

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **At Ellis Island: A History in Many Voices**
- **Baby Mammoth Mummy Frozen in Time!**
- **Down to the Last Out**
- **Drawing From Memory**
- **Freedom Heroines**
- **Kubla Khan: The Emperor of Everything**
- **Tornado!**
- **Walt Whitman: Words for America**
- **Who Wants Pizza?**
- **Wonderstruck**

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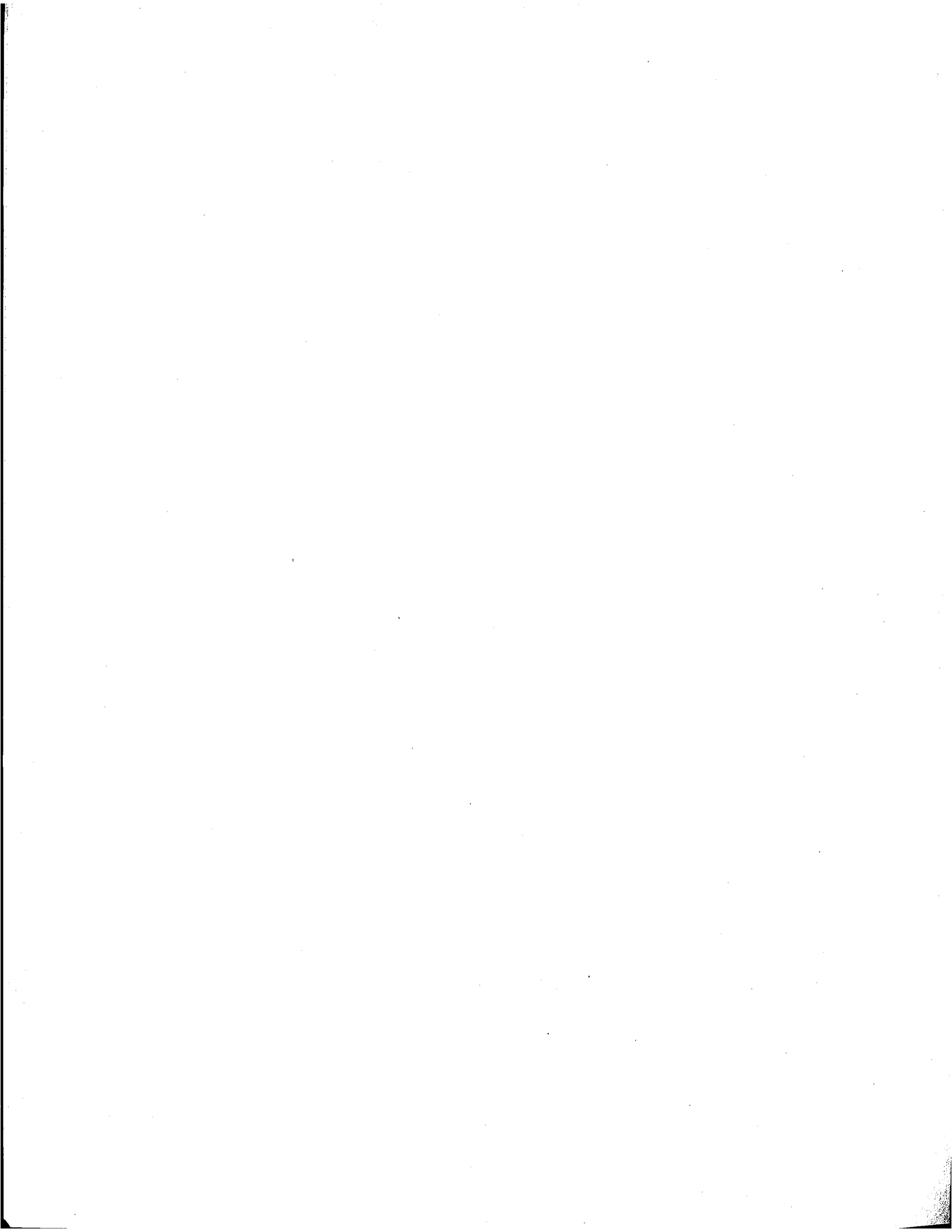
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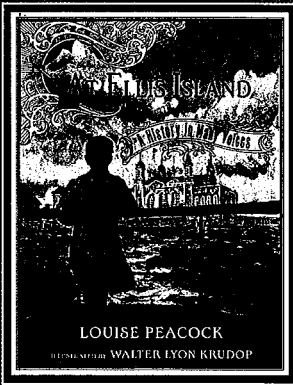


SCHOLASTIC

ITEM S-HT5-64751-7



At Ellis Island: A History in Many Voices



Summary & Standards

Summary: Ellis Island was the first stop for immigrants entering the United States. Sera Assidian almost misses her chance to become an American.

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

Author: Louise Peacock

Word Count: 250+

Genre: Informational Text

Themes/Ideas: hoping for a new life; being caught between two countries

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind students that informational text has facts about a topic. This picture book includes both illustrations and photos to inform the reader.

Informational Text Features

Author's Note This note gives insight into the author's purpose and point of view.

Vocabulary

Academic Vocabulary

destitute (p. 28): impoverished; lacking the means to provide basic necessities

Domain-Specific Vocabulary

deportation (p. 36): forcible expulsion from a country

detained (p. 28): kept waiting; held back or delayed

pogroms (p. 2): systematic killings of helpless populations, usually because of race or religion

Challenging Features

Text The text alternates between Sera's story, which is historical fiction, and actual first-person accounts of immigrants who went through Ellis Island. Point out that these parts have different fonts and visual support.

Content Students may benefit from background information about Ellis Island and its role in immigration.

Supporting Features

Text Expressive illustrations support the text.

Vocabulary Except for a few domain-specific words, most of the vocabulary in this text will be familiar to students.

A First Look

Display the cover of the book and read the title and subtitle. Briefly explain the purpose of Ellis Island. Explain that *A History in Many Voices* indicates that students will be reading the actual words of some real Ellis Island immigrants. Explain that Sera's fictional account is told alongside the stories of real people.

Read and Analyze Informational Text Cite Textual Evidence

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

Analyze Point of View

Explain that though Sera is a made-up character, her story is intertwined with stories of real immigrant children, so students will hear multiple accounts of the same event or topic, noting similarities and differences in point of view.

⦿ (p. 1) *Why did the author choose to tell this story? How is her telling of it unusual?*

(pp. 8–11) *Compare the actual first-person accounts of the journey with Sera's story of the voyage to America. How are the accounts similar? How are they different?*

(pp. 18–21) *What did you learn from the firsthand accounts of the Ellis Island inspections? How does Sera's story bring those ideas together?*

⦿ (pp. 41–42) *Like many of the real immigrants, Sera's father met her at Ellis Island. Which of the firsthand accounts does her story most closely resemble? Explain.*

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Turn to pages 28 and 31. Discuss why some immigrants were not allowed to pass through Ellis Island. Ask:

- ❖ *Why did the officials prevent people who were sick from entering the country?*
- ❖ *Why did the officials insist that a family member be present for children coming into America? Did these rules make sense? Were they unfair? Use text evidence to explain.*

Thinking Beyond the Text

Lead a discussion about how Sera felt when she finally saw her father. Ask:

- *What conflicting feelings does she describe?*
- *How are her feelings like those in the firsthand accounts?*
- *How do the illustrations add to your understanding of the reunion?*

Thinking About the Text

Guide students to understand that the author uses red text to tell about her reflections as she walks through the Ellis Island museum. Ask:

- *How do these reflections provide a bridge between the authentic firsthand accounts and Sera's story?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Suffixes *-sion* and *-ation*

Remind students that the suffixes *-sion* and *-ation* can be used to turn a verb into a noun meaning “the act of” or “a state of.” For example, *starvation* (p. 2) means “the act of starving” or “the state of being starved, or without food.”

