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# Brochure

Level S

Text Type: Brochure

**Summary:** These pages are from a brochure about an organized tour of Washington, D.C., that guides groups around the city's important sites.

**Themes/Ideas:** recognize the most important sites in Washington, D.C.; learn historical and political facts about each site

**Informational Text Features:** title, headings, photos, text boxes

**Academic Vocabulary:**

- **tour:** a visit to a number of places on one trip
- **memorial:** something, often a structure, to remind people of a significant person or event
- **monument:** a structure erected to honor a famous person or event
- **bronze:** a metal that is often used to make large statues

**Domain-Specific Vocabulary:**

- **inaugural:** an event that marks the beginning of something
- **Capitol:** the building in Washington, D.C., where Congress works
- **Congress:** elected senators and representatives who make federal laws

# Visit Washington, D.C.



**Focus Question:** What are the most interesting sites to visit in Washington, D.C., and why are they important?

## First Reading

Introduce the material and note its source. Provide any necessary background without giving away essential information that will be discovered through reading. Have students browse the card before reading through the text independently. Then discuss the significance of the sites described in the card.

## Guided Close Reading

**Key Ideas and Details** *What is the main idea of this brochure? Which details support that main idea?* ①-④

**Text Structure** *In what two ways does the author organize information—by sequence, cause-effect, problem-solution, or description? What signal words or headings help you determine the text structure?* ① ④-⑩

**Author's Craft** *"Enjoy our three-day tour!" is the first sentence on the brochure. This sentence starts with a verb and ends with an exclamation mark. Explain why this sentence supports the purpose of the brochure. Use additional examples and details from the text to support your explanation.* ②

**Think Aloud** *Businesses use brochures to persuade customers to buy something. The first sentence I read makes City Tours' service sound active and exciting. The use of the verb makes the statement seem persuasive and like it is directed at me.*

**Photos and Text** *Find the photos of sites that help people remember and honor important people in America's past. Which sites are they and why are the people important? Use the text and photos to support your explanation.* ⑤-⑦

**Words and Phrases in Context** *The author says riding to the top of the Washington Monument will give you an "incredible birds-eye view of the capital city." Using details from the monument description, explain what "birds-eye view" means.* ⑦

**Photos and Text** *Which site gives information specifically about the country's history? How do the text and photographs work together to give information? Use details from the photos and text to support your explanation.* ⑨

**Connect Ideas** *How many people visit Washington, D.C., each year? Why do you think so many people visit the city? Use information and details from the text and text features to support your answer.* ②

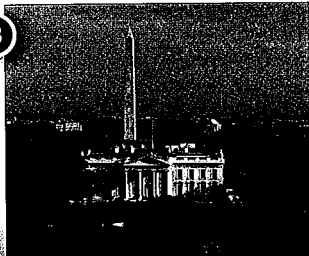
**Think Aloud** *Twenty million people visit Washington, D.C., every year. It's an important city as it is the center of our history and government. The photos and headings show that every site is significant. For example, the Washington Monument honors the country's first president. The text details are fascinating too: in the Capitol building, I might see "members of Congress voting on a law!"*

A brochure is a pamphlet that explains or persuades. This excerpt is from a brochure about visiting Washington, D.C.

## Visit WASHINGTON, D.C. America's Capital City!

### CITY TOURS

Over 20 million visitors who visit Washington, D.C., each year. Our City Tours help make your visit one that you will always remember.



Our expert guides will give you the experience of a lifetime! They'll share wonderful information about each site with all your guests. You'll be amazed at how much you'll learn.

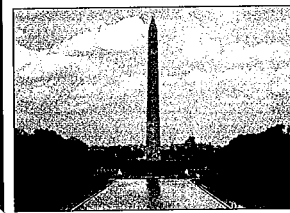
Visit a few places each day—then spend the rest of each day exploring the city on your own.



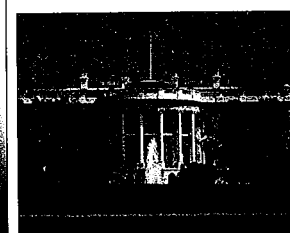
**5 THE LINCOLN MEMORIAL**  
On your first day, you'll visit the Lincoln Memorial. It was built to honor Abraham Lincoln, the sixteenth president of the United States. You will go up the stairs and stand before the enormous marble statue of President Lincoln. Your guide will read from Lincoln's Gettysburg Address and his second inaugural address, which are carved into the walls.



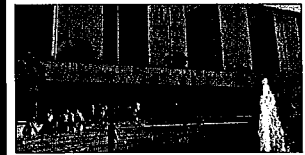
**6 THE JEFFERSON MEMORIAL**  
Next you're off to the Jefferson Memorial. It was built to honor Thomas Jefferson, the third president of the United States and author of the Declaration of Independence. Your guide will lead you into the circular building. In the center you'll see the huge bronze statue of Jefferson. Your guide will give you information about the statue and about the four famous writings carved into the walls.



**7 THE WASHINGTON MONUMENT**  
On the second day, you'll begin with a visit to the Washington Monument. It was built to honor President George Washington, the first president of the United States. The monument is a tall, four-sided stone column that comes to a point at the top. Math experts call this shape an obelisk. As your guide provides fascinating facts, you'll ride to the top to get an incredible birds-eye view of the capital city.



**8 THE WHITE HOUSE**  
Take a short walk around the White House, which is the grand home of the president of the United States. Every president except for George Washington has lived and worked there.



**9 NATIONAL MUSEUM OF AMERICAN HISTORY**  
Begin your third day with a visit to this museum. Your guide will show you fascinating things from our country's history. See a covered wagon that pioneers used to cross the plains in the 1800s. See the first telephone invented by Alexander Graham Bell in 1876. See the ruby-red shoes Dorothy wore in the movie *The Wizard of Oz*. Look at a baseball signed by Babe Ruth, a great sports hero. You'll see hundreds more historical objects.



**10 THE CAPITOL**  
Your last stop will be the Capitol, where the Congress of the United States meets to write the laws of our country. The two houses of Congress are the Senate and the House of Representatives. Members of the Senate and members of the House work at the Capitol. Perhaps you will be lucky enough to see the members of Congress voting on a law.

## 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 describes *The White House* as "grand." What other words and phrases suggest that the sites in Washington, D.C., are interesting and important? Why would the author of the brochure want to make the sites seem interesting and important? Think of his or her purpose in creating the brochure.
- *City Tours'* brochure says the tour will make your visit "one that you will always remember." Use details from the text and photos to describe how the tour could do this.
- The brochure says that Washington, D.C., is "America's Capital City." What clues in the text tell you why it is called the capital? What occurs here that doesn't happen anywhere else in the United States?

## Write About Reading

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

- *City Tours'* brochure says "you'll be amazed at how much you'll learn" on the tour. Do you think the rest of the brochure supports this claim? Explain why. Use details from the text to support your opinion. **(Opinion)**
- Make a chart to organize the sites on the brochure. Write the site names on the left. On the right, use details from the text and photos to list three reasons each site is important or interesting. **(Informative/Explanatory)**

## Connect to the Internet

To read more about Washington, D.C., visit the following websites: <http://edtech2.boisestate.edu/randilembke/502/virtualtour/washingtonmonument.html> and <http://kids.clerk.house.gov/young-learners/>.

# Essay

## Level 5

Text Type: Essay

**Summary:** This essay uses statistics and scientific studies to explain why it is especially important for teens to get enough sleep.

**Themes/Ideas:** understand the importance of getting enough sleep; identify what happens to a sleep-deprived person

**Informational Text Features:** headings, bold text

### Academic Vocabulary:

- **deprivation:** the state of not having something that is needed
- **internal:** being within or inside
- **irregular:** not following a normal way
- **disrupt:** to disturb the normal course of

### Domain-Specific Vocabulary:

- **experiment:** a scientific test carried out to prove a hypothesis or idea
- **survey:** a methodical questioning of many people in order to gather information about a topic
- **immune system:** the system that protects one's body from disease and infection
- **circadian rhythm:** the bodily function that tells the body when to sleep and when to wake up

# Wake Up!



**Focus Question:** Why is it especially important for teens to get enough sleep at night?

## First Reading

Discuss the title and headings that are part of this essay. Note that even though the title is "Wake Up!," the essay is about getting enough sleep. For the first reading, have students read through the text independently. Then discuss the main ideas presented about teens and their sleeping habits.

## Guided Close Reading

**Author's Purpose** How does the author introduce the essay? Why do you think he starts this way? How is this an effective way to get a reader's attention? ①

**Key Ideas and Details** Who is Randy Gardner? What did his experiment prove? How does Randy's story support the author's main idea? ①

**Point of View** Why does the author give statistics from the Centers for Disease Control? How does this strengthen the author's point about the need for more sleep? ②

**Words and Phrases in Context** The author says that during sleep, the "body re-energizes, building muscles and bones." What does the word re-energizes mean? How does it show the importance of sleep? ④

**Think Aloud** Based on the information given before and after the word re-energizes, I see that building muscles and bones is an important part of re-energizing. I can figure out that the word means "getting more energy, and thus more ability to do things."

