

From Trails to Highways

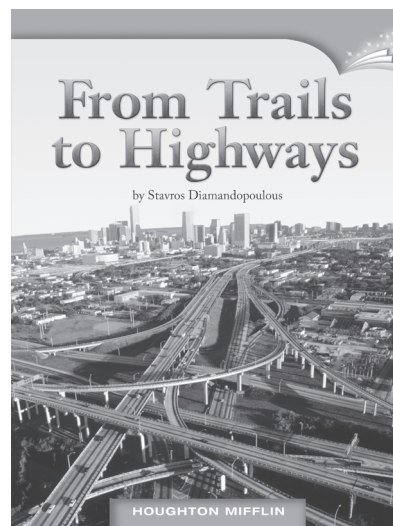
by Stavros Diamandopoulos

Fountas-Pinnell Level Q

Informational Text

Selection Summary

In colonial times, there were few roads and no highways. Most travel was done by water. As populations grew, so did the need for roads. The first major road, connecting Boston and Providence, was built in 1654. In the 1700s, stagecoaches made travel easier and faster. Turnpikes, which travelers paid tolls to use, were the ancestors of modern toll roads and highways.



Number of Words: 919

Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Informational text
Text Structure	<ul style="list-style-type: none"> • Events told in chronological order • Underlying compare-and-contrast text structure
Content	<ul style="list-style-type: none"> • Travel in the American colonies • Post roads, stagecoach travel, and early turnpikes • The modern United States road system
Themes and Ideas	<ul style="list-style-type: none"> • Before modern means of transportation such as automobiles were invented, there was no need for highways. • Growing populations mean more and more roads have to be built for all the cars.
Language and Literary Features	<ul style="list-style-type: none"> • Clear, straightforward language • Terms defined within the text
Sentence Complexity	<ul style="list-style-type: none"> • Both dependent and independent clauses • Dashes and quotation marks to set off words and phrases
Vocabulary Words	<ul style="list-style-type: none"> • Content-specific terms defined in text: <i>post road, stages, Conestoga wagons, pike</i> • Many multisyllable words, some of them challenging, such as <i>colonial, automobiles, population, passengers, manufactured, interstate, appreciate</i> • Compound words: <i>highways, somewhere, horseback, overnight, updates, networks</i>
Illustrations	<ul style="list-style-type: none"> • Full range of graphics providing information that extends the text • Photos and illustrations with captions bearing extra information • Maps of 17th-century towns, colonial Philadelphia, post roads, southern colonies
Book and Print Features	<ul style="list-style-type: none"> • Thirteen pages of text with graphics on each page • Italics for emphasis

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From Trails to Highways by Stavros Diamandopoulos

Build Background

Help children use their knowledge of roads and highways to visualize the book. Build interest by asking questions such as the following: *How do people get from one city to another? How do highways help people travel quickly and easily?* Read the title and author and talk about the cover illustration. Tell children that this book gives factual information about how the road system in the United States began and grew.

Introduce the Text

Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary. Here are some suggestions:

Page 3: Remind children that in the 1600s and early 1700s, what is now the United States belonged to Great Britain and were called colonies.

Suggested language: *Turn to page 3. The map shows towns in the American colonies. Read the caption: Unlike the United States today, the early American colonies had only a few small towns with no roads to connect them. How do you think people got from place to place?*

Page 4: *Here is the answer to how colonists traveled from one place to another. The fastest means of **transportation** in those days was a horse! How has transportation changed today? Back then, there was no **complex system** of roads like we have today. Why is a system of roads important for Americans who work?*

Pages 8–9: Draw attention to the illustration. *Do you know what the vehicle shown in the picture is called? By the early 1700s, people traveled on **stagecoaches**. The trips were made in stages. How do you think stagecoaches made travel faster and easier for the colonists?*

Now turn back to the beginning of the book and read to find out how trails turned into highways.

Expand Your Vocabulary

complex – a whole made up of many complicated or related parts, p. 4

stagecoaches – coaches pulled by horses that carry passengers and mail and run on a schedule between established stops, p. 8

system – a group of objects or units combined to form a whole and to move or work together, p. 4

toll – a tax paid for a privilege such as the use of a highway or bridge, p. 11

transportation – a means or method of transport, p. 4

turnpikes – roads one must pay to use, p. 11

Read

Have children read *From Trails to Highways* silently while you listen to individual children read. Support their problem solving and fluency as needed.

Remind children to use the Visualize Strategy  **TARGET STRATEGY** to picture what is happening as they read.

Discuss and Revisit the Text

Personal Response

Invite children to share their personal responses to the book.

