



Fighting for a Cause

Tell It Again!™ Read-Aloud Anthology





Fighting for a Cause

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 2

Core Knowledge Language Arts®
New York Edition



Core Knowledge®

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Alignment Chart for Fighting for a Cause

The following chart contains the core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Fighting for a Cause	Lesson								
	1	2	3	4	5	6	7	8	9
Core Content Objectives									
Explain that members of one powerful group often excluded members of other groups from certain rights	✓								
Describe how organizations and movements, such as the civil rights movement, were created as people fought for equal rights	✓								
Explain why fighting for important causes has helped to change laws and improve the lives of many people	✓								
Explain the terms <i>inequality</i> , <i>discrimination</i> , <i>suffrage</i> , <i>segregation</i> , and <i>activist</i>	✓	✓	✓		✓	✓	✓	✓	✓
Explain the concepts of <i>nonviolence</i> , <i>civil rights</i> , and <i>human rights</i>	✓		✓	✓	✓	✓	✓	✓	✓
Describe the lives and contributions of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Dr. Martin Luther King Jr., and Cesar Chavez		✓	✓	✓	✓	✓	✓	✓	
Identify the main causes for which Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Dr. Martin Luther King Jr., and Cesar Chavez fought during their lifetimes		✓	✓	✓	✓	✓	✓	✓	✓
Identify Susan B. Anthony as an abolitionist		✓							
Explain that Susan B. Anthony campaigned for women's rights, especially the right to vote		✓							
Explain that Eleanor Roosevelt was married to President Franklin Roosevelt			✓						
Identify Eleanor Roosevelt as a First Lady			✓						
Identify the Great Depression as a difficult time in American history			✓						
Explain the role of the United Nations in the world			✓						
Explain that Mary McLeod Bethune worked with Eleanor Roosevelt				✓					
Explain the lack of educational opportunities for African American girls in the nineteenth century				✓					

Alignment Chart for Fighting for a Cause

Lesson

	1	2	3	4	5	6	7	8	9
Explain that three presidents asked Mary McLeod Bethune for advice				✓					
Explain that Jackie Robinson was a talented athlete					✓				
Identify Jackie Robinson as the first African American to play Major League Baseball in the United States					✓				✓
Explain the importance of the success of the Montgomery Bus Boycott						✓			
Describe the connection between Rosa Parks and Martin Luther King Jr.							✓		
Identify Martin Luther King Jr. as an important leader of the civil rights movement							✓	✓	
Describe working conditions for migrant workers								✓	
Describe the similarities among the causes supported by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Dr. Martin Luther King Jr., and Cesar Chavez									✓
Describe the similarities among the methods of protest used by Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Dr. Martin Luther King Jr., and Cesar Chavez									✓

Reading Standards for Literature: Grade 2

Craft and Structure

STD RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.								
CKLA Goal(s)	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
Reading Standards for Informational Text: Grade 2										
Key Ideas and Details										
STD RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.									
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud					✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships					✓				
STD RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.									
CKLA Goal(s)	Identify the main topic of a multiparagraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text							✓		
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.									
CKLA Goal(s)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud	✓			✓		✓	✓		
Craft and Structure										
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.									
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions					✓				
STD RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.									
CKLA Goal(s)	Identify the main purpose of a nonfiction/informational read-aloud, including what the author wants to answer, explain, or describe									✓

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
Integration of Knowledge and Ideas										
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.									
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud, and explain how these graphics clarify the meaning of the read-aloud		✓	✓	✓	✓	✓	✓	✓	
STD RI.2.8	Describe how reasons support specific points the author makes in a text.									
CKLA Goal(s)	Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud									✓
STD RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.									
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds						✓			
Range of Reading and Level of Text Complexity										
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.									
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4						✓			
Writing Standards: Grade 2										
Text Types and Purposes										
STD W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.									
CKLA Goal(s)	Plan, draft, and edit opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section		✓	✓	✓	✓	✓	✓	✓	

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
Production and Distribution of Writing										
STD W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.									
CKLA Goal(s)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing									✓
STD W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.									
CKLA Goal(s)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers									✓
Research to Build and Present Knowledge										
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds				✓					
	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓	✓	✓	✓	✓	✓	✓	
Speaking and Listening Standards: Grade 2										
Comprehension and Collaboration										
STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.									
STD SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)					✓				
STD SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.									
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age					✓				
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.									
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud					✓				

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud				✓	✓				
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.									
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue	✓			✓	✓				
Presentation of Knowledge and Ideas										
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.									
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	✓		✓						
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.									
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings			✓	✓	✓				
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)									
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification									✓

Language Standards: Grade 2

Vocabulary Acquisition and Use

STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.									
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)									✓
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions				✓		✓			

