

Reading Skills and Strategies

- Identify story structure.

Vocabulary and Comprehension Strategies

Activity Story Structure: Main Character

NOTE: This lesson requires a review of up to ten vocabulary words. Suggestions of these words and their definitions are provided. Student-friendly definitions should always be used. You may want to survey the excerpt and select and define your own words before beginning the lesson. Write these words on Transparency 2: Vocabulary Overview (T2) before the lesson.

- The narrative text you read, whether it's a fiction or nonfiction work, has important components to help tell the story. These components are called story structure. Story structure provides the details we need to make sense of the story. These details include important information about the main character, or whom the story is mostly about; the setting, or where and when the story takes place; and the plot, or what is going on in the story from beginning to end. Why is it important to focus on story structure when you're reading fiction or nonfiction narrative text? **Accept** reasonable responses.

Transparency 2

- As you're reading, you should try to visualize, or picture in your mind, the various components of story structure. When you visualize in your mind the main character, setting, and plot, you're using mental imagery. Mental imagery keeps you interested in the story and helps you better understand what's going on. You'll use mental imagery as you read and think about story structure.
- The most important story-structure component is the main character. The main character is whom or what the story is mostly about. Sometimes we have only one main character. Other times we have more than

one main character. Stories also have minor characters, who receive less attention in the story. They often affect what the main character does. The main character can affect what minor characters do too. Think of a book you've read recently. Who was the main character? Who were the minor characters? What made them either main or minor characters? **Accept** reasonable responses.

- Show Transparency 1: Character-Analysis Chart (T1).

Transparency 1/Workbook page 1

- When you're reading a story, you'll learn details about the main character. The main character often changes as the story goes along. It's important to keep track of the details of this character as you read the story. These details relate to how the main character looks, acts, thinks, or feels because of events or other characters in the story. Mental imagery helps you visualize these details. Why do you think it's important to think about and visualize the details of the main character? **Accept** reasonable responses.

You should also think about how the main character relates to books you've read, how the main character relates to yourself, or how the main character relates to the world around you. When you relate to the main character, you're making personal connections. You make a personal connection related to text when you ask yourself how Rachael is similar to characters in other books you've read. You make a personal connection related to yourself when you ask yourself how Rachael reminds you of things you've experienced. And you make a personal connection related to the world when you think about how Rachael relates to things you've seen on TV, in movies, or in the community, for example. Why do you think it's important to make these types of connections? **Accept** reasonable responses.

- Direct students to **Workbook** page 1 and to **Above and Beyond: A Nonfiction Anthology**. Today you'll use the Character-Analysis Chart in your **Workbook**. This chart will help you keep track of important details and personal connections about the main character you read about in **Above and Beyond: A Nonfiction Anthology**. An anthology is a book made up of

smaller stories or selections. The first selection in your **Anthology** is titled *No End in Sight*. In Units 1 and 2, you'll use the same **Workbook** Character-Analysis Chart for all eight excerpts, or small parts, of *No End in Sight*.

- Direct students to **Anthology** pages 6–X (first excerpt). Show T2. Today you'll read the first excerpt of the nonfiction selection *No End in Sight*. This book is about a woman sled-dog racer who is legally blind. Some of the text has been left out to make this selection short enough to read during the class period. Before you read this excerpt, we'll review some vocabulary words to help you better understand what you'll read today. Later in this program, you'll learn a strategy to determine on your own what these words mean. Read any difficult words and definitions to students, and discuss their meanings. Ideas: *Accommodation*: Change made to increase convenience. *Adamant*: Not able to be swayed. *Cesarean section*: A procedure in which a baby is surgically removed from the mother. *Discourse*: Conversation. *Fissure*: A crack. *Legally blind*: A person sees at twenty feet what someone else with perfect eyesight can see at two hundred feet. *Ophthalmologist*: A doctor who treats eye disorders. *Pediatric*: Related to the medicine dealing with children. *Placate*: To calm in order to stop one from feeling angry.

- Now you'll read to yourself the first excerpt from *No End in Sight*. As you're reading, try to visualize in your mind the main character. Allow up to ten minutes. After reading, discuss the vocabulary words as needed and what students visualized as they read.

ROUTINE • Analyzing the Main Character

- Show T1. I'll use the Character-Analysis Chart to keep track of important details and personal connections about the main character in this story. Don't forget to write your name, the date, and the book title at the top of the page. Have students write their name, date, and book title. Have students copy everything you write as you model the think-aloud for T1.