**Vocabulary** What is a circadian rhythm? In what way is an irregular sleeping schedule harmful to a person's circadian rhythm? ⑤

**Connect Ideas** In the essay, the author cites a survey and a scientific study. What do readers learn from this research? How does it support the author's points? ② ⑥

**Think Aloud** One survey found that only 14 percent of teens get enough sleep. A scientific study showed that using technology at night makes it harder for teens to fall asleep. This research supports the author's points that most teens don't get enough sleep and that technology can negatively affect sleep habits.

**Key Ideas and Details** Why are teenagers, as a group, so sleep deprived? How does a person know if he or she is sleep deprived? What can he or she do about it? ③ ⑤ ⑦

**Author's Craft** Based on the last paragraph, whom do you think the author had in mind as his audience when he wrote this essay? ⑦

**Text Features** What type of text feature does the author use to introduce new ideas? How do these features help organize the essay? How does the essay's organization help a reader understand why sleep is important? ①-⑦

## Wake Up!

**It's a fact. Scientists say that today's teens aren't getting enough sleep.**

**1** *In 1964, teenager Randy Gardner wanted to see how long he could stay awake.* The experiment was his project for the science fair. By the end of the experiment, Randy had been up for 264 hours. That's 11 days!

Randy Gardner may have set a record for the longest period without sleep, but he paid a big price for it. He became moody and forgetful. He thought his friends were talking about him behind his back. Randy's vision suffered, too. He thought a stop sign was a person and started talking to it. On day four, he thought he was a running back for the San Diego Chargers football team.

**Sleep deprivation is the enemy.** Consider this: The police and military sometimes use sleep deprivation—not allowing their suspects to sleep—to get information out of them. After hours or days of being kept awake, suspects often break down and tell an interrogator anything he or she wants to know. Do you need more proof that sleep is important? Drowsy driving causes more than 100,000 car accidents every year.

**2** *Scientists say that teenagers need about nine hours of sleep a night.* But a recent survey found that on weeknights, only about 14 out of 100 teens, or 14 percent, get enough sleep. Teens aren't the only ones who are tired. According to the Centers for Disease Control, one-third of U.S. adults don't get enough sleep either!

**3** So how do you know if you are sleep deprived? If it takes five alarms to get you up in the morning, or if you're falling asleep in class and drooling on your desk, chances are you're not getting enough sleep.

**4** *Sleep can change your life.* While you sleep, your body re-energizes, building muscles and bones. Sleep also strengthens your immune system, and that helps you fight illness. Studies show that you're more likely to remember something if you go to sleep after learning it.

**5** *But it's not always easy getting the sleep you need.* The longer you're awake, the more sleep you need. And you're controlled by an internal body clock that tells you when it's time to be awake and when it's time to be asleep.

As a teen, your body clock changes. All of a sudden, you feel like going to bed one to three hours later. But since school starts at the same time it always has, getting enough sleep becomes difficult. An irregular schedule—such as sleeping until noon on Saturdays and going to bed at different times during the week—can also disrupt your circadian rhythm and make you feel exhausted.

**6** *Technology may add to your sleep troubles.* A group of 100 teens did an average of four tech-related activities after 9 P.M. Some went online or watched TV. Others played video games and used cell phones. The study found that the more technology the teens used, the harder it was for them to fall asleep.

Tech-related activities get your mind working, so it's harder to relax. And the blue-wave light that many gadgets produce tells your body it's daytime. So using technology doesn't make you feel like sleeping.

**7** So, when you become a teenager, be sure to go to bed at a decent time. Aim to get nine hours of sleep, or you may just find yourself talking to stop signs!

## 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 directly addresses the reader by using the word you. What effect does this have on the text? How does it support the author's main idea?*
- *How does your body tell you when it is time to sleep? How does that change during adolescence? How does this change result in a teen becoming sleep deprived?*
- *Describe two negative effects that can result from sleep deprivation. Does knowing these effects encourage you to want to sleep more? Explain.*

## Write About Reading

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

- Create a web graphic organizer in which you list negative effects of sleep deprivation. Support each circle with details from the essay. **(Informative/Explanatory)**
- Based on what you've read in the essay, what is the most important reason to get enough sleep at night? Write a short paragraph answering this question. Support your opinion with evidence from the essay. **(Opinion)**

## Connect to the Internet

To further students' understanding of the circadian rhythm in teens, go to [www.pbs.org/wgbh/pages/frontline/shows/teenbrain/from/sleep.html](http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/from/sleep.html).

To learn more about the importance of adequate sleep for teens, students can visit <http://sleepfoundation.org/sleep-topics/teens-and-sleep>.

# Fact Book

Level S

Text Type: Fact Book

**Summary:** What do you need to jump out of a plane at 11,500 feet or climb a mountain 29,000 feet tall? Find out by reading about these two extreme sports: skydiving and mountain climbing.

**Themes/Ideas:** identify equipment and conditions needed for mountain climbing and skydiving; describe risks and challenges involved in mountain climbing and skydiving

**Informational Text Features:** bulleted lists, photos, text boxes, chart, headings

**Academic Vocabulary:**

- **X-Treme (extreme) sport:** a very dangerous sports activity
- **plummet:** to fall quickly from a great height
- **conditions:** circumstances or state of something

**Domain-Specific Vocabulary:**

- **altitude:** height of an object in relation to the ground or sea level
- **gear:** tools and clothing needed for a particular activity
- **gravity:** the force that pulls objects toward the center of Earth
- **terminal velocity:** the point at which a free-falling object reaches a constant speed and can neither go faster nor slower
- **peaks:** pointed mountaintops

# X-Treme Sports



**Focus Question:** What do you need to know to participate in the extreme sports, skydiving and mountain climbing?

## First Reading

Note that these pages are from a fact book called *X-Treme Sports* and feature facts, definitions, and pictures related to this topic. Have students read through the entire text one time on their own. Discuss what the author has to say about skydiving and mountain climbing and what makes them X-treme (extreme) sports.

## Guided Close Reading

**Words and Phrases in Context** *What clues in the paragraph and in the photo help you determine the meaning of plummet?* ① ②

**Photos and Text** *What gear, or equipment, is clearly shown in the photo of the skydiver?* ② ③

**Text Structure** *How does the author present the information about each sport? How does this structure help readers understand the main points about both sports? How does the structure relate to the text's purpose?* ① ③-⑥

**Think Aloud** *The author provides an introduction about the sport and then lists facts about the gear, conditions, risks, and challenges related to the sport. This structure helps readers understand what the sport is, why people do it, and what is needed in order to do it. The structure supports the informative purpose of the text.*

**Vocabulary** *How do the examples of extreme conditions help you understand what the word conditions means?* ③ ⑤

**Key Ideas and Details** *For about how many feet do skydivers free-fall? How do you know?* ④

**Compare and Contrast** *What comparison does the author use to help readers understand terminal velocity? How effective is this comparison?* ④

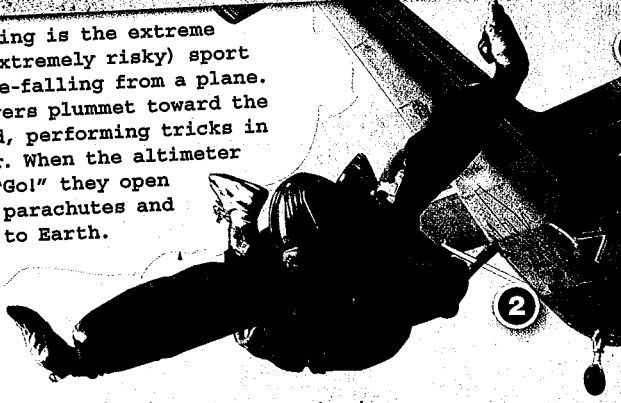
**Think Aloud** *The second sentence gives the average terminal velocity of a skydiver. The last sentence gives the average terminal velocity of a raindrop. The comparison helps readers understand the speed of a skydiver during a free-fall. It's very effective because everyone knows how quickly a raindrop falls and can use that knowledge to understand how fast a skydiver free-falls.*

**Author's Craft** *The author describes what makes mountain climbing risky, but he also hints at why some people try it. What specific words does the author use to show why people would undertake such a dangerous activity?* ⑤

**Text Feature** *How does the chart relate to the information in the X-Treme Conditions section? How does it relate to facts noted in X-Treme Challenge?* ⑤ ⑥

## Diving Through the Air

1 Skydiving is the extreme (and extremely risky) sport of free-falling from a plane. Skydivers plummet toward the ground, performing tricks in midair. When the altimeter says "Go!" they open their parachutes and float to Earth.



