important thing to look for? ②*

Key Ideas and Details *In the first paragraph on the second page, the author talks about the ID section in the owl descriptions. These pages of the guidebook do not show an ID section. Where do you think you might find the ID section? ③*

Connect Ideas *How might the diagram in “Small, Medium, or Large?” help someone determine an owl’s size? What does the guide suggest to do to figure out an owl’s size when you are in the field? Why is this a good “tool” for figuring out size? ③–⑤*

Think Aloud *An owl’s approximate size is determined by measuring from its beak to its tail. The guide suggests using an adult’s hand or arm to figure out to which size group an owl belongs—small, medium, or large. This method is a good “tool” to use in the field because most likely when you are out in the field you won’t have a ruler or anything else to measure with.*

Vocabulary *The text explains that some owls have “distinctive” calls. The word distinctive means “noticeably different.” How does knowing the meaning of distinctive help you understand how the calls can help birdwatchers identify different owls? How do birdwatchers describe the calls they hear? ⑥*

A guidebook is a reference book that you carry with you. These excerpts are from a guidebook about owls.

Guide to Owls

Who Is Hooting?

- 1** This pocket field guide will help you recognize all kinds of owls, or owl species. To identify an owl quickly, look for the features called out below.

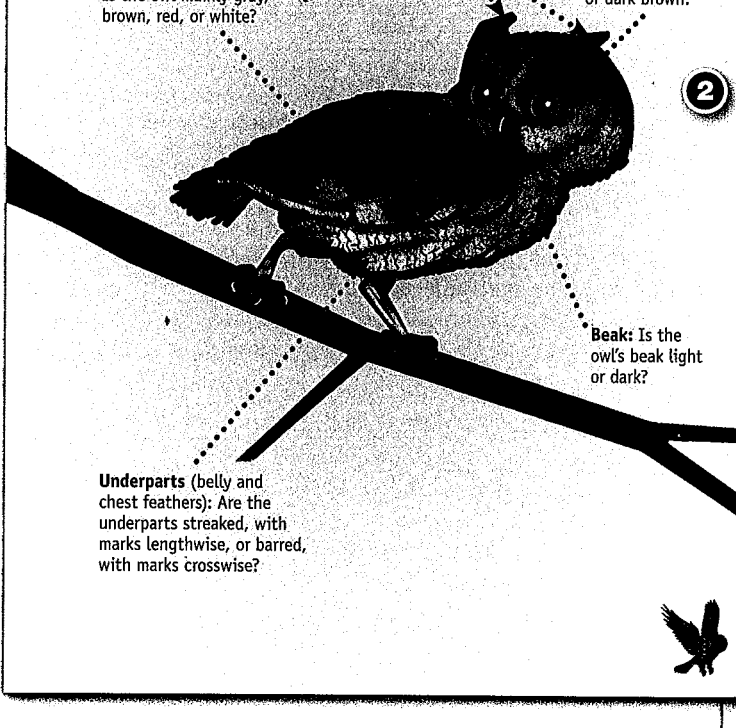
Upper parts (wings, back, and head feathers): Is the owl mainly gray, brown, red, or white?

Tufts: Are there tufts or no tufts?

Eyes: Are they yellow or dark brown?

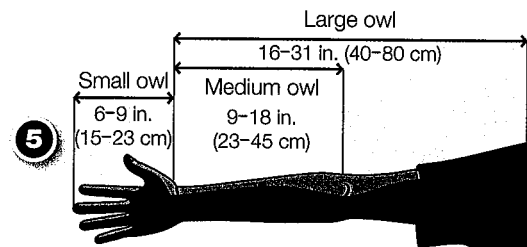
Beak: Is the owl's beak light or dark?

Underparts (belly and chest feathers): Are the underparts streaked, with marks lengthwise, or barred, with marks crosswise?



Small, Medium, or Large?

- 3** Size is one of the first features you may notice when you see an owl. In this guide, you'll discover that the ID section in the owl descriptions indicates each owl's approximate size, measured from the tip of its beak to the tip of its tail.
- 4** This pocket field guide organizes owl species into three size groups. You can judge the size of an owl by comparing it to the length of an adult's hand or arm. Female owls are usually slightly bigger than males.



Listen Up!

- 6** You are most likely to encounter an owl in the late evening. This means an owl's call can be your best clue for identifying the species. Some owls have very distinctive calls, and birdwatchers use silly phrases to describe them. For example, the barred owl's call sounds something like "Who cooks for you? Who cooks for you?" The owl descriptions in this book indicate some of these phrases. You can have fun making up your own!

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.

- *Why is it important that the author includes section headings, diagrams, and labels?*
- *Based on the text and diagrams, what are the key features of owls that would help someone identify an owl's species? Would someone need to be an expert to identify an owl in the wild? Explain why or why not.*
- *This excerpt tells about seeing owls in the late evening. We call animals that are active at night nocturnal. What other animals do you know that are nocturnal? What characteristics do these animals share with owls?*

Write About Reading

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

- *Would you look for owls during the day or at night? Explain your answer using details from the text. (Opinion)*
- *If you were trying to determine the species of an owl, what would you look at, and in what order? Write a paragraph to explain your response. Include details from the text as support. (Informative/Explanatory)*

Connect to the Internet

To learn more information about owls, go to www.nps.gov/redw/naturescience/owls.htm and <http://science.kqed.org/quest/video/cool-critters-great-horned-owls/>.

How-to

Level R

Text Type: How-to

Summary: This how-to guide shows the steps of an experiment that demonstrates how plants grow toward light.