Think-Aloud First, I need to identify the main character. The main character is the person the story is mostly about. The story is mostly about Rachael Scdoris, so I'll write *Rachael Scdoris* on the blank labeled "Main Character." If I didn't remember the main character's name, I would go back to the excerpt and scan to find it. Next I need to write important details about Rachael Scdoris. I used mental imagery as I read the story, so I've

pictured in my mind some details about her. I don't need to write every single thing about Rachael, just some important details for me to remember. I'll write *Born February 1, 1985; born a month late; ten pounds, eight ounces, twenty-four inches; largest girl baby born at hospital; couldn't focus eyes; legally blind; parents devastated, divorced when she was three years old*. I'll write this in the first-excerpt box in the column labeled "Character Details." If I didn't remember the details, I would go back to the excerpt and scan to find them. Finally I need to make a personal connection with Rachael. I need to think about how she relates to characters in other texts I've read, how she relates to things I've experienced in my own life, or how she relates to things I've come across in the world around me. Describe, and write a connection you can make with the main character in the first-excerpt box in the column labeled "Personal Connections."

Retain T1 with its written notes for Unit 1, Lesson 2. ♦

- DISCUSSION:** Discuss why other characters, such as Rachael's father, mother, and the doctors, are minor characters rather than main characters.

- When could you use the Character-Analysis Chart? **Accept** reasonable responses.

- Why should you use the Character-Analysis Chart? **Accept** reasonable responses.

Fluency Strategies

Activity Activity: Cold Timing

- Reading fluency has to do with how quickly and correctly you read text. It also has to do with adding expression to your voice while you read, as when you see quotation marks, italicized words, or question marks. Students who read fluently do better in class, on homework, and on tests. Fluency also helps you understand what you read.
- To build your fluency, you'll do two timings per week with a partner. The first timing is a cold timing. This means you won't see the passage before you read it. This timing will occur at the beginning of the week. The second timing will be done at the end of the week. This second timing is called a hot timing. It will be the same passage you read at the beginning of the week. During the week, you'll practice reading this same passage to help you become a more fluent reader.

3. **Direct** students to **Workbook** page 2. **Show** Transparency 5: Fluency Sample (T5).

Transparency 5/Workbook page 2 Transparency 6/Workbook page 115

ROUTINE • Conducting Cold Timing with Sample Passage

- a. **Model** procedure for T5: word count.

Procedure This is a passage about overcoming challenges. The passage discusses how people overcome great odds to make their dreams come true. When you have never read the passage before, you make a check mark in the box labeled “Cold Timing.” **Make** a check mark on the transparency. The numbers to the right of the passage show how many words are at the end of each line, starting from the beginning of the passage. For example, in the first line, the word *tennis* is the fifth word. In the fourth line, the word *people* is the twenty-eighth word. In the fifth line, *true* is the fortieth word. ♦

- b. **Have** students practice finding the number of words read.

- c. **Model** procedure for T5: cold timing.

Procedure When you do a cold timing, you’ll work with a partner. I’ll set the timer for one minute, and one partner will begin reading. You’ll listen carefully as your partner reads. If you hear an error, circle it on your copy using a pencil, like this. **Demonstrate** on the transparency. Don’t interrupt your partner as he or she reads. When the timer sounds, make a slash after the last word your partner read, like this. **Demonstrate** on the transparency. **Review** each error

your partner made. You can say something like this: “That word is *contracted*.” Then have your partner reread the sentence correctly. If neither of you knows the word, ask a classmate or an adult. Remember to always be positive. ♦

- d. **Call** on students to read a sentence and to make a deliberate error.

- e. **Discuss** procedures and different errors students might make.

- f. **Model** procedure for T5: CWPM.

Procedure Now I’ll calculate my correct words per minute, or CWPM. First, I’ll write the total number of words I read. If I read 150 words, I’ll write that number in the box labeled “Total Words Read.”

Write 150 on the transparency. Next I’ll write the total number of errors I made. If I made two errors, I’ll write that number in the box labeled “Total Errors.”

Write 2 on the transparency. Then I’ll subtract the total errors from the total words I read. This will be my correct words per minute, or CWPM. When I subtract my errors from my words read, I get 148 words. I’ll write that number in the box labeled “Correct Words per Minute.” **Write** 148 on the transparency. ♦

- g. **Direct** students to **Workbook** page 115, and provide blue pens. **Show** Transparency 6: Fluency Chart (T6). **Model** procedure for T6: Fluency Chart.