3 Here's what this dangerous sport involves:

- X-Treme Gear: parachute, altimeter, jumpsuit, protective padding, helmet, gloves, and an automatic activation device (ADD)—in case the chute doesn't open!
- X-Treme Conditions: jumping from a plane at about 11,500 feet (3,500 meters), free-falling to about 3,300 feet (1,000 meters)
- X-Treme Risks: Things happen FAST, the parachute may not open at first, and the landing may be rough.
- X-Treme Challenge: If all goes as planned, the skydiver has defied gravity, though briefly.

### 4 Terminal Velocity

Skydivers achieve terminal velocity when the downward force of gravity equals the upward force of drag, so they are falling at a constant speed. The average terminal velocity of a skydiver is about 120 mph (195 km/h). In contrast, a raindrop has a terminal velocity of about 17 mph (27 km/h).

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## Climbing Up Mountains

5 Mountain climbing can start out as an uphill hike but end as an extreme adventure. Along the way there may be lots of thrills and chills!

- X-Treme Gear: ropes, carabiner clips, ice axes, boots with metal grips called crampons, oxygen tanks
- X-Treme Conditions: freezing temperatures, high altitude, avalanches, crevasses
- X-Treme Risks: hypothermia (dangerously low body temperature), altitude sickness (from low air pressure and low oxygen), snow blindness, falls
- X-Treme Challenge: Getting to the top of a high peak is an extreme achievement!

### 6 Famous Peaks and Their Climbers

Mountain Name	Location	Height	First to the Top
Mount Everest	Nepal	29,028 feet	Edmund Hillary and Tenzing Norgay
K2	Pakistan/China	28,251 feet	Achille Compagnoni and Lino Lacedelli
Aconcagua	Argentina	22,835 feet	Matthias Zurbriggen
Mount McKinley (Denali)	Alaska, USA	20,322 feet	Hudson Stuck, Walter Harper, and Harry Karstens
Kilimanjaro	Tanzania	19,341 feet	Hans Meyer
Mount Elbrus	Russia	18,510 feet	F. Crauford Grove
Mont Blanc	Italy/France	15,781 feet	Jacques Balmat and Michel Paccard

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## 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 tone, or attitude, does the author use in the fact book? How does the tone help readers understand why the extreme sports are popular with some people?*
- *In what ways are skydiving and mountain climbing similar? In what ways are they different?*
- *What other extreme sports do you know about? How are those sports similar to and different from the ones you read about?*

## Write About Reading

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

- What do you need to know to participate in skydiving or mountain climbing? Use details from the text in your explanation. **(Informative/Explanatory)**
- Which sport is more exciting—skydiving or mountain climbing? Use specific details from the text to support your opinion. **(Opinion)**

## Connect to the Internet

To read more about skydiving, have students go to [www.uspa.org/AboutSkydivingFrequentlyAskedQuestions/tabid/57/Default.aspx](http://www.uspa.org/AboutSkydivingFrequentlyAskedQuestions/tabid/57/Default.aspx).

To further students' understanding of what happens during skydiving, go to [www.scientificamerican.com/article/bring-science-home-parachute/](http://www.scientificamerican.com/article/bring-science-home-parachute/).

# Guidebook

Level S

Text Type: Guidebook

**Summary:** Both basic and surprising facts that visitors may wish to know about the Gateway Arch and the battlefield at Gettysburg are provided in this guidebook excerpt.

**Themes/Ideas:** recognize the importance of the Gateway Arch and what it stands for; understand key facts about the Gettysburg battlefield

**Informational Text Features:** headings, maps, photos, text boxes, caption, bullets

**Academic Vocabulary:**

- **commemorates:** celebrates, honors
- **symbolic:** standing for something else
- **expansion:** growth, development
- **established:** created

**Domain-Specific Vocabulary:**

- **gateway:** a passage to somewhere else
- **battlefield:** a place where a battle is or was fought
- **invaded:** attacked, entered
- **monument:** a building or statue built to honor a person or event

# Fascinating U.S. Sites



**Focus Question:** What makes the Gateway Arch and the battlefield at Gettysburg sites worth visiting?

## First Reading

Explain that these pages are from a guidebook and feature facts and pictures related to the Gateway Arch and the Gettysburg battlefield. If needed, clarify the meaning of *monument*. For their first reading, have students read on their own. Then discuss what the author reveals about these two famous places.

## Guided Close Reading

**Draw Conclusions** *Why do you think the guidebook lists the height of the arch? What does this fact and the title of the entry in the guidebook suggest about other monuments in the United States?* ❶

**Words and Phrases in Context** *The author says that the arch in St. Louis “stands as a symbolic gateway.” What does symbolic mean? Why did the author include this information in the description of the gateway?* ❷

**Think Aloud** *The word symbolic means “standing for something else.” The author used symbolic to describe the arch because the Gateway Arch isn’t a physical gateway. It is not actually a passage or door to somewhere else. Instead, it stands for the idea of moving or going forward.*

**Key Ideas and Details** *Why did the construction engineers do some of their work at night? What other details listed under “History” help you appreciate why building the arch was not an easy task?* ❸

**Photos and Text** *How is the information listed under “Explore” for the Tallest Monument relate to the photo of the arch? In the “Fantastic Fact” text feature, the author describes what can make the arch sway. How does the photo help you understand what the author is describing?* ❹ ❺

**Draw Conclusions** *What makes the Battle of Gettysburg one of the most significant and famous conflicts of the U.S. Civil War? What information from the text supports this?* ❻ ❼

**Think Aloud** *The Battle of Gettysburg is important because it was “the deadliest battle of the Civil War.” The war began in 1861 and was still raging when the South invaded the North. After the fighting, which lasted three days, was over, more than 51,000 soldiers died, were wounded, or went missing.*

**Photos and Text** *Look at the photo of the Gettysburg battlefield. What details from the text does the photo show? How does the photo support the text?* ❽ ❾ ❿

**Text Features** *What information is included in the Gettysburg “Fantastic Fact” text feature? Why do you think the author chose to separate this fact from the other information on the page?* ⓫

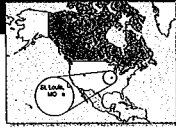


A guidebook is a reference book to carry with you. These excerpts are from *A Guide to Fascinating U.S. Sites*.

## TALLEST MONUMENT

### 1 GATEWAY ARCH

Location: St. Louis, Missouri  
Height: 630 feet (192 m)



#### Discover

Centuries ago, St. Louis sat at the western edge of the nation. To the west was a vast wilderness. The Gateway Arch stands as a symbolic gateway. It commemorates President Thomas Jefferson and his role in the westward expansion of the United States.

#### History

- Construction on the arch took place between 1963 and 1965. It cost \$13 million to build.
- Workers used 900 tons (816 metric tons) of stainless steel to build the structure.
- During construction, engineers had trouble measuring properly in the bright sunlight. So they did their measurements at night to make sure that each leg of the arch was built correctly.

#### 4 Explore

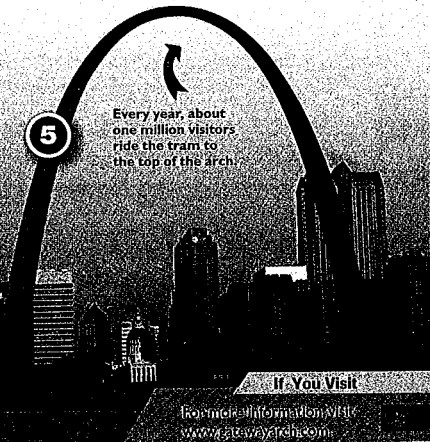
- If you're okay with heights, you can ride a tram to the top of the arch. On a clear day, you can see the view for 30 miles (48.2 km).

#### Fantastic Fact

A wind gusting at 150 miles (241 km) per hour will cause the arch to sway nine inches (22.9 centimeters) each way.

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Every year, about one million visitors ride the tram to the top of the arch.



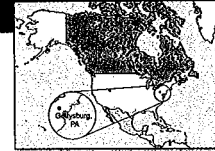
If You Visit

For more information, visit [www.gatewayarch.com](http://www.gatewayarch.com)

## LARGEST BATTLEFIELD

### GETTYSBURG

Location: Gettysburg, Pennsylvania  
Area: 5,989 acres (2,424 hectares)



#### Discover

- Tour guides will take you across the hills and valleys of the Gettysburg battlefield. The guides will explain that Gettysburg is where the deadliest battle of the Civil War took place.

#### 7 History

- The Civil War, fought between the northern and southern states of the United States, had been raging since 1861. On July 1, 1863, General Robert E. Lee, of the South, invaded the North at Gettysburg.
- The Battle of Gettysburg lasted three days. More than 51,000 soldiers were killed, wounded, or reported missing. A national cemetery was established in Gettysburg to bury the dead.

#### 8 Explore

- You can tour the battlefield by car, by bike, or on foot. The fields look much as they did in the 1860s.
- If you visit around the Fourth of July, you can watch as thousands of people in costume act out the battle—from soldiers to doctors to kids as messengers.

#### Fantastic Fact

In November, 1863, President Abraham Lincoln came to Gettysburg to make a speech honoring the soldiers who had died. Today, this famous speech is known as the Gettysburg Address.