Themes/Ideas: learn about phototropism; understand how to follow the steps of a plant and light experiment

Informational Text Features: bulleted list, numbered list of steps, illustrations

Academic Vocabulary:

- **obstacles:** challenges or things that make progress difficult
- **partition:** an object used to divide a space

Domain-Specific Vocabulary:

- **phototropism:** growth toward a source of light
- **worshipper:** one who shows devotion to someone or something

Plant and Light Experiment



Focus Question: How does the experiment show how phototropism affects plants?

First Reading

Read aloud the title and preview the text, noting that this how-to guide shows how to carry out a science experiment. Explain that it is important that how-to guides present information clearly and in a logical order. Point out the bulleted list of materials and the colored text. Then have students read through the text once on their own. Afterward, discuss the phototropism and how it affects plants.

Guided Close Reading

Text Feature *This how-to guide presents the list of materials needed for the experiment as a bulleted list. How is this text feature related to its purpose? What task does it make easier?* ③

Illustrations and Text *Each step in this guide includes an illustration. How do the illustrations help you understand the text?* ④-⑩

Think Aloud *The illustrations are useful because they make each step of the experiment clearer. They show the reader which materials to use and what to do with them. They also show how the experiment changes from one step to the next.*

Text Structure *How is the information mostly organized? What words and text features help to organize the text in this way?* ④-⑩

Key Ideas and Details *In Step 1 of the experiment, the reader is instructed to check the shoebox for places where light might shine through and to close them up. Why is this step important? How does it affect the outcome of the experiment?* ④

Draw Conclusions *What purpose do the pieces of cardboard taped inside the box serve? How do they help demonstrate the idea of phototropism?* ⑦-⑩

Connect Ideas *In Step 5, the reader is instructed to water the plant well. Think about other steps in the experiment. Why is this important?* ③-⑩

Words and Phrases in Context *The author calls green plants "sun worshippers." Think about what the word worshipper means. What does the use of the phrase "sun worshipper" tell you about the relationship between green plants and the sun?* ⑩

Think Aloud *The phrase "sun worshipper" tells me how much the plant needs the sun. It is always seeking out the sun.*

PLANT AND LIGHT EXPERIMENT

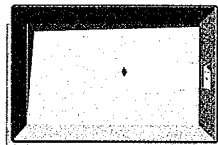
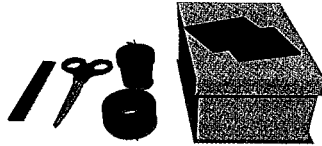
WHY DO PLANTS GROW TOWARD LIGHT?

1 Have you ever noticed that flowers and plants lean toward the sun? They are not simply leaning—they are actually growing in that direction. This growth toward a source of light is called phototropism.

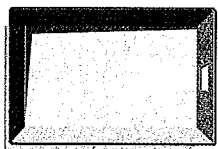
2 The following experiment is a fun and easy way to observe a plant making its way toward sunlight. Phototropism guides the plant around obstacles in its path.

3 MATERIALS

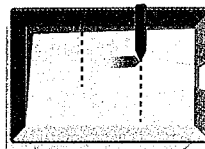
- shoe box with lid
- ruler
- scissors
- extra cardboard, approximately 8 inches by 10 inches (15 cm by 20 cm)
- tape
- small potted bean plant



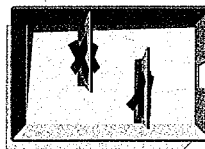
4 **STEP 1** Cut a 2- by 3-inch (5- by 8-cm) hole at one end of the shoe box. Then, hold the box up to the light and be sure to close up any other spaces where light shines through.



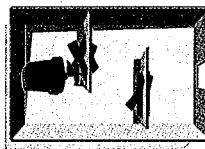
5 **STEP 2** Cut the cardboard into two equal pieces that measure the same height as the shoe box and about half its width.



6 **STEP 3** Make a mark on each side of the inside of the box. Make one mark at about one-third of the distance from the cutout end. Make the other mark at one-third the distance from the other end.



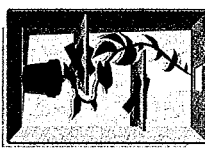
7 **STEP 4** Tape a piece of cardboard at each of the marks inside the box. The two pieces of cardboard will create two partitions inside the box, as in the illustration.



8 **STEP 5** Water the plant well. Then, set it in the box at the end opposite the hole, behind the cardboard partition.



9 **STEP 6** Close the box and tape the lid firmly shut. Place the box in a sunny window.



10 After four or five days, open the box and observe how the plant has grown. It should have made its way around the cardboard obstacles as it grew toward the opening in the box. Like all green plants, it is a sun worshiper and has found the light!

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 begins the how-to guide with a question that addresses the reader. What purpose does this serve?*
- *Think about how Step 6 relates to other steps in the experiment. Why is it important to put the box in a sunny window? How does this affect the experiment?*
- *This experiment helps to explain something that happens in nature but seems unusual. Can you think of a time you overcame an obstacle to get what you wanted or needed?*

Write About Reading

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

- Explain phototropism. What effect does it have on plants? (**Informative/Explanatory**)
- Is this how-to guide easy to follow? Include at least one or two reasons, and use examples from the text to support your answer. (**Opinion**)

Connect to the Internet

To further students' understanding of phototropism, go to <http://herbarium.desu.edu/pfk/page11/page12/page12.html> or http://www.sciencebuddies.org/science-fair-projects/project_ideas/PlantBio_p041.shtml?from=Blog#background.

Interview

Level R

Text Type: Interview

Summary: In this interview, the author Avi answers questions about his childhood and how he became a writer.