- Tell students that the verb *exclude* means “to leave out.” Have students read the sentence on page 34 that contains the word *exclusion*. Ask: *What is the meaning of exclusion? How do you know that?*
- Extend the discussion about the suffixes *-ation* and *-sion* with the words *confusion* (p. 14), *information* (p. 14), *examination* (p. 20), and *deportation* (p. 36).

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

Develop Fluency

Students may be unfamiliar with some of the punctuation marks used in the firsthand accounts. Explain that the ellipses signal a long pause, showing that something has been left out. Bracketed words replace other words that lose meaning out of context. Dashes indicate who said or wrote each quote, and they can also signal a pause. Demonstrate how to read passages that include these punctuation marks.

Expand Oral Language/Conversation

Talk About Immigrants Encourage students to discuss their own nationalities and how their families came into America. Some students may have ancestors who were at Ellis Island. Discuss obstacles immigrants have to overcome, such as differences in language or customs.

Write and Respond to Reading

Write a Letter Ask students to choose one of the firsthand accounts by a child. Have them brainstorm about how that child felt during his or her journey. Encourage students to interpret those thoughts by writing a letter from the child's point of view. **(Narrative)**

Write a Summary Have students write a summary of the difficulties immigrants faced on the voyage to America and their experiences at Ellis Island. **(Informative/Explanatory)**

ELL Bridge

Encourage students to notice how the photos and illustrations correspond with the text. Ask: *What do you notice about these photos or illustrations? How can they help you understand what you are reading?* For example, the photo on page 6 shows the Ellis Island building from the outside, and the photo on page 20 shows a view from the inside.

Connect Across Texts

Walt Whitman: Words for America by Barbara Kerley

Kerley says that Whitman hoped to become “the voice of America.” Using examples from both of these books, invite students to debate if one person, no matter how eloquent, could—or should—speak for a whole nation.

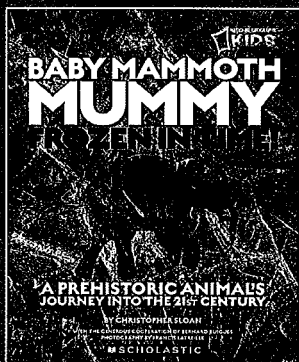
Connect to the Internet

For more information about Ellis Island, visit <http://www.nps.gov/elis/index.htm>.

Baby Mammoth Mummy: Frozen in Time!

**GUIDED
READING
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Summary & Standards

Summary: Scientists study the well-preserved mummy of a baby woolly mammoth to see what information they can gain about life on Earth long ago.

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

Author: Christopher Sloan

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about prehistoric animals; understanding the jobs of scientists

Text Type: Magazine Format

Genre/Text Type

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

Informational Text Features

Artist Recreations Illustrations and diagrams help readers envision the mammoth's environment long ago.

Vocabulary

Academic Vocabulary

facilities (p. 20): places designed to carry out a specific service or type of work

inquiries (p. 13): investigations seeking information

Domain-Specific Vocabulary

nomadic (p. 6): moving from place to place

tundra (p. 6): a flat, treeless arctic region

Challenging Features

Text Students may be challenged by the large blocks of text and distracted by the many sidebars, photographs, and varied text treatments.

Content Students will need to put the mammoth's discovery in the correct historical context to understand the importance of this find.

Supporting Features

Text Subtitles and photo captions help students follow the text and understand the information.

Vocabulary Students may be challenged by some scientific terms and references to certain procedures, but can use the glossary and illustrations for support.

A First Look

Talk about the title and cover. Ask: *What might it mean to be frozen in time?* Then have students read the back cover and explain what clues this information gives about the text.

Read and Analyze Informational Text Cite Textual Evidence

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

Analyze Main Idea and Details

Remind students that the main idea is what a text is mostly about. Authors use details to support a text's main ideas, including text, drawings, photographs, diagrams, and other visual features. Ask:

(p. 13) *What details support the idea that people had to act fast to save the mammoth's remains?*

☉ (pp. 16–17) *What is the main idea of this feature? What details support the central fact that mammoths are members of the order Proboscidea, which includes past and current elephant-like creatures? What other important details do the art and chart provide?*

(p. 20) *How does the heading "Rare Opportunity" give a clue about the main idea of this section?*

What other details support the idea that the discovery of the baby mammoth was an exciting and unusual event?

☉ (p. 30) *What is the main idea of the first paragraph under "Telltale Smell"? What details does the author provide to support the main idea?*

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide*.

LEVEL
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Develop Comprehension

Thinking Within the Text

Have students look at pages 36–38 and think about the main idea and details. Ask:

- *According to the author, what helped Lyuba and the other mammoths survive on the steppe?*
- *How was Lyuba like the older woolly mammoths? In what ways was she different?*

Thinking Beyond the Text

Talk about how scientists used research facilities around the world to investigate the baby mammoth. Then ask:

- ❖ *Why did scientists spend so much time and money studying Lyuba? Why did it become a global project from the moment of the discovery through all the investigations?*
- ❖ *How does learning about what happened to species that lived long ago help us today?*

Thinking About the Text

Have students look at pages 12 and 30–31. Ask:

- *How does this format help you more easily understand the information?*
- *Why would it be more difficult to understand the information without maps and drawings?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Word Parts

Remind students that sometimes they can use word parts to help them figure out the meaning of longer, unfamiliar words.

- Locate *permafrost* in the caption on page 10 and point out its two recognizable parts: *perma* and *frost*. Explain that *frost* is ice crystals that form when the temperature drops below freezing. *Perma* sounds like an abbreviation for *permanent*, which means “remaining all the time.” Therefore, *permafrost* must be something that is frozen all the time.
- Repeat this process with *prehistoric* on page 11, *decompose* on page 22, *unappetizing* on page 30, and other multisyllabic words students encounter while reading the text.

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

Develop Fluency

Model expert reading of a passage containing numbers and parenthetical information, such as page 15, pointing out how to use phrasing and pauses as you read. Then have students choral-read the passage aloud.

Expand Oral Language/Conversation

Talk About Technology Discuss some of the ways technology was used in studying Lyuba. Discuss what scientists were able to learn about her. Then talk about how technology helps us understand what has happened in Earth’s past.

Write and Respond to Reading

Make a Brochure Have students use the information in the book to make an informative brochure that teaches key facts about Lyuba. Ask them to include illustrations and diagrams. **(Informative/Explanatory)**

Write a Myth Have students review the Nenets myth on page 14. Then have them write a myth of their own, using factual information about mammoths to tell their story. **(Narrative)**

ELL Bridge

Help students distinguish between those illustrations that show recreations of the mammoths and those that are actual photographs. Connect the photographs to what they learned from the text. Invite volunteers to summarize the information after each section.