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If You Visit

For more information, visit [www.nps.gov/gett](http://www.nps.gov/gett).

## 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.

- Both pages from the guidebook are organized in a similar way. How does this organization help you understand the information presented?
- How can you explore the Gettysburg battlefield today? Why might the Fourth of July be an especially interesting time to visit this site?
- The Gateway Arch is the tallest monument in the United States. What other monuments do you know about? How are they similar to the Gateway Arch? How are they different?

## Write About Reading

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

- Write one paragraph that summarizes why and how the Gateway Arch was built. Then write another paragraph to summarize what happened in Gettysburg during the 1860s. **(Informative/Explanatory)**
- Which site would you rather visit: the Gateway Arch or the battlefield at Gettysburg? Why? Write a well-developed opinion paragraph using evidence from the text. **(Opinion)**

## Connect to the Internet

To see the Gateway Arch at various stages of construction, direct students to [www.nps.gov/jeff/planyourvisit/architecture.htm](http://www.nps.gov/jeff/planyourvisit/architecture.htm).

To watch an animated map of the Battle of Gettysburg, direct students to [www.army.mil/gettysburg/flash.html](http://www.army.mil/gettysburg/flash.html).

# How-to

Level S

Text Type: How-to

**Summary:** In the 1980s, dance floors were full of people mimicking the short, stiff movements of robots. Here are instructions on how to do this fun dance.

**Themes/Ideas:** understand what the robot dance is; identify the steps in doing the robot dance

**Informational Text Features:** illustrations, bullet points, numbered steps, text box, headings

**Academic Vocabulary:**

- **isolating:** separating
- **fluid:** flowing smoothly
- **vacant:** showing no feeling
- **erratic:** not regular or predictable

**Domain-Specific Vocabulary:**

- **beat:** a sound that repeats regularly in music
- **rhythm:** a pattern of sounds that is regular and repeats in music
- **locking:** holding in one position
- **pivot:** turn on a fixed point

# Do the Robot



**Focus Question:** How do you do the robot dance?

## First Reading

Read the title and explain that this is a how-to article, an article that describes how to do or make something. Have students preview the front and back of the card, noting the text features. Then have students read through the text independently. Discuss the main ideas the author shared about how to do the robot dance.

## Guided Close Reading

**Text Structure** *What kind of information does the author share at the beginning of the how-to piece? How does it prepare readers for the actual directions that are on the next page?* ① ②

**Vocabulary** *What clues in the text help you determine the meanings of isolating and fluid?* ②

**Connect Ideas** *Read the description of the type of music for the robot dance. How do characteristics of the music relate to the types of movements in the dance?* ③

**Text Structure** *Why do you think the first sentence in Step 1 and in Step 2 is printed in bold type? How does understanding what is different about these sentences help you understand how the article is organized?* ④ ⑤

**Author's Craft** *How does the author use repetition within Step 2, and for what purpose?* ⑤

**Think Aloud** *The author uses the word step in bold text, the explanation of the step, and the summary of the step. The author also uses repetition when summarizing the step in the last two sentences. I think the author uses repetition to emphasize the key points and reinforce the parts of the step.*

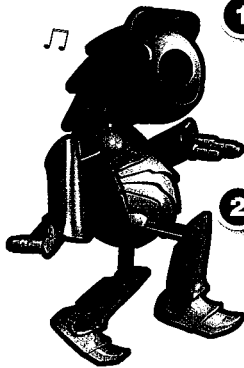
**Vocabulary** *In Step 7, what words and phrases with similar meanings does the author use to help readers understand the word vacant?* ⑩

**Think Aloud** *The last sentence says "vacant and empty." It also says that robots don't show emotion. Together these phrases tell me that vacant means "not showing emotion."*

**Key Ideas and Details** *How much are pausing and stopping key parts of the robot dance? Give a few examples.* ③-⑪

**Connect Ideas** *In Step 8, the author says, "Try moving erratically and in unpredictable directions." What would such moves look like? What do they suggest about what is happening to the robot that the dancer is pretending to be?* ⑪

# DO THE ROBOT



**1** The robot is a dance that was invented and made popular in the 1980s. Though the robot is a throwback, you can always do it to amaze your friends at your next party. Maybe you'll decide to have an '80s party just to show off your robot dancing skills!

**2** The key to dancing the robot is to focus on isolating each muscle movement. Like a robot, you can only perform one movement at a time, and there are no fluid movements. If you want to learn how to do the robot in no time at all, just follow these easy steps.

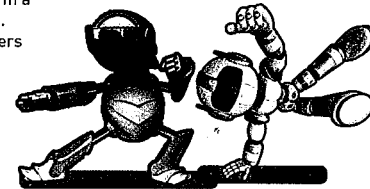


## THE MUSIC

- 3**
- You need songs that have strong, clear beats.
  - Ask a teacher, parent, or other relative to share the name of upbeat 1980s tunes.
  - Choose one song to practice to. This will help you learn the steps. You want to easily find the rhythm as you dance to the music.

## HOW TO DO THE ROBOT

- 4** **STEP 1 Lift your shoulders up.** Then drop them back down quickly. Get used to the feeling of lifting your shoulders and then lowering them below their natural position, like an exaggerated shrug. Make sure not to move any other part of your body.
- 5** **STEP 2 Learn how to stop and start.** Move your body in one direction, then make a sharp stop. As you jerk your body into that position, you can jerk your shoulders downward. This is called "locking" your body into a new pose. Repeat this motion.
- 6** **STEP 3 Learn to freeze.** After each movement, stop and "freeze" so the robot head can get its signal for the next move. Feel free to hold each pose a moment longer if it suits the beat of the music.
- 7** **STEP 4 Pivot your head.** Turn your head to the left and freeze. Turn your head to the right and freeze. Make sure to hold your neck and head upright and taut. Face forward while the rest of your body moves, to emphasize the mechanical and disjointed nature of your dance.
- 8** **STEP 5 Move your arms.** Try some of these signature moves of the robot dance:
  - Bend both arms at the elbow to form a 90-degree angle. Hold the position.
  - Raise your arms from your shoulders one at a time.
  - Slowly bend your arm one at a time from the elbow to resemble a chopping motion.
  - Raise your arms one at a time while maintaining a slow pace.
- 9** **STEP 6 Swing your arm.** Let your arm hang, lifting your elbow as if a string were pulling it up. Come to a complete stop. Then gently swing your forearm from side to side like a pendulum. Gradually stop swinging your arm and drop it back down to your side with your fingertips reaching for the floor.
- 10** **STEP 7 Wave to the crowd.** Bend your right arm at the elbow, and raise your arm from your shoulder. Twist your hand from side to side using only your wrist. Keep your fingers perfectly still as you wave. **Reminder:** Robots don't show emotion, so keep your face looking vacant and empty.
- 11** **STEP 8 Put your dance together.** Practice all your moves until you are comfortable with them. Try moving erratically and in unpredictable directions. Keep moving your arms up and down, stopping and starting and locking your body into new positions, and waving your robot arms from time to time. Continue dancing the robot until the song is over. End your robot dance with a robotic bow. Then, in your best robotic voice, thank your audience for watching your out-of-this-world moves!



## 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 comparisons does the author include to help readers visualize the steps?
- What traits do many of the steps have in common?
- Why do you think this dance was so popular in the 1980s? Why do you think people today still like it?

## Write About Reading

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

- Write a summary explaining what the robot dance is and how to do it. Include only key details from the text. **(Informative/Explanatory)**
- Do you think the robot dance will return as a dance craze today? Support your opinion with information from the text. **(Opinion)**

## Connect to the Internet

To read more about different types of dances, see the National Museum of Dance at [www.dancemuseum.org/about/](http://www.dancemuseum.org/about/).

To learn more information about what robots are and how they are used, go to <http://idahoptv.org/dialogue4kids/season1/robotics/facts.cfm>.

# Journal

Level S

Text Type: Journal

**Summary:** John White knew the dangers involved when he left England with his family to settle in Roanoke Island in North America. Now he is sailing to the island a second time with more supplies for colonists. But he is mystified by what he discovers.

**Themes/Ideas:** learn about an English colony in America; describe the difficulties colonists faced on Roanoke Island

**Informational Text Features:** date, location, illustrations, text box

### Academic Vocabulary:

- **victorious:** having won a contest or battle
- **procure:** obtain by making an effort
- **acute:** serious, sudden
- **surmise:** make a guess or conclude
- **abandon:** leave completely

### Domain-Specific Vocabulary:

- **colony:** a territory far from the country that owns it
- **fleet:** a group of vehicles, particularly ships
- **passage:** a long trip usually by ship
- **settlement:** a territory where people go to live and build homes

# John White Journal Entry



**Focus Question:** What is the mystery of the colony at Roanoke Island?

## First Reading

Read the title, noting that this journal entry is from 1590. For the first reading, have students read through the journal entry and the text box at the end of the entry on their own. Then discuss the information John White shares about himself and the Roanoke colony.