Themes/Ideas: discover how someone dealt with challenges; understand how questions and answers are presented in an interview

Informational Text Features: photo, Q & A format, book covers as illustrations

Academic Vocabulary:

- **tutor:** someone who provides one-on-one instruction
- **engage:** pay attention to; interact with
- **fascinated:** strongly interested and attracted
- **historical fiction:** literature with a setting based on the real events from the past
- **crucial:** very important or necessary

Domain-Specific Vocabulary:

- **focal point:** main area of importance and attention
- **sinister:** giving the impression of being evil and dangerous
- **articulate:** to express in words
- **dysgraphia:** reduced ability to write; a disorder that negatively affects handwriting

An Interview With Avi



Focus Question: How have events in Avi's life shaped his career as an author?

First Reading

Read the title and note that an interview consists of questions and answers. Explain that the photograph is of the author who is being interviewed. Draw students' attention to the formatting of the text and the book covers shown on the back of the card. Have students read through the text one time on their own. Then discuss the events in Avi's life that led him to writing.

Guided Close Reading

Text Structure *How is the text structured? What do the letters Q and A stand for? What is the relationship between the sections of text in this interview?* ②-⑨

Author's Craft *Who is the subject of this piece? Who is the interviewer, the person asking the questions? Why do you think the interviewer starts by asking Avi about his experiences with school and about his favorite books?* ①-④

Connect Events *What event in Avi's life led to a change in his attitude toward writing? What goal did he set for himself as a result? How did he achieve his goal?* ③ ⑤

Make Inferences *The interviewer notes that Avi has written several books of historical fiction. Although not addressed specifically in the interview, how do you know that not all of Avi's books are historical fiction?* ① ⑥

Think Aloud *The book covers are located under the interviewer's question about historical fiction. The question mentions that Avi has "written several books of historical fiction." And the introduction to the interview says Avi has written more than 70 books. Since "several" means some rather than all, I can infer that Avi writes about a variety of different subjects.*

Vocabulary *Avi explains that he has dysgraphia. What are the effects of the condition? How does using a computer and spell check help him?* ⑦ ⑧

Draw Conclusions *What does Avi love to do when he writes? What conclusion can you draw about Avi from the way in which he approaches his writing? What is Avi suggesting that kids do to become better writers?* ⑨

Think Aloud *Avi says he thinks of himself not as a good writer but as a good rewriter. He likes challenges and does not give up easily. He seems to approach his writing not as something to do once perfectly, but as a process to start and then keep working on. This suggests that he wants kids to know that rewriting is an important part of being a writer.*

Avi, a popular, award-winning children's book author, has published over 70 books . . . so far! Find out about Avi's early days, and what experiences helped him move toward success.

An Interview With AVI

By Mary Harvey

Q: What were you like in school?

A: I was simply not a good student. When I got to high school, I took five classes and I failed every one of them. So I had to go to a new school—a private school. When I was 15, my English teacher at that school called my parents and told them I'd be dropped from the school if I didn't get a tutor.

Q: Your parents found a tutor for you. What was she like?

A: I remember her as very nice, very low key. What she said to me in our first session changed my life. She said, "Avi, you're a very interesting person with interesting ideas. If you wrote better, people would know it."

She took the trouble to engage with my ideas. That made all the difference in the world. I have no doubt she changed my attitude about writing. I wanted to write better, and that became a focal point in my life from then on.

Q: What were some of your favorite books growing up?

A: *The Wind in the Willows*, by Kenneth Grahame. Also, Robert Louis Stevenson's *Treasure Island*, and Jules Verne. *20,000 Leagues Under the Sea* had the most impact on me. I remember that book in particular because it was the first time I ever stayed up all night reading a book. The sinister nature of Captain Nemo fascinated me.

5 Q: You've said that stories helped you grow from a bad student into a successful writer. How so?

A: I believe that story in itself is enormously powerful. I believe in telling a good story. When one is caught up in a story, one is able to experience life in a different context. I just got a letter from a kid the other day who said, "I love your books—they make me feel more of who I am." That's exactly the kind of experience and feeling I want the reader to have. What a book—or poem or essay—often does is articulate the feelings people feel. It gives the feelings shape. It gives them a vocabulary.

Q: You've written several books of historical fiction, including *Crispin: The Cross of Lead*. Why is history important to you?

A: I've always looked at history as a form of stories. When I was young, I used to read historical fiction. When one doesn't know history, one doesn't have a sense of change. I think knowledge of history is very empowering.

7 Q: As an adult, you discovered you have something called dysgraphia. How does that affect you?

A: It is not a disability, but it is a great big nuisance. To be dysgraphic is to be a very bad speller, with missed letters and reversed letters, for example.

Q: What advice would you give others with this condition?

A: The most crucial thing is not to get mad at yourself. That's fundamental. In a funny way, stress only makes it worse. Computers have made it much easier. The spell checker is a vital thing. Also, I'll change the font of my work so I can look at the words freshly. Also, read your work out loud. That's what I do.

9 Q: You've said that writing is a process. How can kids become better writers?

A: I don't think of myself as a good writer; I think of myself as a good rewriter. I'm constantly rewriting and shaping. I love rewriting. That's when a story begins to come alive.



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.

- According to *Avi*, how can an author help people understand their own life experiences and feelings? How can stories help readers express themselves?
- What does *Avi* mean when he says, "When one doesn't know history, one doesn't have a sense of change"?
- Why is *20,000 Leagues Under the Sea* such a memorable book for *Avi*? Do you think you have to love to read stories to become a good writer?

Write About Reading

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

- Write a short informative paragraph about *Avi*'s life and the challenges that he faced. Provide facts, details, and a quotation from the text. **(Informative/Explanatory)**
- If you could interview *Avi*, what three questions would you ask him? Give a reason for each, and support each reason with a detail from the text. Use the questions in the text as a model. **(Opinion)**

Connect to the Internet

To read more about this author, go to www.scholastic.com/teachers/contributor/avi and www.avi-writer.com/about/about01.html.