Procedure On my Fluency Chart, I need to find the column for Unit 1. **Demonstrate** on the transparency. In the Unit 1 column, I’ll write my CWPM in the blue box labeled “CWPM—Cold.” **Write** 148 on the transparency. I’ll graph my CWPM on my Fluency Chart in blue.

Demonstrate on the transparency by coloring a blue bar above today’s date up to the number of correct words per minute read. I’ll check to make sure the number I wrote in my “CWPM—Cold” box matches the top of the blue bar on my Fluency Chart. **Demonstrate** on the transparency. Next I need to determine my goal. It’s what I’m aiming for. It could be the black, blue, or red horizontal line. I look where my blue bar is. My blue bar is at 148 words and is just below the black horizontal line. My goal line will be the next horizontal line above my blue bar. My goal line is the black horizontal line, or 150 words per minute. ♦

4. Now you’ll do your first cold timing using a new fluency passage.

Assessment Masters page 2

5. All week you’ll practice reading your fluency passage. At the end of the week, you’ll do your hot timing to see how much you’ve improved. You’ll also check to see if you reached your goal line.

Lesson Wrap-Up

Conclude lesson with a brief review of reading skills and strategies taught (identify story structure).

ROUTINE • Conducting Cold Timing with Fluency Passage

- Assign** student partners. **Reproduce** Unit 1 Fluency, **Assessment Masters** page 2.
- Ask** Partner 1 to read aloud to Partner 2. **Remind** students not to interrupt.
- Time** students for one minute. **Monitor** students.
- Ask** Partner 2 to tell Partner 1 each word missed, and ask Partner 1 to read aloud each sentence correctly. **Review** how to correct an error as needed.
- Ask** Partner 2 to read aloud to Partner 1.
- Time** students for one minute. **Monitor** students.
- Ask** Partner 1 to tell Partner 2 each word missed, and ask Partner 2 to read aloud each sentence correctly.
- Have** students calculate CWPM. **Monitor** students. **Guide** as needed. **Provide** calculators as needed.
- Have** students write their “CWPM—Cold” score on their Fluency Chart and graph their score in blue.
- Have** students check that what they wrote in the blue box matches what they graphed on their chart. **Have** students check their goal line.

Annotated Literature Bibliography

This bibliography contains carefully chosen fiction and nonfiction literature that represent a variety of genre and levels of sophistication. The Lexile Framework® level of each book is listed. After students have completed **SRA Read to Achieve: Comprehending Narrative Text**, you may want to choose a book from the list below, distribute it to students, and have them read through the book, monitoring them day to day as they use the skills and strategies they learned in **Read to Achieve**.

Title	Author	Lexile Framework®	Annotation
<i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i>	Jim Murphy	1130	Little was understood at the time about yellow fever, the epidemic killing residents in Philadelphia in 1793. What were its causes? What factors caused the disease to spread? This book discusses how politicians and doctors took action and offers a parallel to modern epidemics.
<i>Black Potatoes: The Story of the Great Irish Famine, 1845–1850</i>	Susan Campbell Bartoletti	1040	Between 1845 and 1850, a mysterious blight in Ireland turned potatoes black, leading to the Great Irish Famine. Millions suffered from starvation and disease; others migrated from their homeland in search of a better life. This book tells how people survived by scavenging fields or walking miles daily just for a meal.
<i>The Book of Time</i>	Guillaume Prevost	830	A boy goes back in time to search for his father by following clues in a magic book. He must find a way to save his father and himself from a villain who is searching for their family's secret to time travel.
<i>Close to Shore: The Terrifying Shark Attacks of 1916</i>	Michael Capuzzo	1200	In the summer of 1916, horrifying attacks on the East Coast seashore frightened bathers. Some speculated turtles or whales were responsible for the attacks until an adolescent shark was blamed. Capuzzo adapts the adult book into a story for a younger audience, retaining the suspense and curiosity of the original.
<i>Cracker! The Best Dog in Vietnam</i>	Cynthia Kadohata	730	A loyal dog is taken from its family and sent to a military training camp. Cracker is assigned to a soldier in Vietnam to be a helper with the war. Told partly from a dog's perspective, this book is a tale about loyalty and trust in troubled times.
<i>Dark Water Rising</i>	Marian Hale	970	Tragedy struck Galveston in the form of a storm and flooding, and the cost was very dear. A young man tries to help keep his family intact. This book tells of the disaster that tore families apart and brought survivors together.
<i>15 Minutes</i>	Steve Young	650	A time-traveling youngster learns how to use second chances for his advantage. It's all fun and games until he's caught and learns the consequences of meddling with time.