## Guided Close Reading

**Key Ideas and Details** *Who is Virginia Dare? Why is she important both to John White and to England?* ①

**Connect Events** *Why did John White leave his family behind on Roanoke Island? Why did it take him three years to return?* ①

**Text Structure** *The second paragraph begins with the transition phrase At last. How does this transition help connect the events in the first and second paragraphs?* ① ②

**Think Aloud** *The first paragraph lists events that explain why John White left Roanoke Island and why he was away for three years. The transition "At last" reinforces that he had been away from his family a long time. It also helps readers move on to the next event: his return to Roanoke Island.*

**Make Inferences** *What happened to the first colony at Roanoke? What does this suggest about why John White is anxious about what he will find on the island upon his return?* ② ③

**Vocabulary** *Read the second and third paragraphs, which describe what happened with the first colony at Roanoke Island. Based on the information, what is a colony?* ② ③

**Author's Craft** *What is the mood, or overall feeling, in the last two paragraphs? What words and phrases help establish this mood?* ④ ⑤

**Think Aloud** *John White makes it clear that he is very worried. He says, "I fear the worst!" Other words that he uses such as "acute danger" and "abandoned" also reveal his concern and fear for his granddaughter and the other colonists.*

**Illustrations and Text** *Why does John White surmise or conclude that the colonists left peacefully? What does the illustration contribute to the text?* ④-⑥

**Draw Conclusions** *What prevented John White from reaching Croatoa? Search parties later searched for the colonists. But John White never returned. Why do you think he did not come back to look for his family?* ⑦

### John White Journal Entry

In 1585, an artist named John White sailed to America with his family to establish England's first colony on Roanoke Island. Once on the Island, he quickly became the chief Governor. This journal entry is based on John White's account upon his return to Roanoke after a long stay in England.

August 1590

#### 1 Roanoke Island

Today I return to Roanoke Island! It has been nearly three years since I left my family and fellow countrymen in the New World. My granddaughter, Virginia Dare, is the first English child born on American soil. She will be turning three this month. I do worry about them. Shortly after Virginia's birth, I returned to England for more supplies. I was supposed to return soon, but I was delayed by the war between England and Spain. The English navy fought the Spanish fleet. Luckily, England was victorious.

2 At last, I was able to procure passage to the New World. What will Roanoke be like when I return? The first colony in 1585 went disastrously wrong: Sir Walter Raleigh left the colony in the hands of Richard Grenville. Supplies ran short, and Grenville and his men tried to take food from the Indians. The Indians fought back, and Grenville returned to England to bring more colonists. He left 15 men behind.

3 Raleigh then gathered 150 men, women, and children to try to restart the colony again. He appointed me as governor. When we arrived in July 1587, we found no trace of those 15 men! We feared the Indians had killed them.



4 We have arrived on Roanoke, but where are the colonists? Oh, I fear the worst! Before I left, we'd agreed that if they had to leave the island, they would carve the name of their destination into a tree, in the event of acute danger, they would also carve a cross. All I have found is the word CROATOAN carved onto a tree trunk. Croatoa is a nearby island, inhabited by the Croatoan tribe. The colonists must have gone there! There is no cross, so I can only surmise that they left peacefully. Yet the abandoned settlement worries me greatly. What has become of my granddaughter?

5 I must sail for Croatoa to find them.



John White never reached the island of Croatoa, now known as Hatteras. Bad weather forced his ship to return to England. Search parties were unable to find any trace of the colonists. The colonists might have died from disease or Indian attacks, but there are no remains on the island. What happened to the Roanoke colonists remains a mystery to this day.

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.

- In the next-to-last paragraph, White uses exclamatory and interrogative sentences. How does the variety of sentences reinforce the ideas and mood in this paragraph?
- How were the first and second disappearances of colonists at Roanoke Island similar? How were they different?
- Based on the details in the text and illustrations, what do you think life was like in the early American colonies?

## Write About Reading

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

- What was mysterious about what John White discovered at the colony on Roanoke Island? Use details from the text in your explanation. **(Informative/Explanatory)**
- Which event described in the text would you like to know more about? What makes that incident interesting to you? Explain your answer, and support your opinion with specific details from the text. **(Opinion)**

## Connect to the Internet

To read a detailed description of the lost colony of Roanoke, visit [www.encyclopediavirginia.org/Roanoke\\_Colonies\\_The](http://www.encyclopediavirginia.org/Roanoke_Colonies_The).

To learn more information about the native people who inhabited the island before the English settlers arrived, have students go to [www.schooltube.com/video/89c920dac3962b0ae572/](http://www.schooltube.com/video/89c920dac3962b0ae572/).

# Letter

Level S

Text Type: Letter

**Summary:** These two letters are correspondences between Abraham Lincoln and an eleven-year-old girl who offered unconventional advice when Lincoln was running for president in 1860.

**Themes/Ideas:** comprehend antiquated diction and syntax; recognize persuasive techniques

**Informational Text Features:** text boxes, photos

**Academic Vocabulary:**

- **cunning:** clever
- **agreeable:** pleasing
- **constitute:** to make up
- **affection:** an action or trait not fitting with a person's usual behavior; affectation

**Domain-Specific Vocabulary:**

- **elected:** chosen to hold public office by vote
- **campaigning:** activities through which politicians seek citizens' votes when they run for office

# Letters Between Grace Bedell and Abe Lincoln



**Focus Question:** What characteristics make Grace's letter to Abraham Lincoln effective?

## First Reading

Together, read the introduction at the top of the page. Point out that these letters were written in 1860. Explain that the rules of English usage and mechanics were less standardized than they are today and that Grace was an eleven-year-old child when she wrote her letter, which may account for the errors in her writing. Draw students' attention to the photos of Lincoln. For the first reading, have students read through the letters, and then discuss the main idea of each letter.

## Guided Close Reading

**Key Ideas and Details** *What reasons does Grace give to convince Lincoln to grow a beard? According to Grace, how could growing a beard help Lincoln win the election?* ② ③

**Photos and Text** *Compare Grace's descriptions of Lincoln's face to the photos in the text. How do the photos contribute to your understanding of Grace's letter and emphasize her points?* ② ⑤ ⑪ ⑫

**Author's Craft** *The introduction describes Grace's letter as "delightfully honest," and Lincoln calls it "very agreeable." What about Grace's writing style makes the letter so enjoyable?* ① ② ③

**Vocabulary** *Lincoln writes that growing a beard might be seen as "a piece of silly affection." How does this statement help you understand the meaning of the word affection as it is used in the text? If the public views Lincoln's beard that way, how might it be hurtful to his campaign?* ③

**Think Aloud** *Based on context, Lincoln is worried that people might view him as fake or insincere if he grows a beard because he never had one before. This might hurt his chances of being elected because voters usually want someone who seems honest, genuine, and consistent.*

**Text Structure** *Grace writes a personal letter to Lincoln. How do the structure and style of a personal letter help Grace make her main points?* ①-④

**Make Inferences** *Review the greeting and closing Lincoln uses in his response to Grace. How does his word choice reflect his feelings about Grace and her letter? What clues about Lincoln's feelings can be gotten from his tone?* ⑥ ⑨

**Think Aloud** *Lincoln calls Grace "My dear little Miss" and signs off as "Your very sincere well-wisher." This shows that he must have found Grace's letter charming and that he admires the girl's honesty and boldness.*

### Letters Between Grace Bedell and Abe Lincoln

In 1860, a few weeks before he was elected president, an 11-year-old girl wrote a delightfully honest letter to Mr. Abraham Lincoln, urging him to grow a beard.

N 4  
Westfield Chataque Co  
Oct 15, 1860

1 Hon A B Lincoln  
Dear Sir

2 My father has just home from the fair and brought home your picture and Mr. Hamlin's. I am a little girl only eleven years old; but want you should be President of the United States very much so I hope you wont think me very bold to write to such a great man as you are. Have you any little girls about as large as I am if so give them my love and tell her to write to me if you cannot answer this letter. I have got 4 brother's and part of them will vote for you any way and if you will let your whiskers grow I will try and get the rest of them to vote for you you would look a great deal better for your face is so thin. All the ladies like whiskers and they would tease their husband's to vote for you and then you would be President. My father is a going to vote for you and if I was a man I would vote for you to but I will try and get every one to vote for you that I can I think that rail fence around your picture makes it look very pretty I have got a little baby sister

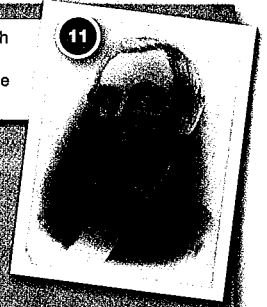
3 she is nine weeks old and is just as cunning as can be. When you direct your letter dir[e]ct to Grace Bedell Westfield Chataque County New York. I must not write any more.  
4 Answer this letter right off.

5 Good bye  
Grace Bedell



10

11 Lincoln, despite being busy campaigning, was kind enough to personally reply to Grace's letter. Although he made no promises about growing a beard, he could be seen with the beginnings of one just a month later!



