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Almanac

Level W

Text Type: Almanac

Summary: This almanac excerpt explains how law enforcement officers use fingerprints to solve crimes, lists several famous unsolved crimes, and explains the concept of “innocent until proven guilty.”

Themes/Ideas: understand the history and use of fingerprints in crime solving; learn about several famous unsolved crimes; recognize that in the United States, an accused person is “innocent until proven guilty”

Informational Text Features: text boxes, illustration, labels, chart, headings, photos

Academic Vocabulary:

- **techniques:** methods of accomplishing a task
- **laced:** mixed, intertwined
- **institution:** the act of starting or establishing something, such as a law, practice, or procedure

Domain-Specific Vocabulary:

- **society:** a community of people who all live under the same laws
- **suspects:** people thought to have committed a crime
- **guilt:** the fact of having broken the law or done something wrong
- **amendment:** an addition to a law or bill

Fighting Crime



Focus Question: How do law enforcement officers work to solve crimes, and what happens when they fail?

First Reading

Read the title and the introductory text at the top of the page. Have students preview the text and its features. Draw students' attention to the fingerprint illustrations, the chart, and the photographs. For the first reading, have students read through the text on their own. Then discuss the main idea of each section.

Guided Close Reading

Key Ideas and Details *What is a crime? What is the relationship between laws and crimes? How often are crimes committed in the United States?* ❶

Author's Craft *What facts does the author give to support the statement that fingerprinting is one of the oldest identification techniques?* ❷

Key Ideas and Details *How has technology advanced fingerprinting techniques?* ❸

Text Feature *Which text feature shows who first identified the four basic fingerprint patterns? How does the presentation of its title relate to the content? How do the illustrations and labels add to the effectiveness of the text?* ❹

Think Aloud *The text box with the title “Take a Look” identifies Edward Henry of Scotland Yard as the person who first identified the four basic fingerprint patterns. The letter Os in the word LOOK resemble eyes that look down on the text and illustrations. The text does not describe the types of fingerprint patterns, so the illustrations and labels help me understand the differences between types of fingerprints.*

Vocabulary *The author writes that seven people died after taking Tylenol “laced with cyanide, a deadly poison.” What does laced mean? How does knowing the meaning of laced help you understand the results of the events in Chicago in 1982? How did this lead to a solution to the problem of tampering?* ❺

Think Aloud *Laced means mixed together. That means the “pain-relieving pills” were mixed with the deadly poison cyanide, which is what killed people in Chicago in 1982. Although no one was ever arrested for this crime, it led to tamper-proof seals on medicines.*

Make Inferences *What does the phrase “innocent until proven guilty” mean? How does it apply to law enforcement in the United States? In other countries? What can you infer about its importance in our judicial system?* ❻

Connect Ideas *The author gives many statistics about numbers of crimes. How does this chart showing cases still unsolved relate to those statistics?* ❼ ❽

An almanac is a reference book that gives facts about different subjects. These almanac excerpts are about fighting crime.

Fighting Crime

1

A crime is the act of breaking a law. Stealing something, hurting someone, or destroying the property of others are all crimes because there are laws in our society forbidding us to do these things. Laws protect people. However, as long as there are laws, there will be people who break them. In 2002, the FBI reported that there was a crime committed in the United States every 2.7 seconds. That adds up to 11,680,000 crimes a year—and lots of criminals to catch.

Fingerprints Point the Finger

2

To identify suspects and establish guilt, law enforcement officers use a variety of crime-solving techniques. One of the oldest identification techniques is fingerprinting. In eighth-century Japan, a thumbprint was a legal substitute for a signature. Even earlier, a murder in ancient Rome was supposedly solved by matching a bloody handprint at the crime scene with a suspect's.

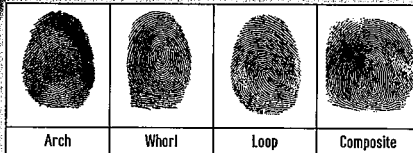
3

Today, computer technology has turned an ancient technique into a high-tech tool. Prints are digitally scanned into a massive crime-scene database called the Integrated Automated Fingerprinting Identification System (IAFIS), which contains the prints and criminal history of over 70 million people.

TAKE A LOOK

Edward Henry, of England's famous Scotland Yard, identified the four basic patterns in fingerprints in the late nineteenth century. Which patterns are in your fingerprints? How about your relatives' and friends' prints? Use a magnifying glass for the best view.

4



Arch

Whorl

Loop

Composite

5

Cases Not Yet Cracked

Not every crime can be solved. In these famous cases, the criminals were either never caught or never identified.

YEAR	SUSPECT	CITY
1888	Jack the Ripper	London, England
The real identity of one of history's most famous serial killers has never been proved, although there have been many suspects—including the grandson of Queen Victoria. The killer named himself Jack the Ripper in letters to the police.		
1971	D. B. Cooper	Between Seattle, WA, and Portland, OR
After hijacking a plane and receiving \$200,000 in ransom money, Cooper boarded another plane and parachuted out a rear door with 20 pounds of cash strapped to his body. Some of the money was later found, and a parachute turned up in 2008, but there has been no trace of Cooper himself.		
1982	Unknown	Chicago, IL
Seven people died after swallowing Tylenol pain-relieving pills that someone had laced with cyanide, a deadly poison. The criminal was never caught, but the incident led to the institution of tamper-proof seals on medicines.		
1990	Unknown	Boston, MA
Two men slashed 13 paintings worth \$300 million out of their frames at the Gardner Museum in Boston, Massachusetts, and walked out with them. Security guards had let the men in because they were wearing police uniforms.		



Innocent Until Proven Guilty

Even if you are suspected of committing a crime, as a citizen of the United States you have rights. You're protected by the 14th amendment of the U.S. Constitution:

"Nor shall any state deprive any person of life, liberty, or property, without due process of law."

In other words, anyone accused of committing a crime is considered legally innocent until proven guilty. In certain other countries, it's the other way around: you're presumed guilty and have to prove your innocence.

6



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 organizes the almanac pages with several different boxes. How does this format help the reader understand the text?
- How has crime solving changed over history? Explain both old and new techniques described in the text to support your answer.
- Mystery novels, television shows, and movies about crime solvers are always popular. What did you learn from the almanac that's different from what you read or see in fictional adaptations?

Write About Reading

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

- What methods do law enforcement workers use to solve crimes? Are all crimes solved? Support your answer with details from the almanac. **(Informative/Explanatory)**
- Do the advances in fingerprint technology make it easier to establish guilt? Write a short opinion paragraph, supporting your answer with evidence from the almanac. **(Opinion)**

Connect to the Internet

To read more about how crimes are solved, students can go to www.usmarshals.gov/usmsforkids/fingerprint_history.htm and www.fbi.gov/fun-games/kids/kids-investigate.

Diary

Level W

Text Type: Diary

Summary: These pages are a first-hand account of The Great Fire that ravaged London in 1666, as told by Samuel Pepys.

Themes/Ideas: understand why The Great Fire was so devastating; gain insight into life in seventeenth-century London

Informational Text Features: paintings

Academic Vocabulary:

- **endeavoring:** trying or intending to
- **loath:** hesitant or unwilling
- **apace:** quickly
- **horrid:** very bad and shocking

Domain-Specific Vocabulary:

- **pitch:** a dark, sticky substance used in constructing roofs
- **discoursing:** talking
- **lamenting:** expressing grief

The Great Fire

From *The Diary of Samuel Pepys*



Focus Question: Why was London's Great Fire of 1666 an important historical event?

First Reading

Share that this diary entry is a first-hand account of The Great Fire that tore through London, England, in 1666. Note that the author Samuel Pepys was a Member of Parliament at this time and had been asked by the king to organize efforts to fight the fire. As needed, clarify the meaning of archaic language. Have students read the text on their own. Then discuss the ideas Pepys shares.

