Lesson 19 Teacher’s Guide

Another View
by Peter W. Scott

Fountas-Pinnell Level X
Realistic Fiction

Selection Summary
Tyler is a typical teenager who happens to use a wheelchair. While reading an issue of his school newspaper, Tyler notices that there are no articles related to disabled students. When Tyler writes a letter to the editor asking why, he sets off an investigative report that is a learning experience for everyone.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>• Realistic fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Third-person continuous narrative</td>
</tr>
<tr>
<td>Content</td>
<td>• Addressing a broad readership in a publication</td>
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<tr>
<td></td>
<td>• Mobility and access for people using wheelchairs</td>
</tr>
<tr>
<td></td>
<td>• Living with physical limitations</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• Speaking out for those who are underrepresented is important.</td>
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<tr>
<td></td>
<td>• Putting yourself in another’s place can lead to understanding.</td>
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<tr>
<td></td>
<td>• Doing what is right and important is not always easy.</td>
</tr>
<tr>
<td>Language and</td>
<td>• Conversational language</td>
</tr>
<tr>
<td>Literary Features</td>
<td>• Some inference required for comprehension: Twenty-six sets of eyes</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>• Full range of punctuation, including semicolons, ellipses, dashes, and italics</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• Words and phrases associated with legal issues: lobbied, ordinance, activist</td>
</tr>
<tr>
<td>Words</td>
<td>• Multiple-meaning words used in unfamiliar contexts: frowned grew more pronounced</td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Illustrations support narrative</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>• Seventeen pages of text, including spreads without illustrations</td>
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<td></td>
<td>• Letter to the editor, appearing as it would in a newspaper</td>
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Build Background
Help students use their knowledge about their letters to the editor in newspapers to visualize the story. Build interest by asking questions such as the following: Think about a time when you wanted to speak out about something. What problem did you want to point out? What did you do? Read the title and author and talk about the cover illustration. Explain that this story is realistic fiction. Ask students to describe what kinds of features they can expect to find in realistic fiction.

Introduce the Text
Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Pages 2–3: Have students read the first sentence in the second paragraph on page 2. Ask: What does it mean to be studious? Point out the illustration on page 3. What does the picture suggest about Tyler’s wheelchair skills?

Page 5: Direct students to the highlighted word coverage. What does it mean to get coverage in a newspaper?

Page 6: Direct students to the highlighted word activist. What does an activist do? What issue would you expect an activist in this story to be interested in?

Now go back to the beginning and read to find out what happens when Tyler’s letter is published.

Target Vocabulary

activist – one who relates to or engages in direct, confrontational action, p. 6
byline – a line at the head of a newspaper article carrying the writer’s name, p. 12
column – a feature article appearing regularly in a newspaper, p. 7
coverage – degree to which something is observed, analyzed, and reported, p. 5
drafting – developing and planning the writing of a document, p. 8
headline – title of a newspaper article, usually set in large type, p. 4
investigative reporting – specializing in uncovering and explaining hidden information, p. 13
mobility – quality or state of moving from place to place, p. 8
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Summarize Strategy as they read. Tell them to think about how Tyler's feelings change over the course of the story.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the text.
Suggested language: How would you call people’s attention to a problem that you wanted to fix in your school or community?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tyler notices that the student newspaper does not include any stories that represent people with disabilities.</td>
<td>• Standing up for yourself and your own needs can take courage and can have positive results.</td>
<td>• The author uses internal thoughts to show how Tyler arrives at his decision to submit his letter to the paper.</td>
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<tr>
<td>• Tyler writes a letter to the editor of the newspaper to express his feelings about this omission.</td>
<td>• There is no substitute for first-hand experience when trying to understand what obstacles some people face.</td>
<td>• The story is told chronologically and leaps ahead by a month when Tyler’s letter is published in the newspaper.</td>
</tr>
<tr>
<td>• A student reporter puts herself in his place for a day and sees the world from the seat of a wheelchair.</td>
<td>• One small act can make a difference.</td>
<td>• The dialogue reflects realistic conversation that students would have and contains moments of sarcasm and self-consciousness.</td>
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</table>

Choices for Further Support
• Fluency Invite students to choose roles of the characters and read a passage that contains some dialogue between the characters. Remind them to demonstrate phrased fluent reading, and change their tone to reflect the stress for italicized terms and to vary pitch and volume to express phrases placed in quotation marks.

• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Have students define the Greek root that means writing in the word photograph on page 15. Ask students if they can name another word with the Greek root graph (paragraph, autograph).
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 19.8.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook.

Target Comprehension Skill

Persuasion
Remind students that persuasive writing often uses techniques that include stating goals, explaining the reasons for action, and explaining the consequences of acting or not acting. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

In his letter to the editor of the school paper, Tyler wants to persuade the editor to offer more coverage of students with disabilities. He says writing about all students would best serve the needs of the student body. He also says that the disabled students represent an exceptional group that should not be ignored. Add these to the chart as reasons Tyler thinks the newspaper should take action.

Practice the Skill
Have students discuss other instances of characters who used persuasion to achieve a goal and compare the tactics they used with those used by Tyler.

Writing Prompt: Thinking About the Text
Have students write a response to the prompt on page 6. Remind them that when they think about the text, they reflect back on the text. They should notice and evaluate language, genre, literary devices, and how the text is organized.