<i>The Gollywhopper Games</i>	Jody Feldman	590	The Gollywhopper Games promise fame, fortune, and fun to any child brave enough to enter. After Gil's father is wrongly accused of stealing and is fired from Golly Toy and Game Company, Gil is determined to win the games and reclaim his family's honor. Can Gil succeed despite the angry company owners, cheating opponents, and TV commotion?
<i>Hidden Talents</i>	David Lubar	630	The Edgeview Alternative School is full of kids with bad behavior, but Martin thinks his behavior isn't bad—he just has hidden talents. Martin is a young man with a talent for frustrating authority. After being kicked out of his third school, he is sent to the alternative school until he can clean up his act. He meets others like him and finds a common bond.
<i>Hurt Go Happy</i>	Ginny Rorby	870	Being deaf was lonely for Joey Willis until she found someone to speak her language. Joey learns sign language against her mother's wishes with the help of a kind neighbor and his signing chimpanzee. When the chimp suddenly faces danger, Joey will risk everything to keep her safe.
<i>The Invention of Hugo Cabret</i>	Brian Selznick	820	An orphan, Hugo Cabret uses his father's last remaining work to find his place in the world. A whirlwind of thieves, inventors, and suspicious townspeople create a haphazard environment for Hugo to try to discover his purpose.
<i>The London Eye Mystery</i>	Siobhan Dowd	640	No one disappears into thin air! After the mysterious disappearance of a young boy from the top of the London Eye, his family is determined to find him. Every possibility is explored, and no stone is left unturned in this mystery.
<i>Onward: A Photobiography of African-American Polar Explorer Matthew Henson</i>	Dolores Johnson	1070	This National Geographic Society book chronicles the journey of Matthew Henson, the first African American polar explorer. Henson was hired to accompany Robert E. Peary on a polar expedition. Photographs and Henson's surviving family members help tell the story of Henson, a man with the skills to deal with the harsh Arctic as well as the personality to develop friendships with the Inuit.
<i>The War of the Worlds</i>	H. G. Wells	1170	This book tells what might happen if Martians invaded Earth. H. G. Wells uses frightening descriptions and vivid imagery to create a crumbling, chaotic world in which humans must have the will to survive.



Book Title _____

Character-Analysis Chart

Name _____ Date _____

Main Character: _____

	Character Details (How does the main character look, act, think, or feel because of events or other characters?)	Personal Connections (How does the character relate to text, self, world?)
●	Excerpt 1	
	Excerpt 2	
	Excerpt 3	
●	Excerpt 4	
	Excerpt 5	
	Excerpt 6	
	Excerpt 7	
●	Excerpt 8	

Lesson

1

Fluency Sample

Name _____ Date _____

Overcoming Challenges

What do tennis player James Blake, composer Ludwig van Beethoven, and doctor Elizabeth Blackwell have in common? They triumphed over difficulties. In fact, many successful people have had to overcome great odds to make their dreams come true.

When James Blake was five, he began playing tennis with his brother. At thirteen, Blake was diagnosed with scoliosis. He had to wear a back brace most of the day for the next five years. In 2004 when he was in his twenties, Blake slipped on a clay tennis court and broke his neck. Although he could still walk, his injury almost ended his tennis career.

But Blake did not let this injury stop him. He continued to work toward becoming one of the best tennis players in the world, and he has succeeded.

Ludwig van Beethoven is recognized as one of the greatest classical-music composers of all time. In 1796 when he was in his twenties, he noticed he was having hearing problems. By his mid-forties, Beethoven had become completely deaf. Yet this disability did not curb Beethoven's love for music. For years afterward, Beethoven composed music and conducted concerts, even though he could not hear the music.

In 1849, Elizabeth Blackwell became the first woman to graduate from medical school in the United States. But the road to becoming a doctor wasn't an easy one. At that time, many people didn't think women should be doctors. Blackwell did not let that stop her.

After graduating, Blackwell was not allowed to work in most American hospitals because she was a woman. She decided to move to France. While living in France, Blackwell contracted a terrible eye disease. Eventually she had to have her eye removed.

Again, Blackwell did not let this obstacle stop her. Her continued medical practice changed the world of medicine. She trained many women to become nurses and doctors.