Letter

Level R

Text Type: Letter

Summary: This letter was written by Frances Perkins to her niece about her efforts to improve working conditions for women in the first half of the 20th century.

Themes/Ideas: learn about the working conditions of women in the early twentieth century; understand how Frances Perkins helped to improve working conditions

Informational Text Features: photos, caption, text box, date, closing

Academic Vocabulary:

- **conditions:** circumstances or state of something
- **suffice:** be enough
- **devastating:** causing much harm or pain
- **reluctant:** unwilling

Domain-Specific Vocabulary:

- **bill:** a suggested law that has yet to be approved or denied
- **labor:** workers as a category
- **cabinet:** a group of advisors to a nation's leader
- **retired:** stopped working

Letter From Frances Perkins



Focus Question: How did Frances Perkins help improve conditions for women workers in the first half of the 20th century?

First Reading

Together, read through the text box at the top of the letter. To clarify the meaning of “working conditions,” give some examples such as issues of safety, how much workers get paid, and the length of a workday. Note the date in the letter and explain that at this time in history, children were expected to work like adults. For the first reading, have students read through the text on their own. Then discuss the main ideas Frances shared with her niece.

Guided Close Reading

Author's Purpose *In the first paragraph, Frances Perkins, shown in the photo, states her reason for writing. What is her reason, and how does she plan to answer her niece's question?* ❶ ❸

Words and Phrases in Context *In the second paragraph, why does Perkins use the phrase “Believe me” to describe the bill as an improvement? What does it tell readers about the working conditions during that time?* ❷

Think Aloud *The previous sentence says that the bill shortened the workweek to 54 hours for women and children. This detail shows that they still had to work many hours. Perkins says “Believe me” because she knows the improved conditions are still not perfect, but she is saying they were much worse before the bill.*

Connect Events *What caused the Triangle Shirtwaist Factory fire, and why was it so devastating? How did the fire influence the purpose and timing of the bill that Perkins helped to pass?* ❷

Key Ideas and Details *Perkins mentions that she was the first woman ever to serve in the cabinet when she was appointed by President Franklin Roosevelt. Why is this detail important?* ❹

Think Aloud *The sentence afterward shows that some Americans didn't want to accept a woman in a government role. The detail is important because it shows how historic the event was, and how people's reactions to her probably made her job more difficult.*

Vocabulary *What clues help explain the meaning of reluctant?* ❹

Key Ideas and Details *When people in the 1930s needed help, they turned to the government. Which group of people did the Social Security Act of 1935 help?* ❺

Draw Conclusions *What conclusion can you draw from the photo of Perkins shaking President Roosevelt's hand? What information in the text reveals Roosevelt's opinion about Perkins?* ❻

Text Feature *How do the final photo and caption reveal the influence Perkins had on labor rights in the United States?* ❼

Letter From Frances Perkins

In the early twentieth century, the working conditions of women, especially of those who worked in clothing factories, were difficult. Frances Perkins worked tirelessly to improve that situation. This letter was written years later from Frances to her niece.

November 6, 1950

1 In your last letter, you asked me how I got so involved with workers' rights. As I have lived 70 years, there is much to tell! I will give you some of the more interesting details. I hope this will suffice.

2 After college, I moved to New York City. I worked at the Consumers' League of New York. In 1912, we passed an important bill. It shortened work hours for women and children to just 54 hours a week. Believe me, this was an improvement! I had seen the Triangle Shirtwaist Factory fire the year before. That

3 was absolutely devastating! All those women were trapped inside the factory as it burned. The factory owners had kept the exit doors locked so the women would not leave their sewing machines. In less than 15 minutes, 146 women died. This fire made me even more dedicated to improving workplace conditions.



4 When Franklin Roosevelt became president in 1933, he appointed me Secretary of Labor. I was the first woman ever to serve in the cabinet. Of course, some Americans were reluctant to accept a woman in such a position. President Roosevelt, however, was confident that I could handle the job. I had worked with him for four years when he was governor of New York.



5 During the hard times of the 1930s, the country turned to the government for help. I worked hard to pass the Social Security Act of 1935. This set up a way for people to get money once they retired.

I left the White House in 1945, after Roosevelt died. I had accomplished much in those years. And yet, there is still much to do. I can't wait to see what the future will bring!

Your loving aunt,
Frances

Frances Perkins remained in government until 1953. She died in 1965. The main building of the U.S. Department of Labor is named for her.



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 tone of the letter? How does the choice of words that Perkins uses help shape the tone? Give examples from the text as support.
- Perkins says that she accomplished much during her career. What evidence does she provide to support that idea?
- Perkins was the first woman to serve in a president's cabinet. How do you think her accomplishments played a role in society's views on women in government?

Write About Reading

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

- Perkins explains how she became involved with labor rights. Write a well-developed opinion paragraph that gives information to support the idea that Perkins significantly improved working conditions in the United States. (**Opinion**)
- Make a time line to explain the key events described in the text. (**Informative/Explanatory**)

Connect to the Internet

To read more about Frances Perkins, have students check out the Social Security website: www.ssa.gov/history/fpbiossa.html. To learn more information about the history of child labor, have students check out Scholastic's article: www.scholastic.com/teachers/article/history-child-labor.

Magazine Article

Level R

Text Type: Magazine Article

Summary: This magazine article presents a brief summary of the history of chewing gum, from tree resin to the tasty treat of today.