Connect Across Texts

Into the Volcano by Donna O’Meara

Both authors show scientists at work. What details are shared in the text and photos that help readers appreciate the importance of specialized research tools and methods?

Connect to the Internet

Share this website with students to continue to explore the subject of prehistoric life: http://www.bbc.co.uk/nature/life/Woolly_mammoth. Students can click on a series of topics to watch videos about what scientists have learned from the remains of woolly mammoths, including Lyuba.

Down to the Last Out



Summary & Standards

Summary: Seventeen-year-old Biddu Owens chronicles his time in the Negro Leagues as a member of the 1948 Birmingham Black Barons.

CCSS.ELA-Literacy: Assess how point of view or purpose shapes the content and style of a text (CCRA.R.6); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R.5).

Author: Walter Dean Myers

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: overcoming prejudice; playing your best

Text Type: Novel

Genre/Text Type

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

Text Features

Journal The novel is structured as Biddu's journal.

Historical Note The note provides photos and background information about the Negro Leagues.

Vocabulary

Academic Vocabulary

nonchalant (p. 62) (used as a verb): to do in a relaxed, calm, unworried way

Domain-Specific Vocabulary

integrate (p. 28): to include people of all races

segregated (p. 111): separated along racial lines

skirmishes (p. 69): short, unplanned fights

Challenging Features

Text Students may be challenged by the journal format, which often shifts from anecdote to reflection without warning. Discuss the format.

Content Students may be unfamiliar with the issues of integration and segregation during the time period of the book. Provide background information.

Supporting Features

Text Real photographs at the end of the book show subject matter that relates to the story.

Vocabulary Biddu Owens is a teenager who uses plain, familiar vocabulary.

A First Look

Display the cover and have students read the title and subtitle with you. Ask: *When and where is the story set? What is the story about?* Invite students to share what they know about the Negro Leagues. If necessary, explain that African Americans were not allowed to play in the major leagues until 1946, when Jackie Robinson joined the Brooklyn Dodgers.

Read and Analyze Literature Cite Textual Evidence

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

Analyze Point of View

Have students focus on how the author develops the narrator's point of view and how that point of view affects how events are told.

(pp. 3-4) *Who is the narrator? What is Biddu's point of view about playing baseball?*

☉ (pp. 28-29) *What is Perry's point of view about Truman's integrating the army? What does Biddu wonder about the effects of integration?*

(pp. 39-40) *How do Biddu's and his father's points of view on the protest differ?*

☉ (pp. 75-79) *What can the reader tell about Biddu's point of view from what he chooses to write in his journal on July 26?*

(pp. 112-113) *How has Biddu's point of view about baseball changed since the beginning of the novel? What has caused this change?*

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students think about how the Negro Leagues reflected what was happening in society. Ask:

- *Why did the Negro Leagues exist?*
- *What effect did integrating the big leagues have on the Negro Leagues?*

Thinking Beyond the Text

Have students think about how Bidy's journal entries reflect the author's point of view. Ask:

- *What is the author's point of view in the historical note? How is this point of view reflected in Bidy's journal entries?*
- *Why are Bidy's reflections about the treatment of African Americans an important focus of the novel?*

Thinking About the Text

Have students think about how the author has structured the novel. Ask:

- *Biddy says, "I love this game, but it don't love me." How does the author use stories and reflections to develop this idea?*
- *Why does the author include the epilogue? What does the reader learn?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Context Clues

Remind students that they can use context clues to help them understand unfamiliar words. Explain that some context clues are subtle. Students should search for hints in the paragraph or elsewhere on the page. They may need to think about what is happening in the story in order to understand a word.

- Direct students to the word *embankment* on page 60. Ask: *What does this word mean?* (a raised area on the side of the road) *What context clues helped you find the meaning of the word?* (The bus went off the road and up onto something.)
- Encourage students to check the meaning in a dictionary.
- Repeat the exercise with *exhibition* (p. 3), *convention* (p. 33), and *bayonets* (p. 70).

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

Develop Fluency

Model fluent reading of a passage from the book so that students can hear the rhythm and flow of the language. Stress appropriate pauses. Then have students reread with partners the passage you read.

Expand Oral Language/Conversation

Talk About the Negro Leagues Discuss how life for players in the Negro Leagues in 1948 was different from life for major league baseball players today. Ask: *What hardships did the players face? How is the treatment the players faced different from the way people treat baseball players today?*

Write and Respond to Reading

Draw a Comic Strip Encourage students to choose an anecdote they found interesting. Then have them create a comic strip depicting that scene, complete with speech bubbles and text boxes. **(Narrative)**

Create a Biographical Sketch The historical note mentions several African-American baseball players. Have students select one player and write a biographical sketch using information from the book. **(Informative/Explanatory)**

ELL Bridge

Because this is a journal, Bidy often uses incomplete or run-on sentences. The characters speak casually, so some words and phrases are not grammatically correct. Encourage students to stop, ask questions, and put the passage in their own words if they come to something unfamiliar.

Connect Across Texts

The Lions of Little Rock by Kristin Levine

Extend your discussion of point of view by examining how Levine and Myers use their narrators to show the impact of segregation on their characters and on society as a whole.

Connect to the Internet

For more information about the Negro Leagues, have students visit the Negro Leagues Baseball Museum at <http://www.nlbm.com>. Students can find additional information at http://mlb.mlb.com/mlb/history/mlb_negro_leagues.jsp.

Drawing From Memory

DRAWING
FROM
MEMORY



BY CALDECOTT MEDAL WINNER ALLEN SAY

Summary & Standards

Summary: Artist Allen Say uses his own illustrations and photographs to accompany the story of his childhood and young adulthood as an artist in training.

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

Author: Allen Say

Word Count: 250+

Genre: Memoir

Themes/Ideas: discovering talents; honoring one's roots

Text Type: Picture Book

Genre/Text Type

Memoir/Picture Book Remind students that in an autobiography, a person tells the important details of his or her life. The details of this person's life are revealed through illustrations and photographs.

Informational Text Features

Illustrations and Photographs The author includes photographs and his own illustrations.

Vocabulary

Academic Vocabulary

commotion (p. 42): confusion and noise

excursion (p. 50): a short trip

respectable (p. 9): thought of as decent by others

tuition (p. 27): fee paid to schools for education

Challenging Features

Text The author uses mixed media, so pages vary greatly in layout. Tell students that there is no right way to take in the information on a page, as the author wants all of it to work together.

Content The autobiography covers many events and locations as well as deviations from chronological sequence. Tell students to look for changes in art style to identify topic shifts.

Supporting Features

Text Illustrations and photographs support events in the text.

Vocabulary Words unique to Japanese culture are defined in the text.

A First Look

Have students flip through the book and take note of the different information formats. Explain: *This is the memoir of an artist, Allen Say. Say grew up in Japan. You can see that he uses his artistic talents to tell his story—the illustrations are his own. He also includes photographs. Let's read on to learn about his early life.*

Read and Analyze Informational Text Cite Textual Evidence

Explain the Relationship of Events

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

Explain that Say provides details of personal and global conditions that affected the events in his life.