Guided Close Reading

Text Structure *What kind of text structure does Pepys use? Why is it appropriate for a diary entry? How does it help you understand the information he gives?*

①-⑦

Think Aloud *Pepys uses chronological structure. This makes sense for a diary entry because it emphasizes the order in which events happened. This helps the reader imagine what it was like to live through The Great Fire.*

Key Ideas and Details *On the night of the fire, Pepys is awakened by maids. What does this detail suggest about the author of this diary entry? What other details in the text support your inference?* ①

Author's Craft *In the second paragraph Pepys uses both present and past tense verbs. What effect does this use of tenses have on the reader?* ②

Think Aloud *The present-tense verbs that tell what people are doing during the fire help readers feel a sense of urgency as the fire burns. The past-tense verbs let the reader know that Pepys must have survived the fire if he could describe what happened after the fact.*

Illustrations and Text *Look at the painting of the fire. How does it work with the text to help you understand the seriousness of The Great Fire?* ② ③

Words and Phrases in Context *Pepys relays the king's command to pull down houses to the mayor who reacts to the message "like a fainting woman." What does the phrase suggest about Pepys's opinion of the mayor and his helpfulness? Why was "pulling down houses" so important in trying to stop the fire?* ④ ⑤

Make Inferences *Pepys reports that few boats carried many household items. What does this fact tell you about Londoners' efforts to save their homes and belongings?* ⑥

Author's Craft *What does Pepys describe in the last paragraph? What words and phrases help you imagine what he saw, felt, and heard?* ⑦

The Great Fire

In 1666, an enormous fire swept through the city of London, England. The Great Fire, as it is called, was observed firsthand by Samuel Pepys, a Member of Parliament. Pepys's diary entry on the Great Fire is full of details and personal insights around this historic event.

September 2, 1666

Some of our maids sitting up late last night [...] called us up about three in the morning, to tell us of a great fire they saw in the City. So I rose [...] and went to her window; and thought it to be on the back-side of Marke Lane at the furthest, but being unused to such fires as followed, I thought it far enough off; and so went to bed again, and to sleep. [...] By and by Jane comes and tells me that she hears that above 300 houses have been burned down tonight by the fire we saw, and that it is now burning down all Fish Street, by London Bridge.

[...]

Everybody endeavoring to remove their goods, and flinging into the river, or bringing them into lighters that lay [offshore]; poor people staying in their houses as long as till the very fire touched them, and then running into boats, or clambering from one pair of stairs by the waterside to another. And among other things, the poor pigeons, I perceive, were loath to leave their houses, but hovered about the windows and balconies, till they burned their wings, and fell down.

[...] the King commanded me to go to my Lord Mayor from him, and command him to spare no houses. At last met my Lord Mayor [...]. To the King's message, he cried, like a fainting woman, "Lord! what can I do? I am spent; people will not obey me. I have

been pulling down houses; but the fire overtakes us faster than we can do it." That he needed no more soldiers; and that, for himself, he must go and refresh himself, having been up all night. So he left me, and I him, and walked home; seeing people all almost distracted, and no manner of means used to quench the fire. The houses, too, so very thick thereabouts, and full of matter for burning, as pitch and tar, in Thames Street; and warehouses of oil, and wines, and brandy, and other things.

Met with the King and Duke of York in their barge, and with them to Queenhith, and there called Sir Richard Browne to them. Their order was only to pull down houses apace, and so below bridge at the waterside; but little was or could be done, the fire coming upon them so fast. Good hopes there was of stopping it at the Three Cranes above, and at Buttolph's Wharf below bridge, if care be used; but the wind carries it into the City, so as we know not by the waterside what it do there.

[...] The churches, houses, and all on fire, and flaming at once; and a horrid noise the flames made, and the cracking of houses at their ruin. So home with a sad heart, and there find everybody discoursing and lamenting the fire; so as we were forced to begin to pack up our own goods, and prepare for their removal; and did by moonshine [...] carry much of my goods into the garden, and Mr. Hater and I did remove my money and iron chests into my cellar, as thinking that the safest place. [...] So great was our fear, as Sir W. Batten hath carts come out of the country to fetch away his goods this night. [...]



NOTE: [...] indicates that text has been omitted.

Revisit the Text: Ideas for Discussion

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

- How do the point of view used in the text and the descriptions reflect that this text is a diary entry?
- Pepys says that he saw "no manner of means used to quench the fire." Why do you think that people did not attempt to quench or put out the fire?
- How does The Great Fire compare to other fires or natural disasters you know about? How does the information you learned support or challenge what you already knew about such disasters?

Write About Reading

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

- Why do you think Pepys wrote this diary entry? Write a well-developed paragraph in which you state an opinion about the author's purpose and support it with details from the text about the historical importance and impact of the fire. **(Opinion)**
- Pepys's diary entry is a personal account. How might the information be different if it were written for history students? Use details from the text to summarize information about The Great Fire for a history textbook. **(Informative/Explanatory)**

Connect to the Internet

To read more about The Great Fire, direct students to these webpages: www.london-fire.gov.uk/greatfirefullstory.asp and <http://collections.museumoflondon.org.uk/Online/group.aspx?g=group-17548>.

Essay

Level W

Text Type: Essay

Summary: This essay presents several leading scientific theories that explain the extinction of the dinosaurs.

Themes/Ideas: recognize that no single theory definitively explains dinosaur extinction; understand leading explanations of why dinosaurs became extinct

Informational Text Features: headings, subheadings

Academic Vocabulary:

- **populations:** groups of similar animals that live in a particular place
- **intermingle:** mix together
- **evidence:** proof, data, or facts to support an idea
- **accelerated:** sped up

Domain-Specific Vocabulary:

- **species:** a group of related animals that is smaller than a genus
- **extinct:** having no more living members of a group
- **theory:** idea or group of ideas used to explain a topic or event
- **geologist:** one who studies rocks and soil to learn about Earth and its history

What Killed the Dinosaurs?



Focus Question: How do scientists explain the mass extinction of dinosaurs that occurred about 65 million years ago?

First Reading

Introduce the essay and point out the headings and subheadings. Note that the writer includes several explanations for what happened to the dinosaurs, since no one knows exactly what happened. Have students read the essay on their own. Then discuss the information about the extinction of dinosaurs.

Guided Close Reading

Vocabulary *What does extinct mean? How does the information in the introduction help you understand the meaning of the word?* ❶

Key Ideas and Details *The first idea about extinction has to do with asteroids. What details does the author include that make the Impact Theory a logical one?* ❷ ❸

Author's Craft *Under the subheading "Volcanoes," how does the author show different points of view? Why is this a fair way to present information?* ❹

Compare and Contrast *What do all three theories—"Climate Change and Disease," "Supernova," and "Dining on Dinosaur Eggs"—have in common? What are the strengths and weaknesses of each theory?* ❺ ❻ ❼

Text Features *What text features does the author use to organize the information in the essay? How do these features help orient the reader and make the information easier to understand?* ❽ - ❾

Think Aloud *The author uses headings and subheadings to organize the information in the essay. These text features are in bold. The larger headings introduce main topics, and the smaller headings introduce subtopics. These text features help the reader find specific information on a topic or subtopic, and group information logically to make it easier to understand.*

Connect Events *In which section of the essay does the author draw a connection between more than one global, or worldwide, event? What is the relationship between the events the author discusses?* ❿

Think Aloud *In the essay's "Conclusion," the author states that "a series of volcanic eruptions and asteroid impacts" changed Earth's climate and may have eventually led to the extinction of the dinosaurs. These global events were separate causes that worked together to create an effect.*

Author's Purpose *What is the author's purpose for writing this essay? How does the author develop his or her point of view?* ❶ ❹

What Killed the Dinosaurs?

1 Since life began on Earth, countless numbers of plant and animal species have come and gone. In fact, most species that have ever lived on Earth are now extinct.

Extinction occurs when the last living member of a plant or animal species dies. Once it has become extinct, that species will never be found alive on Earth again. One of the most famous examples of extinction is the dinosaur. Many types of dinosaurs had already flourished and faded during their 135 million years of dominance on land, but in the late Cretaceous Period—about 65 million years ago—the dinosaurs disappeared completely.

No one knows exactly what happened. But scientists have suggested several explanations.

Ideas About Dinosaur Extinction

2 Most scientists are convinced that the death of the dinosaurs resulted from some kind of devastating event. A number of these ideas, or theories, have been proposed to explain how these animals suddenly died out over a relatively short period of time.

Asteroids

3 In 1980, the American physicist Luis Alvarez and his geologist son, Walter, came up with the Impact Theory. The two scientists suggested that an asteroid, an enormous rock from outer space, had struck Earth at the end of the Cretaceous Period.

According to this theory, when the asteroid hit Earth, it released a giant cloud of dust into the atmosphere. The cloud blocked the sunlight and darkened the sky for years. All plant life was destroyed, leaving the plant-eating dinosaurs without a food supply. The death of the plant eaters led to starvation of the carnivorous, or meat-eating, dinosaurs as well. The Alverezes believe that most dinosaurs died off within a year or so after the disaster.

Many scientists agreed with the Impact Theory. There seems to be a great deal of reliable data that support an asteroid collision.

Volcanoes

4 According to geologist Dewey McLean, one of the greatest volcano episodes in Earth's history was the Deccan Traps event. About 65 million years ago, volcano eruptions flooded over a million square miles of the area we know today as India.

Earth was surrounded by a dark cloud of debris, which triggered eventual mass extinctions. However, this theory doesn't explain why many small mammals and marine plants and animals survived.