Themes/Ideas: recognize the milestones in the history of chewing gum; understand that modern chewing gum is a combination of natural ingredients and human inventiveness

Informational Text Features: photos, caption, special type, subtitle

Academic Vocabulary:

- **fascinating:** very interesting
- **link:** connection; something in common
- **substance:** physical material from which something is made
- **breakthrough:** important progress; major advancement

Domain-Specific Vocabulary:

- **resin:** sticky brownish substance that oozes from trees
- **chicle:** resin from sapodilla trees
- **hygiene:** practices and habits related to health and cleanliness

The History of Gum



Focus Question: What are some important milestones in the history of chewing gum?

First Reading

Discuss the title and subtitle, noting the title treatment and tone it sets for the article. Talk about how the author assumes the reader likes to chew gum by calling it “your favorite treat.” For the first reading, have students read through the text. Then discuss the concepts and ideas presented in the article.

Guided Close Reading

Author’s Craft *What tone does the author set with the first question? How does the first paragraph add to the author’s chatty, informal tone?* ②

Key Ideas and Details *Give examples from the text of groups of people who used different forms of “chewing gum.” How do these examples support the main idea of this article?* ③

Vocabulary/Photo and Caption *What is tree resin? How does the author help you understand the meaning and importance of the term tree resin? How does the photo and caption help you better understand the meaning of tree resin?* ④ ⑤

Think Aloud *The author uses the term in the second paragraph and gives its definition. There is also a picture of tree resin. The caption for the picture uses the term tree resin. The author includes the photo and caption because they work together with the definition to help the reader understand what tree resin is and how it is different from gum today.*

Make Inferences *What was Thomas Adams trying to do when he added chicle to rubber? How was the first successful chicle gum invented? What does this tell you about the nature of inventing?* ⑤ ⑥

Vocabulary *Based on the text, what does the word breakthrough mean? Why is this an effective word to describe Adams’s invention? What words and phrases in the text support your interpretation?* ⑤ ⑥

Connect Events *What happened after the gum business boomed? Why was Double Bubble a better product than Blibber-Blubber? What do these paragraphs show about how products evolve?* ⑦ ⑧

Author’s Purpose *What are the main purposes of this magazine article? How do the author’s content and style contribute to these purposes?* ①–⑨

Think Aloud *The two purposes of the article are to inform and to entertain. The author gives information about the history of chewing gum as well as interesting facts about how chewing gum changed. The style is entertaining and informal. For example, questions such as, “So, what will ‘pop’ up next in the ever evolving history of gum?” and statements like “Now that’s something for you to chew on!” are informal and make the information entertaining.*

THE HISTORY OF GUM

1 Fascinating facts about your favorite treat!

Got the urge to chew?

Maybe you should go out to the garage and rip off a nice chunk of car tire. Not your idea of a tasty treat? A nice chunk of chewing gum is probably more like it. But there is a link between car tires and chewing gum, as a quick trip through the halls of gum history will show you.

The history of gum begins thousands of years ago, when prehistoric men and women chewed on lumps of tree resin (a sticky brownish substance that oozes from trees). The ancient Greeks chewed on resin, and so did Native Americans. Early settlers to New England loved to chew, too. Gum made from spruce tree resin was a popular treat among early Americans.



A close-up of tree resin is pictured. Doesn't it look delicious?

The first big breakthrough in modern gum technology came in 1869, when a young New Yorker named Thomas Adams began experimenting with chicle (resin from sapodilla trees). He thought he could combine chicle with rubber and invent a new material for making tires.

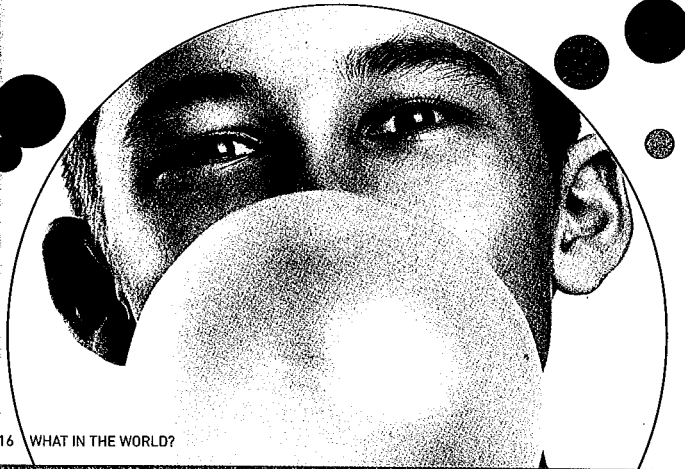
His experiments were disastrous, but then Adams had another idea. If people couldn't drive on his chicle, maybe they could chew on it! Before long, Adams New York Gum No. 1 was all the rage.

By the late 1800s, the gum business was booming. A new product called Dentyne came out, promising to help dental hygiene. Around 1900, an inventive gum maker coated small pieces of chicle gum with candy, and Chiclets were born. The first bubble gum, called Blibber-Blubber,

was invented in 1906, but it never sold. It was so sticky that if it popped on your skin, it was impossible to get off!

It was in 1928 that Walter Diemer accidentally invented Double Bubble, the first successful bubble gum. Diemer was an accountant who liked to experiment with new gum recipes in his spare time. One day, without specifically trying to, he happened to hit upon the perfect bubble gum recipe. He added pink dye because pink was the only color left on the shelf. Then he carried a five pound lump of the gum to a local grocery store. It sold out that afternoon.

So, what will "pop" up next in the ever evolving history of gum? Now that's something for you to chew on!



16 WHAT IN THE WORLD?

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 text structure does the author use to tell the history of bubble gum? How does the paragraph about Chiclets and Blibber-Blubber fit into and develop the overall text structure? In the last paragraph, the author writes, "Now that's something for you to chew on!" Why did the author choose to use that expression, and what does it mean?
- What did you already know about chewing gum before you read this article? Which idea or event in the article was most surprising to you? What was least surprising?