Total Words Read

Total Errors

Correct Words
per Minute (CWPM) =Word
Count2
12
22
33
40
52
65
82
95
106
120
134
145
160
170
182
191
199
210
223
236
245
256
269
280
286
297
308
313

Lesson

2

Setting-Analysis Chart

Book Title _____

Name _____ Date _____

	Setting Details		Personal Connections
	Where?	When?	(How does this setting relate to text, self, world?)
Excerpt 1			
Excerpt 2			
Excerpt 3			
Excerpt 4			
Excerpt 5			
Excerpt 6			
Excerpt 7			
Excerpt 8			

Lesson

3

Fluency Practice: Standardized Test

Name _____ Date _____

The Feel of Money

Take out some paper money. How much is it worth? You probably find out the value by looking at the bill. Many people are blind or cannot see well enough to read paper money.

In the United States, paper bills are the same size and feel exactly the same. This means that people who are blind cannot tell them apart. They must sometimes ask others to tell them how much money they have or are spending.

Some people who are blind use a machine that tells them how much is printed on the bill. The machine is expensive and must always be carried around.

Not all paper money is like ours. Many other countries make paper money that can be “seen” by people who are blind. For example, the paper money of the European Union is printed in various colors and has large numbers. This makes the bills easier to tell apart.

European bills are also various sizes. For example, a bill worth twenty euros would be larger in size than a bill worth ten euros. Large

numbers and varying colors allow someone with poor vision to tell bills apart. A person who is blind can tell the value by feeling the size of each bill.

Some people have asked the United States government to change the way it makes money. They believe that people who are blind should not have to depend on others to help them with their money.

Changing paper money will help people who are blind tell how much each bill is worth. For example, the new bills might have raised printing on them that could be “read” by feeling the bills. The new money could have foil placed in different parts of the bill. Or the new bills could simply be different sizes, like European money.

Possible changes to paper money are still being considered. Don’t be surprised if in the future you can tell which bill you are spending without looking at it.

Score _____ / 8 = _____ %

Directions: Take turns reading the questions. Answer the questions together.

Level 1: “Remember” Questions—each worth 1 point

For Level 1 questions, fill in the space next to the correct answer in your own Workbook.

1. Some people who are blind have difficulty telling one U.S. bill from another because

- ☐ a. U.S. bills are the same size.
☐ b. U.S. bills are the same color.
☐ c. U.S. bills have different textures.
☐ d. U.S. bills have small print.

Lesson

3

Fluency Practice: Standardized Test, continued

Name _____ Date _____

2. Some people who are blind use a machine that tells them the dollar amount printed on a bill. This machine is
☐ a. too big to carry around. ☐ c. not effective for those who are blind.
☐ b. expensive to buy. ☐ d. difficult to learn to use.
3. The European Union helps people who are blind by using bills printed
☐ a. on different textures of paper.
☐ b. with bar codes on them.
☐ c. with raised dots.
☐ d. in various sizes.
4. What is one suggestion from the text for how the United States can change bills?
☐ a. Print them on different textures of paper.
☐ b. Put pieces of foil in different parts of the bill.
☐ c. Print them on different colors of paper.
☐ d. Put voice-activated bar codes on them.

Level 2: “Understand” Questions—worth 2 points (2 points for correct answer, 1 point for partially correct answer, 0 points for incorrect answer)

For the Level 2 questions, write the answer in the spaces provided in your own Workbook.

5. Explain how paper money in the United States may cause problems for those who are blind.

6. Explain some proposed changes to paper bills in the United States.

Lesson
1

Book Title _____

Reciprocal-Teaching Chart

Name _____ Date _____

Group Members:	Discussion Leader/Passage Selector _____ Predictor/Character Analyzer _____	
	Question Generator _____ Clarifier _____ Summarizer _____	
	Prediction of Excerpt	Character Analysis
	_____	Character details: _____
	_____	_____
	_____	Personal connections: _____
	Verification	_____
	CORRECT INCORRECT	_____
	Question Generation	Clarification
	Literal question: _____	Word 1: _____
	_____	Definition: _____
	Answer: _____	_____
	_____	_____
	Inferential question: _____	Word 2: _____
	_____	Definition: _____
	Answer: _____	_____
	Summarization	Passage Selected
	Whom or what: _____	Page number: _____
	Most important thing: _____	Comments about passage: _____
	_____	_____
	Main idea: _____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Lesson
2

