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| About this Resource:*This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** |
| Read AloudTrain to Somewhere<http://achievethecore.org/page/2566/train-to-somewhere> | **Synopsis of Text:***Train to Somewhere* is a book based on the real Orphan Train that carried homeless children to small towns and farms in the Midwest in the hopes of placing them with caring families. This story tells about Marianne, an orphan, heading west on the Orphan Train with other children to be placed with a family. Marianne desperately hopes that her mother will be waiting for her at one of the train stations since her mother had told her that she would be back to get her once she had made a new life for them in the West. At each stop, Marianne searches for her mother, who is never there. Though other orphans are selected by families, no one shows any interest in Marianne. At the final stop on the route in Somewhere, Iowa, an older couple who had been looking for a boy agree to adopt Marianne. Marianne finally realizes her mother is not going to be waiting for her anywhere. She decides she is ready to begin a new life with the older couple. |
| Related Text 1:Early US Locomotives<https://www.dkfindout.com/uk/transport/history-trains/early-us-locomotives/> | **Synopsis, highlighting related learning:**This short article explains the history of trains, the mode of transportation in the read-aloud text, in the United States. It describes how trains were powered by steam and what these early trains looked like. An interactive labeled diagram of a train is included; when clicking on each label, a caption with more information about that part of the train appears. |
| Related Text 2:The Steam Engine<https://www.raz-plus.com/books/leveled-books/book/?id=1177&lang=English> | **Synopsis, highlighting related learning:**This informational book will continue to build students’ knowledge about trains. It describes how steam engines work and the impact of steam engines on travel and transportation of goods.*Teacher’s note: The following sections may be challenging for students in this grade band and are not directly connected to the content of this resource. Teachers may want to either skip these sections or spend extra time reinforcing the knowledge demands required to make use of this resource: “The Age of Steam Draws to a Close” and “Modern Uses of Steam.”* |
| Related Text 3:All About Trains: History and Latest Trends<http://easyscienceforkids.com/all-about-trains/> | **Synopsis, highlighting related learning:**This website begins by explaining a brief history of trains and describes how trains changed people’s lives. It provides interesting facts about trains, adding on to students’ knowledge about the topic. It includes photographs and videos, helping students to visualize the train the children ride on in the read-aloud text. |

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| **Optional Supporting Resources** |
| Trains For Kids: Steam Train<https://www.youtube.com/watch?v=tjsIgxyxBUI> | **Description/rationale for inclusion:**This video shows a steam train driving down a track. Students can see the steam that comes out of a train and hear the sounds trains make, helping them to further understand what it was like for the children riding the train in the read-aloud text. |
| Our Story: Activities: All Aboard the Train!<http://amhistory.si.edu/ourstory/activities/train/> | **Description/rationale for inclusion:**This website has a variety of train-related activities. It links to museum exhibits about trains and books for additional reading about trains. It also has three hands-on activities: “Sing, Play, and Cook Railroad-Style,” “John Bull Riding the Rails,” and “Trains Near You.” These activities will allow for children to deepen their understanding about what it is like to ride a train. |
| **Writing/Culminating Tasks** |
| Text Type 1: Informative | **Description of task:**Think about what you have learned about trains. Create a one-page article about trains. Make sure that you:* Provide a title
* Introduce your topic
* Provide a conclusion

Within your article, explain what trains are and how steam can be used to move them. Include images that provide or support information, and captions for each image you provide. |
| Text Type 2: Opinion | **Description of task:**Would you like to ride on a steam train? Why or why not? Write to tell why you would or would not like to ride on a train. Be sure to: * State your opinion
* Give at least one reason for why you would or would not like to ride on a train
* Provide a conclusion
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| Task Type 3: Narrative | **Description of task:**Imagine you are riding on a train. Write a story about a train ride. Be sure to: * Include at least two events describing what happened on the train ride
* Describe what your character sees and does on the train
* Provide an ending for your story
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