⊛ (pp. 6–14) *What caused Say to move around during his childhood? How does he use images to illustrate the chain of events?*

(pp. 20–23) *How does the newspaper article reflect the events in Say's life at the time? What similarities do you see between Tokida and Say in the images?*

⊛ (pp. 26–39) *How did Sensei's guidance help Say's art career? Why does this section of the book show so many styles of art?*

(pp. 51–54) *How do the various characters and events from the book come together during Say's decision to move to America?*

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask questions about how outside events affected Say. For example:

- *During what periods was Say the happiest?*
- *Which events had the greatest effect on Say's life? Which people helped him the most? Why?*

Thinking Beyond the Text

Discuss Say's use of figurative language.

- *On page 55, Say compares the passage of 10 months to a "speeded-up movie." How might a memoir be like a speeded-up movie?*
- *What does Say mean by, "Looking back from where I am today, I see Sensei as a boy who wore a mask of a man"?*

Thinking About the Text

Discuss how Say shares aspects of his culture through photos, illustrations, and comic strips.

- ❖ *Find details in the illustrations and photos that tell you about Japanese life. How do the different styles of art give you different perspectives on Say's surroundings?*
- ❖ *What unique details about Japanese culture does Say include in the text? In the illustrations? What parts of his life sound like they could have taken place in modern-day America? What details surprise you?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Prefixes and Suffixes

Review prefixes and suffixes. Remind students that some words may have several prefixes and suffixes, each of which changes the word's meaning.

- Write the following words from the book: *respectable, unrespectable*. Explain: *The root of both words, respect, means "to think well of someone." When Say's father told him that artists were not respectable, he meant that they did not have good social standing and were not thought of as honorable or worthy.*
- Point out that adding the prefix *un-* to *respect* makes it mean "not respectable."

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

Develop Fluency

Model reading a selected passage, using proper phrasing and expression. Tell students to take note of how your expression reflects the author's tone and use of language. Have students choral-read the passage with you.

Expand Oral Language/Conversation

Talk About Talents Ask students to describe the talents Allen Say writes about in this book. Ask: *What talents do you have? What talents do you admire in others?* Discuss what people can do to improve their talents, such as practicing a musical instrument or running soccer drills.

Write and Respond to Reading

Write an Autobiographical Narrative Have students use creativity in recounting an event from their lives. Explain that they can use illustrations, images they find online, or anything else they can think of to add to their narratives. Have volunteers share their narratives with the class. **(Narrative)**

Write About Inspirations Say was inspired by people, such as Sensei, and by his surroundings. Have students write about what people or things inspire their creative thinking. Make a class list of inspirations. **(Informative/Explanatory)**

ELL Bridge

Help students summarize events in Say's life by having them annotate illustrations that do not have captions. They can write what is happening in the picture or use words or phrases to convey ideas. Circulate among students, encourage them to add details, and offer assistance to mold full sentences.

Connect Across Texts

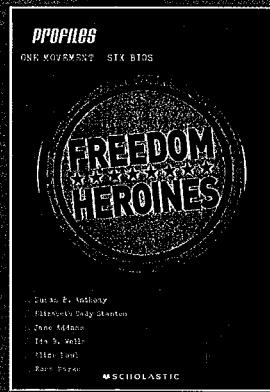
Walt Whitman: Words for America by Barbara Kerley

Both Whitman and Say knew where their talents lay, but their families worried about the paths they had chosen. Talk about why people are willing to face hardships to do the work they love.

Connect to the Internet

The interview with Allen Say at <http://www.rif.org/kids/readingplanet/bookzone/say.htm> includes information about his creative process. Have students read the interview and descriptions of his other books. Ask them to share which books of his they would like to read and why.

Freedom Heroines



Summary & Standards

Summary: Read brief biographies of six heroines of freedom, women who worked hard to bring about social change.

CCSS.ELA-Literacy: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Frieda Wishinsky
Genre: Biography
Text Type: Chapter Book

Word Count: 250+
Themes/Ideas: fighting for women's rights; recognizing equal opportunity

Genre/Text Type

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

Informational Text Features

Historical Artifacts Portraits, paintings, handbills, photographs, and illustrations support the text.

Vocabulary

Academic Vocabulary

contemptible (p. 11): not deserving of respect
persistence (p. 5): the action of continuing to do something in spite of obstacles or opposition

Domain-Specific Vocabulary

grievances (p. 33): causes for complaint or protest
suffrage (p. 4): right to vote

Challenging Features

Text Students may be challenged by the complex sentence structures and lengthy paragraphs.

Vocabulary The author sprinkles the text with vocabulary that was common when these women lived. Context will help students comprehend the meanings of those words.

Supporting Features

Text Each chapter begins with a summary that helps students understand what the text will explain.

Content Students will examine the topic of women's suffrage through the viewpoint of these six women and the contributions each made.

A First Look

Draw students' attention to the information on the front and back covers. Discuss those individuals about whom students have prior knowledge. Ask: *What movement do these women have in common?*

Read and Analyze Informational Text Cite Textual Evidence

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

Analyze Cause and Effect

Remind students that a cause is an event that makes another event happen. An effect is the event that happens as a result. Sometimes a cause can have more than one effect. A cause may also trigger a chain of effects, one event leading to the next. Ask:

☉ (pp. 27–29) *Stanton's father often told her that he wished she was a boy. What effect did this have on her? What did her father's attitude over time make her realize about society in general?*

(pp. 58–61) *What did Addams hope to change through her talks at Hull-House? How would Addams's life have been different if the Great Depression had not occurred?*

(pp. 96–101) *What did Paul do when she couldn't persuade President Wilson? How did this affect the steps taken to persuade the public to support her cause?*

☉ (pp. 130–131) *How did Anthony's and Stanton's efforts affect the other women in the book? How did they affect later generations of women?*

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide*.

LEVEL
W

Develop Comprehension

Thinking Within the Text

Have students review the women's efforts. Ask:

- ✦ *Describe some of the women's actions that demonstrated their firm beliefs.*
- ✦ *How was each of the women influenced or affected by those people who had come before? What qualities did all these "freedom heroines" share? How were they different?*

Thinking Beyond the Text

Discuss the U.S. Constitution and the Founding Fathers' efforts in writing the document. Ask:

- *Why might people interpret the Constitution and the Bill of Rights in different ways?*
- *How might the original signers of the Constitution view the amendments made to it? What would they have thought of the efforts of these women?*

Thinking About the Text

Have students review the text features. Ask:

- *Why does the author include historical graphic elements in each chapter of the book?*
- *How do the images help the reader better understand the text?*

Phonics and Word-Solving Strategies

Suffixes -er and -or

Remind students that a suffix is an ending added to a base word that changes the meaning of the word. The suffixes -er and -or both mean "a person who."

- Ask students to find *supporter* on page 18. Write *supporter* on a chart or on the board. Have students identify the base word *support* and the suffix -er. Explain that a supporter is someone who supports a cause or another person.
- Then have students add -er or -or to these verbs to create nouns: *teach*, *vote*, *present*, *reform*, *act*, and *conduct*. Have them check a print or online dictionary for the correct spelling, as needed. Ask students to use the word parts to tell what each new word means.

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

Develop Fluency

Read aloud "Growing Up" on pages 50–52, modeling how expression and emphasis through phrasing conveys empathy for Addams. Have partners take turns reading a similar passage as you listen.