Book Title _____

Reciprocal-Teaching Chart

Name _____ Date _____

Group Members:	Discussion Leader/Passage Selector _____ Predictor/Character Analyzer _____	
	Question Generator _____ Clarifier _____ Summarizer _____	
	Prediction of Excerpt	Character Analysis
	_____	Character details: _____
	_____	_____
	_____	Personal connections: _____
	Verification	_____
	CORRECT INCORRECT	_____
	Question Generation	Clarification
	Literal question: _____	Word 1: _____
	_____	Definition: _____
	Answer: _____	_____
	_____	_____
	Inferential question: _____	Word 2: _____
	_____	Definition: _____
	Answer: _____	_____
	Summarization	Passage Selected
	Whom or what: _____	Page number: _____
	Most important thing: _____	Comments about passage: _____
	_____	_____
	Main idea: _____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Lesson

3

Book Title _____

Reciprocal-Teaching Chart

Name _____ Date _____

Group Members:	Discussion Leader/Passage Selector	Predictor/Character Analyzer
	Question Generator	Clarifier
		Summarizer
	Prediction of Excerpt	Character Analysis
		Character details: _____
		Personal connections: _____
	Verification	
	CORRECT INCORRECT	
	Question Generation	Clarification
	Literal question: _____	Word 1: _____
		Definition: _____
	Answer: _____	
	Inferential question: _____	Word 2: _____
		Definition: _____
	Answer: _____	
	Summarization	Passage Selected
	Whom or what: _____	Page number: _____
	Most important thing: _____	Comments about passage: _____
	Main idea: _____	

Lesson

3

Fluency Practice: Standardized Test

Name _____ Date _____

Hatchet

There were these things to do.

He transferred all the eggs from the small beach into the shelter, reburying them near his sleeping area. It took all his will to keep from eating another one as he moved them, but he got it done and when they were out of sight again it was easier. He added wood to the fire and cleaned up the camp area.

A good laugh, that—cleaning up the camp. All he did was shake out his windbreaker and hang it in the sun to dry the berry juice that had soaked in, and smooth the sand where he slept.

But it was a mental thing. He had gotten depressed thinking about how they hadn't found him yet, and when he was busy and had something to do the depression seemed to leave.

So there were things to do.

With the camp squared away he brought in more wood. He had decided to always have enough on hand for three days and after spending one night with the fire for a friend he knew what a staggering amount of wood it would take. He worked all through the morning

at the wood, breaking down dead limbs and breaking or chopping them in smaller pieces, storing them neatly beneath the overhang. He stopped once to take a drink at the lake and in his reflection he saw that the swelling on his head was nearly gone. There was no pain there so he assumed that had taken care of itself. His leg was also back to normal, although he had a small pattern of holes—roughly star-shaped—where the quills had nailed him, and while he was standing at the lake shore taking stock he noticed that his body was changing.

He had never been fat, but he had been slightly heavy with a little extra weight just above his belt at the sides.

This was completely gone and his stomach had caved in to the hunger and the sun had cooked him past burning so he was tanning, and with the smoke from the fire his face was starting to look like leather. But perhaps more than his body was the change in his mind, or in the way he was—was becoming.

I am not the same, he thought. I see, I hear differently.

Score _____ / 8 = _____ %

Directions: Take turns reading the questions. Answer the questions together.

Level 1: "Remember" Questions—each worth 1 point

For Level 1 questions, fill in the space next to the correct answer in your own Workbook.

1. What did Brian transfer from the small beach back to his shelter?

- ☐ a. Eggs
 ☐ c. Fish
☐ b. Water
 ☐ d. Roots

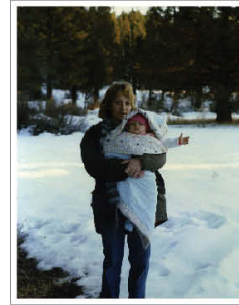


No End in Sight

My Life as a Blind Iditarod Racer

Rachael Scdoris and Rick Steder

A BEAUTIFUL BABY



Background Information

Rachael Scdoris wanted to become one of the best professional sled-dog racers in the world, but she had a visual impairment. She did not want to be thought of as disabled but rather as someone who saw things differently than others saw them.

I was born February 1, 1985, the same year Libby Riddles became the first woman to win the Iditarod. According to my parents, I was an incredibly beautiful baby, but, of course, all parents say that. I was nearly a month late and had to be taken by cesarean section. I weighed ten pounds, eight ounces, measured twenty-four inches, and was the largest girl baby born up to that time at St. Charles Hospital in Bend, Oregon. I came into this world with a full head of blond hair.