Alignment Chart for Fighting for a Cause

Lesson

		1	2	3	4	5	6	7	8	9
STD L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).									
CKLA Goal(s)	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>)					✓				
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>).									
CKLA Goal(s)	Learn the meaning of common sayings and phrases	✓		✓						
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>)					✓				
Additional CKLA Goals										
	Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud		✓	✓	✓	✓	✓	✓	✓	✓
	Identify and express physical sensations, mental states, and emotions of self and others			✓	✓	✓	✓	✓	✓	
	Share writing with others			✓						✓
	Use knowledge of the meaning of individual words to predict the meaning of compound words							✓		



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Fighting for a Cause

This introduction includes the necessary background information to be used in teaching the *Fighting for a Cause* domain. The *Tell It Again! Read-Aloud Anthology for Fighting for a Cause* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

Week One						
Day 1	#	Day 2	#	Day 3	Day 4	Day 5
Lesson 1A: "People Who Fought for a Cause" (40 min.)		Lesson 2A: "Susan B. Anthony: An Advocate for Women's Rights" (40 min.)		Lesson 3A: "Eleanor Roosevelt: A Voice for Human Rights" (40 min.)	Lesson 4A: "Mary McLeod Bethune: A Dedicated Teacher" (40 min.)	Lesson 5A: "Jackie Robinson: Champion of Equality" (40 min.)
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.		60 min.		60 min.	60 min.	60 min.

Week Two					
Day 6	ⓐ#	Day 7	Day 8	Day 9	Day 10
Pausing Point (40 min.)		Lesson 6A: "Rosa Parks: The Mother of the Civil Rights Movement" (40 min.)	Lesson 7A: "Martin Luther King Jr.: Defender of the Dream" (40 min.)	Lesson 8A: "Cesar Chavez: Protector of Workers' Rights" (40 min.)	Lesson 9A: "Celebrating Those Who Fought for a Cause" (40 min.)
Pausing Point (20 min.)		Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.		60 min.	60 min.	60 min.	60 min.

Week Three		
Day 11	Day 12	Day 13
Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
60 min.	60 min.	60 min.

ⓐ Lessons include Student Performance Task Assessments.

Lessons require advance preparation and/or additional materials; please plan ahead.

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Fighting for a Cause*
- *Tell It Again! Image Cards* for *Fighting for a Cause*
- *Tell It Again! Supplemental Guide* for *Fighting for a Cause*

*The *Tell It Again! Multiple Meaning Word Posters* for *Fighting for a Cause* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Teacher Handbook (Grade 2)*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN 978-1890517700

Why Fighting for a Cause Is Important

This domain will introduce students to several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds. Students will learn how members of very powerful groups have often excluded members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers. Each of these individuals struggled for a cause, their struggles later helped change many laws, and they all practiced nonviolence. These historical figures also had an impact on the ability of others in our nation to exercise their individual rights. Students will understand the connection between ideas and actions, and how ordinary people can do extraordinary things, changing people's awareness throughout an entire country. Students will also learn the terms *civil rights* and *human rights*, and what these terms mean.

The *Fighting for a Cause* domain will introduce students to seven historical leaders:

- Susan B. Anthony
- Eleanor Roosevelt
- Mary McLeod Bethune
- Jackie Robinson
- Rosa Parks
- Martin Luther King Jr.
- Cesar Chavez

Students will learn about the dedication and sacrifice of these historical leaders, as well as the significant impact they had on the fight for civil rights and human rights. This domain will also lay the foundation for review and extended learning of equal rights in later grades.

The content in this domain is reinforced through the free verse writing genre.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Fighting for a Cause*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

Plants (Kindergarten)

- Describe the life and scientific achievements of George Washington Carver

Presidents and American Symbols (Kindergarten)

- Identify the White House as the president's home
- Describe Washington, D.C., as the city where the current president lives and where monuments of past presidents can be found

- Describe the purpose of the Declaration of Independence as a statement of America’s liberty

A New Nation: American Independence (Grade 1)

- Explain the significance of the Declaration of Independence
- Identify “We hold these truths to be self-evident, that all men are created equal . . .” as part of the Declaration of Independence

Core Vocabulary for Fighting for a Cause

The following list contains all of the core vocabulary words in *Fighting for a Cause* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

civil rights
courage
discrimination
equal rights
inequality
nonviolence

Lesson 4

federal
health care
privilege
proud
scholarship
society

Lesson 7

activists
banned
character
extraordinary
minister
sit-ins

Lesson 2

abolitionists
ballots
influential
jury
suffrage

Lesson 5

challenge
gamble
hostility
intimidate
teammates

Lesson 8

heritage
instructing
migrant workers
organizer
plight
strikes

Lesson 3

admirable
devotion
First Lady
human rights
politics

Lesson 6

assign
boycott
disrupted
injustice
segregation

Lesson 9

democratic
dignity
disabilities
obstacles
taxes

Comprehension Questions

In the *Tell It Again! Read-Aloud Anthology for Fighting for a Cause*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1) and Reading Standards for Informational Text 1 (RI.2.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2–4 and 6 (RI.2.2–RI.2.4; RI.2.6).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. Evaluative questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.2.8). Evaluative questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

