

CONNECT TO LITERACY

Discuss the Text

CCSS.ELA-Literacy.RI.4.1, CCSS.ELA-Literacy.RI.4.2

Have students focus on these questions about the text:

- **Cite Evidence** *Do all areas annexed by the United States become states? Cite evidence to support your conclusion.* (Accept reasonable responses. Students should conclude that not all land annexed becomes states. They can cite the existence of Guam, the Philippines, and Puerto Rico as places that were annexed but did not become states.)
- **Evaluate** *Why do you think no states have been added since 1959? (Students may suggest that the U.S. is trying to get along with other countries, rather than purchase or take land away through wars. They may cite the existence of the United Nations as proof that the U.S. relationships with other nations have become more peaceful.)*
- **Draw Conclusions** *Look at the dates that the population of the U.S. reached 100 million, 200 million, and 300 million. What conclusions can you draw? (The population of the U.S. grew faster from 1967 to 2006 than it did from 1915 to 1967.)*

Provide Prompts for Response

Offer prompts that allow students to explore the text:

- Follow the directions on p. 30 to create a timeline about your own state's history.
- List all the wars you read about in this book, and explain the outcome, or result, of each one.
- Tell which ideas were new to you. What questions do you still have about how the United States was formed?
- Review the book. Give it a rating between one and four stars and explain why it earned that rating.

Connect with Writing: Informational Text

CCSS.ELA-Literacy.W.4.2a, W.4.2b, W.4.2c, W.4.2d

Introduce the Text Type and Assignment *Say: An informational text provides factual information about a topic. But factual doesn't mean uninteresting. Sometimes, informational text gives an interesting explanation for something. While I was reading this text, I was interested in some of the nicknames and mottos that states had. I wanted to find out more about one of them—"Live Free or Die," the motto of New Hampshire. Today, we'll choose a state, then research and write about that state's motto, nickname, and flower. Choose one that you find interesting or intriguing.*

Review Features Review the features of informational text and be sure to display these features for students' reference:

- an introduction that captures attention and focuses readers on the topic
- specific, factual details
- text features such as subheadings to help readers keep track of information
- a strong ending that provides closure

Model the Writing Model the writing process as you begin a text that explains the state motto, flower, and nickname of New Hampshire: *Watch as I begin my model by introducing the topic in a catchy way to interest the reader:*

.....
 "Live Free or Die"! Those words have a special meaning to people from New Hampshire. This sentence is their state's official motto. As its motto, it expresses something important about the state.

Notice that I started by catching the interest of the reader with a statement of New Hampshire's motto. The reader will wonder how this state got its motto. Model one more paragraph of the text, showing how New Hampshire's motto became official in 1945, but was based on words spoken as a toast by General John Stark, who fought in the Revolutionary War, in 1809.

Support Writers Display your model as students begin writing. Remind them that their writing should include facts and clear explanations for their state's motto, nickname, and flower. Support them as they create text features to add to their writing, such as illustrations and subheadings.

Revise and Edit Show students how to revise and edit for specific points, such as:

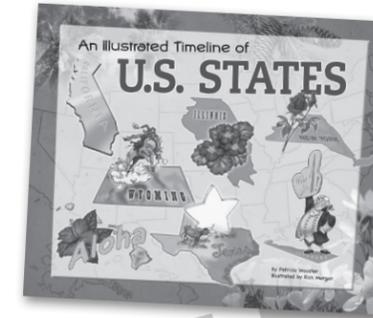
- Correct spelling, grammar, and punctuation
- Sentence variety
- Logical organization
- Factual information

Share and Reflect Allow time for students to share their work with an authentic audience. Then ask questions to guide self-reflection:

- What was the purpose of your informational text?
- How did you organize your text?
- What text features did you include in your writing?
- What facts did you include? How did you verify those facts were accurate?
- What tips would you give a friend researching a topic using print and Internet sources?

Connecting Literacy and Content

An Illustrated Timeline of U.S. States



Level Q
 American History

Content: U.S. States—first explorers and settlements, Revolutionary War, state facts, first elected leaders, Civil War, important events in U.S. history

Objectives

Students will:

- understand U.S. history by looking at how the states became unified.
- interpret a text feature: headings.
- determine main ideas and key details.
- do a close reading to answer questions about content.
- define and use academic vocabulary related to the United States.
- use affixes to determine meanings of words.
- read grade-level prose with understanding.
- write to explain how a state got its motto, nickname, and flower.