Expand Oral Language/Conversation

Talk About Fairness Discuss why it is important for everyone to be treated fairly. Apply this to a school setting. Talk about why students and adults—or people in general—may not agree on what is fair. Discuss ways that people can come together to determine what is fair for everyone.

Write and Respond to Reading

Write an Editorial Have students choose a heroine from the book and write about an action she took to further her cause. Students should say whether or not they agree with the woman's actions to bring about change and why. **(Opinion/Argument)**

Write a Character Analysis Have students write a brief character analysis of each woman featured in the book. Students should list the personality traits of each woman, based on the challenges she faced, her character, her actions, and her role in the community. **(Informative/Explanatory)**

ELL Bridge

Help students compile a character study chart about each featured person as they read. After each chapter, have students record information about that woman's childhood, key life events, beliefs, sacrifices, and accomplishments. Have volunteers use the chart to summarize the chapter.

Connect Across Texts

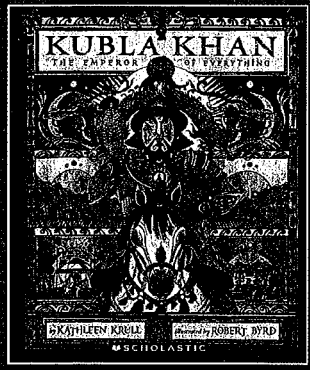
Rebel in a Dress: Adventurers by Sylvia Branzei

Both Wishinsky and Branzei chose to focus on the deeds of strong women. Talk about why people may choose to persevere when faced with major challenges. What personality traits help people succeed when facing personal goals as well as goals that address the needs of others?

Connect to the Internet

Share this website for more on the suffrage movement: <http://www.winningthevote.org/>. Students can click on a time line, view archival photographs, and learn more about women, and men, involved in the suffragist movement.

Kubla Khan: The Emperor of Everything



Summary & Standards

Summary: Learn about the far-reaching impact and the great power of one former emperor of Asia, Kubla Khan.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Author: Kathleen Krull

Word Count: 250+

Genre: Biography

Themes/Ideas: understanding history; witnessing power

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Map The map at the beginning of the book helps convey the vastness of Kubla Khan's empire.

Vocabulary

Academic Vocabulary

ambitious (p. 14): having a strong desire for success

ruthless (p. 8): cruel; unfeeling

Domain-Specific Vocabulary

dynasty (p. 19): a succession of rulers from within the same family

nomads (p. 11): groups of people who have no fixed residence and move from place to place to find food

Challenging Features

Text Students may be challenged by the amount of text contained in this book. Have them take notes of important events as they read.

Vocabulary Students may encounter certain unfamiliar terms and geographic names. Encourage them to use context clues as appropriate.

Supporting Features

Text Illustrations accompanying the text are inviting as well as informative.

Content Informal, student-friendly writing will help students understand historical and cultural text.

A First Look

Discuss the title and subtitle. Ask: *Do you think Kubla Khan really was the "emperor of everything"?* If not, what might the subtitle mean? Have students tell how the cover illustrations relate to the title.

Read and Analyze Informational Text Cite Textual Evidence

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

Identify Main Ideas and Details

Remind students that the main idea is what the text is mostly about. Details give additional information and support the main ideas. (Note: Book pages are not numbered. Page 1 is the title page.)

- (p. 5) *What main idea is presented on this page? What details support this idea?*
- ⦿ (pp. 6–11) *Tell one main idea about the Mongols. Use details from the text to support this idea.*
- (p. 16) *Summarize Kubla Khan's style of rule. What details explain how it differed from other rulers?*
- (pp. 19–20) *What conclusion can be drawn about the type of person Kubla Khan was?*
- ⦿ (pp. 26–28) *How did Kubla Khan incorporate other cultures into his dynasty? What main idea about Kubla Khan is suggested by these actions?*
- (pp. 30–33) *What idea is stated in the first sentence on page 30? What key details support this idea?*
- ⦿ (p. 38) *What is the main idea of the last page?*

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide*.

LEVEL W

Develop Comprehension

Thinking Within the Text

Have students reread pages 5–13. Then say:

- *Who was Kubla Khan's grandfather? Describe his character and influence on Kubla Khan.*
- *Summarize Kubla Khan's early years.*

Thinking Beyond the Text

Ask students to review the entire book for important ideas and details. Then ask:

- *What conclusion can be drawn about Mongol society during this period? Refer to details from the text to support a conclusion.*
- *Based on details from the text, how was Kubla Khan different from his grandfather?*

Thinking About the Text

Invite students to think about the author's purpose for writing this book. Then ask:

- ❖ *What purpose did the author have in writing about Kubla Khan? Based on the text, what is the author's opinion of Kubla Khan?*
- ❖ *Reread the Author's Note on page 40. Why did the author include this information? How does the note help readers understand the information provided in the rest of the book?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Suffixes *-ion* and *-tion*

Review how students can use suffixes as clues to the meanings of unknown words and phrases. Remind students that the suffixes *-ion* and *-tion*, mean “act of,” “state or quality of,” or “result of.”

- Write on the board the following nouns from the book: *direction*, *protection*, and *impression*. Have students use suffixes to help them define the words.
- Then write *educate*, *celebrate*, *stimulate*, *explore*, and *sense* on the board. Have students change each verb to a noun by dropping the last letter (e) and adding the suffix *-ion*, *-tion*, or *-ation* to each word (*education*, *celebration*, *stimulation*, and *sensation*).

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

Develop Fluency

Model expert reading using several different paragraphs from the book. Have students demonstrate their own fluency by reading aloud the paragraph following each paragraph you read.

Expand Oral Language/Conversation

Talk About Leadership Discuss the kind of leader Kubla Khan was. Ask students if they think his style of ruling could exist in the world today, and to explain why or why not. Invite students to develop a list of qualities that they think are important for a leader to have in the 21st century.

Write and Respond to Reading

Write a Letter to the Author Have students write letters to the author explaining their opinions of the book. Encourage them to discuss parts of the text that they found particularly interesting. Also, suggest that they ask the author any questions they might about the author's process for writing. **(Opinion/Argument)**

Create Question-and-Answer Cards Ask each student to create ten questions based on the text, then record each question on a card and write the answer on the back. Have students trade cards, read the questions, and write their answers on a sheet of paper. Then have students check their answers with the answers on the backs of the cards. **(Informative/Explanatory)**

ELL Bridge

To help students complete the foundational skills activity, suggest they work with partners. Also, give students with additional practice by having them change verbs from the book into nouns by adding the appropriate *-ion*, *-tion*, or *-ation* suffix to each.

Connect Across Texts

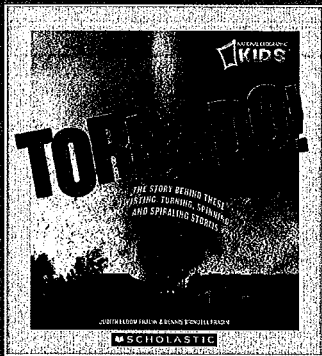
King George: What Was His Problem? by Steve Sheinkin

Krull reveals how Kubla Kahn was able to hold together a vast empire. Sheinkin shows George III's mistakes. What are key things that a leader must—and must not—do to inspire people's cooperation and loyalty? Use examples.