Since I was too young to know what was going on during that time, I have relied on what my father, Jerry, and mother, Lisa, have told me about this period of my life. According to Dad, within a few days of bringing me home he began to notice something abnormal about my eyes. When he held me close and cooed to me, he said I was not able to focus on his face. It was as if I was searching for the source of the sound but unable to locate it.

Dad actually returned to the hospital and asked one of the nurses in Pediatrics about his concern. She told him, "It's not uncommon. It takes some babies a few weeks, or even a month, to be able to focus. Don't worry." She showed him

Beyond the Book

Adventure Alaska!

Beckham's Tundra Trips and Tours

Alaskan thrills by
land, water, snow, or air



Home to a myriad of caribou, whales, mountains, festivals, hiking trails, and more, Alaska has something for everyone. This great state has more coastline than all other U.S. states combined, making for some of the best river rafting and kayaking in the world. Hikers have breathtaking scenery and diverse trails to keep them busy. Ice climbers, skiers, and ice fishers have their pick of glaciers, mountains, and frozen lakes. And those seeking a bird's-eye view of the last frontier have bush planes and floatplanes at their disposal.



ALASKAN GEOGRAPHY

Alaska is the largest state in the United States, at 570,380 square miles. Surrounded by ocean and filled with lakes, rivers, tundra, and forest—many of which are part of national refuges and reserves—Alaska is also home to volcanoes, islands, and marshlands.



BY LAND

Take one of our backpacking trips to Lake Clark National Park, where you'll discover icy river crossings, off-trail hiking, and glacier walks.



BY WATER

Enjoy sea kayaking in Resurrection Bay, river rafting on Six-Mile River, and canoeing among any of Alaska's winding rivers and streams.



BY SNOW

Those with a competitive edge might want to take a stab at the Iditarod sled-dog race in March. (This trip fills up fast!) Others can go snowshoeing across the tundra or ice skating under a midnight sun.



BY AIR

Experience a view like no other as you board a bush plane and visit tiny villages inaccessible by road. Or watch caribou herds from a hawk's view as you fly over sun-glazed glaciers.

Visit our Web site for more information:

www.beckhamtours.mgh

Extension Activity

Connecting with a Character: Choose a minor character from *No End in Sight*. (a) Explain why you chose this character, and discuss two ways this person had an impact on the main character's life. (b) Think of someone who has had an impact in this way on your life. Describe this person and two ways this person has affected you. (c) Write a summary of your paper.

Paper Requirements: Paper must begin with a title page that lists the paper's title, your name, and the date. Paper must be two or three pages long (not including the title page).

Also By The Author

If you enjoyed *No End in Sight*, you may enjoy these other books by Rick Steber:

- *Cowboys* (nonfiction; Tales of the Wild West series)
- *Oregon Trail* (nonfiction; Tales of the Wild West series)
- *Pacific Coast* (nonfiction; Tales of the Wild West series)
- *Pioneers* (nonfiction; Tales of the Wild West series)
- *Women of the West* (nonfiction; Tales of the Wild West series)

Related Topics

If you enjoyed the topics discussed in *No End in Sight*, you may enjoy these other books that explore similar topics:

- *The Earliest Americans* by Helen Roney Sattler and Jean Day Zallinger (historical account of native civilizations, beginning with peoples who may have used a land bridge between Alaska and Siberia)
- *Gold Rush Dogs* by Claire Rudolf Murphy and Jane G. Haigh (nonfiction; celebration of notable dogs that took part in the Alaska-Yukon Gold Rush)
- *Gutsy Girls: Young Women Who Dare* by Tina Schwager and Michele Schuerger (nonfiction; stories about young women who have played extreme sports or performed challenging feats)
- *Race Across Alaska: First Woman to Win the Iditarod Tells Her Story* by Libby Riddles and Tim Jones (nonfiction; account of how Riddles became the first woman to win the Iditarod)
- *Winterdance: The Fine Madness of Running the Iditarod* by Gary Paulsen (nonfiction; narrative of Paulsen's Iditarod adventure)