5 Climate Change and Disease

Another explanation suggests that a drop in sea levels caused land to rise from the ocean. Previously separated dinosaur populations were able to enter new lands, intermingle and, perhaps, spread fatal diseases. Some experts believe that insects caused these diseases. This suggestion is based on evidence gathered from insects that were preserved in amber. However, the theory does not explain where the sea levels dropped or why small mammals were spared from the new diseases.

6 Supernova

Some people believe that a supernova—an exploding star—covered Earth with radiation that killed off the dinosaurs. This theory is difficult to support, since no evidence has ever been found of such an event. In addition, for the radiation to have penetrated the atmosphere, the supernova would have destroyed all living things. Yet many plants, insects, small mammals, and marine plants survived.

7 Dining on Dinosaur Eggs

Some people believe that small mammals ate enough dinosaur eggs to have caused dinosaur extinction. Scientists do not think so. Dinosaurs had already managed to successfully defend their nests and survive for millions of years.

8 Conclusion

Experts are slowly realizing that one theory cannot fully explain the dinosaurs' disappearance. The real story is probably more complicated.

Scientists are still discovering new evidence and information that can help them piece together a picture of what happened: Gathered together, the evidence is beginning to suggest that the worldwide ecosystem had been weakened and stressed for a long time, and that the extinctions were the result of multiple causes.

Earth's climate was changing. It may have been accelerated by a series of volcanic eruptions and asteroid impacts, which would have blocked out the sun and stopped plants from growing. Perhaps the resulting lack of food weakened dinosaurs and made them more open to diseases.

In any event, when the dinosaurs died out, other animals—particularly mammals and, eventually, we humans—were given a chance to flourish.

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.

- Which explanation does the author give the most credit to? How does the author signal that one explanation is more or less believable than another?
- What events are mentioned that had a negative effect on plant life? What events are mentioned in which other kinds of life besides dinosaurs played a key role?
- What animals do you know of that are now extinct? In what ways is the extinction of the late Cretaceous Period unique?
- Why does the author give several explanations for what happened to dinosaurs?

Write About Reading

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

- How do scientists explain the mass extinction of dinosaurs that occurred about 65 million years ago? Make a chart describing the five theories of dinosaur extinction presented in the essay. Include key facts and details about each one. **(Informative/Explanatory)**
- Which explanation presented in the essay would you most like to learn more about? Write a paragraph explaining your choice. Support your opinion with details from the text. **(Opinion)**

Connect to the Internet

To further students' understanding of theories regarding the extinction of the dinosaurs, go to www.pbs.org/wgbh/evolution/extinction/dinosaurs/ and www.npr.org/2013/02/07/171170142/fresh-clues-in-dinosaur-whodunit-point-to-asteroid.

Guidebook

Level W

Text Type: Guidebook

Summary: These pages are about Angel Falls and the Amazon River, two amazing South American landmarks.

Themes/Ideas: learn about Angel Falls and the Amazon River; comprehend why these natural wonders are so remarkable

Informational Text Features: maps, photos, text boxes, headings, bullets, lists

Academic Vocabulary:

- **immense:** very large
- **teems:** is filled to the point of overflowing
- **exotic:** unusual

Domain-Specific Vocabulary:

- **plateau:** a large, flat piece of land that is higher than the land that surrounds it
- **civilization:** a highly developed and organized society
- **conquistador:** a sixteenth-century Spanish soldier and explorer whose goal was conquering other lands
- **indigenous:** native to a specific area

South America's Extreme Sites



Focus Question: What are some fascinating characteristics about the South American landscape?

First Reading

Point out that these pages come from a guidebook, which people would carry with them when they travel. For the first reading, have students work through the text on their own. Then discuss main points the author included about each site.

Guided Close Reading

Author's Purpose Review the introductory information about Angel Falls and the Amazon River. Why do you think the author chose to highlight these landmarks in a guidebook about South America? ① ②

Think Aloud Angel Falls is the highest waterfall, and the Amazon is the largest river. I think these are featured in the guidebook because travelers would want to see these wonders when they visit South America.

Vocabulary What is a plateau? How do the text description and photo of Angel Falls help you understand the meaning of the term? ③ ⑦

Key Ideas and Details What kind of information does the author include under "Discover"? Why is this information important to include in a guidebook? ③ ⑪

Text Feature Where are Angel Falls and the Amazon River? Based on the maps and details in the guidebook, do you think a traveler could visit both landmarks in the same trip? Why or why not? ① - ③ ⑨ - ⑪

Make Inferences How can a traveler explore Angel Falls and the Amazon River? What does this tell you about the area surrounding both landmarks? ⑤ ⑬

Text Feature What information is given as a "Fantastic Fact" for each landmark? How do these facts help you understand how remarkable Angel Falls and the Amazon River are? ⑥ ⑭

Think Aloud The "Fantastic Facts" tell me how much taller Angel Falls is compared to Niagara Falls and how long the fish in the Amazon can be. This helps me imagine how truly immense and unique these landmarks are.

Key Ideas and Details The guidebook suggests booking tours to visit Angel Falls and the Amazon River. How does the information in the Explore sections imply that it would be good to have a professional guide? ⑤ ⑥ ⑧ ⑬ ⑯

A guidebook is a reference book that you carry with you. These excerpts are from a guidebook about sites in South America.

ANGEL FALLS

HIGHEST WATERFALLS

Location: Venezuela
Height: 3,212 feet (979 m)

Discover

Located in the Canaima National Park in southeastern Venezuela, Angel Falls rush over the immense, flat-topped plateau called Auyán-Tepuí (Devil's Mountain). The falls drop down into Devil's Canyon, more than 3,000 feet (914.4 m) below.

The area teems with plant and animal life such as herons, macaws, and storks.

History

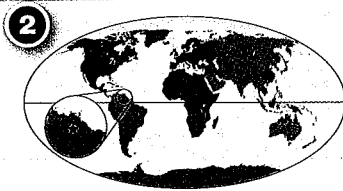
- American adventurer Jimmy Angel was the first nonnative person to discover the falls. In 1933, he flew his plane near the falls and landed on the plateau.
- Angel's plane got stuck on the plateau, so he hiked back to civilization. The falls were named for him.

Explore

- You will need to fly in a small plane, or use a boat, to get close to the falls.

If You Visit

You can book tours of Angel Falls that offer glorious views of the falls.



Fantastic Fact
Angel Falls is 15 times higher than Niagara Falls.

Most of the water turns to mist as it falls.

AMAZON RIVER

LARGEST RIVER

Location: South America
Volume of Water: 4.2 million cubic feet (118,930.8 cubic m) per second

Discover

Think of a mysterious place where beetles are as big as teacups and nearby trees are so tall that they block the midday sun.

Welcome to the Amazon River, the largest river in the world and the second-longest. The river begins in Peru and ends at the Atlantic Ocean in Brazil.

History

- In 1541, the Spanish conquistador Francisco de Orellana became the first European to sail the length of the Amazon River.
- Some historians believe that de Orellana gave the Amazon its name.
- Indigenous peoples have lived in the Amazon region long before the Spanish explorers arrived.

Explore

- Visit the Amazon by cruising on a riverboat, staying in jungle lodges, or camping along the riverbanks.
- The Amazon is home to jaguars, anacondas, piranhas, and countless other exotic animals and plants.
- Visitors can also experience the culture of the indigenous Amazon peoples.

Fantastic Fact
The world's largest freshwater fish lives in the river—the *Arapaima gigas*, up to 15 feet long.

The Amazon is so huge that it carries 20 percent of the world's freshwater.

If You Visit

Many different companies offer tours that launch from different points along the river in each country it passes through.

Revisit the Text: Ideas for Discussion

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

- How does the author organize information to make it easier to understand? What features were the most helpful?
- What information did you read that helps you imagine what it would be like to see Angel Falls or the Amazon River in person?
- What other remarkable world landmarks do you know? How do Angel Falls and the Amazon River compare to them?

Write About Reading

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

- Which landmark has more fascinating characteristics: Angel Falls or the Amazon River? Why? Write a well-developed paragraph that supports your choice with accurate details from the text. **(Opinion)**
- What characteristics do Angel Falls and the Amazon River have in common? How are they different? Make a chart to compare and contrast these famous landmarks. **(Informative/Explanatory)**

Connect to the Internet

To read more about Canaima National Park, where Angel Falls is located, visit <http://whc.unesco.org/en/list/701>.

To learn more information about the Amazon River, see http://wwf.panda.org/what_we_do/where_we_work/amazon/about_the_amazon/ecosystems_amazon/rivers/.

How-to

Level W

Text Type: How-to

Summary: These pages offer step-by-step instruction on how surfers find and catch a perfect wave.