Assessment Prompts
• What is the meaning of byline on page 12?
• What is an important message in the story?
• Chantel uses a wheelchair in order to find out _________________.

Grade 4
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Lesson 19: Another View
**English Language Development**

**Reading Support** Make sure the text matches the students’ reading level. Language and content should be accessible with regular teaching support.

**Idioms** The story includes some idioms that might be unfamiliar. Explain the meaning of **wheelie** (page 3). Tell students that the word **gooey** (page 6) refers to feeling overly sentimental and is similar to the adjective **sappy**.

**Oral Language Development**

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
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<tbody>
<tr>
<td><strong>Speaker 1:</strong> Who is the story about?</td>
<td><strong>Speaker 1:</strong> What does Tyler do about his frustration with the paper?</td>
<td><strong>Speaker 1:</strong> What do Tyler’s actions suggest about him?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> Tyler</td>
<td><strong>Speaker 2:</strong> He writes a letter to the editor.</td>
<td><strong>Speaker 2:</strong> He wants people to see him as more than just a boy in a wheelchair. He doesn’t reveal to the reporter that he is on the wheelchair basketball team, which suggests that he is humble.</td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> What is Tyler upset about?</td>
<td><strong>Speaker 1:</strong> How does the newspaper’s editor respond to the letter?</td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> the lack of stories about disabled students in the student paper</td>
<td><strong>Speaker 2:</strong> The letter is published and a reporter writes a story about the challenges faced by who are in wheelchairs.</td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> How does Tyler get around?</td>
<td><strong>Speaker 2:</strong> He uses a wheelchair.</td>
<td></td>
</tr>
<tr>
<td><strong>Speaker 2:</strong></td>
<td></td>
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**Critical Thinking**

Read and answer the questions. Possible responses shown.

1. **Think within the text**: What is Tyler’s complaint with the school newspaper? What is an example he gives to support his complaint? It never includes stories about disabled students. Tyler’s wheelchair basketball team is in the playoffs, but not covered.

2. **Think within the text**: In what way is Tyler’s mother an activist? How does Tyler feel about her work? She has worked to raise awareness about wheelchair access issues and has fought to have ramps built in the town. Tyler is both proud of her and embarrassed by the attention it brings.

3. **Think beyond the text**: Tyler writes a letter to the editor to get his point across in *Another View*. What are some other ways people can communicate persuasive opinions to large numbers of people? Other persuasive outlets include writing a blog, commenting on an Internet message board, public speaking, distributing flyers, or hanging posters.

4. **Think about the text**: What is one prediction you can make based on what Chantel learns about Tyler at the end? Heidi tells Chantel that Tyler is the star player on his wheelchair basketball team. It is likely that Chantel and Heidi will accept Tyler’s invitation to cover his team’s playoff game for the school newspaper.

5. **Making Connections**: Think about your own school newspaper. Are any perspectives missing from it? What ideas do you have for an article that might raise awareness of an issue that is important to you? What would you want the article to communicate?

Write your answer in your Reader’s Notebook.
Another View

Thinking About the Text
Think about the prompt below. Then write your answer in two or three paragraphs.

Remember that when you think about the text you reflect back on the text. You notice and evaluate language, genre, literary devices, and how the text is organized.

The author uses third-person narration to tell the story. How might the story be different if the author had chosen a character to tell the story in the first-person? Describe how reading the story might be different if Tyler told his own story or if Chantel told the story.
Name ___________________________ Date __________

**Critical Thinking**

Read and answer the questions.

1. **Think within the text** What is Tyler’s complaint with the school newspaper? What is an example he gives to support his complaint?

2. **Think within the text** In what way is Tyler’s mother an activist? How does Tyler feel about her work?

3. **Think beyond the text** Tyler writes a letter to the editor to get his point across in *Another View*. What are some other ways people can communicate persuasive opinions to large numbers of people?

4. **Think about the text** What is one prediction you can make based on what Chantel learns about Tyler at the end?

**Making Connections** Think about your own school newspaper. Are any perspectives missing from it? What ideas do you have for an article that might raise awareness of an issue that is important to you? What would you want the article to communicate?

Write your answer in your Reader’s Notebook.
Three weeks later, the new issue of the *Messenger* was out, and Tyler and Chantel’s article had been tacked up behind the glass window of the school display case. “Another View,” proclaimed the headline, “by Tyler Chen and Chantel Smythe. Photography by Heidi Clark.” A crowd of students hovered around Tyler, Chantel, and Heidi, eagerly asking questions.

“You know, I was impressed by Chantel’s and Heidi’s determination,” Tyler was saying. “Getting around in a wheelchair can be tough.”

Chantel nodded and said, “It was an eye-opening experience. I’d never realized what hard work it is to get around school; it was humbling.”

**Comments:**

**Accuracy Rate**

\[
\text{Accuracy Rate} = \left( \frac{\# \text{ words read correctly}}{102} \right) \times 100
\]

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\]

\[\%\]

**Total Self-Corrections**

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**Behavior** | **Code** | **Error**
--- | --- | ---
Read word correctly | ✅ | 0
Repeated word, sentence, or phrase | ⏹ | 0
Omission | ❌ | 1

**Behavior** | **Code** | **Error**
--- | --- | ---
Substitution | cut | 1
Self-corrects | cut | 0
Insertion | the | 1
Word told | ✅ | 1

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