Write About Reading

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

- Write a summary of the events described in the article. Include the article's main idea and the most important details. Your summary should follow the same order as the information in the article. **(Informative/Explanatory)**
- In your opinion, which event described in the article is the most important in the history of making gum? Give reasons for your opinion, and support your reasons with facts and other evidence from the text. **(Opinion)**

Connect to the Internet

To read more about gum, go to www.britannica.com/EBchecked/topic/109930/chewing-gum.

Newspaper Article

Level R

Text Type: Newspaper Article
(Historical)

Summary: This newspaper article describes the opening of immigration offices on Ellis Island in 1892 and how special it was for the first immigrant who registered there.

Themes/Ideas: understand the importance of opening an immigration office on Ellis Island; understand the experience of registering as a new immigrant on Ellis Island

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

Academic Vocabulary:

- **bureau:** department or offices
- **privilege:** a special opportunity or benefit
- **memento:** an object that reminds someone of a person, place, thing, or experience
- **grievance:** complaint

Domain-Specific Vocabulary:

- **immigration:** the entering of a person to a new country for permanent residence
- **steerage:** the part of a ship where passengers pay a low fare for their journey, usually with poorer accommodations
- **vessel:** ship
- **gangplank:** board used by passengers to get on or off a ship

Landed on Ellis Island

From *The New York Times*



Focus Question: Why was the opening of immigration offices on Ellis Island such an important event?

First Reading

Discuss the headline and preview the text. Note the date of the article. Explain that from 1892 to 1924 more than 12 million immigrants passed through Ellis Island on their way to a new life. Have students read through the article on their own. Then discuss the main ideas of the article.

Guided Close Reading

Text Features *The lead is the information between the headline and the main text of the newspaper. What information does this lead provide, and how is it helpful for the reader?* ❶

Key Ideas and Details *What details does the author provide in the first paragraph to answer the five W questions: who, what, when, where, and why?* ❷

Author's Craft *How does the author describe Annie Moore? How do the details about Annie and her journey help you understand how she might have felt being the first to register in the book of the new landing bureau?* ❸ ❹ ❺

Photos and Text/Vocabulary *Why does the writer include the photo of new arrivals? What do inspected and interviewed mean? What do they make you wonder?* ❻

Think Aloud *This photo shows readers how immigrants looked. I think inspected might mean examined and interviewed might mean questioned by an official. I wonder what happens if an immigrant does not do well in the inspection or interview.*

Connect Ideas *What does Col. Weber present to Annie Moore? How might this symbolize what coming to the United States meant to many immigrants?* ❼

Think Aloud *Col. Weber gives Annie a ten-dollar coin. The author explains that this is the largest amount of money that the young girl has ever had. This gift shows that coming to the United States offered immigrants an opportunity to have a better life.*

Vocabulary *The author says that Annie will keep the coin as a memento. What idea about Annie's immigration is supported by the use of the word memento?* ❽

Compare and Contrast *The author describes the responses of workers for the Immigration Bureau and railroad workers to the opening of the new immigration buildings on Ellis Island. How did each group view the opening? Why did these two groups see the opening differently? Include details from the text.* ❾

Photos and Text *Look at the photo and caption of the new immigration buildings on Ellis Island. What idea about early U.S. immigration do the photo and caption help support? How does the photo enhance your understanding of the text?* ❿

LANDED ON ELLIS ISLAND

1 New Immigration Buildings Opened Yesterday

A ROSY-CHEEKED IRISH GIRL THE FIRST REGISTERED—ROOM ENOUGH FOR ALL ARRIVALS—ONLY RAILROAD PEOPLE FIND FAULT

Special to *The New York Times*

2 The new buildings on Ellis Island constructed for the use of the Immigration Bureau were yesterday formally occupied by the officials of that department. The employees reported at an early hour, and each was shown to his place by the Superintendent or his chief clerk. Col. Weber was on the island at 8 o'clock, and went on a tour of inspection to see that everything was in readiness for the reception of the first boatload of immigrants.

3 There were three big steamships in the harbor waiting to land their passengers, and there was much anxiety among the new-comers to be the first landed at the new station. The honor was reserved for a little rosy-cheeked Irish girl. She was Annie Moore, fifteen years of age, lately a resident of County Cork, and yesterday one of the 148 steerage passengers landed from the steamship *Nevada*. Her name is now distinguished by being the first registered in the book of the new landing bureau.

4 The steamship that brought Annie Moore arrived late Thursday night. Early yesterday morning the passengers of that vessel were placed on board the immigrant transfer boat *John E. Moore*.



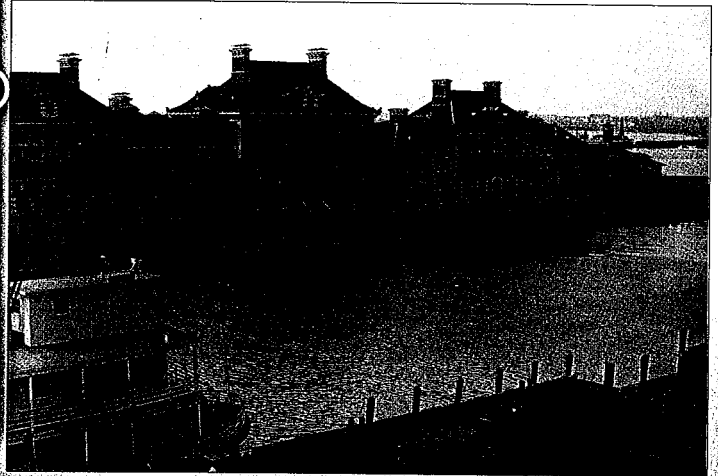
5 New arrivals wait to be inspected and interviewed on Ellis Island.