The Tell It Again! Read-Aloud Anthologies include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands that aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Fighting for a Cause*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Fighting for a Cause*, there are numerous opportunities in the lessons and in the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Fighting for a Cause

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Trade Book List

1. *Amazing Grace*, by Mary Hoffman and illustrated by Caroline Binch (Dial, 1991) ISBN 978-0803710405
2. *The Ballot Box Battle*, by Emily Arnold McCully (Dragonfly Books, 1998) ISBN 978-0679893127
3. *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote*, by Tanya Lee Stone and illustrated by Rebecca Gibbon (Henry Holt and Co., 2008) ISBN 978-0805079036

4. *Freedom on the Menu: The Greensboro Sit-Ins*, by Carole Boston Weatherford and illustrated by Jerome Lagarrigue (Puffin Books, 2007) ISBN 978-0142408940
5. *Freedom Summer*, by Deborah Wiles and illustrated by Jerome Lagarrigue (Atheneum Books for Young Readers, 2001) ISBN 978-0689830167
6. *Heroes for Civil Rights*, by David A. Adler and illustrated by Bill Farnsworth (Holiday House, 2007) ISBN 978-0823420087
7. *If You Lived When Women Won Their Rights*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2008) ISBN 978-0439748698
8. *The Other Side*, by Jacqueline Woodson and illustrated by E.B. Lewis (Putnam, 2001) ISBN 978-0399231162
9. *Remember the Ladies: 100 Great American Women*, by Cheryl Harness (HarperCollins, 2003) ISBN 978-0064438698
10. *Richard Wright and the Library Card*, by William Miller and illustrated by Gregory Christie (Lee & Low Books, 1999) ISBN 978-1880000885
11. *The Story of Ruby Bridges*, by Robert Coles and illustrated by George Ford (Scholastic Paperbacks, 2010) ISBN 978-0439472265
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15. *Susan B. Anthony: Fighter for Freedom and Equality*, by Suzanne Slade and illustrated by Craig Orback (Picture Window Books, 2007) ISBN 978-1404831049
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19. *Mary McLeod Bethune: A Great Teacher (Great African Americans)*, by Patricia C. McKissack and Fredrick McKissack, Jr. (Enslow Elementary, 2001) ISBN 978-0766016804

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22. *Cesar Chavez: A Hero for Everyone (Milestone Books)*, by Gary Soto and illustrated by Lori Lohstoeter (Aladdin, 2003) ISBN 978-0689859229
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24. *A Lesson for Martin Luther King Jr. (Childhood of Famous Americans)*, by Denise Lewis Patrick and illustrated by Rodney S. Pate (Simon Spotlight, 2003) ISBN 978-0689853975
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30. *A Picture Book of Rosa Parks (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1995) ISBN 978-0823411771
31. *Rosa*, by Nikki Giovanni and illustrated by Bryan Collier (Square Fish, 2007) ISBN 978-0312376024
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35. *Jackie Robinson: American Hero*, by Sharon Robinson (Scholastic, 2013) ISBN 978-0545540063
36. *A Picture Book of Jackie Robinson (Picture Book Biography)*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1997) ISBN 978-0823413041
37. *Teammates*, by Peter Golenbock and illustrated by Paul Bacon (Harcourt, 1992) ISBN 978-0152006037
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Websites and Other Resources

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http://www.americaslibrary.gov/aa/chavez/aa_chavez_subj.html
2. **America's Story: Martin Luther King Jr.**
http://www.americaslibrary.gov/aa/king/aa_king_subj.html
3. **America's Story: Elizabeth Cady Stanton**
http://www.americaslibrary.gov/aa/stanton/aa_stanton_subj.html
4. **Brain Pop Jr.: Rosa Parks (Membership required)**
[http://www.brainpopjr.com/socialstudies/biographies/rosaparks/
preview.weml](http://www.brainpopjr.com/socialstudies/biographies/rosaparks/preview.weml)
5. **Brain Pop Jr.: Martin Luther King, Jr. (Membership required)**
[http://www.brainpopjr.com/socialstudies/biographies/martinlutherkingjr/
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6. **Brain Pop Jr.: Susan B. Anthony (Membership required)**
[http://www.brainpopjr.com/socialstudies/biographies/susanbanthony/
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Teacher Resources

7. Elizabeth Cady Stanton & Susan B. Anthony: Not for Ourselves Alone, Public Broadcasting, Part 1
<http://www.youtube.com/watch?v=YNOznB9NV-Y>

DVD/video

8. Jackie Robinson Mini-Bio, The Biography Channel
<http://www.youtube.com/watch?v=ILIA20AqA5I>
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<http://www.youtube.com/watch?v=k6Au81aHuSg>