Themes/Ideas: understand the steps in the surfing process; recognize surfing terms and jargon

Informational Text Features: text boxes, photos, numbered steps, headings, illustrations

Academic Vocabulary:

- **unique:** unlike anything else
- **etiquette:** appropriate behavior
- **transition:** process of changing from one thing to another
- **executing:** performing an action or set of actions

Domain-Specific Vocabulary:

- **paddle:** use hands and feet to move in water
- **buoyancy:** the ability to float in a liquid
- **swells:** smooth waves in a series
- **shoulder:** in surfing, the least steep part of a wave

How Surfers Catch a Wave



Focus Question: What steps do surfers follow when they go out to catch a wave?

First Reading

Read the title and explain what “catch a wave” means. If necessary, give background information on surfing. Point out the features of this how-to article. Have students read the text independently. Then discuss the main ideas about how to surf.

Guided Close Reading

Key Ideas and Details/Photos and Text Look at the text box that begins this how-to guide. Where is surfing most popular? What do these places have in common? How does the photo show that a person needs a lot of skill to catch a wave?

Text Structure What text structure does the author use to organize the information? Which text feature helps you identify the structure? ① - ③

Key Ideas and Details/Make Inferences What do surfers do before they get in the water? Why is studying wave shapes and sets important for surfers? What is the benefit of becoming familiar with the behavior of waves? ② ④

Think Aloud Surfers first need to find a suitable spot, considering whether rocks, reefs, or sandbars will affect how waves break. It is also good to gather information about an unfamiliar beach before surfing there. Surfers also need to know if a wave is “rideable.” Waves vary in power, direction, and timing of the break. Surfing is very exciting but also risky, and knowledge could save your life.

Photos and Text Is the surfer pictured in the photograph on the front of the card a beginner or an expert? How do you know? ①

Think Aloud The surfer in the photo is an expert. The text says that “a more experienced surfer will look for a wave shaped like an arc,” and the shape of the wave in the photo is an arc.

Words and Phrases in Context Why did the author choose the phrase “get paddling” to describe what surfers should do? Why is it a good choice for describing what a surfer must do? ④

Vocabulary Shoulder is a multiple-meaning word. How is it used in the context of surfing? How does the author clarify the meaning of the surfing term “ride the shoulder”? ⑦

Key Ideas and Details What kinds of pops do surfers use? What would happen if beginners tried to perform this move in the water before practicing on land first? ③

Words and Photos in Context Use the illustration and describe a duck dive. ⑤

Connect Ideas What do you think surfers think about as they wait in the lineup? ⑥

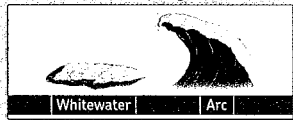
How Surfers Catch a Wave

Surf's up! The sport of surfing has become a popular pastime and lifestyle for people all over the world—particularly in California, Hawaii, and Australia. Just what does it take to stand triumphantly on your board after masterfully catching a wave? Obviously, it takes a LOT of practice. But it also takes a lot of thought.

Read on to discover how surfers set themselves up for “take-off” (riding a wave) by finding and catching the perfect wave.



1



- 2 **Study the shapes of the waves.** There are many different types of waves—some are more powerful than others, the direction can vary, and the timing of their breaking can differ greatly. So it is important that surfers be able to identify what a rideable wave looks like. A beginning surfer would do well to start learning on a broken whitewater wave, one where the foam continues to move toward the shore. A more experienced surfer will look for a wave shaped like an arc.

- 3 **Paddle out.** Once a surfer has checked out the wave shapes and habits, it's time to grab the surfboard and get paddling! The safest way to get through oncoming, breaking waves is to go to the right or left side, where the waves haven't quite broken yet. It's also possible to go straight through, but in that case, timing is critical. One tidbit of information that surfers keep in mind is that waves usually come in sets of three or four, so paddling out between sets is best.

Note on surfer etiquette: Surfers must be aware of all the other surfers, and whoever is closest to the crest rules the wave. A good surfer checks for other surfers and won't try to ride a wave if someone else is already there and nearer the crest.

- 1 **Find a suitable spot.** Every beach is unique, and it's hard to know just what lies beneath the water. Are there rocks, reefs, or sandbars that affect how the waves break? What information can the locals give about the safest place to surf? If the beach is unfamiliar, it is important to observe the waves and gather as much information as possible before plunging in.

- 4 **Duck-dive—if necessary.** There are, of course, those unavoidable times when the wave is about to break and the only thing to do is get under it. On a shortboard (a surfboard less than 7'6"), this situation calls for a duck dive. A duck dive involves the surfer's kneeling on one leg and pushing the nose of the surfboard down hard—which demands a lot of upper body strength—until the front of the board begins to go under. The surfer must then point her head down and let her body follow. Once the wave has passed, lying flat on the board will help create buoyancy and float the surfer back to the surface.



- 5 **Hang out.** A group of the surfers hanging out in the swells, waiting for a decent wave, is dubbed a lineup. The surfers usually face out to sea and sit on their boards with their legs dangling in the water. The aim is to pick the right wave to ride, find a spot, and wait your turn. When the right wave comes along, a surfer will turn the nose of the board in the direction the wave is traveling.

- 6 **Paddle like mad and ride the shoulder.** The best place to catch a wave is at the “shoulder,” the least steep part of the wave, where it hasn't quite broken yet. When that perfect wave rolls up, the surfer has to paddle like crazy and stick to the shoulder. At this point, he should be neither too far forward (he may pitch off the front) nor too far back (he'll miss his ride) on the board. The aim is to travel at the same speed as the wave itself.

- 7 **Pop up.** Now for the next challenge: moving from lying down on the board to standing up. This transition is called popping up, and there are two kinds of popping up that a good surfer will master. In the quick pop, the surfer hops up onto her feet to ride the wave. When it is not possible to do a quick pop, the surfer pops only as far as her knees. Surfers practice both kinds of pops on the beach before attempting them in the water—the moving surf is too unstable for learning these moves.



- 8 **Ride the wave.** The payoff for faithfully executing steps 1 through 7 is an exhilarating, thrilling, mind-blowing ride back to shore. There is nothing to match the feeling of catching the wave just right and ruling the waves . . . except, maybe, catching the NEXT wave!

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.

- Review the steps in the how-to process. Can any of the steps be reordered without changing the overall text structure? Explain.
- Surfing is popular all over the world. What details from the text help you understand why?
- What is the author's purpose for writing this text? Does the author primarily want to inform, persuade, or entertain readers? What details in the text help you determine the author's purpose?

Write About Reading

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

- Based on the information included in this how-to, would you want to learn to surf? If you already know how to surf, do you find this article helpful? Write a short opinion paragraph, supporting your answer with evidence from the text. **(Opinion)**
- In a brief paragraph, summarize the process surfers use to find and catch a wave. Make sure that your summary includes relevant information from each numbered section of the text. **(Informative/Explanatory)**

Connect to the Internet

For general beach safety tips, direct students to www.redcross.org/prepare/disaster/water-safety/beach-safety. To read about surfing, students can visit www.isasurf.org/isa-info/history-of-the-isa/.

Letter

Level W

Text Type: Letter

Summary: A young girl's letter to her teacher describes her summer and the beautiful places she has visited. What makes this letter extraordinary is that the student, Helen Keller, is deaf and blind.

Themes/Ideas: identify the purpose of the letter; identify sensory details

Informational Text Features: greeting, closing, signature, photos, captions

Academic Vocabulary:

- **in bloom:** flowering, with blossoms
- **roguish:** causing trouble in a playful way
- **fragrant:** having a pleasant smell
- **affectionate:** loving, caring

Domain-Specific Vocabulary

- **piazza:** a large porch of a home
- **typewriter:** a machine with keys for printing letters and symbols on paper
- **pupil:** student

To Miss Anne Mansfield Sullivan



Focus Question: How did Helen Keller enjoy her activities and surroundings when she was away from her teacher?

First Reading

Read the information in the box at the top of the page. Read the title and preview the front and back of the card, noting that these pages feature a letter and photos related to Helen Keller and Anne Sullivan's friendship. For their first reading, have students read through the text. Then discuss the thoughts and feelings Helen Keller shared in her letter.