6 As soon as the gangplank was run ashore, Annie tripped across it and was hurried into the big building that almost covers the entire island. By a prearranged plan she was escorted to a registry desk, which was temporarily occupied by Mr. Charles M. Hendley, the former private secretary of Windom. He asked a special favor, the privilege of registering the first immigrant, and Col. Weber granted the request.

7 When the little voyager had been registered, Col. Weber presented her with a ten-dollar gold piece and made a short address of congratulation and welcome. It was the first United States coin she had ever seen and the largest sum of money she had ever possessed. She says she will never part with it, but will

always keep it as a pleasant memento of the occasion. She was accompanied by her two younger brothers. The trio came to join their parents, who live at 32 Monroe Street, this city.

8 All connected with the Immigration Bureau expressed themselves as exceedingly well pleased with the change from the cramped quarters at the Barge Office. The railroad people were the only ones who were heard to express any dissatisfaction. Their grievance is that the building is so large as to involve much running about on their part in getting the various passengers together. Others said that when the tremendous number of immigrants who had to be handled was considered, finding fault with its size was like complaining of a circle for being round.



9 The brand new immigration buildings on Ellis Island were officially opened yesterday.

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.

- Why does the author focus on one immigrant's story in this article about the new immigration buildings on Ellis Island? What is the effect of that focus?
- In the article, the immigrants are eager to enter the country. What does this article help you understand about why so many people wanted to immigrate to the United States and how they were received?
- Ellis Island opened to accommodate the large number of immigrants arriving in the United States in the late 1800s. What effect do you think having so many immigrants had on the United States?

Write About Reading

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

- Think about all of the details the article includes about emigrating to the United States through Ellis Island. Based on the article, write a paragraph that describes the different parts of an immigrant's journey from a country in Europe to his or her final destination in the United States. **(Informative/Explanatory)**
- There was a celebration when the first person, Annie Moore, entered the new station at Ellis Island. Do you think making it so special was a good thing or not? Write your opinion about the events. Support your opinion with details from the news article. **(Opinion)**

Connect to the Internet

To read more about Ellis Island and Annie Moore, go to www.nps.gov/elis/historyculture/index.htm and www.ellisland.org/genealogy/Annie_Moore.asp.

Question and Answer Book

Level R

Text Type: Question and Answer Book

Summary: Maglev, or magnetic levitation, trains can move because of electromagnetism, which “connects” the trains to a guideway, or track. These trains can move as fast as 267 miles per hour (430 km).

Themes/Ideas: understand how maglev trains work; recognize the first maglev train—Shanghai Maglev Train—as well as its speeds

Informational Text Features: diagram, photos, text feature box, boldface type, questions, answers

Academic Vocabulary:

- **commercial:** designed for profit
- **present:** happening now
- **conventional:** standard, regular

Domain-Specific Vocabulary:

- **maglev:** abbreviated form of “magnetic levitation”
- **electromagnets:** objects that act as magnets when electricity flows through them
- **guideway:** the track on which maglev trains move
- **friction:** a force that makes motion between two things difficult

What are maglev trains?



Focus Question: What are maglev trains, and what makes them unique?

First Reading

Look at the card and note the question and answer format. Tell students that *maglev* is a shortened form of the two words *magnetic levitation*. Explain the meaning of *levitation* (the rising of an object as if it is floating). Point out the diagram, photographs, and text feature box that the author uses to show information about maglev trains. Have students read the text independently and then discuss the main ideas.

Guided Close Reading

Vocabulary *The term maglev is a shortened form of magnetic levitation. What other words in this paragraph share the word part mag? How does your understanding of this word part help you understand these words and their relationship to each other?* ❶

Key Ideas and Details *How do maglev trains float? Why can they go so fast?* ❶

Think Aloud *Maglev trains float on a cushion of air above a guideway, which is a kind of track. There are magnets on the train and on the guideway. When electricity flows through the magnets, this electromagnetic reaction lifts the train above the guideway. A maglev train can travel very fast because the friction between the train and the air is less than the friction between a regular train and the train track.*

Text Features *Look at the diagram of a maglev train. What reaction do the arrows represent? Why is there space between the train and the guideway?* ❷

Key Ideas and Details/Vocabulary *Where and when did the first commercial maglev train run? What does the word commercial tell you about this important first train?* ❸

Connect Ideas *How fast can the Shanghai Maglev Train go? What is the relationship between this speed and friction?* ❹ ❺

Think Aloud *The Shanghai Maglev can travel at 267 miles per hour (430 km). Friction on train tracks can slow trains down. Because a maglev train floats above a guideway, it can go faster than a regular train on regular train tracks. There is still some friction between the air and the train, though.*

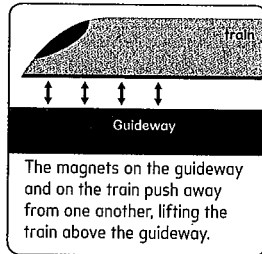
Make Inferences *Why are there so few maglev trains in use right now? Include details from the text.* ❻

Compare and Contrast *What information did the author include on side 2? What can you learn from these features about the differences between maglev trains and conventional trains?* ❽-❿

Q: What are maglev trains? Do they really float?

1

A: Maglev trains are trains that ride, or float, on a cushion of air above the track, which is called a guideway. Electromagnets—materials that act like a magnet when electricity flows through them—are placed on the train and on the guideway. The reaction between these two magnets lifts the train above the guideway. The trains do not have an engine. They are moved by electromagnetism. Because they float above the guideway, maglev trains can go very fast. There is no friction with the track to slow them down. However, they are slowed by friction with the air.