Connect to the Internet

Have students compare details from the text with the information provided on this site: <http://www.history.com/topics/kublai-khan>.

Tornado!



Summary & Standards

Summary: Examine history's deadliest examples of nature's most violent storms.

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

Authors: Judith Bloom Fradin and Dennis Brindell Fradin

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning from eyewitness accounts; understanding the science behind tornadoes

Text Type: Magazine Format

Genre/Text Type

Informational Text/Magazine Format Remind students that informational text has facts about a topic. The photos, captions, and other magazine features allow readers to explore the topic in detail.

Informational Text Features

Charts and Graphs Charts and graphs are used to organize and present important information.

Diagrams Diagrams help students understand complex concepts.

Vocabulary

Academic Vocabulary

devastation (p. 8): utter destruction

illuminated (p. 7): brightened with light

Domain-Specific Vocabulary

meteorologist (p. 7): weather scientist

supercells (p. 22): intense, rotating thunderstorms

Challenging Features

Text The number of text boxes, variety of different type treatments, style of section headings, and variety of page layouts may distract or challenge some students.

Vocabulary Unfamiliar terms and scientific vocabulary may challenge some students.

Supporting Features

Text While the scientific terms may challenge students, the authors define difficult terms in context as well as with informational text features.

Content Ample, detailed photographs and informational text features support students' understanding of tornadoes and their power.

A First Look

Talk about the cover and have students identify details in the photograph. Then read the title. Ask: *What is a tornado? How is it different from other types of storms?* Talk about what questions students have about tornadoes. Then say: *Let's read this book to find the answers to your questions.*

Read and Analyze Informational Text Cite Textual Evidence

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

Analyze Multiple Accounts of an Event

Point out that this book includes factual (third-person) information about tornadoes, as well as firsthand accounts of some of the deadliest tornadoes in recent history.

☞ (pp. 6–11) *What does the chapter "An Emergency Situation!" describe? What do you learn from the words of the Greensburg tornado survivors that you could not learn from a third-person account of the event?*

(pp. 33, 36) *How do the different eyewitnesses describe the 1925 Tri-State tornado? What detail is similar in the accounts of the 1925 tornado and Dick Gilbert's account of the 1974 tornado?*

☞ (pp. 39–40) *How do the first-person accounts help you understand what it is like to be in the path of a tornado? How do the accounts by the authors and people who lived through the tornadoes differ in their point of view?*

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students look at pages 6–8. Ask:

- *How were storm chasers and meteorologists able to spot the tornado as it approached Greensburg?*
- *What did 17-year-old Megan Gardiner do when she heard the tornado sirens? How did her family survive the tornado? According to Megan, what was it like when the tornado struck the house?*

Thinking Beyond the Text

Review the information under the heading “Tornado Warning” on page 52. Then ask:

- *Where in your home would you go to seek shelter from a tornado?*
- *What would you do if you were away from home during a tornado warning?*

Thinking About the Text

Have students page through the book. Ask:

- *Why do you think the authors discuss many tornados instead of focusing on just one? How does your understanding of tornados in general grow through each specific account?*
- *How does the authors’ inclusion of the graphs and charts on pages 21, 23, and 24–25 help you build a foundation for understanding the chapters that follow?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Greek and Latin Roots

Remind students that identifying a word’s root can help determine the meaning of unfamiliar words.

- Have students look at page 20. Point out that *tornado* comes from the Latin root *tornare*, which means “to turn.” Ask: *How could this help you understand the meaning of tornado if you have never seen the word before?*
- Explain that *meteorologist* comes from the Greek root *meteorologia*, meaning “discussion of celestial phenomena.” Discuss how knowing this root leads to a better understanding of what meteorologists do.

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

Develop Fluency

Have students practice reading with fluency by reading aloud one of the firsthand accounts as if the students themselves had experienced the storms. Remind students to reread sentences or paragraphs that are particularly challenging. Invite volunteers to read their selections aloud.

Expand Oral Language/Conversation

Talk About Severe Weather Choose and discuss one of the graphs or charts from the book. Point out that the same information, written as text, might be excessively long. Have students explain how that particular feature helps them understand the concept(s) better than a paragraph would.

Write and Respond to Reading

Write a Short Story Have students combine the authors’ third-person information about one of the tornados with one of the survivor’s firsthand accounts to write a short story about what it was like to survive that tornado. Encourage them to use strong verbs and vivid sensory detail. **(Narrative)**

Make a Safety Poster Have students make a poster telling people how to stay safe during a tornado, using information from the text. **(Informative/Explanatory)**

ELL Bridge

Have students use questioning to monitor their understanding of the text. Demonstrate how to pause after reading a page or chapter and ask themselves questions. For example, after reading page 7, have them ask themselves: *When did this tornado form? Where did this tornado touch down? How did people learn about the tornado?*

Connect Across Texts

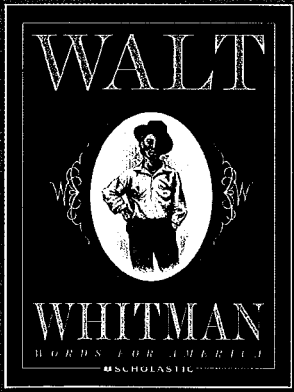
Baby Mammoth Mummy: Frozen in Time by Christopher Sloan

Both of these books show scientists in action and reveal the methods they follow. How do the photos in each book help readers gain a deeper understanding of the challenges scientists face?

Connect to the Internet

Share this website with students to continue to explore the subject of tornadoes: <http://www.ready.gov/tornadoes>.

Walt Whitman: Words for America



Summary & Standards

Summary: An accessible and engaging story of poet Walt Whitman, who used his experiences during the Civil War and fascination with words to capture “the voice of America.”

CCSS.ELA-Literacy: Analyze how two or more texts address similar themes or topics (CCRA.R9); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: Barbara Kerley
Genre: Biography
Text Type: Picture Book

Word Count: 250+
Themes/Ideas: analyzing how events affect people; noting how art reflects society

Genre/Text Type

Biography/Picture Book Remind students that a biography tells about important events in a real person’s life. Events are highlighted by illustrations.

Informational Text Features

Quotations The author weaves the details of the biography around the actual writings of the book’s subject, Walt Whitman. A list of quotations and their sources is provided at the end of the book.

Vocabulary

Academic Vocabulary

beckoned (p. 7): signaled; looked inviting
robust (p. 8): full of health and energy

Domain-Specific Vocabulary

apprentice (p. 2): person learning a skill or craft
politics (p. 5): activities of the government

Challenging Features

Text The poetry excerpts may be difficult for students to understand. Help them connect the quotations to the circumstances with which they are associated.

Vocabulary Students may be challenged by the author’s word choice and the use of quoted material. Encourage them to keep a dictionary handy.

Supporting Features

Text The narrative quality of this biography and the conversational sentence structures will keep readers’ attention and aid in comprehension.

Content The author makes clear connections between Walt Whitman’s experiences and his poetry.