Guided Close Reading

Key Ideas and Details *What details appeal to the sense of smell and of touch? How does Helen use these senses to describe her surroundings?* ❶

Connect Ideas *Why do you think Helen would be delighted to receive a (Braille) typewriter?* ❷

Author's Craft *Which words does Helen use to describe Mildred? How does her choice of words reflect how she feels about Mildred?* ❸

Draw Conclusions *What details does Helen give about the card she received? How do you think Helen was able to give such an elaborate description? Why is her awareness of her things surprising? What does this lead you to believe about Helen's character?* ❹

Connect Ideas *What does Helen mean when she says "I cannot know about many things, when my dear teacher is not here"? What does that sentence reveal about how much Helen relies on Anne? How does the text box support that?* ❺ ❻

Think Aloud *The sentence says that Helen cannot know about many things without Anne being there. The text box says that Anne is her teacher and taught Helen to spell words with her hands. Helen is deaf and blind, so she relies on Anne to describe what she sees and hears. Putting this information together shows that Helen relies a lot on Anne to connect her to the world around her.*

Make Inferences *Reread the first sentence of the letter and the last paragraph and closing. How does Keller begin and end her letter? What can you infer about Helen and Anne's relationship?* ❶ ❺ ❻

Text Feature/Connect Events *What information in the text box lets you know why Anne's teaching helped Helen so much?* ❼

Think Aloud *The information in the text box explains that Helen lost her sight and hearing at an early age and communicated by using some signs. When Anne Sullivan came, she taught Helen to spell words with her hands. With this training, Helen was able to go to school and earn a college degree.*

To *Miss Anne Mansfield Sullivan* was written by nine-year-old Helen Keller to her teacher, who was away for the summer. This was the first time Helen and Anne had been away from each other for an extended period of time.

Tuscumbia, Ala., August 7, 1889

Dearest Teacher,

I am very glad to write to you this evening, for I have been thinking much about you all day. I am sitting on the piazza, and my little white pigeon is perched on the back of my chair, watching me write. Her little brown mate has flown away with the other birds, but Annie is not sad, for she likes to stay with me. Faundryer is asleep upstairs, and Nancy is putting Lucy to bed. Perhaps the mocking bird is singing



Helen Keller at age 10, with her beloved teacher Anne Sullivan

them to sleep. All the beautiful flowers are in bloom now. The air is sweet with the perfume of jasmynes, heliotropes and roses. It is getting warm here now, so father is going to take us to the Quarry on the 20th of August. I think we shall have a beautiful time out in the cool, pleasant woods. I will write and tell you all the pleasant things we do. I am so glad that Lester and Henry are good little infants. Give them many sweet kisses for me.

What was the name of the little boy who fell in love with the beautiful star? Eva has been telling me a story about a lovely little girl named Heidi. Will you please send it to me? I shall be delighted to have a typewriter.

Mildred is the dearest and sweetest little maiden in the world. She is very roguish, too. Sometimes, when mother does not know it, she goes out into the vineyard, and gets her apron full of delicious grapes. I think she would like to put her two soft arms around your neck and hug you.

A gentleman gave me a beautiful card. It was a picture of a mill, near a beautiful brook. There was a boat floating on the water, and the fragrant lilies were growing all around the boat. Not far from the mill there was an old house, with many trees growing close to it. There were eight pigeons on the roof of the house, and a great dog on the step. Pearl is a very proud mother dog now. She has eight puppies, and she thinks there never were such fine puppies as hers.

I read in my books every day. I love them very, very, very much. I do want you to come back to me soon. I miss you so very, very much. I cannot know about many things when my dear teacher is not here. I send you five thousand kisses, and more love than I can tell. I send Mrs. H. much love and a kiss.



Young Helen Keller communicating with her teacher Anne Sullivan

From your affectionate little pupil,

HELEN A. KELLER

Helen Keller began life as a healthy child. At the age of 19 months, she became very ill. At that time she lost her ability to see and hear. She learned some signs to help her communicate with her family. When Anne Sullivan became her teacher, she taught her to spell words with her hands. After early schooling, she went on to be the first deaf and blind person to earn a college degree. Helen Keller's life's work included giving lectures and working for the American Foundation for the Blind.

Revisit the Text: Ideas for Discussion

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

- What is the writer's purpose in this text? Does Helen primarily want to inform, to persuade, or to entertain Anne? What details and word choice help you determine Helen's purpose?
- What details would you include in a summary of this letter? Which ones would you leave out?
- What did you learn about Helen Keller that you didn't know before? Which new piece of information was most surprising?

Write About Reading

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

- Write a summary that explains how Helen Keller used her senses of smell and touch to describe her surroundings. **(Informative/Explanatory)**
- What characteristics and achievements make Helen Keller one of the most inspiring figures in history? Support your opinion with specific examples from the text. **(Opinion)**

Connect to the Internet

To read more about Helen Keller, have students check out <http://braillebug.afb.org/hkmuseum.asp>.

To learn more information about Anne Sullivan, have students go to www.greatwomen.org/women-of-the-hall/search-the-hall-results/details/2/207-Sullivan.

Magazine Article

Level W

Text Type: Magazine Article

Summary: From squirrels' remarkable memory to a parrot who knew more than 100 words, these pages show just how intelligent some animals can be.

Themes/Ideas: recognize that animals show intelligence in different ways; comprehend that animals think differently than humans do

Informational Text Features: photos, photo captions, subheading

Academic Vocabulary:

- **translate:** to put words or sounds into a different language
- **cognition:** the act of thinking
- **deliberately:** on purpose; thoughtfully
- **automatic:** involuntarily; without thought

Domain-Specific Vocabulary:

- **predator:** an animal that hunts other animals to survive
- **prey:** an animal that is killed by another animal
- **higher-level thinking:** a skillful thought process involving analysis and problem solving

Just How Smart Are Animals?



Focus Question: How do scientists interpret animal behavior and determine which behaviors are signs of intelligence?

First Reading

Read the title and point out that these pages are from a magazine about animal science. Review the meaning of *cognition*. Explain that students will learn more about animal cognition as they read the article. Ask students to read the text independently. Then discuss the main ideas about just how smart animals are.

Guided Close Reading

Vocabulary/Photos and Text *Dolphins use a complex language. What does complex mean? How does this fact help support the author's main ideas? What was so impressive about Alex, the grey parrot?* ① ⑩

Key Ideas and Details *How do scientists study animal cognition? Why is it important for scientists not to assume that animals think the same way humans do?* ② - ⑤

Vocabulary *If "higher-level thinking" refers to the ability to think more deeply, how does this concept help you understand how smart animals are?* ⑤ - ⑨

Think Aloud *The text says that some animals trick other animals. It gives the example of plovers pretending to be injured to lure away predators. These details help me understand that some animals can use their intelligence to do things on purpose.*

Text Feature *The author uses one heading, "Signs of Thought." What does it mean, and what purpose(s) does it serve?* ⑥

Think Aloud *The heading helps to organize the article into two parts: The first part is an explanation of animal cognition, and the second part is a set of specific examples of it.*

Make Inferences *The author mentions that honeybees, squirrels, and woodpeckers can remember where food sources are located. Why might this be an important factor in their ability to survive?* ⑥ ⑧

Think Aloud *This detail is important because it suggests that these animals have developed valuable cognitive skills that help them survive. For example, by remembering where they've found food, honeybees can ensure their hives will survive.*

Connect Ideas *The author mentions that some animals think about how to protect themselves from predators. What examples are given of this behavior? How do these examples further your understanding of animals' intelligence?* ⑦ ⑨

Photos and Text *How do the photo and text about Alex work together to present information about him? What is so impressive about his skills?* ⑩

1 Dolphins use a complex language made up of whistles and clicks. It is hoped that one day we may actually be able to translate what it is they are saying!

Just How Smart Are Animals?

2 What is it that makes animals as smart as they are? What are monkeys saying when they talk to each other? No one can read an animal's mind, so scientists have to make judgments based on how they behave. They design experiments to see how animals learn and remember. They also study how animals solve problems and make decisions.

3 The study of how animals think is called animal cognition. Scientists must be careful not to assume that animals think the way we do.

So, what do animals think about? Donald R.

Griffin (1945–2005), an expert on animal cognition, had some suggestions. Animals may think about finding food, escaping from predators, or capturing prey. They may think about how to make structures, such as birds' nests or beaver dams. They may think about making and using tools.

Animals also communicate. Some can even deliberately trick and manipulate others. Griffin said that such behaviors may involve such higher-level thinking as one animal's predicting how another will respond.

Signs of Thought

6 Certain behaviors seem to show intelligence. For example, when honeybees locate food, they return to the hive and perform a complicated dance. This dance shows the other bees where the food is located, suggesting that they have detailed mental maps.

7 Plovers are birds that live on the ground. Parents will often pretend to have an injured wing to lure predators away from their nests. Experiments suggest this broken-wing display is not automatic. It is purposeful behavior.

8 Some animals possess remarkable memory capabilities. For example, squirrels and certain woodpeckers hide acorns in autumn. They return in winter to retrieve them. Do they remember specific hiding spots, or are they simply looking in likely places? Experiments suggest that they remember.