October 19, 1860  
Springfield, Illinois  
Miss Grace Bedell,

6 My dear little Miss,

Your very agreeable letter of the 15th is received.

I regret the necessity of saying I have no daughters.

7 I have three sons - one seventeen, one nine, and one seven years of age. They, with their mother, constitute my whole family.

8 As to the whiskers, having never worn any, do you not think people would call it a piece of silly affection if I were to begin it now?

9 Your very sincere well-wisher,  
A. Lincoln



10 In 1861, when the now President Lincoln was in Westfield, he asked the crowd who had gathered to see him if the "young lady" who wrote the "pretty letter" was in attendance. She was, and when Lincoln reached the blushing girl, he gave her "several hearty kisses," much to the delight of the crowd. Oh, and he wore a full beard.

## 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.

- Grace includes many details about her family in her letter. How do these details help her make her main points?
- Grace describes her baby sister as "just as cunning as can be." If the word cunning means clever, what details in the letter suggest that the same description could be applied to Grace herself?
- Abraham Lincoln is often listed among the greatest U.S. presidents. How does Lincoln's letter to Grace compare to what you already know about him?

## Write About Reading

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

- In 1860, women were not allowed to vote in the United States. However, Grace's letter shows that women could still influence elections. Write a paragraph that explains how, based on what you read in the text. **(Informative/Explanatory)**
- Even though Lincoln's letter does not reveal a plan to follow Grace's advice, the text boxes and photos show that he did grow a beard. Do you think Grace persuaded Lincoln? Support your opinion with evidence from the text. **(Opinion)**

## Connect to the Internet

To read more about Abraham Lincoln, have students visit this website: [www.whitehouse.gov/about/presidents/abrahamlincoln](http://www.whitehouse.gov/about/presidents/abrahamlincoln).

# Magazine Article

Level S

Text Type: Magazine Article

**Summary:** This article highlights some of the problems caused by the demand for exotic and endangered animal species as pets.

**Themes/Ideas:** understand the problems associated with buying and keeping wild animals as pets; learn about the difficulties caused by the demand for a rare species

**Informational Text Features:** photos, map

**Academic Vocabulary:**

- **exotic:** notably different or unusual
- **smuggle:** to secretly and unlawfully transport something from one location to another
- **severe:** very harsh or serious
- **dilemma:** a problem that involves a choice between two equally unpleasant alternatives

**Domain-Specific Vocabulary:**

- **poaching:** entering a region unlawfully to hunt or steal wild animals
- **species:** a group of related animals that is smaller than a genus
- **endangered:** at serious risk of ceasing to exist
- **extinct:** having no more living members of a group

# Wildlife for Sale



**Focus Question:** What problems arise from the demand for wild and endangered animal species as pets?

## First Reading

Discuss the title and how the design of the “S” in “Sale” helps to emphasize the subject of the article. Have students examine the photos and the map. Then have them read the article independently. Then talk about the main ideas.

## Guided Close Reading

**Author's Craft** A lead in a magazine is made up of the lines that come between the headline and the rest of the magazine copy. How does the author make the lead stand out? What does the author say to grab a reader's attention? ❶

**Vocabulary** How does knowing the meaning of steal and smuggle help you understand the problem the author is writing about? What are some animals that people smuggle out of national parks? What are some reasons people smuggle wildlife? ❷

**Key Ideas and Details** What environmental problems can occur when endangered animals are removed from the wild? ❸ ❹

**Think Aloud** In “An Environmental Problem,” the author says that removing endangered animals can lead to a species' extinction, which affects other living things in the environment. For example, the animals that used to eat the extinct species may no longer have a source of food, and the plants and animals the extinct species ate might grow out of control.

**Text Feature** What text features accompany the text about tortoises? How do these features support the information in the text? ❺-❻

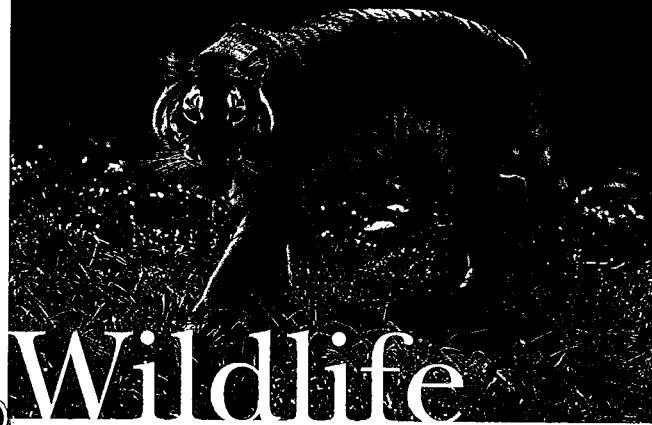
**Think Aloud** There is a photo of a tortoise, as well as a map of Africa and the island of Madagascar. The map's caption gives details about Madagascar. The photo, map, and caption support the information which describes the rare radiated tortoise that is found only on Madagascar.

**Make Inferences** What is the dilemma faced by the people who catch radiated tortoises? How do their decisions affect the entire tortoise population? ❺ ❻

**Author's Craft** How does the author begin and end the article? Why might the author have chosen to begin and end in this way? ❶ ❻

**Think Aloud** The author begins with the question, “Have you ever dreamed of owning a pet python or a clever monkey?” This question helps readers relate to the topic in a personal way. The author ends with the question, “When the animals disappear, what will the tortoise catcher do for food?” This question invites readers to think more about the problem discussed in Tortoise vs. People.





# Wildlife for \$ale

**1** Have you ever dreamed of owning a pet python or a clever monkey? It's fun to imagine, but in reality wild animals don't make good pets. They belong in their own habitat.

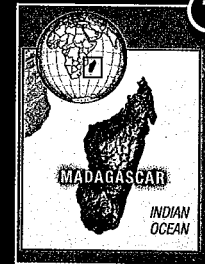
**2** Unfortunately, some people will pay thousands of dollars to own an exotic pet. They buy snakes and tortoises from Madagascar, monkeys from Brazil, and parrots from Australia and Mexico. In many countries, including the United States, people smuggle snakes, lizards, spiders, centipedes, and butterflies out of national parks. Some people have been arrested for poaching, but most people who steal and smuggle animals don't get caught. If they do, their punishment usually isn't very severe.

**3** **An Environmental Problem** Some people pay huge amounts of money to own rare species that are protected by law. Buyers around the world spend billions of dollars to purchase endangered wildlife.

**4** Taking endangered animals out of the wild threatens the environment. It can lead to extinction. When a species becomes extinct, other plants and animals are affected, too. The species that used to eat the extinct species may no longer have food, and the plants and animals that the extinct species used to eat could grow out of control.

**5** The rare radiated tortoise is one of the world's most-wanted pets. It sells for as much as \$10,000 in the United States. It can be found in the wild only in Madagascar, an island off the coast of Africa.

**6** The people who catch the tortoises there earn 30 cents per tortoise. The tortoise catchers know that it's illegal to take the tortoises. One catcher says, "The tortoises are here and my children have to eat. My people have always collected what is nearby for food and money." The tortoise catcher thinks it is crazy that people pass laws to protect certain animals. "To me, they have the problem backwards—let the tortoise live so I can starve," he says. Scientists worry about what will happen if people continue to steal animals. Who knows how many ways the loss will upset the balance of life? Despite warnings, animal smugglers aren't likely to stop. When the animals disappear, what will the tortoise catcher do for food?



Madagascar, a country off the coast of Southeast Africa, is home to many exotic animals, including the radiated tortoise.



## 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 says, "Unfortunately, some people will pay thousands of dollars to own an exotic pet." Why does the author use the word *unfortunately* here? How do the text details support the author's use of this word? Is this viewpoint consistent throughout the article? Explain.
- Why do the people who catch radiated tortoises continue to do so, even though they know it is illegal?
- The first sentence of "The Tortoise Dilemma" describes the radiated tortoise as "one of the world's most-wanted pets." Why might this be so?

## Write About Reading

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

- Create a diagram that illustrates the environmental problems associated with removing endangered animals from their natural habitats in order to sell them as pets. Use details and examples from the text. (**Informative/Explanatory**)
- In "Wildlife for Sale," the tortoise catcher has the following viewpoint on laws designed to protect the radiated tortoise: "To me, they have the problem backwards—let the tortoise live so I can starve." Write a well-developed opinion statement from the point of view of someone who agrees or disagrees with the catcher's point of view and support it with relevant details from the text. (**Opinion**)

## Connect to the Internet

To further students' understanding of the issues surrounding the sale of wild animals as pets, go to these websites: [www.humanesociety.org/issues/wildlife\\_trade/#.U16yONzsd4M](http://www.humanesociety.org/issues/wildlife_trade/#.U16yONzsd4M) and [www.aza.org/Education/KidsAndFamilies/detail.aspx?id=276](http://www.aza.org/Education/KidsAndFamilies/detail.aspx?id=276).

