

Another View

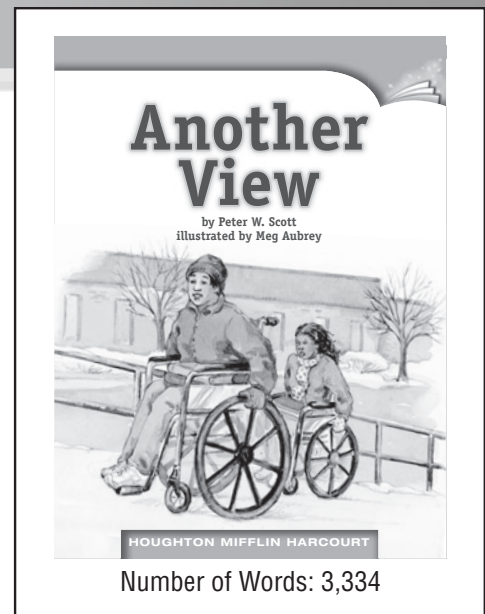
by Peter W. Scott

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

Genre	<ul style="list-style-type: none"> Realistic fiction
Text Structure	<ul style="list-style-type: none"> Third-person continuous narrative
Content	<ul style="list-style-type: none"> Addressing a broad readership in a publication Mobility and access for people using wheelchairs Living with physical limitations
Themes and Ideas	<ul style="list-style-type: none"> Speaking out for those who are underrepresented is important. Putting yourself in another's place can lead to understanding. Doing what is right and important is not always easy.
Language and Literary Features	<ul style="list-style-type: none"> Conversational language Some inference required for comprehension: <i>Twenty-six sets of eyes</i>
Sentence Complexity	<ul style="list-style-type: none"> Full range of punctuation, including semicolons, ellipses, dashes, and italics
Vocabulary	<ul style="list-style-type: none"> Words and phrases associated with legal issues: <i>lobbied, ordinance, activist</i> Multiple-meaning words used in unfamiliar contexts: <i>frown grew more pronounced</i>
Words	<ul style="list-style-type: none"> Many multisyllable words such as <i>furrowed, studious, indignant, exhilarated</i>
Illustrations	<ul style="list-style-type: none"> Illustrations support narrative
Book and Print Features	<ul style="list-style-type: none"> Seventeen pages of text, including spreads without illustrations Letter to the editor, appearing as it would in a newspaper

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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.

Expand Your 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  **TARGET 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:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Tyler notices that the student newspaper does not include any stories that represent people with disabilities.• Tyler writes a letter to the editor of the newspaper to express his feelings about this omission.• A student reporter puts herself in his place for a day and sees the world from the seat of a wheelchair.	<ul style="list-style-type: none">• Standing up for yourself and your own needs can take courage and can have positive results.• There is no substitute for first-hand experience when trying to understand what obstacles some people face.• One small act can make a difference.	<ul style="list-style-type: none">• The author uses internal thoughts to show how Tyler arrives at his decision to submit his letter to the paper.• The story is told chronologically and leaps ahead by a month when Tyler's letter is published in the newspaper.• The dialogue reflects realistic conversation that students would have and contains moments of sarcasm and self-consciousness.

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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 journals.

Target Comprehension Skill

Author's Purpose ✓ **TARGET SKILL** Remind students that authors often write stories to entertain readers. Point out that they may also write to persuade readers to agree with an idea. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

The author shows the challenges that wheelchair users like Tyler face. Chantel tries to get around in a wheelchair with Tyler. She finds that it takes longer to get to classes because they can't use the stairs. Getting to a rest room she can use takes longer, too. Those are details I can add to the chart.

Practice the Skill

Have students share the author's purpose in other stories that they have read recently.

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 _____.

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. **Speaker 1** is the teacher. **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/Advanced
<p>Speaker 1: Who is the story about?</p> <p>Speaker 2: Tyler</p> <p>Speaker 1: What is Tyler upset about?</p> <p>Speaker 2: the lack of stories about disabled students in the student paper</p> <p>Speaker 1: How does Tyler get around?</p> <p>Speaker 2: He uses a wheelchair.</p>	<p>Speaker 1: What does Tyler do about his frustration with the paper?</p> <p>Speaker 2: He writes a letter to the editor.</p> <p>Speaker 1: How does the newspaper's editor respond to the letter?</p> <p>Speaker 2: The letter is published and a reporter writes a story about the challenges faced by those who are in wheelchairs.</p>	<p>Speaker 1: What do Tyler's actions suggest about him?</p> <p>Speaker 2: 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.</p>

Responding

TARGET SKILL **Author's Purpose** What was the author's purpose in writing *Another View*? Copy the chart below. Summarize the author's purpose. Then list details that support that purpose.

Detail: ?

Detail: ?

Detail: ?

Author's Purpose: To persuade readers to be aware of the challenges wheelchair users face

Write About It

Text to Text Think of another selection you have read about a character who fights for his or her rights. How did you feel about that character? Write two paragraphs that tell about your reaction.

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Name _____ Date _____

Lesson 19
 BLACKLINE MASTER 19.8

Critical Thinking

Another View
Critical Thinking

Read and answer the questions.

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

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

- 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?

- 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.

Grade 5
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Lesson 19: Another View

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

Another View
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.

Another View • LEVEL X

Another View
Running Record Form

page	Selection Text	Errors	Self-Corrections
18	<p>Three weeks later, the new issue of the <i>Messenger</i> 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.</p> <p>“You know, I was impressed by Chantel’s and Heidi’s determination,” Tyler was saying. “Getting around in a wheelchair can be tough.”</p> <p>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.”</p>		
	Comments:	Accuracy Rate (# words read correctly/102 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	@ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{SC} cat	0
Insertion	the _cat	1
Word told	Ⓢ cat	1