9 Still other experiments show that vervet monkeys aren't making random sounds of fear when they see a predator. Different sounds indicate different types of predators.

10 Scientists consider using a tool as a sign of high-level thought. In the wild, chimpanzees save stones that prove particularly useful for smashing open nuts. They store several such stones in different places. When a chimp finds a nut, it then chooses the stone best suited to open it.

Laboratory tests have also revealed advanced thinking abilities. Apes, dolphins, sea lions, and parrots can count up to six or seven. Some even show an ability for simple addition and can indicate the color and shape of objects when asked. Pigeons can learn to put items into categories such as flowers or cats. An octopus studied in an aquarium has displayed play behavior and expressed emotion by changing color.

For all this research, scientists have only begun to understand animal cognition. The future promises many fascinating discoveries.

10 Alex was an African grey parrot that scientists studied for 30 years and found to be very intelligent. He knew the meaning of over 100 words and could use them correctly!

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.

- Scientists consider the use of a tool to be a sign of intelligence in animals. What examples does the author share about animals that use tools?
- The author gives plenty of examples of animals' intelligent behavior. What information did you read that helps you understand how some animals use their smarts to survive in the wild?
- What information did you learn about animal behaviors that you didn't know before? In what ways are these intelligent animals alike and in what ways are they different from other species you already knew about?

Write About Reading

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

- Answer the question posed by the article's title: Just how smart are animals? Start with a strong claim, and use details from the text to support your opinion. **(Opinion)**
- The animals mentioned in the article show intelligence in different ways. Make a chart to compare and contrast the various skills and abilities demonstrated by these smart animals. **(Informative/Explanatory)**

Connect to the Internet

To read more examples of animals' cognitive abilities, visit the following websites: <http://news.sciencemag.org/tags/animal-cognition> and <http://phys.org/journals/animal-cognition/>.

Newspaper Article (Historical)

Level W

Text Type: Newspaper Article
(Historical)

Summary: During a campaign stop in Milwaukee in 1912, a man shot former president Theodore Roosevelt in the chest. Instead of going to the hospital right away, Roosevelt finished his speech!

Themes/Ideas: identify details and individuals involved in the attempted assassination of Theodore Roosevelt; understand what character traits Theodore Roosevelt possessed

Informational Text Features: masthead, headline, dateline, headings, photos, captions

Academic Vocabulary:

- **superficial:** on the surface
- **benevolently:** in a kind manner
- **averts:** prevents or avoids
- **manuscript:** written or typed document

Domain-Specific Vocabulary:

- **close range:** a short distance between someone and a target
- **assailant:** a person who attacks someone
- **disarmed:** removed the weapon from

Theodore Roosevelt Shot

From *The New York Times*



Focus Question: What were the unusual circumstances surrounding the attempted assassination of former president Theodore Roosevelt?

First Reading

Discuss the masthead and headline, noting that this identifies the source as a newspaper article from more than 100 years ago. Draw students' attention to the photo of Roosevelt, the 26th president of the United States. Have students read the text independently. Then discuss what happened on that day in history.

Guided Close Reading

Text Structure Newspaper articles typically offer a brief summary of events (called a "lead") under the headline and then go into more detail. After the summary, how are the events in the article organized? How do the headings help reveal the text structure? How does organizing the information in this way help you better understand the content? ① - ⑤

Think Aloud After the lead, the events are described in the order they happened, or in sequence. Headings such as "How the Shooting Occurred" and "Football Player Fells Man" are key events related to the story of Roosevelt's attempted assassination. The headings reflect the order in which the main events occurred.

Key Ideas and Details A newspaper article should answer the questions who, what, when, where, and why. Answer those questions using information from the headline and first four paragraphs of this article. ① - ⑤

Vocabulary Surgeons stated that Roosevelt was suffering from "a superficial flesh wound." Based on this context, was Roosevelt's life in danger? How does knowing the meaning of superficial help you understand the seriousness of the injury? ⑤

Connect Events Schrank shot Roosevelt at close range on the right side of the chest. Why wasn't Roosevelt more severely injured? ⑤

Think Aloud Roosevelt suffered only a "flesh wound" because he had several items in his right coat pocket. His army coat contained a manuscript as well as a spectacle (eyeglass) case. These things, as well as Roosevelt's coat and other clothing, slowed down the force of the bullet enough so that he suffered only a slight injury.

Compare and Contrast Read the paragraphs under "Football Player Fells Man." The descriptions of the president, the would-be assassin, and the man who tackles the shooter are very vivid. Describe the contrasts among the depictions of these three men. ⑥

Make Inferences Read the paragraphs under "Roosevelt Averts Lynching." What do Roosevelt's actions reveal about his character? ⑦

1 MANIAC IN MILWAUKEE SHOTS COL. ROOSEVELT; HE IGNORES WOUND, SPEAKS AN HOUR, GOES TO HOSPITAL

Special to *The New York Times*
Milwaukee, October 14.

2—Col. Theodore Roosevelt was shot and wounded in the right breast in front of the Hotel Gilpatrick shortly before 8 o'clock tonight. Col. Roosevelt was about to enter his automobile to go to the Auditorium for his evening address, when a man rushed up and fired at close range.

3 He at first declared he had not been wounded, but on the way to the hall a hole was noticed in his overcoat and it was found that his shirt was covered with blood. Nevertheless he insisted on delivering his speech, and went on, for fifty minutes, even though

his weakness became so apparent that physicians insisted that he should stop.

Surgeons Say Wound Is Slight.

4 Col. Roosevelt left at 12:50 A.M. for Chicago. Before he left, surgeons who had attended him gave out the following statement:

5 "Col. Roosevelt is suffering from a superficial flesh wound in the right breast. There is no evidence of injury to the lungs. The bullet passed through Col. Roosevelt's army overcoat and other clothing and through a manuscript and spectacle case in his breast pocket, and its force was nearly spent before it penetrated the chest."



Col. Theodore Roosevelt delivering a speech

How the Shooting Occurred.

The man who did the shooting said he was John Schrank of 370 East Tenth Street, New York City. Papers found on him showed he had been following Col. Roosevelt for some time.

As no secret had been made of the plans of Col. Roosevelt, a crowd was in front of the hotel to see him leave for the Auditorium. When he came out a cheer was set up and to it he responded smilingly, raising his hat and bowing. Several persons pushed to the front to see him better or to try to shake his hand, as is usual. There were cries of encouragement from all sides.

A stocky man had been standing at the edge of the sidewalk only a few feet from the Colonel. When he pushed his way forward little attention was paid to him because many admirers of the Colonel have done such things. Col. Roosevelt, in fact, looked benevolently upon him and smiled. The man suddenly produced a pistol and fired point-blank.

Football Player Fells Man.

6 The fellow still had his pistol raised and seemed about to fire again, but here Mr. Martin saved his chief. He had seen the pistol and had leaped forward to shield the Colonel. Too late for that, he jumped just as the shot was fired and landed on the assailant.

Martin, who is six feet tall and a former football player, struck squarely on the man's shoulders and bore him to the ground. He threw his right arm about the man's neck with a deathlike grip and with his left arm seized the hand that held the pistol. In another second he had disarmed the fellow.

Col. Roosevelt had barely moved when the shot was fired, and stood calmly looking on, as though nothing had happened. Martin picked the man up as though he were a child and carried him the few feet which separated them from the car, almost to the side of the Colonel.

Roosevelt Averts Lynching.

7 "Here he is," said Martin, "look at him Colonel!" The crowd pressed in on the man and Mr. Martin and Capt. Girard, who had followed Mr. Martin over the side of the automobile, were caught with their prisoner in the midst of a struggling throng of maddened men. It seemed for the moment that he would be torn to pieces, and it was Col. Roosevelt himself who intervened. He raised his hand and motioned to the crowd to fall back. "Stop, stop!" he cried. "Stand back! Don't hurt him!" "Are you hurt, Colonel?" a hundred voices called out. "Oh, no!" he responded, with a smile. "Missed me that time; I'm not hurt a bit."

"I think we'd better be going on," he said to the other members of his party, "or we will be late."



John F. Schrank: Roosevelt's would-be assassin

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 tells the important facts first, including the results, and then describes the events. What effect does this structure have on your understanding of the events? How would the article be different if the author did not include the initial summary?
- This article gives an account of real events. How does it also develop the characters of Roosevelt and Martin? Include key details and descriptions.
- There are hundreds of books about Theodore Roosevelt as well as several movies. What makes him such an interesting subject?

