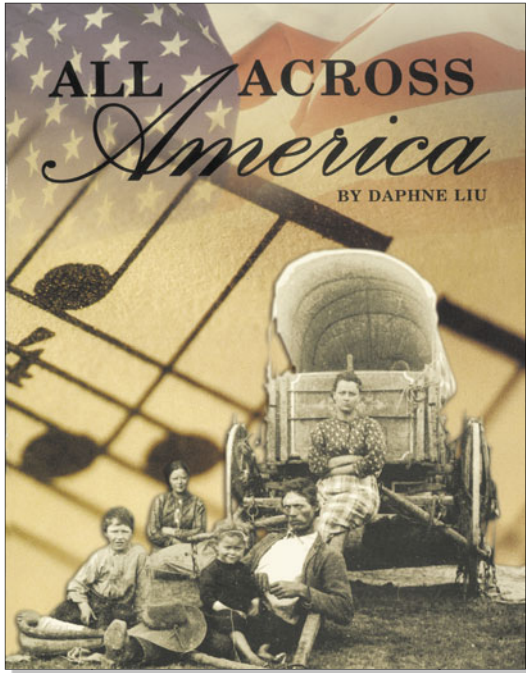


All Across America



Leveling Systems

Avenues: ●● More Fluent Readers

DRA: NF38

Fountas and Pinnell: L

Lexile: IG620

This book is a song of American history that highlights the many people who make up America. Lively lyrics, captions, and graphic images reinforce words for people and occupations.

24 pages, 293 words

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Occupations: architect astronaut explorer inventor pioneer politician researcher scientist</p>	<p style="text-align: center;"> Clarify Meaning</p>	<p>Add to the Song: Present a New Verse</p> <p>A Place in the Time Line: Time Line Extension</p>	<p>Make Inferences (PDF)</p> <p>Draw Conclusions and Form Generalizations (PDF)</p> <p>Classify (PDF)</p>

Build Background

America's People Explain that 500 years ago, the only people in the country we now call the United States were Native Americans. Everyone else immigrated, or came from another country. Have students imagine that their small group has been selected to immigrate to an unexplored land. Ask:

- ▶ What items will you bring to the new country?
- ▶ What jobs will you do in the new land?
- ▶ What will you do to help the new country (plant food, explore the land, start a government, etc.)?

Encourage students to engage in a discussion on the topic.

Build Vocabulary

People Search Use the photographs on pages 2–3 to introduce *explorer*, *inventor*, and *pioneer*. Model searching through the book to find examples of these occupations. For example, turn to page 7 and say: **These men are explorers. Lewis and Clark explored the West to learn about the land, people, plants, and animals.** Use pages 17 and 20 to introduce the remaining occupations.

Post the occupation words. Then read aloud the following descriptions and have students identify the occupations:

- plans and draws buildings (architect)
- travels to and studies space (astronaut)
- travels to learn about new places (explorer)
- thinks of and makes new things (inventor)
- moves to a new place to live (pioneer)
- leads and makes new laws (politician)
- studies something to learn new things (researcher)
- studies or works in science (scientist)

Have students share which occupation they would like to learn more about and why.

Key Vocabulary

architect
astronaut
explorer
inventor
pioneer
politician
researcher
scientist

1 Preview the Book

Cover, Title Page Point to the musical notes on the front and back covers. This book is a song. Turn to the title page. The song tells about people who make America great.

Pages 2–3 This page has words to know about different people of America. The pictures are paintings, black-and-white photos, and color photos because the people are from different times. The captions tell about the people.

Pages 4–5 Point to the lyrics. The words of a song are called *lyrics*. Read the lyrics at the top of the pages.

Page 6 Read aloud the lyrics. Who are the founding fathers? I can check the meaning to make sure I understand. Point to the caption. I'll read the caption first. It says that the founding fathers are men who helped start the country.

Pages 7–9 **Explorers** traveled to learn about the U.S. **Pioneers** built new towns, and cowboys rode across the plains. Look at the paintings, photos, and captions to learn about people and places from the past.

Pages 10–11 These pages show real Americans who were founding fathers, explorers, pioneers, and cowboys. Read their names in the captions around the map.

Pages 12–13 **Inventors** make new things. How can I understand “whose inventions passed the test” better? (check the captions and pictures) The caption says that the Wright Brothers’ invention was successful. When something “passes the test,” it works.

Pages 14–17 Immigrants come to America from other countries. Turn to page 16. These photos show Americans, like **politicians** who make laws, **scientists** who study science, and **researchers** who learn new things.

Pages 18–24 Some Americans fight for freedom. Turn to page 20. American **astronauts** go to space. **Architects** plan buildings. Study America’s past and be a part of her future!



2 Read the Book

Independent Reading Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Clarify Meaning** Students may experience comprehension breakdowns when reading idioms (pages 9: *driving cattle over plains*; 13: *connected East with West*; and 15: *in search of liberty*) Remind these students to clarify meaning by finding clues in the captions and pictures.

3 Respond to the Book

Add to the Song Brainstorm additional workers who play important roles in the United States. Model adding another verse to the song. For example: **Sing for America's firefighters who save lives every day.** Provide a sentence frame: *Sing for America's _____ who _____.* Have partners illustrate their own song extensions. Then have the group begin the song and call on partners to hold up their pictures and sing or read their new verses.

A Place in the Time Line Display a Time Line and mark off equal increments to represent every twenty years starting at 1800 and ending at 1920. Model how to identify important historical dates and events from the captions of *All Across America*.

Then have students write the names of people from the book onto separate index cards. Have partners work together to put their cards by the time line in the place that corresponds to the correct time period.

Materials

- index cards
- Time Line from *Picture It! Big Book*, page 22

Answers will vary. Sample response:

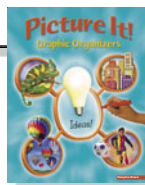
Time Line

All Across America

Year	Event
1800	
1804	Lewis and Clark explore the West.
1820	
1840	Pioneers begin traveling from the East to the West.
1860	
1869	Railroads reach across United States.
1880	
1892	Many immigrants arrive in the United States.
1900	
1903	First airplane flies at Kitty Hawk.
1920	Women are allowed to vote for the first time.

22

Use only a black dry-erase marker.



Picture It! Big Book, page 22

from All Across America

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
4	All across America over mountains, plains, and streams,		
5	sing for America’s people—their struggles, hopes, and dreams.		
6	Sing for her founding fathers and the freedoms they expressed.		
7	Sing for her brave explorers who explored the unknown West.		
8	Sing for her pioneers who traveled in wagon trains.		
9	Sing for all her cowboys driving cattle over plains.		
10	All across America over mountains, plains, and streams,		
11	sing for America’s people—their struggles, hopes and dreams.		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

(72 words – _____) ÷ 72 words = _____ %
total errors

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>The rocket is going very fast.</p>	<p>The rocket is gro... going very fast.</p> <p>Hesitates or self-corrects after a miscue</p>	<ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
<p>The shuttle orbits the Earth.</p>	<p>The shuttle...?</p> <p>"Freezes" when faced with an unfamiliar or long word</p>	<ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on.
<p>No one has been to Mars.</p>	<p>Nobody has been to Mars.</p> <p>Substitutes an incorrect word that makes sense</p>	<ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
<p>There is no liquid water on the Moon.</p>	<p>There is no little water on the Moon.</p> <p>Substitutes an incorrect word that does not make sense</p>	<ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.