TRIAL —BY— ICE

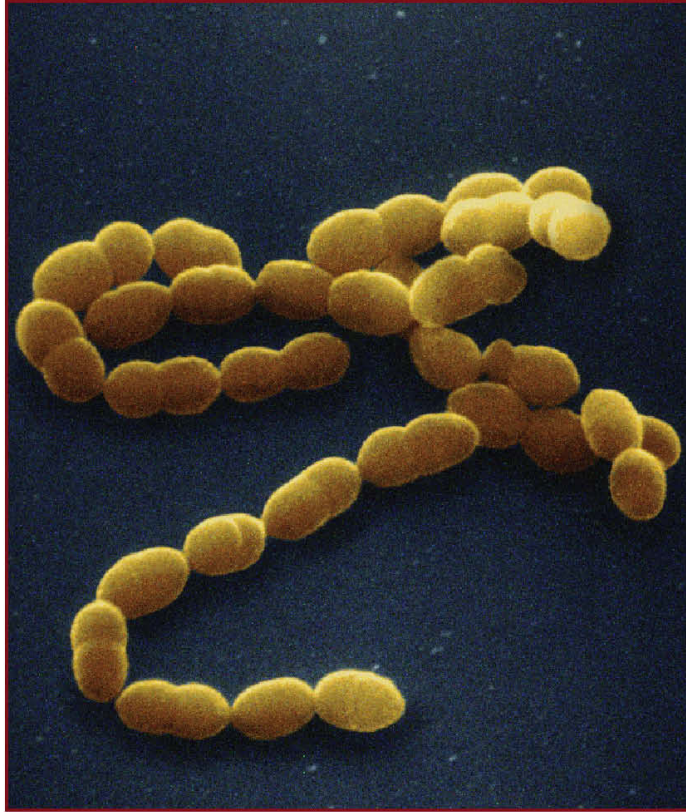
Photobiography of Sir Ernest Shackleton



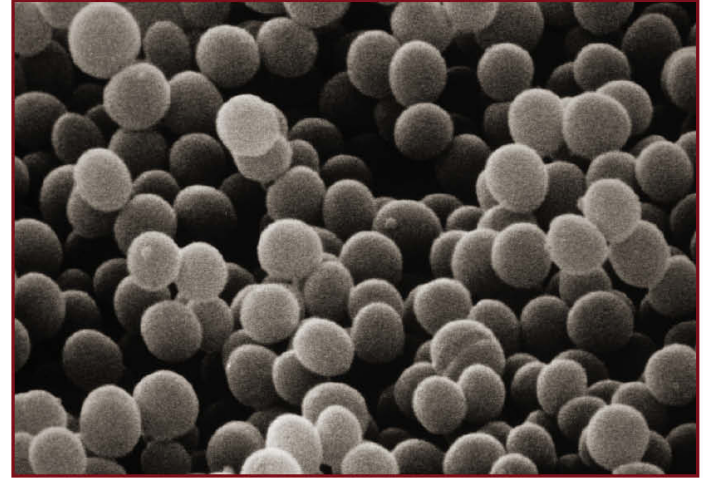
By K. M. Kostyal

"I dreamt . . . that some day I would go to the region of ice and snow and go on and on till I came to one of the poles of the earth, the end of the axis upon which this great ball turns."

Phineas is saved by his youth, his iron constitution, and Dr. Harlow's good nursing. Dr. Harlow will always be modest about his role in saving Phineas. "I dressed him," Dr. Harlow will say. "God healed him."



Under the microscope, streptococci bacteria have a distinctive beads-on-a-string appearance. "Strep" bacteria live on nearly everything people touch but are only dangerous if they can penetrate the body's defenses and overpower the immune system.



Staphylococci bacteria are the other half of the deadly duo of opportunistic bacteria. Infections by "staph" and "strep" were a leading cause of death before the discovery of antibiotic medicines. Somehow, Phineas's immune system beat off their attack.

The patient gains strength. Too much strength, in his doctor's opinion. Dr. Harlow is called out of town for a few days, and when he comes back he finds Phineas out of his sickbed. His head still heavily bandaged, Phineas is roaming about Cavendish in the rain with no coat and thin shoes. He is eating unwisely, refusing nursing advice, and ignoring doctor's orders. Phineas says he wants to go home to his mother's house in Lebanon, New Hampshire, twenty miles away. He intends to walk. According to the best medical theories of his day, Dr. Harlow diagnoses an imbalance of bodily "humors." This theory, which goes back to the ancient Greeks, declares that health is maintained by a balance of four liquids, or humors, in the body—blood, phlegm, yellow bile, and black bile. To bring them into balance, Dr. Harlow prescribes two powerful drugs—an "emetic" to make Phineas throw up and a "purgative," a powerful laxative, to evacuate his bowels. Phineas is knocked flat by the medicines and spends the next two weeks in bed, where Dr. Harlow keeps him on a "low," or bland, diet. His humors may or may not be in balance, but Phineas is resting quietly at last.