CONNECT TO SOCIAL STUDIES

Build Content Background

Engage Students

Draw the outline of your state on the board or on chart paper. Have students guess what you drew. After a correct guess, say: *Do you know when our state became a state? If not, you can find out from this book. Who can find the date our state became a state? Have students flip through the book to find the answer. Ask: What else can you learn about our state? (motto, flower, nickname, area, population). Have students share their reactions to this information—Do they think the motto is funny? Did they know their state had an official flower?*

Use a Graphic Organizer

Draw a large KWL chart on the board and remind students that the first two columns are for what they know and what they want to know. Explain: *We can use a KWL chart to figure out what we already know about a topic, and what we want to learn from a text. That helps us set a purpose for our reading.* Give students sticky notes. Have each student write one thing he or she knows about how the states of the United States became states, and place these sticky notes in the first column of the chart. Have them use sticky notes to complete column 2. After reading, return to the graphic organizer so that students can complete the final column.

Topic: U.S. States		
What I <u>K</u> now	What I <u>W</u> ant to Know	What I <u>L</u> earned

Introduce the Content

Preview U.S. States

Give each student a copy of the text and explain: *This book is about how our nation became the United States. The word "united" means that we are all in a nation together. Yet each state is different and has a unique history. Take a minute to look at the illustrations, headings, and cover of the book. What do you expect to learn about the United States in this book? Allow a few moments for students to turn and talk to share their observations and expectations.*

Preview Academic Vocabulary

CCSS.ELA-Literacy.RI.4.4

Turn to p. 6. Read aloud the entry for December 7, 1787. Say: *When I read this entry, I wonder what the word ratify means. I can see from the text that Delaware ratified the U.S. Constitution. I'm going to look up the word ratify in the glossary. On page 31, I read that ratify means to approve. So, Delaware was the first state to approve the U.S. Constitution.* Point out the words *embargo* on p. 13, and *annexed* on p. 17. Have volunteers read the entries aloud, then look up their definitions in the glossary. Follow up with questions about how the definition helps readers understand what happened in history.

CONNECT TO SOCIAL STUDIES

Discuss Text Features

CCSS.ELA-Literacy.RI.3.5

Say: *Many text features help readers understand how a text is organized. Headings are ways that authors tell readers what the text in that section or chapter will be about.* Point out the headings on p. 6, *The First U.S. States* and on p. 8, *Eight States in One Year*. Note that these headings tell readers exactly what the section is about. Turn to p. 10. Have a volunteer read aloud the heading, then ask: *What is this section mostly about?* (the time in U.S. history when we elected our first leaders) Have students work in pairs to preview the rest of the headings, discussing with their partner what each section will be mostly about.

Focus on the Content

As you focus on the text, ask questions that require students to use varying depths of knowledge. Model how to determine the answer to a question before you pose additional questions. (A model is shown for the third question.)

- **List** (p. 6) *List two events that led to the establishment of the United States as a free nation.* (The Paris Peace Treaty was signed. The Revolutionary War ended.)
- **Infer** (p. 11) *Explain what the Bill of Rights is. Why do you think it needed to be added to the Constitution?* (Possible responses: The Bill of Rights includes 10 changes to the Constitution that state the basic rights of citizens. It may have been added because the Constitution did not go into detail about specific rights.)
- **Summarize** (pp. 4–13) *Summarize the growth of the U.S. during its first 50 years as a nation.* (Possible response: The United States won its freedom from England and began adding states. It developed a Constitution and elected its first leaders. It added land by purchasing Louisiana, began to explore westward, and fought with Great Britain about trade limits.)

Model *This question is asking me summarize the growth of the United States during its first 50 years. When I summarize, I look for main ideas and I leave out smaller, less important details. As I read page 4, I learn that the United States claimed its freedom in 1776 and then had to fight a war with Great Britain. On the next page, the subhead says The First U.S. States. So, this page will tell me about how the first states were added to the union.*

Collaborate *I wonder what happened as the nation got bigger and bigger. Partners, read page 10 together. Read to find out what happened next.*

Provide independent practice Have students summarize the main ideas and important events discussed on pp. 12–13. Guide them to write a summary that tells the main events of the first 50 years of the United States.