A First Look

Discuss the book cover with students. Ask: *What do you think this book is about?* After establishing that it is a biography, have students predict when they think Walt Whitman lived. Ask: *What does the subtitle tell you about this person?*

Read and Analyze Informational Text Cite Textual Evidence

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

Analyze Information Between Texts

Point out that on pages 44–46, the author uses the Author’s Note to explain her sources and provide background and facts. Have students compare this information with the way the author conveys information in the biography itself. (Note: Book pages are not numbered. The title page is page 1.)

☉ (pp. 2–4, 44) *Compare the way information is given about Walt’s childhood on pages 2–4 and in the Author’s Note, “Walt.” Why did the author begin the biography with Walt at age 12?*

(pp. 15–16, 44) *How does Whitman’s observation of Lincoln compare with what you learn about Lincoln on page 44? How might Whitman’s early observations of Lincoln have influenced his later poem about Lincoln?*

☉ (pp. 21, 44) *Compare the descriptions on these two pages of how Walt felt about the Civil War. Which page gives more personal background? After reading page 44, what else do you know about Walt’s feelings about the war?*

Praise students for specific use of “Behaviors to Notice and Support” on page 116 of the *Guided Reading Teacher’s Guide*.

LEVEL
W

Develop Comprehension

Thinking Within the Text

As you read the text, invite students to consider how the Civil War affected Whitman's life, and how his choices were shaped by his inability to serve in the army.

Thinking Beyond the Text

Talk about Walt's reaction to Lincoln's death. Then ask:

- *How do you think Walt's poetry might have helped people face this tragedy?*
- *How does poetry help readers connect to events in their lives?*

Thinking About the Text

Have students compare the illustration on pages 36–37 with the one on page 39. Ask:

- ✦ *How does the design of each illustration reflect the text on the page?*
- ✦ *What emotions does the illustrator want readers to feel when viewing these pages?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Word Choice

Remind students that an author's choice of words affects how the reader visualizes and understands details in a text. Concrete words are specific and precise. They give details that readers can picture.

- Have students reread page 6. Point out that the author could have stated that Walt liked to observe different kinds of people. Instead she uses a variety of precise nouns to name people: *celebrities, millionaires, shopkeepers, stagecoach drivers, and policemen*. Discuss how each of these nouns helps readers visualize what Walt saw and illuminates the idea of "ordinary Americans."
- Repeat the process with page 10, this time noting the variety of verbs the author uses to describe the activities Walt did and saw: *scribbled, riding, chugged, jerking, swaying, jounced, steaming, hoeing, and huddled*.
- Invite students to look for other concrete words that both the author and Walt used.

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

Develop Fluency

Select a section of the text that includes Whitman's poetry. Model reading it aloud with expression and emotion, emphasizing both the author's and Whitman's choice of vivid words. Invite partners to take turns reading the poem to each other, switching back and forth, one line at a time.

Expand Oral Language/Conversation

Talk About Inspiration Point out that Walt's observations of people were the basis of his poems. His poetry expressed his feelings. Have students discuss ideas or events in the book that they might like to research more or write about.

Write and Respond to Reading

Write an Interview Have students pretend they are a reporter interviewing Walt Whitman after the Civil War. Have them write a set of interview questions and then craft responses as though Walt were answering, based on what they learned from the text. **(Informative/Explanatory)**

Write an Advertisement Have students reread some of Walt's poems (pp. 46–48) and then write an advertising flyer that promotes his book of poetry. Remind students that they should choose words that reflect what the book contains and help persuade readers to buy the book. **(Opinion)**

ELL Bridge

Have students preview each illustration and "tell a story" about what they see. Then read aloud the text, asking them to listen for details that match the story they told about the illustration.

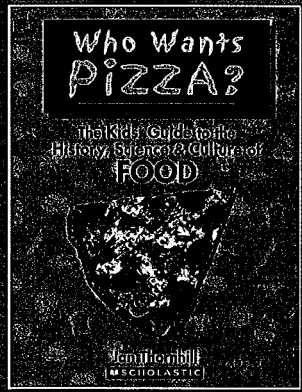
Connect Across Texts

Marian Anderson by Victoria Garrett Jones
Both Anderson and Whitman changed America. Invite students to use examples from the text to show how an artist can use his or her work to help change people's minds and hearts.

Connect to the Internet

Have students explore other poets and forms of poetry at <http://www.poetryarchive.org/childrensarchive/home.do>. Students can listen to audio recordings of poems, read interviews with poets, look up poems by topic or category, and submit their own poetry.

Who Wants Pizza?



Summary & Standards

Summary: Bite-sized boxes of information tell about the biology, ecology, and economics of the various foods we eat.

CCSS.ELA-Literacy: Delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: Jan Thornhill

Word Count: 250+

Genre: Informational Text

Themes/Ideas: understanding food science; analyzing nutritional information

Text Type: Magazine Format

Genre/Text Type

Informational Text/Magazine Format Remind students that informational text has facts about a topic. Specific information is provided in a magazine format with text boxes.

Informational Text Features

Text Boxes The bulk of the book's information is presented in single paragraphs under bold headings.

Vocabulary

Academic Vocabulary

beneficial (p. 20): helpful, favorable
digestive (p. 10): relating to the body's ability to break down food

Domain-Specific Vocabulary

pasteurized (p. 42): treated with heat to remove elements dangerous for humans to eat
water-soluble (p. 8): able to dissolve in water

Challenging Features

Text Pages include many text boxes. Explain that each box contains specific information and that boxes on the same page have related information.

Content Information and photos about animal diseases and slaughter may be disturbing to students.

Supporting Features

Text Headings pull together all the information on a page. Engaging subheadings invite students to read.

Vocabulary A glossary with text-specific words is provided at the back of the book.

A First Look

Discuss the title and cover photo. Say: *The subtitle says that the book is a guide to the history, science, and culture of food. Ask: What might pizza have to do with the history, science, and culture of food? Then say: What people use for food and how they produce it have changed throughout history. This book tells how science and culture influence food production and the food choices we make.*

Read and Analyze Informational Text Cite Textual Evidence

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

Understand and Evaluate Arguments

Explain that authors of informational text provide evidence to support their claims and arguments.

⦿ (p. 5) *Which of these questions will have factual answers? Which ones could the author write an argument about?*

(pp. 42-43) *What does the author mean by the heading "Sort-of Foods"? What claims does she make about processed foods?*

(pp. 44-45) *What facts has the author chosen to show that some foods are dangerous? What does she think people need to improve?*

⦿ (pp. 56-57) *What problems does the author bring up on these pages? What solutions does she describe? What further action does she call for?*

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide*.

LEVEL W

Develop Comprehension

Thinking Within the Text

Have students revisit the questions the author poses on page 5.

- *Does the author address these questions? Where can we find the information that answers each one?*
- *Summarize what the author would say if she was asked these questions.*

Thinking Beyond the Text

Discuss the influence of geography on food. Have students cite text evidence to support ideas. Ask:

- *What land features affect the kind of food available to people?*
- *How has transportation changed the effect of geography on people's diets?*

Thinking About the Text

Discuss the book's structure and format. Ask:

- ❖ *Look at the table of contents. How does the author organize the text?*
- ❖ *How are topics presented? How does the use of visual devices help convey the book's message?*

Phonics and Word-Solving Strategies

Multisyllabic Words

Tell students that when they come across a long, unfamiliar word, they can break it into syllables to read it more easily. Explain that they can also use this strategy for technical terms they encounter. Explain that students are not expected to be familiar with all of these terms, but they can break words into syllables to read them and to aid understanding.