The magnets on the guideway and on the train push away from one another, lifting the train above the guideway.

3

Q: What was the first maglev train?

A: The Shanghai Maglev train, in China, was the first commercial maglev train. Its first run was in 2004.

4

Q: Where does the Shanghai Maglev run?

A: The Shanghai Maglev travels from Shanghai to Pudong Airport, a distance of 19 miles (30 km). The train can travel at 267 miles per hour (430 km). It takes only 2 minutes to reach a traveling speed of 217 miles per hour (349 km). Most of the time, the train takes just over 7 minutes to make the trip, but at busy times it can take 1 minute longer.

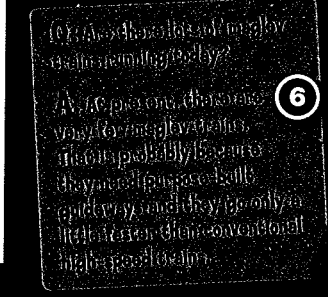
2



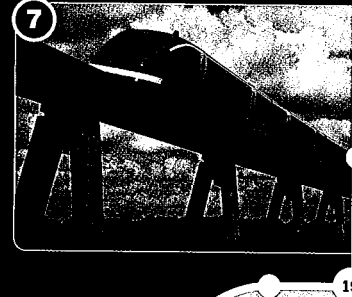
Q: The maglev leaves Pudong Airport at 2:35 PM. The trip to Shanghai will take 7 minutes. What time will the train arrive at Shanghai?

5

A: At 2:42 PM. (The trip takes 7 minutes.)



6



7

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 do the photos and diagram help you understand how maglev trains travel?
- What are two main things that reduce the speed of maglev trains? Are these things unique to maglev trains? Use text evidence as support.
- How do maglev trains compare with what you know about other types of trains? In what ways are they similar? In what ways are they different?

Write About Reading

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

- Make a chart about the pros and cons of maglev trains, based on what you read. Include details and examples from the article in your chart. **(Informative/Explanatory)**
- Write a well-developed opinion statement arguing for or against building a maglev train in or near your community. Use information from the text about its uniqueness to support your viewpoint. **(Opinion)**

Connect to the Internet

To further students' understanding of maglev trains, go to www.magnet.fsu.edu/education/tutorials/magnetacademy/superconductivity101/maglev.html.

Level R Lessons at-a-Glance

LEVEL R

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Almanac Excerpt	<i>Signs and Symbols</i>	Community	Basic	learn why signs appear in certain colors or shapes; understand how people use signs and symbols to communicate information	<ul style="list-style-type: none"> • http://dmv.ny.gov/about-dmv/road-signs-you-must-know • http://pbskids.org/arthur/print/signdesign/finger-spelling.html
Essay	<i>Robots</i>	Science and Technology	Complex	identify two types of industrial robots and their functions; learn how robots are used and how they work	<ul style="list-style-type: none"> • www.asme.org/engineering-topics/articles/robotics/robo-doctor-will-see-you-now • http://marsrover.nasa.gov/home/index.html
Fact Book Excerpt	<i>Astounding Amphibians</i>	Life Science	Moderate	recognize three groups of animals that are amphibians; understand what traits help amphibians survive	<ul style="list-style-type: none"> • http://animals.sandiegozoo.org/animals/caecilian • http://animals.sandiegozoo.org/animals/frog-toad • http://animals.sandiegozoo.org/animals/salamander-newt
Guidebook Excerpt	<i>Guide to Owls</i>	Life Science	Basic	identify the important body parts of an owl; understand that owl species may be organized according to size	<ul style="list-style-type: none"> • www.nps.gov/redw/naturescience/owls.htm • http://science.kqed.org/quest/video/cool-critters-great-horned-owls/
How-to	<i>Plant and Light Experiment</i>	Life Science	Complex	learn about phototropism; understand how to follow the steps of a plant and light experiment	<ul style="list-style-type: none"> • http://herbarium.desu.edu/pfk/page11/page12/page12.html • www.sciencebuddies.org/science-fair-projects/project_ideas/PlantBio_p041.shtml?from=Blog#background
Interview	<i>An Interview With Avi</i>	History Literature	Moderate	discover how someone dealt with challenges; understand how questions and answers are presented in an interview	<ul style="list-style-type: none"> • www.scholastic.com/teachers/contributor/avi • www.avi-writer.com/about/about01.html
Letter	<i>Letter From Frances Perkins</i>	History	Moderate	learn about the working conditions of women in the early twentieth century; understand how Frances Perkins helped to improve working conditions	<ul style="list-style-type: none"> • www.ssa.gov/history/fpbiossa.html • www.scholastic.com/teachers/article/history-child-labor
Magazine Article	<i>The History of Gum</i>	Science and Technology History	Basic	recognize the milestones in the history of chewing gum; understand that modern chewing gum is a combination of natural ingredients and human inventiveness	<ul style="list-style-type: none"> • www.britannica.com/EBchecked/topic/109930/chewing-gum
Newspaper Article (Historical)	<i>Landed on Ellis Island</i>	History	Moderate	understand the importance of opening an immigration office on Ellis Island; understand the experience of registering as a new immigrant on Ellis Island	<ul style="list-style-type: none"> • www.nps.gov/ellis/historyculture/index.htm • www.ellisland.org/genealogy/Annie_Moore.asp
Question and Answer Book Excerpt	<i>What are maglev trains?</i>	Science and Technology	Complex	understand how maglev trains work; recognize the first maglev train—Shanghai Maglev Train—as well as its speeds	<ul style="list-style-type: none"> • www.magnet.fsu.edu/education/tutorials/magnetacademy/superconductivity101/maglev.html