## Newspaper Article

Level S

Text Type: Newspaper Article  
(Historical)

**Summary:** This article is about the first airplane that the Wright Brothers flew successfully at Kitty Hawk, North Carolina, in December 1903.

**Themes/Ideas:** learn about the parts and formation of the Wright Brothers' flying machine; comprehend what it takes for an object to take flight

**Informational Text Features:** subhead, photos, captions, headline

**Academic Vocabulary:**

- **descended:** moved downward
- **preparatory:** serving to prepare for something
- **canvas:** heavy cotton cloth
- **impetus:** a push that causes movement

**Domain-Specific Vocabulary:**

- **navigator:** a person who figures out how to get places
- **velocity:** speed of movement
- **incline:** a slanted surface
- **altitude:** an object's height above Earth
- **force:** the action that changes the movement of an object

# A Machine That Flies

From *The Times-Dispatch*



**Focus Question:** How did the Wright Brothers make a machine that could fly?

## First Reading

Read aloud the masthead, title, and lead. Explain that this newspaper article about the first flight was published in December 1903. You may want to review the meaning of terms like *velocity*, *force*, and *altitude* before students read on their own. Then have students read the text independently. After, discuss the main ideas about the first flying machine.

## Guided Close Reading

**Vocabulary** The headline says the article is about "a machine that flies." In the lead below the headline, how does the writer describe the flying machine? How does that description help a reader understand what a flying machine is? ❶

**Think Aloud** In the lead, the author describes the flying machine as a big box kite that is driven by six propellers. Since this was the first flying machine, readers may have had a better understanding of what the machine was like by reading this description.

**Key Ideas and Details** A good newspaper article answers the questions who, what, when, where, why, and how. Which of the questions does this article answer for the reader? ❷

**Author's Craft** Why does the writer use the phrase "gracefully descended to earth" to describe the machine's landing? How does this phrase help you understand the author's opinion of the accomplishment? ❷

**Key Ideas and Details** The writer mentions that the machine had no balloon attachment. Why is this an important detail? What does it suggest about the Wright Brothers' work? ❷

**Think Aloud** This suggests that balloons were necessary to achieve flight for other objects at the time. This detail suggests that the Wright Brothers did something that no one was able to do before, which was to get the flying machine's force from propellers worked by a small engine.

**Make Inferences** What technical details does the writer use to describe the first takeoff? Based on the text, what parts do you think were most important to achieving flight? ❹

**Vocabulary** Wilbur Wright is described as a "navigator." How is being a navigator the same as or different from being a pilot? ❷ ❺

**Photos and Text** Look at the first photo and compare it to the long description of the flying machine. How do the photo and text work together to help you understand how the first airplane worked? ❸ ❹

# A MACHINE THAT FLIES

**1** Big Box Kite, Driven by Six Propellers, Soars the Air at Kitty Hawk.

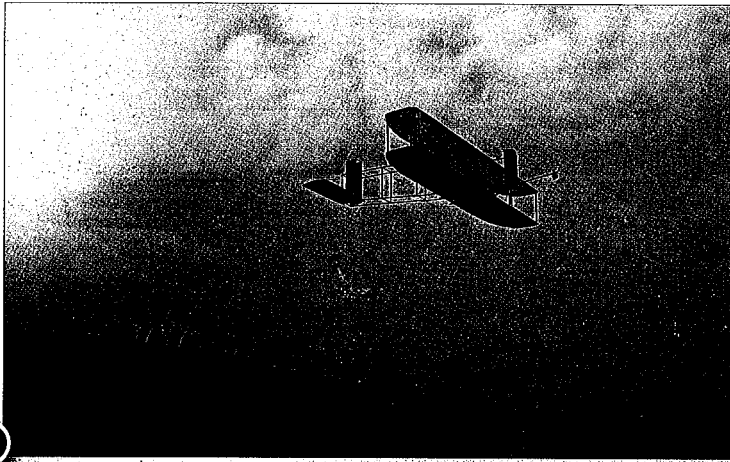
(Special to The Times-Dispatch.)

NORFOLK, VA., Dec. 18, 1903

A successful trial of a flying machine was made yesterday near Kitty Hawk, N.C., by Wilbur and Orville Wright of Dayton, Ohio. The machine flew for three miles in the face of a wind blowing at the registered velocity of

twenty-one miles an hour, and then gracefully descended to earth at the spot selected by the man in the navigator's car as a suitable landing place. The machine has no balloon attachment, but gets its force from propellers worked by a small engine.

**2**



**3**

Brother Wilbur and friends watching Orville Wright fly the Big Box Kite in Kitty Hawk.

**4** Preparatory to its flight, the machine was placed upon a platform near Kitty Hawk, N.C. This platform was built on a high sand hill and when all was in readiness, the fastenings to the machine were released, and it started down an incline. The navigator, Wilbur Wright, then started a small gasoline engine which worked the propellers. When the end of the incline was reached, the machine gradually arose until it obtained an altitude of sixty feet. In the face of the strong wind blowing it maintained an even speed of eight miles an hour. The idea of the box kite has been adhered to in the basic formation of the flying machine. A huge framework of light timbers, thirty-three feet wide, five feet deep and five feet across the top forms the machine proper. This is covered with a tough, but light canvas. In the center, and suspended just below the bottom plane is the small gasoline engine which furnishes the motive power for the propelling and elevating wheels. There are six blade propellers, one arranged just below the center of the frame, so gauged as to exert an upward force when in motion, and the other extends horizontally to the rear from the center of the car, furnishing the forward impetus.

Protruding from the center of the car is a huge fan-shaped rudder of canvas, stretched upon a frame of wood. This rudder is controlled by the navigator and may be moved to each side, raised or lowered.



The navigator, Wilbur Wright, of Dayton, Ohio.

**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 overall style and word choice in the article help you better understand how impressive the flying machine was for its time?
- Wilbur and Orville Wright were not the only ones trying to build a flying machine at this time. What information did you read that helps you understand why the Wright Brothers were successful?
- Even though the use of photography wasn't as usual as it is today, Orville and Wilbur Wright kept careful photographic records of their work. Why is the picture of the first flight so amazing for people to see?

## Write About Reading

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

- Write a step-by-step explanation of how the first flying machine achieved flight. Use details from the article, and define important technical terms. **(Informative/Explanatory)**
- Rewrite the article as an opinion piece for a newspaper. Include well-supported reasons to support the idea that the first flight was groundbreaking, important, and exciting. **(Opinion)**

## Connect to the Internet

To learn more information about the Wright Brothers' first flight, direct students to these websites: [www.nps.gov/wrbr/historyculture/thefirstflight.htm](http://www.nps.gov/wrbr/historyculture/thefirstflight.htm) and [www.hfmgv.org/exhibits/wright/#airplane](http://www.hfmgv.org/exhibits/wright/#airplane).

# Question and Answer Book

Level S

Text Type: Question and Answer Book

**Summary:** These pages are about symmetrical shapes and how to use a line of symmetry.

**Themes/Ideas:** understand what the words *symmetrical* and *symmetry* mean; identify symmetrical shapes and irregular shapes

**Informational Text Features:** questions, answers, photo, illustrations, text boxes

**Academic Vocabulary:**

- **identical:** the same
- **imaginary:** invented; not real

**Domain-Specific Vocabulary:**

- **symmetrical:** exactly the same in relation to a shared center point or line

# What Are Symmetrical Shapes?



**Focus Question:** What makes a shape symmetrical, and how do you use a line of symmetry to determine symmetry?

## First Reading

Read aloud the first question and answer. Briefly discuss the meaning of the word *symmetrical*. Draw students' attention to the text features. For the first reading, have students read through the text independently. Then discuss the main ideas the author shared about symmetry.

## Guided Close Reading

**Words and Phrases in Context** *What is a mirror? How does knowing this help you understand what "mirror image" means? How is this phrase connected with the idea of symmetry?* ①

**Think Aloud** *I know that a mirror reflects what is in front of it. I also know that the image in the mirror is different in one important way: the right side and the left side are seen in reverse. The text explains "one half of a symmetrical shape is the mirror image of the other half."*

**Text Feature** *Look at the images of the butterfly. Is the butterfly symmetrical? How do you know? How does the text support this conclusion?* ④ ⑤

**Make Inferences** *Beetles and butterflies are both insects. What does the information about them make you think may be true about the shapes of other insects?* ②-⑤

**Text Feature** *Look at the text box on the front of the card. Why is this information presented differently from the rest of the text?* ⑥

**Vocabulary/Text Feature** *What does the word imaginary mean? How does it apply to a line of symmetry? How is the imaginary fold line represented on the card?* ⑨ ⑩ ⑫

**Think Aloud** *Imaginary means that something is not real. A line of symmetry is not a physical line that exists but an imaginary line that shows a shape is symmetrical. On the card, the imaginary fold line is represented by a dotted line that appears in the middle of shapes. The fold line shows if shapes are symmetrical or irregular.*

**Text Feature** *Look at the images in the text box. Where should you put the dotted lines on each shape to see if the shapes are symmetrical? How do you know?* ⑬

**Pictures and Text** *How do the pictures help you understand what lines of symmetry look like?* ⑦-⑫

**Summarize** *What would you include in a brief summary about symmetrical shapes? What would you leave out? Which details best support your summary?* ① ⑦ ⑨

## Q: WHAT ARE SYMMETRICAL SHAPES?

**1** A: Symmetrical shapes look exactly the same on both sides. One half of a symmetrical shape is the mirror image of the other half.