Write About Reading

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

- What were the unusual circumstances surrounding the attempt on Theodore Roosevelt's life? Using information from the article, make a timeline of the events in the order in which they happened. **(Informative/Explanatory)**
- Did Roosevelt make the right decision by delivering his speech after he was shot? Write a well-developed opinion paragraph using details from the article to support your claim. **(Opinion)**

Connect to the Internet

To learn more information about this assassination attempt, direct students to these websites: www.history.com/news/shot-in-the-chest-100-years-ago-teddy-roosevelt-kept-on-talking and www.smithsonianmag.com/history/the-speech-that-saved-teddy-roosevelts-life-83479091/.

Question and Answer Book

Level W

Text Type: Question and Answer Book

Summary: Through a series of questions and answers, the author describes what a tessellation is and gives examples of their use in history.

Themes/Ideas: learn what a tessellation is; understand how color is used to create an effective tessellation

Informational Text Features: questions, answers, photo, captions, graphics, labels

Academic Vocabulary:

- **mosaic:** a piece of art in which small pieces of glass or tile are made into a pattern
- **structural:** relating to construction or building support
- **effective:** producing the desired outcome
- **complex:** made up of many complicated parts

Domain-Specific Vocabulary:

- **plane:** a flat surface
- **polygon:** a flat geometric figure made up of straight edges

What Is a Tessellation?



Focus Question: What is a tessellation, and how are colors used in tessellations?

First Reading

Read aloud the title and preview the text, noting that these pages are from a question and answer book about patterns in design. Point out the images that are examples of tessellations. Remind students to first read each question and then the answer. For the first reading, have students read through the text. After they read, discuss the main idea that the author shared about tessellations.

Guided Close Reading

Text Structure/Vocabulary Which text structure does the author use to answer the first question? How does using description help the reader understand tessellations? Explain what a tessellation is. ①

Key Ideas and Details Which groups of people in history does the author say have used tessellations? In what ways were tessellations used? ① ② ③

Photos and Text What does the photo on the first page show? How does the photo help a reader understand tessellations? ③

Connect Ideas The author writes that a square is a regular polygon. Use the definition of a tessellation to explain why tessellations can be made using squares. ① ④

Think Aloud The author defines a tessellation as “a pattern of repeating shapes on a single plane.” These shapes “do not overlap or have gaps” and “must also meet around a common point.” Since squares are single-plane shapes with straight sides, they can be placed next to one another without overlap or gaps, and their sides can meet around a common point.

Compare and Contrast Look at the illustration of the two tessellations. Why does the caption say they are “the same”? How does their coloring make them different? How do our ideas about the two images change once we know that the tessellations are “the same”? Explain. ⑤ ⑥

Think Aloud The two tessellations are the same because they are made with the same number of repeated squares, 25 in all, and all are placed in the same way. The arrangement of colors makes them look different. If you compare the two after finding this out, you realize that our eyes can trick us about what we are seeing.

Connect Ideas According to the text, colors help make tessellations more effective. Would the tessellation pictured on the first page be more effective or less effective with color? ③ ④ ⑤

Graphics and Text Which colors are cool colors? Which colors are warm colors? What is the difference between cool colors and warm colors in a tessellation? How does this apply to the tessellations shown on this page? ④ ⑤ ⑥

1 Q: What is a tessellation?

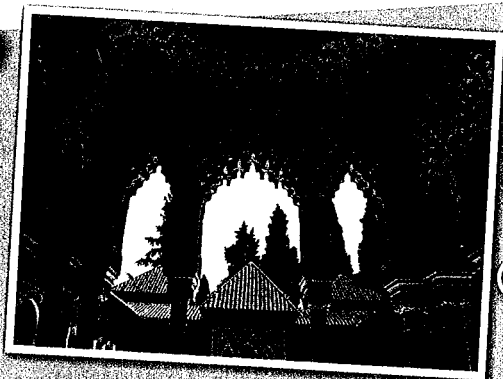
A: A tessellation is a pattern of repeating shapes on a single plane that do not overlap or have gaps. The shapes used must also meet around a common point. The word *tessellation* comes from the Greek word *tessera*, a small square used to make a mosaic pattern, such as those used on tiled floors.

2 Q: When were tessellations first used?

A: Tessellations have been used as decoration by many different cultures, ancient and modern. The Sumerians first used tessellations in about 4000 BCE. They used large clay tiles that were not only decorative, but also used for structural building supports. Other people who have used tessellations include the Egyptians, the Persians, the Greeks, the Romans, the Moors, the Arabs, the Japanese, and the Chinese.

3

→ The Alhambra Palace in Granada, Spain, is highly decorated with beautiful tessellations.



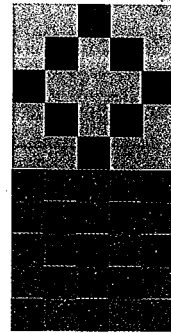
22

4

4 Q: How does color affect a tessellation?

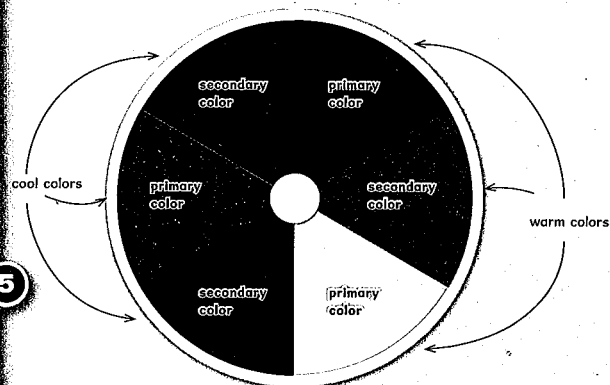
A: Colors help make the design clear and attractive; a poor choice of colors will make the tessellation less effective. Use the color wheel to see which colors are warm and which are cool. In a tessellation, warm colors stand out, while cool colors seem to move into the background. Coloring can also make patterns on regular polygons, such as squares, more complex and interesting. Brightness also affects a design. Bright colors seem close to our eyes, while dark colors seem farther away.

6



↑ These two tessellations are the same, but their coloring makes them look different.

5



The Color Wheel

23

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 question and answer format help you understand the topic? What other questions would you like to ask the author about tessellations?
- Which detail would you use to help you support the statement that tessellations have been used for more than 6,000 years?
- Where have you seen tessellations? What shapes (regular polygons) would you use to make your own tessellations?

Write About Reading

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

- What are tessellations, and how are colors used in tessellations? Write an informative paragraph that includes details and examples from the text. **(Informative/Explanatory)**
- Choose two colors and write a brief paragraph explaining why they would work well in a tessellation together. Support your opinion with information from the text and color wheel. **(Opinion)**

Connect to the Internet

To further students' understanding of tessellations, have students go to <http://illuminations.nctm.org/Activity.aspx?id=3533> and use the Tessellation Creator to learn how to create tessellations. For more information about making tessellations, go to <http://startstudioarts.si.edu/2009/10/technique-of-the-week-tessellations.html>.

Speech

Level W

Text Type: Speech

Summary: In this speech, Harold Ickes, Secretary of the Interior under President Franklin Roosevelt, presents his views on why America should join Britain in the fight against Adolf Hitler in World War II.

Themes/Ideas: understand why Ickes believed that America needed to help Britain fight Hitler in World War II; identify what Ickes thought Americans needed to do to help Britain fight Hitler

Informational Text Features: text box, photos, captions, quotes

Academic Vocabulary:

- **gird:** get ready to take action
- **vacillation:** the act of repeatedly changing one's viewpoint on an issue
- **raucous:** unpleasantly loud and noisy
- **corroding:** weakening or destroying over time

Domain-Specific Vocabulary:

- **allies:** people or groups that provide help and support for one another
- **appeasers:** people who try to maintain peace by agreeing to another's demands
- **fascists:** followers of a form of government in which a ruler has complete control over a society, and any government opposition is suppressed
- **dictators:** individuals who rule over others with complete control and in an often cruel way

What Is an American?



Focus Question: How did Harold Ickes try to persuade Americans that they needed to help Britain fight Hitler in World War II?

First Reading

Discuss the title and introductory text. Talk about the position that Harold Ickes had in President Roosevelt's cabinet and why his opinion would be valued by the president and others. Have students read through the text independently. Then lead a class discussion about the main ideas Ickes shared in his speech.

Guided Close Reading

Author's Craft What words does Ickes use repeatedly in the first paragraph of his speech? What effect might this repetition have on Ickes's audience? ❶

Think Aloud In the first paragraph of his speech, Ickes uses the word *we* seven times and some form of the word *help* three times. The repetition of these two words encourages the audience members to connect with the speaker and with one another and to see themselves as part of a larger group of people who help others. This effect is likely meant to inspire the audience to support America's entrance into World War II to help Britain defeat the German enemy.