- Write the word *micronutrients* (p. 8). Break the word into syllables: *mi/cro/nu/tri/ents*. Explain: *At first glance, I'm tempted to skip this word and keep reading. But if I break the word into syllables, I see that it's not that hard to pronounce. I know how to pronounce the prefix micro- and the base word nutrient. This helps me pronounce and understand the word.*
- Repeat with the words *microorganism*, *monosodium*, and *glutamate*.

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

Develop Fluency

Model fluent reading of a paragraph from the book, stressing pauses at punctuation and chunking text in long sentences. Then have students take turns rereading the paragraph with partners.

Expand Oral Language/Conversation

Talk About Nutrition Have students differentiate between junk foods and healthful foods that they eat regularly. Ask: *What makes junk food taste good? What about it is bad for you? Which is easier to buy, junk food or healthful food? Can you think of ways to add more healthful food to what you eat?*

Write and Respond to Reading

Write a Summary Have students pick a food item pictured in the book and research information about it, including its history, which cultures enjoy it, how it reaches consumers, and its nutritional value. Have students write a paragraph summing up their findings. **(Informative/Explanatory)**

Write an Editorial Have students choose a topic from the "Food for Thought" section of the book. Have them think about the issue and then write a two- or three-paragraph editorial stating their opinion and suggesting solutions. Students may want to conduct additional research to find support for their claims. **(Opinion/Argument)**

ELL Bridge

Select two facing pages and have students read the heading and introductory text. Then have them write three bulleted facts or details culled from the body of the text. Ask students to read aloud their bulleted lists in small groups and help each other develop a better understanding of the text.

Connect Across Texts

King George: What Was His Problem? by Steve Sheinkin

Both authors use an informal tone and small chunks of information to help readers draw conclusions about a topic. Why might an author choose to present information in this manner?

Connect to the Internet

The USDA now recommends the "Healthy Eating Plate" instead of the food pyramid. Have students learn which foods make up a healthful diet at: <http://www.choosemyplate.gov/food-groups/>.

Wonderstruck



Summary & Standards

Summary: In two entwining stories set fifty years apart, Ben and Rose both go in search of family and each find something more surprising that connects their lives.

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

Author: Brian Selznick

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: using artifacts to find family roots; overcoming loss

Text Type: Graphic Novel

Genre/Text Type

Historical Fiction/Graphic Novel Remind students that historical fiction is a made-up story based on historical times and events. The illustrations add to this graphic-novel story line.

Text Features

Illustrations Illustrations are clustered together in sections, unfolding in story form, making Rose's story easier to follow.

Vocabulary

Academic Vocabulary

illuminated (p. 25): lit up

scavenged (p. 19): collected from discarded things

Domain-Specific Vocabulary

curator (p. 98): gatherer of a collection of things

disintegrated (p. 308): broke apart into small bits

Challenging Features

Text Students may be challenged by the setting changes or by details provided only through pictures. Have students retell Rose's story by summarizing the illustrations as they go.

Content Students may not understand how isolating deafness was for Rose in 1927. Explain that there were far fewer opportunities for people with disabilities in the time in which the story is set.

Supporting Features

Text Detailed description and realistic dialogue engage students in the parallel plots.

Vocabulary The action is highly interesting and the language is easy to follow.

A First Look

Show students the cover and discuss the title.

Ask: What does it mean to be wonderstruck? Then discuss the illustrations on the front and back covers. Say: These look like covers for two different books. Let's find out how two stories become one and if you're wonderstruck when reading the book.

Read and Analyze Literature Cite Textual Evidence

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

Compare Visual Elements With Text

Point out that when a story is told in words, readers picture the action in their minds. When a story is shown in pictures, readers "write" the story itself in their minds in order to understand it.

⊗ (pp. 4–17) *How does the sequence of wolf illustrations before the text begins connect to the beginning of the story? How do these pictures help readers understand Ben's dream?*

⊗ (pp. 226–231) *How does the author connect Ben's story to Rose's story here? How does the illustration on page 231 help you visualize how Ben is feeling as well as Rose?*

(pp. 407–423) *How does the author use text and pictures to build suspense? How does Ben's situation compare to Rose's?*

(pp. 492–493) *How does the author focus the reader's eye on the woman? Who is she?*

Praise students for specific use of "Behaviors to Notice and Support" on page 116 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Both Ben and Rose run away from home. Ask:

- ❖ *What causes each child to run away?*
- ❖ *Do Ben and Rose find what they are looking for? Use examples from the text to explain your answer.*

Thinking Beyond the Text

Discuss what Ben and Rose have in common and how loss—of their mothers and of their hearing—causes them to search out a place where they truly belong. Then ask:

- *What causes people to feel isolated and alone, even if they are surrounded by other people?*
- *How does the author use these ideas of loss and isolation throughout the book?*

Thinking About the Text

Have students think about the two ways the author tells the story. Ask:

- ❖ *How are Ben's feelings and Rose's feelings illustrated for the reader? Point to examples.*
- *Which way is more effective in telling the story? Explain why you think so.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Multisyllabic Words

Remind students that a syllable is a word part with one vowel sound. Point out that students can break down a long word into syllables to help them read it.

- Write *indentation* (page 126) on the board and model reading it as you divide it into syllables (in-den-ta-tion). Have students repeat each syllable sound and then blend them together. Then ask them to read the word in context.
- Repeat with *fluorescent* on page 242 (fluo-res-cent) and *mechanical* on page 405 (me-chan-i-cal).
- Ask volunteers to find other multisyllabic words to break down.

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

Develop Fluency

Use pages 96–99 to model the differences between reading text with formal and informal language. Explain that the italics show text from a book that uses more formal language. Model how you slow your pace and enunciate differently when reading formal text such as this. Have partners reread the pages to each other in a similar manner.

Expand Oral Language/Conversation

Talk About Collections Discuss what Ben and Rose collect and what these things mean to them. Have students identify the types of things people collect and why. Then have them share some of their own collections and how they got started.

Write and Respond to Reading

Write a Description Have students imagine they are curators in charge of constructing their own “Cabinet of Wonder.” Ask them to choose several objects they would like to collect and then write a paragraph for each one, telling why it is a part of the collection. **(Opinion/Argument)**

Write a Letter Tell students to imagine they are planning a trip to New York City. Have them write a letter to Rose or Ben, asking to meet with them to see some sights of the city. Have students pick locations described in the book as places they want to visit and tell Rose or Ben why they would like to see these places. **(Opinion/Argument)**

ELL Bridge

Use two story maps to help students summarize the dual plotlines in the book as they read. Title one story map: *Rose's Story*, and the other: *Ben's Story*. Have students refer to the story map as needed to keep track of the dual plotlines.

Connect Across Texts

The Apothecary by Maile Maloy

In *The Apothecary* a boy named Benjamin discovers his family history and the value of an ancient book. How does his quest compare with Ben Wilson's in *Wonderstruck*?

Connect to the Internet

Invite students to conduct their own explorations at the American Museum of Natural History at <http://www.amnh.org/explore>. Students can use an interactive map to retrace some of the places visited by the story characters.