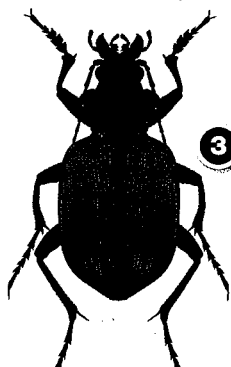
**2** Q: SOME INSECTS ARE SYMMETRICAL. LOOK AT THE PHOTOGRAPH OF THE BEETLE. IS THE BEETLE SYMMETRICAL? WHY OR WHY NOT?

A: Yes, it is symmetrical. The beetle has the same number of legs and antennae on the left side as it has on the right side. Even the stripes on each side are the same. The beetle's identical features show that it is symmetrical.

**4** Q: NOW LOOK AT THIS BUTTERFLY. DO YOU THINK THE HALVES MATCH PERFECTLY?

A: Yes! The two halves match perfectly. This butterfly is symmetrical.

**6** Symmetry helps flying animals to fly. Imagine how difficult it would be for a butterfly to fly if it wasn't symmetrical. It would be off-balance.



**7** Q: HOW DO YOU KNOW WHEN A SHAPE IS NOT SYMMETRICAL?

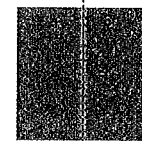
A: This shape cannot be folded in half perfectly. Therefore it is not symmetrical.



**9** Q: WHAT IS A LINE OF SYMMETRY?

A: The imaginary fold line on a symmetrical shape is called the line of symmetry. The line of symmetry always goes through the middle of a symmetrical shape.

Look at the line of symmetry in the symmetrical shape on the right. Imagine folding the shape over this line. The two halves will match.



**11** Q: DO THESE DOTTED LINES FOLLOW A LINE OF SYMMETRY?

A: No. Look at the dotted lines on the shapes below. They do not follow a line of symmetry.



**12** Q: Which of these has a line of symmetry?

A: Choices (b) and (c) are irregular shapes. Only choice (a) is a regular shape and has a line of symmetry.



## 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 information on these pages to make it easier to understand?
- Not all shapes are symmetrical. What information did you read that explains the difference between symmetrical and irregular shapes?
- The text mentions beetles and butterflies as examples of animals with symmetrical shapes. What other animals do you know that have symmetrical shapes?

## Write About Reading

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

- Make a chart that includes all of the pictures in the text, including the photo of the beetle. In the right column, write if they are symmetrical shapes or irregular shapes. **(Informative/Explanatory)**
- Do the pictures do a good job of supporting the text's explanations of symmetrical and irregular objects? Why or why not? Write a well-supported opinion paragraph using evidence from the card. **(Opinion)**

## Connect to the Internet

To further students' understanding of symmetry, direct them to <http://studyjams.scholastic.com/studyjams/jams/math/geometry/lines-of-symmetry.htm> and [http://pbskids.org/sid/fablab\\_snowflakematch.html](http://pbskids.org/sid/fablab_snowflakematch.html).

# Level S Lessons at-a-Glance

## LEVEL S

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Brochure Excerpt	<i>Visit Washington, D.C.</i>	History	Basic	recognize the most important sites in Washington, D.C.; learn historical and political facts about each site	<ul style="list-style-type: none"> <li>• <a href="http://edtech2.boisestate.edu/randilembke/502/virtualtour/washingtonmonument.html">http://edtech2.boisestate.edu/randilembke/502/virtualtour/washingtonmonument.html</a></li> <li>• <a href="http://kids.clerk.house.gov/young-learners/">http://kids.clerk.house.gov/young-learners/</a></li> </ul>
Essay	<i>Wake Up!</i>	Science & Technology Life Science	Complex	understand the importance of getting enough sleep; identify what happens to a sleep-deprived person	<ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/from/sleep.html">www.pbs.org/wgbh/pages/frontline/shows/teenbrain/from/sleep.html</a></li> <li>• <a href="http://sleepfoundation.org/sleep-topics/teens-and-sleep">http://sleepfoundation.org/sleep-topics/teens-and-sleep</a></li> </ul>
Fact Book Excerpt	<i>X-Treme Sports</i>	Sports/Recreation Physical Science	Complex	identify equipment and conditions needed for mountain climbing and skydiving; describe risks and challenges involved in mountain climbing and skydiving	<ul style="list-style-type: none"> <li>• <a href="http://www.uspa.org/AboutSkydiving/FrequentlyAskedQuestions/tabid/57/Default.aspx">www.uspa.org/AboutSkydiving/FrequentlyAskedQuestions/tabid/57/Default.aspx</a></li> <li>• <a href="http://www.scientificamerican.com/article/bring-science-home-parachute/">www.scientificamerican.com/article/bring-science-home-parachute/</a></li> </ul>
Guidebook Excerpt	<i>Fascinating U.S. Sites</i>	Art and Architecture History Geography	Moderate	recognize the importance of the Gateway Arch and what it stands for; understand key facts and details about the Battle of Gettysburg	<ul style="list-style-type: none"> <li>• <a href="http://www.nps.gov/jeff/planyourvisit/architecture.htm">www.nps.gov/jeff/planyourvisit/architecture.htm</a></li> <li>• <a href="http://www.army.mil/gettysburg/flash.html">www.army.mil/gettysburg/flash.html</a></li> </ul>
How-to	<i>Do the Robot</i>	Sports/Recreation	Moderate	understand what the robot dance is; identify the steps in doing the robot dance	<ul style="list-style-type: none"> <li>• <a href="http://www.dancemuseum.org/about/">www.dancemuseum.org/about/</a></li> <li>• <a href="http://idahoptv.org/dialogue4kids/season1/robotics/facts.cfm">http://idahoptv.org/dialogue4kids/season1/robotics/facts.cfm</a></li> </ul>
Journal Excerpt	<i>John White Journal Entry</i>	History	Basic	learn about an English colony in America; describe the difficulties colonists faced on Roanoke Island	<ul style="list-style-type: none"> <li>• <a href="http://www.encyclopediavirginia.org/Roanoke_Colonies_The">www.encyclopediavirginia.org/Roanoke_Colonies_The</a></li> <li>• <a href="http://www.schooltube.com/video/89c920dac3962b0ae572/">www.schooltube.com/video/89c920dac3962b0ae572/</a></li> </ul>
Letter	<i>Letters Between Grace Bedell and Abe Lincoln</i>	History	Moderate	comprehend antiquated diction and syntax; recognize persuasive techniques	<ul style="list-style-type: none"> <li>• <a href="http://www.whitehouse.gov/about/presidents/abrahamlincoln">www.whitehouse.gov/about/presidents/abrahamlincoln</a></li> </ul>
Magazine Article	<i>Wildlife for Sale</i>	Life Science	Moderate	understand the problems associated with buying and keeping wild animals as pets; learn about the difficulties caused by the demand for a rare species	<ul style="list-style-type: none"> <li>• <a href="http://www.humanesociety.org/issues/wildlife_trade/#.U16yONzsd4M">www.humanesociety.org/issues/wildlife_trade/#.U16yONzsd4M</a></li> <li>• <a href="http://www.aza.org/Education/KidsAndFamilies/detail.aspx?id=276">www.aza.org/Education/KidsAndFamilies/detail.aspx?id=276</a></li> </ul>
Newspaper Article (Historical)	<i>A Machine That Flies</i>	Science & Technology History	Complex	learn about the parts and formation of the Wright Brothers' flying machine; comprehend what it takes for an object to take flight	<ul style="list-style-type: none"> <li>• <a href="http://www.nps.gov/wrbr/historyculture/thefirstflight.htm">www.nps.gov/wrbr/historyculture/thefirstflight.htm</a></li> <li>• <a href="http://www.hfmvgv.org/exhibits/wright/#airplane">www.hfmvgv.org/exhibits/wright/#airplane</a></li> </ul>
Question and Answer Book Excerpt	<i>What Are Symmetrical Shapes?</i>	Life Science Mathematics	Basic	understand what the words <i>symmetrical</i> and <i>symmetry</i> mean; identify symmetrical shapes and irregular shapes	<ul style="list-style-type: none"> <li>• <a href="http://studyjams.scholastic.com/studyjams/jams/math/geometry/lines-of-symmetry.htm">http://studyjams.scholastic.com/studyjams/jams/math/geometry/lines-of-symmetry.htm</a></li> <li>• <a href="http://pbskids.org/sid/fablab_snowflakematch.html">http://pbskids.org/sid/fablab_snowflakematch.html</a></li> </ul>