Words and Phrases in Context What does Ickes mean when he says that Americans "must dispel the fog of uncertainty" with regard to entering the war? ❷

Photos and Text How do the photo and caption on the first page work with the text to help readers better understand the topic Ickes addresses in his speech? ❸

Think Aloud The caption describes what is happening in the photo—German soldiers participating in a victory parade after invading Paris in 1941. The image and caption show a detail described in the introduction—that by 1941, Germany's Nazis had invaded many countries. These three elements work together to help readers better understand why Ickes believes so strongly that America should enter World War II.

Key Ideas and Details Who are the appeasers and the fascists? Ickes recommends that the "corroding arguments" of these two groups be greeted with "raucous laughter." Why is Ickes so sure that democracy will triumph? ❹

Author's Purpose What imagery does Ickes include on the second page of the speech? How does this imagery help support the purpose of the speech? ❺

Compare and Contrast What two people does Ickes quote in the text? How do their viewpoints compare with each other? How does Ickes's inclusion of these two quotations strengthen his argument for America to enter World War II? ❻ ❼

Author's Purpose How does the last paragraph connect to Ickes's purpose for writing his speech? ❼

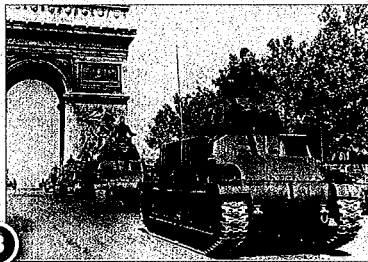
By 1941, Germany's Nazis, led by Adolf Hitler, had invaded many countries and were a major threat to United States allies. Despite these facts, many Americans didn't want the U.S. to enter World War II. Harold Ickes, President Franklin Roosevelt's Secretary of the Interior, expressed his opinion about fighting Hitler in this speech on May 18, 1941.

1 What Is an American?

We have always helped in struggles for human freedom. And we will help again. But our hundreds of millions of liberty-loving allies would despair if we did not provide aid and encouragement. The quicker we help them the sooner this dreadful revolution will be over. We cannot, we must not, we dare not delay much longer.

The fight for Britain is in its crucial stages. We must give the British everything we have. And by everything, I mean everything needed to beat the life out of our common enemy.

The second step must be to aid and encourage our friends and allies everywhere. And by everywhere I mean Europe and Asia and Africa and America.



The Nazis entered Paris in 1941, following their invasion of France. This photo shows the Germans taking part in a victory parade at the Place Clemenceau, Paris.

2 And finally, the most important of all, we Americans must gird spiritually for the battle. We must dispel the fog of uncertainty and

vacillation. We must greet with raucous laughter the corroding arguments of our appeasers and fascists. They doubt democracy. We affirm it triumphantly so that all the world may hear:

4 Here in America we have something so worth living for that it is worth dying for! The so-called "wave of the future" is but the slimy backwash of the past. We have not heaved from our necks the

tyrant's crushing heel, only to stretch our necks out again for its weight. Not only will we fight for democracy, we will make it more worth fighting for. Under our free institutions, we will work for the good of mankind, including Hitler's victims in Germany, so that all may have plenty and security.

We American democrats know that when good will prevails among men there will be a world of plenty and a world of security.

5 In the words of Winston Churchill, "Are we downhearted?" No, we are not! But someone is downhearted! Witness the terrified flight of Hess, Hitler's Number Three Man. And listen to this—listen carefully:

"The British nation can be counted upon to carry through to victory any struggle that it once enters upon no matter how long such a struggle may last or however great the sacrifices that may be necessary or whatever the means that have to be employed, and all this even though the actual military equipment at hand may be utterly inadequate when compared with that of other nations."

6 Do you know who wrote that? Adolf Hitler in *Mein Kampf*. And do you know who took down that dictation? Rudolf Hess.

We will help to make Hitler's prophecy come true. We will help brave England drive back the hordes who besiege her and then we will join for the destruction of savage and blood-thirsty dictators everywhere. But we must be firm and decisive. We must know our will and make it felt. And we must hurry.

Harold Ickes - May 18, 1941



Harold L. Ickes served as the United States Secretary of the Interior from 1933 to 1946, the longest such period in history.

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 vivid language does Ickes include in the last paragraph? What effect might this language have on the audience?*
- *This speech is titled "What Is an American?" Why do you think Ickes chose this title? How do details from the text support the key idea that this title conveys?*
- *The introduction says that "many Americans didn't want the U.S. to enter World War II" even though the Nazis were a threat to U.S. allies. Why might Americans have been reluctant for the nation to enter the conflict?*

Write About Reading

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

- Write a paragraph summarizing Ickes's thoughts on why America should help Britain fight Hitler in World War II. Be sure to include specific details in your response. **(Informative/Explanatory)**
- Which detail from Ickes's speech do you think is the most effective in persuading the audience to support America's involvement in World War II? Develop a strong opinion statement, and support it with relevant information from the text. **(Opinion)**

Connect to the Internet

To learn more about Harold Ickes, students can visit www.gwu.edu/~erpapers/teaching/glossary/ickes-harold.cfm and <http://mallhistory.org/items/show/408>.

Level W Lessons at-a-Glance

LEVEL W

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Almanac Excerpt	<i>Fighting Crime</i>	Science and Technology History	Basic	understand the history and use of fingerprints in crime solving; learn about several famous unsolved crimes; recognize that Americans are "innocent until proven guilty"	<ul style="list-style-type: none"> • www.usmarshals.gov/usmsforkids/fingerprint_history.htm • www.fbi.gov/fun-games/kids/kids-investigate
Diary Excerpt	<i>The Great Fire</i>	History	Complex	understand why The Great Fire was so devastating; gain insight into life in seventeenth-century London	<ul style="list-style-type: none"> • www.london-fire.gov.uk/greatfirefullstory.asp • http://collections.museumoflondon.org.uk/Online/group.aspx?g=group-17548
Essay	<i>What Killed the Dinosaurs?</i>	Earth Science	Moderate	recognize that no one theory definitively explains dinosaur extinction; understand leading explanations of why dinosaurs became extinct	<ul style="list-style-type: none"> • www.pbs.org/wgbh/evolution/extinction/dinosaurs/ • www.npr.org/2013/02/07/171170142/fresh-clues-in-dinosaur-whodunit-point-to-asteroid
Guidebook Excerpt	<i>South America's Extreme Sites</i>	Earth Science History Geography	Moderate	learn about Angel Falls and the Amazon River; comprehend why these natural wonders are so remarkable	<ul style="list-style-type: none"> • http://whc.unesco.org/en/list/701 • http://www.panda.org/what_we_do/where_we_work/amazon/about_the_amazon/ecosystems_amazon_rivers/
How-to	<i>How Surfers Catch A Wave</i>	Sports	Complex	understand the steps in the surfing process; recognize surfing terms and jargon	<ul style="list-style-type: none"> • www.redcross.org/prepare/disaster/water-safety/beach-safety • www.isasurf.org/isa-info/history-of-the-isa/
Letter	<i>To Miss Anne Mansfield Sullivan</i>	History	Basic	identify the purpose of the letter; identify sensory details	<ul style="list-style-type: none"> • http://braillebug.afb.org/hkmuseum.asp • www.greatwomen.org/women-of-the-hall/search-the-hall-results/details/2/207-Sullivan
Magazine Article	<i>Just How Smart Are Animals?</i>	Life Science	Moderate	recognize that animals show intelligence in different ways; comprehend that animals think differently than humans do	<ul style="list-style-type: none"> • http://news.sciencemag.org/tags/animal-cognition • http://phys.org/journals/animal-cognition
Newspaper Article (Historical)	<i>Theodore Roosevelt Shot</i>	History	Moderate	identify details and individuals involved in the attempted assassination of Theodore Roosevelt; understand what character traits Theodore Roosevelt possessed	<ul style="list-style-type: none"> • www.history.com/news/shot-in-the-chest-100-years-ago-teddy-roosevelt-kept-on-talking • www.smithsonianmag.com/history/the-speech-that-saved-teddy-roosevelts-life-83479091/
Question and Answer Book Excerpt	<i>What Is a Tessellation?</i>	Art and Architecture History	Complex	learn what a tessellation is; understand how color is used to create an effective tessellation	<ul style="list-style-type: none"> • http://illuminations.nctm.org/Activity.aspx?id=3533 • http://startstudioarts.si.edu/2009/10/technique-of-the-week-tessellations.html
Speech	<i>What Is an American?</i>	History	Complex	understand why Ickes believed that America needed to help Britain fight Hitler in World War II; identify what Ickes thought Americans needed to do to help Britain fight Hitler	<ul style="list-style-type: none"> • www.gwu.edu/~erpapers/teaching/glossary/ickes-harold.cfm • http://mallhistory.org/items/show/408