Suggested language: *If you had a chance to ride in a historic stagecoach from one city to another just for fun, would you do it? Why or why not?*

Ways of Thinking

As you discuss the text, help children understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• In the 1600s and 1700s, most American colonies had no roads. People walked or went on horseback.• In the mid-1600s, post roads were built connecting cities, and stagecoaches made travel faster.• Today, a road system covers the entire country.	<ul style="list-style-type: none">• If people still traveled by horseback, we wouldn't need highways.• More people living in a place mean more cars and more cars mean more highways.• No one knows how people will travel one hundred years from now.	<ul style="list-style-type: none">• The text is full of detailed information.• The author has used photos, maps, and other graphics to convey meaning.• Descriptive language adds to the meaning and to readers' understanding of the text.• The author has an appreciation for how difficult life was in the colonies.
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Choices for Further Support

- **Fluency** Invite children to choose a passage from the text and demonstrate phrased fluent reading. Remind them to pause to reflect meaningful phrase units and to group words into phrases that reflect meaning.
- **Comprehension** Based on your observations of the children's reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children 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. Guide children to take apart more complex compound words and discuss how the parts are related to meaning. Text examples include *high-ways*, *stage-coaches*, *horse-back*, *up-dates*, and *net-works*.

Writing about Reading


Critical Thinking

Have children complete the Critical Thinking questions on BLM 30.9.

Responding

Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Compare and Contrast  **TARGET SKILL** Remind children that they can compare and contrast by telling how text details or ideas are alike and different. Model the skill, using a “Think Aloud” like the one below:

Think Aloud

You can use details in the book to look for what is alike and different between roads built at different times. On page 6, I read that the early roads were nothing but dirt. On page 13, I learned that almost all roads now are well paved and smooth. The road surfaces are one way in which the roads are different. What makes them alike is that they are both roads on which people travel.

Practice the Skill

Have children use details from the book to write two sentences telling other ways in which roads of the past and roads of the present are alike and different.

Writing Prompt: Thinking Beyond the Text

Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts

- Complete this sentence in your own words: The text on pages 10–11 is mostly about _____.
- Which words on page 8 help the reader understand the meaning of the word *stages*?

English Language Development

Reading Support Give English learners a “preview” of the text by holding a brief small-group discussion with them before reading the text with the entire group.

Vocabulary Provide assistance as needed with content terms that may be difficult, such as *colonial population*, *local traffic*, *manufactured goods*, *Conestoga wagons*, and *interstate highways*.

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

Beginning/Early Intermediate	Intermediate	Early Advanced/ Advanced
<p>Speaker 1: What do you see on the cover?</p> <p>Speaker 2: a city/highways</p> <p>Speaker 1: Does the cover photo show a scene from now or long ago?</p> <p>Speaker 2: It shows a scene from now.</p>	<p>Speaker 1: How did stagecoaches improve travel?</p> <p>Speaker 2: Stagecoaches went faster than people on horseback.</p> <p>Speaker 1: How did the Boston Post Road get its name?</p> <p>Speaker 2: People used it to carry the mail, or post.</p>	<p>Speaker 1: Why does the United States need such a huge road system?</p> <p>Speaker 2: The United States needs it because the country is so huge. Roads are needed to connect the country’s states, cities, and towns.</p>

Responding

TARGET SKILL Compare and Contrast

How are colonial roads and modern roads alike? How are they different? Copy and complete the diagram below.

Colonial Roads

Both

Modern Roads

Write About It

Text to World How did road-building help the country grow and change? Write a paragraph that expresses your opinion. Use opinion words and phrases to explain what you think.

Name _____ Date _____

Lesson 30
BLACKLINE MASTER 30.9

Think About It

Read and answer the questions.

- Why was the Conestoga wagon better than other wagons of the time?
It was able to carry more than other wagons could.
- Imagine you had to travel across the country from Boston to Seattle. What is the fastest way to make the trip today?
Taking a plane would be the fastest.
- Why was travel so slow in the early colonies?
The early colonies didn't have highways, and planes, cars, and trains hadn't been invented yet.

Making Connections When have you taken a long trip? Where did you go? How did you get there? How did you feel before, during, and at the end of the trip?

Write your answer in your Reader's Notebook.

Read directions to children.
 Think About It
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From Trails to Highways

Thinking Beyond the Text

Think about the questions below. Then write your answer in one or two paragraphs.

How do you think highways will change in the future? What could be done to make travel time shorter or make highways safer? Use details from the book to support your answer.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

Date _____

From Trails to Highways
Think About It

Think About It

Read and answer the questions.

1. Why was the Conestoga wagon better than other wagons of the time?

2. Imagine you had to travel across the country from Boston to Seattle. What is the fastest way to make the trip today?

3. Why was travel so slow in the early colonies?

Making Connections When have you taken a long trip? Where did you go? How did you get there? How did you feel before, during, and at the end of the trip?

Write your answer in your Reader's Notebook.

From Trails to Highways • LEVEL Q

From Trails to Highways

Running Record Form

page	Selection Text	Errors	Self-Corrections
5	American colonists preferred to travel and move large amounts of cargo by water. For this reason, the towns that grew most quickly were cities such as Boston or New York that were next to the ocean or big rivers. Ships took cargo and passengers all over the colonies. People also used small boats and canoes to travel on rivers and streams.		
6	As time passed, the colonial population grew, and so did American towns. More than 2,500 people lived in Philadelphia by 1701. Roads connected places within the town and connected Philadelphia to nearby farms.		
	Comments:	Accuracy Rate (# words read correctly/94 × 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 ^{so} cat	0
Insertion	the ^cat	1
Word told	① cat	1