Summarize *We've summarized the first 50 years of our nation's history by briefly describing the main events.*

- **Explain** (p. 18) *What happened in 1848 that may have inspired California's nickname? How do you think this event changed California's population?* (In 1848, gold was discovered in California. The population increased as many people went there to find gold. The gold probably inspired the nickname "The Golden State.")
- **Identify** (pp. 20–21) *What event began the Civil War? What event ended the war? How many years did the war last?* (The Civil War began when shots were fired at Fort Sumter, South Carolina. The war ended when the Confederate States surrendered to the Union. The war lasted four years.)
- **Explain** (pp. 26–29) *How long did the United States control land in Panama? What did the United States do there?* (The U.S. controlled land in Panama for about 96 years. The U.S. wanted to build and use the Panama Canal.)

Discuss Concepts

Ask:

- *What are the main ways new land became part of the United States?* (Early states were colonized by European settlers and became states after the Revolutionary War. Some land was purchased, annexed, or gained through war.)
- *How would you describe the general direction of expansion of the United States?* (In general, the United States expanded west, from New England to California, and then to Alaska and Hawaii.)
- *When was the first state added? When was the 50th state added? How long did it take for the U.S. to add all of the states that are in it today?* (The first state, Delaware, was added in 1787. The 50th state, Hawaii, was added in 1959. So, it took about 172 years to add all 50 states.)

Apply Concepts Direct attention to the KWL chart that you began at the beginning of the lesson. Have students turn and talk with a partner about what they have learned about how the United States was formed. Then have pairs use sticky notes to write down five new things they learned, sticking these notes in the third column of the KWL chart.

CONNECT TO LITERACY

Main Ideas and Details

CCSS.ELA-Literacy.RI.4.2

Introduce the Strategy Say: *Important ideas in a text are called main ideas. Authors support the main ideas of the text with key details. In a text about history, like this one, those key details are often facts. It is important to think about how each fact tells us more about the main ideas. This helps relate the facts together so they don't seem like a jumble of unrelated facts.*

Model Say: *Listen as I read the heading on page 18: The Push West. I can use this heading to help me determine the main idea. Listen as I state the main idea in my own words: "The United States kept growing westward." Then I can find key details in the text that support this main idea, for example, that people went west to California during the gold rush, or that The United States gains land from the Mexican-American War.*

Guide Practice Have students work in pairs to find additional key details on this page.

Close Reading

CCSS.ELA-Literacy.RI.4.1, CCSS.ELA-Literacy.RI.4.2

Introduce the Strategy Say: *When we are answering a question about the text, it isn't enough to simply rely on our own understanding of a topic. We need to look at the text and do a close reading. That means that we look carefully and reread the author's words on the page to find our answers.*

Model Model with the **Explain** question: *The question asks me to explain the connection between events in California's history and its nickname. It also asks me how this event changed California's population. Watch as I take a close look at the text to answer the question. Page 18 tells me that on January 24, 1848, James Wilson Marshall found gold in California. I am marking this with a highlighter to remember it. Now I read that thousands of people went to California to find gold, too. I'll highlight thousands of people because that helps me understand how the population, or number of people in California, changed. On page 19, I'll highlight the state's nickname: "The Golden State."*

Guide Practice Provide copies of pp. 20–21 along with highlighters. Have students highlight textual evidence to answer the **Identify** question.

Focus on Fluency

CCSS.ELA-Literacy.RF.3.4b

Model Fluent Reading Say: *When I read, I pause after a section of text to make sure I understand what I've read. Good readers self-correct and confirm their understanding as they read.* Read the entry for December 20, 1860, on p. 20. As you read, pause at the word *secedes*, mispronounce it as *succeeds*, and read on. Write the word *secedes* on the board. *I stumbled over this word, so I'll think about its meaning, then reread to make sure I understand correctly.* Say the word correctly. Reread the paragraph and confirm that the word *secedes* means *leaves*. *Fluent readers resolve uncertainties as they read.*

Guide Practice Use text on pp. 21 and 27 for students to practice fluent reading. Have them pair up and read the passage to each other, pausing to confirm understanding if they stumble. Circulate and offer assistance as needed.

Study Words

CCSS.ELA-Literacy.L.4.4b

Introduce the Strategy Say: *Affixes are small word parts that we can add to words to change their meanings. Affixes have specific meanings. For example, we know that adding the prefix sub- to the word marine, which means ocean water, we get the word submarine meaning under water.*

Practice the Strategy Focus on the word *readmitted* in the text on p. 21. Point out that *admitted* is the base word. Have students identify the prefix (*re-*). Using the fact that *re-* means *repeated* or *do or make again*, have students construct a definition of the term. Then, have them look up the term in a dictionary and compare this definition to their own. Challenge students to think of other words that the prefix *re-*.